

INSPECTION REPORT

**WEST HESLERTON C E VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Malton

LEA area: North Yorkshire

Unique reference number: 121541

Headteacher: Mrs R Wells

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 9 – 11 July 2001

Inspection number: 194118

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	High Street West Heslerton Malton North Yorkshire
Postcode:	YO17 8RD
Telephone number:	01944 728286
Fax number:	01944 728286
Appropriate authority:	Governing body
Name of chair of governors:	Mr D M B Sharpe
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20794	Mr G Alston	Registered inspector	Mathematics Design and technology Information and communication technology Special educational needs	What sort of school is it? School's results and achievements How well are the pupils taught? How well the school cares for its pupils What should the school do to improve further?
11392	Mr T Heppenstall	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
14963	Ms J Chandler	Team inspector	Science Geography History Music Foundation Stage	How well is the school led and managed?
20815	Mrs P English	Team inspector	English Art and design Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Heslerton CE VC Primary School is a smaller than average size school with 104 pupils ranging from three to 11 years of age. In the reception class there are 14 children aged six or under, of whom four are under the age of four years. There are no pupils with parents from another cultural background or any pupils for whom English is an additional language. The proportion of pupils entitled to free meals is below the national average. The percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is above that found in most schools and a high proportion of pupils enter or leave the school during the school year. Pupils' attainment on entry is below the expected level in all areas of learning. There are two pupils who have a Statement of Special educational Need. Since the last inspection the school has a new headteacher who has been in post since the beginning of this term and one new teacher, who is relatively new to the profession, who joined the staff in September 1999. This is a popular school that has increased its number of classes.

HOW GOOD THE SCHOOL IS

The school successfully provides a happy, caring learning environment and values all its pupils equally. Children enter the school with standards that are below the expected level in language and number and leave the school having reached the expected level in English and mathematics. Overall, the quality of teaching is sound and the school is led well by the headteacher with the help of a hard-working staff and a supportive governing body. As a result the school gives satisfactory value for money.

What the school does well

- The 2000 national test results in English and mathematics at the age of 11 are above the national average and better than in other schools with pupils from a similar background.
- The quality of teaching for pupils in Class 2 is good, and very good for Year 6 pupils when taught by the headteacher.
- The vast majority of pupils behave well, form good relationships and try hard with their work.
- The school provides a good range of opportunities for pupils' social and moral development.
- In the short time since her appointment the headteacher has quickly identified important areas for improvement and, with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all pupils. As a result, pupils enjoy coming to school.
- The school has good links with parents and the community. The support parents give their children at home is a great help to them.

What could be improved

- Standards in writing, by raising the standard of pupils' handwriting and the presentation of their work, and by providing more opportunities for pupils to write at length and for different purposes in literacy lessons and in other subjects.
- Standards in mathematics, by raising the standard of pupils' mental and problem solving skills, and by providing more opportunities to use their numeracy skills in everyday, practical situations.
- The number of opportunities for pupils to investigate and experiment in science.

- The consistency in the overall quality of teaching and how teaching time is used in the school day.
- Assessment and recording of information related to pupils' achievements and making use of this information in planning lessons with clear learning objectives that challenge pupils of all abilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in its planned programme of improvement since the last inspection in May 1997, but further improvements are still needed. The school has developed assessment procedures for pupils' attainment but the information recorded is not easily accessible to teachers. Further, this information is not sufficiently detailed about what pupils know, understand or the skills they have and, as a result, is of limited value in providing information to help teachers plan work effectively for all levels of ability. Teachers' planning has improved, but there is not a consistent approach or format across the school. Due to this inconsistency, the learning objectives for some lessons are not clearly stated. As a result, it is difficult for teachers to assess pupils' learning at the end of the lesson. The provision for information and communication technology (ICT) has improved and teachers are giving pupils the opportunity to use their ICT skills in other subjects. However, the number and range of opportunities for pupils to do this varies across the school. The priorities the school has recently identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds, based on average points scores in National Curriculum test.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	E*	A	B	A
Mathematics	C	A	B	A
Science	C	A*	C	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The information shows that results in English and mathematics are above the national average and in science are close to the national average. Compared to those of schools that have pupils from a similar background, results are well above average in English and mathematics and average in science. This represents the group of pupils who took the tests in 2000 where there were smaller numbers of pupils with special educational needs in the Year 6 class who took the test than is normal for the school. Generally, the number of pupils taking the test has been around 15 and these small numbers make comparisons of results between years unreliable. Inspection findings are that standards for pupils who are presently aged 11 years are average in English, mathematics and science. However, attainment in writing is below average. This reflects the cohort of pupils where 25 per cent of pupils are on the special educational needs register and the fact that 30 per cent of pupils entered or left the class in the past 18 months. Until recently, results over the past three years had not risen at a similar rate to that found in most schools nationally.

The results of the 2000 tests for seven year olds show that results are average in reading and writing and above average in mathematics. When results are compared to those in schools with pupils from a similar background they are below average in reading and writing, and average in mathematics. In previous years the school's results have been consistently above average but fell in 2000. This is because, in Year 2 last year there was a higher than proportion of pupils with special educational needs than is normal for the school. Inspection evidence indicates that the attainment of current pupils aged seven years is average in reading and mathematics and below average in writing.

Across the school, standards in writing are not sufficiently high due to the quality of presentation of pupils' work and handwriting skills that are not as good as in their other language skills and a lack of opportunities for pupils to write at length and for different purposes. Similarly, in mathematics, pupils' mental and problem solving skills are not as well developed as their computational skills and teachers do not provide enough opportunities for pupils to use and apply their knowledge in everyday, practical investigations. At the age of seven and 11, pupils' attainment in ICT is close to national expectations. In religious education, by the age of 11, pupils have not reached the expected level of the locally agreed syllabus because pupils have a limited knowledge of different faiths. Across the school, pupils achieve appropriately in all other subjects. However, due to the small hall, development of pupils' gymnastic and dance skills are severely restricted and are below the expected level. These judgements indicate that standards have generally been maintained since the last inspection and there is no significant difference in the progress made by boys and girls. Pupils with special educational needs make satisfactory progress in relation to their prior attainment as a result of the appropriate support they receive. They make good progress in classes with younger pupils where they receive help from good quality support staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	The vast majority of pupils' behaviour is good in all situations. They are courteous and polite to one another and to adults. A small number of pupils in Years 5 and 6 misbehave at times.
Personal development and relationships	Relationships are good and are built successfully on mutual respect. Most pupils are very mature and sensible. When given the chance they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Attendance is better than that found in most schools and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory; very good for older pupils when taught by the headteacher

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

Overall, the quality of teaching is satisfactory and the needs of pupils are appropriately met. The school has had some success in maintaining the quality of teaching since the last inspection. The amount of teaching judged to be unsatisfactory has been reduced from ten per cent to four per cent but the amount of very good teaching has fallen from 30 per cent to 15 per cent. In the lessons seen the teaching was at least satisfactory in 96 per cent of lessons, being very good in 15 per cent. In one lesson the teaching was unsatisfactory. The teaching for pupils in Class 2 is good, and very good for pupils in Year 6 when taught by the headteacher. However, this good quality of teaching is not consistent across the school.

Across the school, the teaching of English and mathematics is sound with an appropriate emphasis on developing pupils' reading, writing and numeracy skills. However, the teaching of mental strategies is not effective in developing pupils' skills to a high enough standard. The teaching of handwriting is not successful in helping pupils reach the expected standard. Further, pupils' numeracy and literacy skills are not extended due to a lack of opportunities for pupils to write at length or to use their mathematical knowledge in everyday, practical problem solving activities. In good lessons the teachers question pupils effectively, provide good resources for pupils to use, set challenging tasks and make pupils feel valued. As a result, pupils contribute confidently to lessons. They respond positively by working hard and producing work that reflects their capabilities. In less effective lessons, the teacher does not identify clearly what pupils are to learn. This makes the assessment of pupils' progress difficult. In others, there is an over-reliance on worksheets or a commercially produced scheme which results in work that is not always well matched to pupils' abilities and, as a result, the progress pupils make is limited. The satisfactory teaching is instrumental in helping pupils to make sound and, at times, good progress. The school has met the targets it has set itself in national tests and has set appropriate future targets that it is on course to meet in mathematics but not in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children under five have a good range of learning experiences, but there is a lack of facilities for outdoor play. For older pupils there is a strong emphasis on literacy and numeracy, but there are not enough opportunities for pupils to use their writing skills across other subjects. In science and mathematics there are not sufficient opportunities for pupils to use their investigation skills in practical activities. The school provides an appropriate range of out-of-school activities. The best use is not made of teaching time in the school day.

Provision for pupils with special educational needs	The school makes satisfactory provision and appropriate work is planned to meet pupils' needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Learning opportunities for pupils' personal development are limited. Some good examples were seen of pupils working together and organising themselves in English and science or when working on the computer. The school makes satisfactory provision for pupils' spiritual and cultural development and good for moral and social development.
How well the school cares for its pupils	The school provides a secure, caring environment. Teachers know their pupils well. However, the information recorded from assessment is not easily accessible to teachers or sufficiently detailed.

Parents support the school well, both in raising funds and by helping children at home with their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides very good leadership and has identified key areas where the school needs to improve. A good team approach in decision-making and day-to-day organisation is developing. The role of coordinators is underdeveloped in evaluating and improving the teaching in their subjects.
How well the governors fulfil their responsibilities	The governing body is very supportive and carries out its duties purposefully. They monitor and analyse the work of the school satisfactorily but rely heavily on information from the headteacher to make their judgements.
The school's evaluation of its performance	The school is beginning to evaluate its own performance successfully. In the past there has been limited evaluation of school performance. Where areas for improvement have been identified the school considers and implements ways to improve them but does not monitor carefully the impact of such changes.
The strategic use of resources	The school makes appropriate use of staff, accommodation and material resources.

Staffing levels at the school are adequate and the range and quality of resources are appropriate to support the teaching and learning. The accommodation restricts the physical education programme for pupils. The school considers carefully how it can get best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching and the progress pupils make.• The management and leadership of the school.• The school helps pupils become mature and responsible.• The school expects pupils to work hard and achieve their best.• The behaviour of the pupils.	<ul style="list-style-type: none">• Activities out of school.• The amount of homework.• The information the school provides.

Parents' views about the school are very positive. Inspectors' judgements support parents' positive views. They do not support parents' concerns about out-of-school activities or homework. The school provides a similar range of activities out of school to that found in many schools and many pupils enjoy this provision. Homework is consistently given in most classes and helps pupils with their learning. Although the school provides satisfactory information about school events and pupils' progress, parents do not receive enough detailed information about curriculum matters and homework arrangements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests, the proportion of pupils at the age of seven reaching the expected level (Level 2) or above was in line with the national average in reading and writing and above average in mathematics. Teacher assessments indicate that the proportion achieving Level 2 and above in science was close to the national average. The proportion of pupils achieving the higher level (Level 3) was well above the national average in reading and mathematics and close to the national average in writing. When results are compared to those in schools with pupils from a similar background they are below average in reading and writing and average in mathematics. In previous years the school's results have been consistently above average but fell in 2000. This is because, in Year 2 last year there was a higher proportion of pupils with special educational needs than is normal for the school. Generally, the number of pupils taking the test has been around 15 or less and these small numbers make comparisons of results between years unreliable. Inspection evidence indicates that present pupils' attainment in Year 2 is average in reading and mathematics and below average in writing.
2. The 2000 national tests at the age of 11 show that the proportion of pupils reaching the expected level (Level 4) or above was above the national average in English and mathematics and close to the national average in science. The proportion reaching Level 5 was above average in English and close to the average in mathematics and science. When compared with those in schools that have pupils from similar backgrounds, results are well above average in English and mathematics and average in science. This represents the cohorts of pupils who took the tests in 2000 where there were smaller numbers of pupils with special educational needs in the Year 6 class who took the test than is normal for the school. Generally, the number of pupils taking the test has been around 15 and these small numbers make comparisons of results between years unreliable. Standards in the current Year 6 class are average in English, mathematics and science. This reflects the cohort of pupils where 25 per cent of pupils are on the special educational needs register and 30 per cent of pupils entered or left the class in the past two years. Until recently, results over the past three years have not risen at a similar rate to that found in most schools locally and nationally. Standards in writing are not sufficiently high due to a lack of opportunities for pupils to write at length and for different purposes. The quality of presentation of pupils' work and handwriting skills are not as good as their other language skills. In mathematics, pupils' mental and problem solving skills are not as well developed as their computational skills and teachers do not provide enough opportunities for pupils to use their knowledge in everyday, practical investigations.
3. In the previous report there were no significant areas of weakness identified. Generally satisfactory standards have been maintained in all subjects except in religious education where pupils' knowledge of different faiths at the age of 11 is limited and does not reach the level expected of the locally agreed syllabus.
4. Initial assessment records show that children under the age of five enter school with below average speaking and listening skills, number skills, and personal and social skills. Pupils achieve appropriately, and at times well, in all areas of learning. The good experiences provided in the Foundation Stage make it likely that, by the time they are ready to start Year 1, they will reach the Early Learning Goals in

communication, language and literacy development, mathematical and physical development, knowledge and understanding of the world, creative development and in personal, social, and emotional development.

5. By the age of seven and 11, pupils' attainment is in line with national expectations in reading, speaking and listening. In writing, pupils' attainment is below national expectations at the age of seven and 11. By the age of seven, pupils listen carefully and are becoming confident in expressing their ideas; for example, in checking the order of words in a sentence make sense. By the age of 11, pupils contribute appropriately to class discussions. They are able to explain clearly their views using appropriate vocabulary; for example, in a discussion about how structures vary in comparing Haiku, Tanka and Cinquain poetry. In reading, all pupils show a developing enthusiasm for books. By the age of seven, most of them can successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to evaluate a book. By the age of 11, the best readers are able to discuss with clarity and understanding the texts they read. Pupils understand and use indices and glossaries competently and have the skill of summarising the main information points. By the age of seven, pupils display only limited ability in their creative writing and their use of the basic conventions of punctuation and grammar are not used effectively in their work. This is because there are too few opportunities for them to write at length or for different purposes. Pupils' handwriting is mainly printed although they have appropriate strategies for spelling words with regular patterns. By the age of 11, higher and average attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured, planned work. However, this is not always transferred into their written work. Pupils' skills in spelling are sound, although handwriting is not always accurate or fluent. In both infant and junior stages, progress is satisfactory in reading, writing, speaking and listening. However, progress in writing is unsatisfactory. Pupils make appropriate gains in their ability to express thoughtful ideas about a story. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. Higher and average attaining pupils make unsatisfactory progress in their ability to write at length and for specific purposes. The narrow range of opportunities for pupils to write creatively and at length limits progress in this aspect of work.
6. By the age of seven and 11, pupils' attainment in mathematics is average. In both infant and junior classes all pupils make satisfactory progress. By the age of seven, pupils are confident in applying the rules of addition and subtraction. Most pupils' understanding and use of appropriate mathematical language are satisfactory. Due to a lack of opportunities for pupils to use their mathematical knowledge in practical situations their skills in this area are underdeveloped. By the age of 11, pupils do not have rapid recall of number facts and are not able to make speedy mental calculations. Many pupils lack confidence in developing their own strategies for solving problems and find difficulty in explaining their reasoning. Pupils make sound progress in fractions, decimals, and percentages. Data-handling skills are satisfactory. Pupils' knowledge of shape, space and measures is sound. Pupils' progress in mental calculations and understanding of number are not developed effectively through regular practice in mental calculation and the revision of number facts. Although pupils' progress in mathematical language and computational skills is satisfactory, there is a lack of opportunity for them to apply their knowledge to practical situations.

7. In science, pupils' attainment is average by the age of seven and 11. Overall, progress is satisfactory. By the age of seven, pupils are beginning to develop a satisfactory scientific approach and exhibit sound skills in observation and communicating their findings. They are secure in their knowledge of humans and of common materials. By the age of 11, pupils have a satisfactory understanding of appropriate scientific vocabulary and a sound knowledge of the natural world, materials and their properties and the physical world. They are able to successfully predict the outcome of experiments and base their conclusions on their understanding of scientific processes. Due to a lack of opportunities to investigate and experiment their ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment is not as strong.
8. In ICT, pupils' attainment is close to national expectations by the age of seven and 11. As a result of a recent major input of resources and training, all pupils, including those with special educational needs, are making satisfactory. By the age of seven, pupils are confident in the use of a mouse with simple software packages and are beginning to enter text using a word-processor package. By the age of 11, pupils are able to start up the computers and locate the appropriate programs. They can access and save their work. Pupils have developed reasonable keyboard skills and are able to use the mouse with control. Pupils have reached the expected stage of interrogating and amending databases or using spreadsheets, and have been involved in using ICT to control events in a pre-determined manner, or to sense and display data. The use of computers to help develop work across other areas of the curriculum is not consistent across the school.
9. All pupils make satisfactory progress and achieve appropriately in art, design and technology, geography, history, music and physical education and achieve levels appropriate to their age by the time they leave the school. However, the size of the hall restricts the opportunity for pupils to experience gymnastics and dance and as a result progress in these areas is unsatisfactory. Generally standards have been maintained since the last inspection. There is no significant difference in the progress made by boys and girls.
10. The school has made a satisfactory effort in introducing the National Literacy and Numeracy Strategies. However, pupils' literacy skills are not given sufficient emphasis in other subject areas. Pupils' writing skills are not used sufficiently well; there are too few opportunities for them to write at length or for different purposes, for example, in geography, history and religious education. There are appropriate opportunities for reading for information. Learning in many subjects is enhanced by opportunities presented to pupils to use their research skills, for example, in science, history and geography. Pupils' numeracy skills are used appropriately to classify, compare and measure in several subjects. Examples were seen in geography, ICT and science. The school has set itself appropriate targets for literacy and numeracy that it is on course to meet in numeracy but not in literacy.
11. Pupils with special educational needs achieve appropriately and make satisfactory progress towards the targets set for them in their individual education plans. The classroom assistant provides good support. The quality of individual education plans is sound. They are mainly completed by class teachers following discussions with the coordinator, support teachers and outside agencies. Learning targets are detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets are modified according to pupils' performance. The pupils with a Statement of Special Educational Need receive good support from support assistants.

Pupils' attitudes, values and personal development

12. Pupils like coming to school and have good attitudes to their work. Similar judgements were made at the previous inspection. Good attitudes involve characteristics such as perseverance and willingness to contribute. However, the characteristic that most impressed inspectors during lesson observations was the enthusiasm of the pupils. Parents acknowledge and appreciate that their children like school and have good attitudes. Pupils who have special educational needs have positive attitudes to school and are very well integrated into the school community. They relate well to adults and as a consequence gain in confidence and make satisfactory progress.
13. Behaviour is almost always good in lessons and around school and, again, parents appreciate this. Pupils also perceive behaviour to be good. There is a small number of pupils who are inclined to misbehave on occasions but, overall, the atmosphere is happy and calm and this contributes significantly to the ability to learn. There have been no recent exclusions. Pupils are courteous to adults, for example, non-teaching staff believe they are treated with appropriate respect. Furthermore, they are trustworthy for example, pupils as a matter of routine handle money collected in school, and there is no evidence of malicious damage to property by the school's own pupils.
14. Relationships in school are good and this contributes to the happy atmosphere. Pupils mix well together, for example, there are small, harmonious groups of different aged pupils seated together at lunch time. Also, they co-operate well with each other during lessons and in breaks. Pupils like their teachers and believe that they have good relationships with them. Pupils work in a relaxed, caring environment and there is no fear of bullying or sexism.
15. The school's rural location does not provide significant first-hand opportunities for pupils to experience ethnic minority cultures. However, discussions with pupils indicated a good sensitivity to these issues. Pupils demonstrate caring attitudes to the less fortunate members of the school. An assembly, in which great interest was shown in the need to care for the environment, provided evidence of a different form of caring.
16. The personal development of pupils is good. They are confident in dealing with adults and they respond well to opportunities to take initiative and show responsibility. A good example is the responsible way in which the pupils implement the dining arrangements. This results in high quality social interaction. There are some jobs for pupils such as helping to arrange furniture in the hall and, on occasion, answering the telephone. Pupils regard this type of activity as worthwhile. However, the range of these opportunities is limited although it is enhanced by residential visits.
17. Attendance is good and has been better than the national average for most of the last few years. Holidays taken in term time form a significant proportion of the absences. The level of unauthorised absence is low. Due to many pupils being transported to school by bus and car, punctuality can be a problem at times when pupils arrive during the registration period. The school acknowledges this which, on such occasions, prevents effective use being made of the first 15 minutes of the school day.

HOW WELL ARE PUPILS TAUGHT?

18. The school has had some success in maintaining the quality of teaching since the last inspection. The amount of teaching judged to be unsatisfactory has been reduced from ten per cent to four per cent but the amount of very good teaching has fallen from 30 per cent to 15 per cent. In the previous report unsatisfactory teaching was linked to low expectations and work not matched to pupils' abilities. There was also concern about a lack of opportunities for pupils to use their ICT skills in other subjects. The situation remains the same where teaching is less effective or unsatisfactory. There are now more opportunities for pupils to use their ICT skills in other subjects but this is not consistent across the school. Overall, the quality of teaching is satisfactory. The quality of teaching is good for pupils in Class 2 and very good for Year 6 pupils when taught by the headteacher, but this good quality is not consistent across the school. In the lessons observed the teaching was satisfactory or better in 96 per cent of lessons, being good in 25 per cent and very good in 15 per cent. One lesson was judged to be unsatisfactory. In most classes the teaching is consistently of a sound, and at times, good quality and the needs of all pupils are met appropriately.
19. English and mathematics are satisfactorily taught with a clear emphasis on developing pupils' literacy and numeracy skills. However, these skills are not sufficiently well built upon, particularly in writing, due to a lack of opportunities for pupils to write at length. The teaching of handwriting is inconsistent and there are too few opportunities for pupils to write at length in literacy lessons or in other subjects such as history, geography or religious education. In mathematics, there is inconsistency in the quality of teaching pupils mental skills and strategies and in the number of opportunities for them to investigate and experiment in science and mathematics. This restricts pupils' development of the ability to show initiative and be responsible for their own learning. In both English and mathematics the provision for mixed-age classes is not consistent. Where planning is it is adapted to meet the specific needs of both year groups so that pupils systematically build on prior learning. This was well illustrated in the English planning in Class 2. Weakness occurs where the programme for one year group only is used and the strategy for differentiation is heavily dependent on working through published schemes. This has a limiting effect on the quality of learning and the progress some pupils make. It was not possible to judge the quality of teaching in art, design and technology, history, ICT, music and physical education due to limited opportunities to observe the teaching in these subjects. In infant classes, the teaching of English, mathematics, design and technology is satisfactory and good for science and geography. In junior classes, the teaching in all the subjects, where there was sufficient evidence to make a secure judgement, was satisfactory.
20. Overall, the teaching of children under the age of five is satisfactory. Good teaching was seen in language lessons where the teacher is well supported by a nursery nurse. In other lessons, where there is no other adult support, it is not always possible for the teacher to interact with the children as much as she would like. This is because of the wide age range of the class, including pre-school children, who also make demands on the teachers' time. The teacher's planning is carefully based on the Early Learning Goals for children of this age. Relationships are good and the teacher has a good understanding of the needs of young children in these areas. The nursery nurse and the teacher cooperate and work well together, planning suitable activities to build the children's confidence and skills, including extension work for higher attaining children. In a science lesson aimed at increasing children's understanding of plants and how humans use plants for food, the teacher interacted well with the children, at times inspiring them to greater efforts. The task interested

the children who were well motivated and lively discussion ensued between them. Progress was restricted because the teacher could not always interact with the children to further extend their knowledge. The lesson was well organised to encourage children's independence and initiative in learning. The lack of an adequate outdoor play area restricts opportunities for the teacher to plan activities to enrich children's physical and creative development.

21. The teaching in classes with infant pupils is good. In the lessons seen, the teaching was always at least satisfactory, being good in 55 per cent and very good in 20 per cent. Where the quality of teaching is good, careful preparation provides a good range of resources to support pupils' learning, and they are well motivated by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in a Year 1/2 mathematics lesson where the pupils explored data handling and block graphs. They responded enthusiastically to the problem of finding the frequency of different coloured Smarties in a tube of Smarties and concentrated hard, reaching a good understanding of how to tally and present information on a block graph. Questioning was used effectively to promote and assess understanding, and the teacher gave immediate extension or reinforcement as the needs arose. In a good Year 1/2 geography lesson as pupils reflected on holiday resorts, both past and present, the teacher used perceptive questions that focused pupils on the task and valued their contributions to the discussion. The lesson provided pupils with the opportunity to examine information and use this information in making and writing postcards. Careful questions promoted pupils' thinking, for example, after showing pupils a letter from 'Trevor' the teacher asked "What will you want to tell him about your holiday resort?" Pupils were well motivated and lots of sensible discussion followed in which pupils used their newly acquired knowledge effectively. In the literacy and numeracy sessions, the teachers have established good classroom routines for pupils and there is an industrious working atmosphere. In less effective lessons, teachers focus for long periods with one group and as a result have difficulty intervening with other groups, on these occasions progress for higher attaining pupils is limited. In other lessons, the tasks teachers provide do not challenge higher attaining pupils. Teachers are skilled at using classroom assistants productively in the numeracy and literacy hour, for example, in a number session the assistant provided good support to lower attaining pupils with their sorting game. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback.

22. In junior classes, the teaching is satisfactory. In the observed lessons the teaching was almost always at least satisfactory, being good in seven per cent and very good in 14 per cent of lessons. In one lesson the teaching was unsatisfactory. All the very good teaching was by the headteacher in literacy and numeracy lessons with Year 6 pupils. Due to the absence of the Year 5/6 teacher, a temporary teacher has taken this class. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good Year 6 literacy lesson, pupils focus on writing their own poems after studying the structures of different kinds of poems, such as Haiku and Tanka. The teacher uses an effective range of teaching strategies and has high expectations of what pupils can achieve and how they should behave. In this lesson, discussion and questions are used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities. Whole-class teaching is effective, but pupils also have the opportunity to work independently or collaboratively, which they do well. This results in them settling quickly to the task, working at a good pace and producing written accounts of good quality. In a very good Year 6 mathematics lesson, the teacher uses her time well to monitor and support pupils as they work in groups discussing

how they are going to investigate angles. She listens carefully to the discussions, joins in when necessary, ensuring that opportunities to extend and clarify pupils' ideas are effectively taken. In other good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 3/4 music lesson, pupils explored the presentation of songs. Good use was made of open-ended tasks and questions, for example, "Why do you think the sea shanty has this kind of rhythm?" or, "What do you think you could do to improve it...?" The pupils responded with great enthusiasm and learnt a great deal from each other about how sounds can be organised and how they could improve songs using drama and instruments.

23. Most teachers have a sound knowledge and understanding of the subjects they teach. In a Year 3/4 ICT lesson, the classroom assistant was well briefed by the teacher and used her expertise and ability well to demonstrate how to enter data into a spreadsheet. The assistant carefully balanced the amount of information she gave to pupils against effective questions to check on their knowledge. This results in pupils gaining a clear understanding of how to enter data onto a spreadsheet. The format of lessons based on the guidance of the National Literacy and Numeracy Strategies has maintained the satisfactory teaching of English and mathematics with clearly focused lessons ending with effective plenary sessions to check on pupils' learning. In the teaching of mathematics appropriate use is not always made of mental exercises to give pace to the lesson. Most teachers' management of pupils is good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. Pupils are eager to learn and, when given a task, respond positively by working hard and producing good work that is matched to their ability. The sound teaching is instrumental in helping pupils make satisfactory progress.
24. Where the teaching is less effective or unsatisfactory, qualities that are missing are a lack of clear learning objectives in the teacher's planning; good pace to the lesson; challenging, interesting tasks; and effective intervention by the teacher. Due to assessment information not being easily accessible or sufficiently detailed, lessons are not always challenging to pupils or do not build on past learning. For example, in a Year 5/6 science lesson, the lesson plan had no clear objective and stated 'to know the human life cycle' and, as a result, the task was too easy for pupils and presented little interest or challenge. During the time pupils were on task, the teacher did not intervene sufficiently in order to extend their thinking or check on their learning. As a result, little learning took place and some pupils became disinterested. In a Year 3/4 science lesson investigating the effect on the shell of hard boiled eggs in different liquids, the discussion was too teacher directed and the pupils were not sufficiently involved either in the discussion or in examining the egg samples. Interest levels fell and pupils were not motivated, resulting in the limited amount of written work that pupils produced from the set task.
25. Homework is used to appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics. Many parents make good use of the reading diary, which has great value as an effective link between home and school. For older pupils there are good opportunities in English and mathematics to extend the work done in class at home.
26. The teaching of pupils with special educational needs is sound. Individual education plans exist for all pupils who have been identified as having special educational needs. They are well structured and identify appropriate and realistic goals. Overall, pupils with special educational needs make satisfactory progress towards the targets

set for them in their individual plans. Most teachers plan tasks based on these plans, and support staff are well briefed to work with small groups or individuals, and as a result pupils make satisfactory and at times, good progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the register of special educational needs. In reception these pupils are given good, skilled assistance from a well-qualified and experienced nursery nurse. Pupils who individually work with a specialist teacher or support staff make good progress.

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

27. In the previous inspection there were no significant weaknesses identified in the report with the exception of ICT where pupils were not given enough opportunities to use their skills in other subjects. The provision for ICT has improved and teachers provide opportunities for pupils to use their ICT skills in other subjects. However, the number and range of opportunities for pupils to do this varies across the school. The school's arrangements for equal access and opportunity to the curriculum are satisfactory. There is a policy and an awareness of the importance of the issues. There are no gender issues. Pupils with special educational needs, who may be withdrawn from classes, study the same subject at the same time as the rest of the class. Providing equal opportunities presents some problems with regard to out of school activities. Many pupils are transported by school bus that presents obvious difficulties if activities take place after school. This problem is to be addressed but it has restricted the introduction of a broader range of opportunities.
28. The curricular provision for children in the Foundation Stage and for those in the infant and junior classes is satisfactory overall. The caring ethos of the school ensures that there is a commitment and a clear policy to provide equal opportunity for all pupils to access a broadly based and suitably balanced curriculum and all aspects of school life. This supports their intellectual, physical and personal development and prepares them well for subsequent stages of education.
29. The curriculum for the children in the Foundation Stage is satisfactory and clearly demonstrates the importance the school places on providing experiences, in all the recommended areas of learning for children of this age. This makes a significant contribution to the progress children make towards achieving the agreed Early Learning Goals and ensures a smooth transition to the work of the National Curriculum. However, the outside play area is inadequate and the amount of large play equipment is limited. As a result, the physical and creative aspects of the curriculum are restricted. For pupils in infant and junior classes an appropriate range of documented policies show the suitable breadth of curricular opportunities. These policies ensure that statutory requirements are met for each subject of the National Curriculum and that provision for religious education is broadly in line with the recommendations of the North Yorkshire Locally Agreed Syllabus for religious education. However, not enough focus is given to developing pupils' knowledge and understanding of different faiths and as a result, pupils have little knowledge of this aspect. Through a suitable range of policies effective provision is made for pupils' personal, social and health education that also includes sex education and misuse of drugs.
30. Overall the organisation of the curriculum to meet the needs of all pupils is satisfactory. There are particular strengths but also weaknesses. The headteacher and staff have developed a useful curriculum framework that indicates when Programmes of Study in each subject are to be taught and much thought has been

given to the allocation of teaching time to each unit of work to ensure the pupils enjoy a varied and balanced experience. The particular priority given to English and mathematics illustrates the importance the school places on improving pupils' skills in numeracy and literacy. However, the agreed allocation of time for each subject is not always adhered to by all teachers and, where this happens, it has a limiting effect on the provision for some subjects. The teaching time for pupils in junior classes falls below that provided by most schools, nationally. This has a negative impact on the provision for these pupils. The planning of timetables does not always ensure that the best use is made of available teaching time. For example, the period set for a lesson is not always determined by judging the time most pupils are able to sustain active involvement in purposeful learning activities. This is particularly so for infant classes where the session between lunch and break (90 minutes) is inappropriately long and often devoted to one subject and the session after break is very short (15 minutes).

31. Satisfactory schemes of work are in place to promote the quality and range of curricular provision. The school introduced the National Literacy Strategy and has adopted the guidance as the scheme of work for English. However the coordinator for English has identified the need to:
 - develop further guidance to improve the provision for the development of independent writing;
 - institute specific schemes of work to support the systematic development of handwriting and presentational skills, and
 - structure the development of skills associated with speaking.
32. The school has implemented the National Numeracy Strategy and, overall, is appropriately using the guidance as a basis for planning. However, insufficient use is being made of the advice to support the development of mental calculation strategies and to provide opportunities for investigation and problem solving. The school has in place suitable schemes of work for science and non-core subjects that have been developed by the Qualifications and Curriculum Authority and which are to be reviewed by coordinators after an initial trial period. There is evidence that, in practice, the advice of the science scheme has not been fully adopted and pupils have too few planned opportunities for independent investigation and this has a negative impact on attainment. The scheme for physical education provides sound support for teachers' planning of all the aspects of the subject. However, the provision for indoor activities such as gymnastics and dance is significantly restricted by the size of the hall. The practice of developing schemes of work over a two-year rolling programme provides appropriately for science and non-core subjects in mixed-age classes. The scheme of work for religious education provides insufficiently clear advice on how the knowledge and understanding are to be developed systematically as pupils move through the school. This has a negative impact on the progress pupils make. Where teachers make appropriate cross-curricular links when planning work the quality of the curriculum is enhanced. For example, in Class 1 pupils painted pictures from the ideas they had developed in geography, about how people spend their leisure time. However, there is insufficient guidance to ensure consistency of this good practice.
33. Effective provision is made for pupils with special educational needs. The policy meets the requirements and recommendations of the Code of Practice. Parents' and teachers' observations are used well to identify difficulties at an early stage. The prompt provision of appropriate individual education plans and regular reviews have

a positive impact on the development of confidence for these pupils and the progress made in learning.

34. The curriculum is enriched by the provision of extra-curricular activities such as recorder club, football, netball and cross-country in season. These are often linked with cluster-group activities. The school effectively uses opportunities to extend pupils' learning through visits to places such as Irton Garden Centre, the theatre, Cawthorne Camp and a residential visit to Humphrey Head. Similarly, pupils have opportunities to spend time with visitors such as a local jazz group, a local doctor, a theatre company and an African dance group. Pupils have good opportunities to make links with the church and village community. For example, collective worship is led by a representative from the church each alternate week and pupils are involved in the village harvest and Christmas celebrations. Guests are invited to lunch and play performances. Pupils' work is exhibited in local village shows.
35. Good links are made with receiving and cluster group schools so that resources and information can be shared. For example pupils enjoy curricular link events such as a French day and science action day. Visits to receiving schools to meet staff and pupils ensure that pupils transferring to the secondary sector are well prepared. This is particularly so for those pupils who have special educational needs.
36. Overall, the provision for pupils' personal development is good and makes a significant contribution to the attainment and progress all pupils make. This reflects the findings of the previous report.
37. The provision for spiritual development is satisfactory. Pupils are encouraged to share their experiences, ideas and feelings and teaching and support staff consistently value these. This significant support for the self-esteem of all pupils is particularly important to those pupils with special educational needs. In subjects such as English, history and religious education pupils have the opportunity to consider the beliefs and feelings held by people of other times and places and to make responses from their own experiences. Assemblies and daily acts of collective worship provide valuable opportunities for pupils to experience a sense of 'belonging' and time to reflect on values and those dilemmas common to us all for which there may be no simple answer. For example, what does a shepherd do if one of his hundred sheep is lost? As there is no specific policy for the provision for spiritual, moral, social and cultural development, valuable opportunities for spiritual development in areas across the curriculum are sometimes overlooked.
38. Good provision is made for fostering moral development. The whole-school policy on behaviour ensures that rules are practicable, rewards and sanctions are appropriate and teaching and support staff have a consistent approach and equally high expectations. Throughout the school pupils learn to recognise the difference between right and wrong and the values of honesty and fairness through direct teaching in personal and social education sessions, through assembly themes, the personal example of all adults who work with them and discussions of issues as they arise. Pupils are consistently encouraged to consider the consequences of what they say and do both on themselves and others. Positive behaviour is acknowledged and unacceptable behaviour is handled calmly and sensitively. This has a significantly positive impact particularly on those pupils with behavioural difficulties.
39. The school promotes the social development of pupils well. This has a positive effect on the progress of the youngest children and those with special educational needs. All staff demonstrate considerable respect for pupils, raising their self-esteem and confidence in all aspects of school life. Members of staff demonstrate social

conventions and sensitively use opportunities to directly teach them. The day-to-day interaction within mixed-age classes and the good balance between whole-class and group learning activities and extra-curricular opportunities support the development of inter-personal skills well. The development of responsibility is fostered appropriately through opportunities to help with class and school routines such as returning registers to the office, preparing the hall for assembly and older pupils are encouraged to support younger pupils at lunch and break times. An understanding of the special responsibility of representing the school is promoted well through educational visits and involvement in cluster group activities. The opportunity for older pupils to experience a residential visit makes a significant contribution to their personal development. However opportunities for pupils to develop independence in learning activities are too often overlooked.

40. The provision for cultural development is satisfactory. Through subjects such as art, music, dance, English, history and religious education pupils' knowledge of their own culture is fostered well. For example, pupils experience traditional and modern stories and poetry. They learn to empathise with people of other times and places in history and geography. For example, pupils share something of the experiences of Florence Nightingale in history. Through religious education pupils learn about the Christian influence that permeates British heritage. However, pupils have limited experience of contact with people of other cultures or knowledge of the beliefs and values associated with these cultures. This limits their understanding of the multi-cultural nature of British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. In the previous report this aspect was good overall. There were good levels of pastoral care, and the guidance given within lessons was satisfactory. The procedures for encouraging good behaviour, child protection and health and safety were all in place. The school has worked hard in order to maintain these positive aspects for pupils; overall, they remain good. Parents support the school in this area and feel it provides effective support and guidance to pupils and that their welfare is good.
42. There are suitable health, safety and child protection policies in place, which are well implemented across the school. All staff are aware of the need to be alert at all times. Good communications exist with regard to all care-related issues which ensure that any health, safety or child protection concern is properly dealt with. Staff are kept informed and have a high awareness of whole-school policies as a result of regular updating of information. They know and follow these procedures. The person responsible for child protection has received training and the school policy is in place.
43. Pupils are well supervised during the day, with staff on duty from before the start of the school day until the time when pupils leave the premises at the end of the day. This results in the school operating smoothly. The levels of cleanliness and general maintenance are good.
44. Attendance and punctuality are carefully monitored, and the school works hard to improve attendance through its systems. It follows up any unexplained or prolonged absence with regular reminders to parents and pupils. The education welfare officer follows through any matters and supports the school well.
45. The school's behaviour policy, which works very well, is strongly based on encouraging a very caring and positive attitude between all staff and pupils. It has a

system in place for rewards as well as very clear guidelines for what is unacceptable behaviour. The school has a weekly parents' assembly and a points system to develop responsible behaviour. Teachers have placed a strong emphasis on raising pupils' self-esteem through the use of positive comments in children's work. Procedures for monitoring the personal development of pupils are satisfactory and are carried out through all areas of school life. This makes pupils feel very valued by staff. Most parents, staff and pupils are aware of the school's requirements for good behaviour.

46. Procedures for assessing pupils' attainment are satisfactory. Effective use is made of assessment procedures when children enter the reception class. The information from these is analysed and, with the information from parents is used to plan appropriately to meet the needs of individual children. Systems are in place to track the progress of children towards the agreed Early Learning Goals for each area of learning and to support their successful transition to the work of the National Curriculum. The information from tests on entry is suitably used to predict possible attainment levels at the end of Year 2 and set appropriate school targets for those pupils at the age of seven.
47. Satisfactory procedures are in place to ensure that statutory requirements for the assessment of pupils at the ages of seven and 11 years are met. The analysis of these has recently identified the need to improve the provision for the development of writing skills. In response to the report on the previous inspection sound procedures are in place to monitor individual progress. Attainments in literacy and numeracy skills are tested each term using criteria or standardised tests. Pupils in junior classes also undertake optional standard attainment tests that provide information related to the National Curriculum levels. The results of all these tests are suitably recorded and analysed to track individual progress for each pupil year on year and to predict school targets. The attainment of pupils in non-core subjects is assessed by teachers each term and recorded on pupils' personal National Curriculum Records of Achievement. These are used to inform parents in annual written reports but insufficient use is made of information from tests to develop individual learning targets. However, assessment takes place at the end of a unit of work or at the end of the year and reflects what pupils have covered, based on learning objectives relating to the scheme of work. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress nor is the information easily accessible. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have covered in the previous lessons.
48. A collection of levelled and moderated work samples is used to support assessment activities. Where the Qualifications and Curriculum Authority's guidelines for science and non-core subjects have been introduced the assessment criteria with the units of work provide sound support for teachers' assessments. Arrangements to monitor personal development rely heavily on the class teachers' knowledge of their pupils. There are no formal procedures in place but the present arrangements are enhanced by the high quality of the relationships between all staff and pupils. The information from tests and less formal assessment strategies are used well to promptly identify pupils experiencing difficulties. The Code of Practice is appropriately applied. Parents are involved from the outset and suitable individual education plans are developed. These plans are reviewed regularly and shared with parents. All staff members are committed to providing equal access and opportunity for these pupils. The school maintains a register for higher attaining pupils but insufficient use is made of information from assessment activities to inform planning for these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has maintained the strong links with parents it had at the last inspection. There is very clear evidence from meetings and the parents' questionnaire that they like the school and provide good support. It is also clear that the relationship between parents and the school is very good. Parents are particularly pleased with the approachability of the school, with the way the school helps their children to mature, with the school's leadership and management and that their children like to come to school. The range of out-of-lesson activities, information about school matters and their children's progress and the amount of homework are the least satisfactory aspects based on results from the survey. Inspectors endorse the parents' positive views and found little evidence to indicate that the less satisfactory aspects are unsatisfactory. The school provides a similar range of activities out of school to that found in many schools and many pupils enjoy this provision. Homework is consistently given in most classes and helps pupils with their learning. Although the school provides satisfactory information about school events and pupils' progress, parents do not receive enough detailed information about curriculum matters and homework arrangements.
50. Indirectly, parents make a good contribution to the life of the school. A group of parents and others, 'HASH', raise relatively large sums of money and organise a range of social events. Parents also provide good support for sporting activities through coaching and the provision of transport. Direct help in school is limited as only two parents help in classes on a regular basis. However, there is good support from the local community and several volunteers come into school to help on a regular basis.
51. Information for parents about their children's progress is satisfactory. Progress reports satisfy statutory requirements and they give an encouraging picture of pupils' achievements. However, they do not indicate what pupils might be expected to know, areas of difficulty or steps that should be taken to improve. There are well-attended parents' meetings and good provisions for ad hoc meetings between staff and parents.
52. Other information for parents is also satisfactory. Letters are sent home frequently, termly newsletters are interesting and there are meetings about curriculum issues, such as the teaching of literacy and numeracy. The prospectus and governors' annual report are appropriate and well presented although both are slightly non-compliant with statutory requirements. The school is aware of this problem. Information about future teaching programmes and homework arrangements to give parents more opportunity to help at home are not detailed enough to be useful to parents. Inappropriate expectations about homework is part of the reason for parental concern in this area. There are suitable provisions for the parents of children with special educational needs to be informed and make contributions. The support given to pupils' learning at home is satisfactory overall. However, although most pupils receive good support it has been estimated that about 25 per cent receive little.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school were judged to be very good in the previous inspection. Since then there has been a recent appointment of a new headteacher who has been in post barely one term. She continues to provide strong leadership. Her attitude to improvement and her willingness to receive criticism and suggestions are positive. The immediacy of her response is impressive and

refreshing. She has a good awareness of the strengths and weaknesses of the school and realistic ideas about dealing with them. Her interpersonal skills are typified by a sensitive approach that appears to be underpinned by a real determination to work with staff to continue and improve upon the school's previous successes. This attitude has earned her some considerable success even in her short time of tenure and ensures the school has a good capacity to further improve.

54. The governing body as a whole provides sound support to the school and fulfils its statutory duties. On an individual basis some governors give strong support and are either employed in the school or are regular visitors. As such they have an interest in the work of classes. This gives insight as to how the school is developing. However, overall they place a heavy reliance upon reports from the headteacher as a means of monitoring the effectiveness of provision within, and performance of the school. Their recent involvement in a course for governors relating to monitoring and evaluating the work of the school is a good start to developing their role as 'critical friend'. Opportunities now exist to further develop this role with the newly appointed headteacher.
55. The school is in the unfortunate position of not having a deputy headteacher. There is only one member of staff with an extra allowance. This allowance is not directly related to the strategic management and overview of the school. When it is necessary for the headteacher to be away from school to attend meetings, or the like, other members of staff assume collective responsibility but no one person assumes full responsibility. This unsatisfactory arrangement does not provide the headteacher with anyone with whom she can share management responsibilities and reduces career development opportunities for staff. The special educational needs coordinator is new to the role. She liaises with the class teachers and special educational needs assistants to give pupils the assistance required for them to make progress and be fully integrated into the life of the school. Pupils who have Statements of Special Educational Need receive their entitlement to extra support. All pupils who have special educational needs are identified early and careful records kept and regularly reviewed to establish whether pupils are at the correct stage. The administrative work is up to date and monitored regularly by the coordinator and the headteacher. The coordinator is up-dating her own specialist skills and her commitment means that the school's provision for pupils who have special educational needs will continue to improve.
56. Each area of the curriculum has a subject coordinator who has some overview of planning and stock. However, the role of coordinator in terms of regularly monitoring and evaluating the curriculum to ensure consistency of delivery and the effect that professional development and spending has upon the attainment of pupils, is not yet established. Although some training has taken place there is a lack of consistency in the expertise of coordinators in managing a subject and there are no effective systems in place for them to gain a clear picture on how well the subject is being delivered to pupils.
57. The school's aims are well met in terms of providing a caring community and there is an explicit aim to improve standards of attainment. However, at present the current systems for evaluating how successful the school is are not sufficiently well developed. Some analysis of test results has taken place but not sufficient to provide a clear picture of what needs to be improved for example, weaknesses in pupils' handwriting skills and mental skills in mathematics and a lack of opportunities for pupils to write or investigate in science and mathematics.

58. Expenditure is carefully controlled. The governors and headteacher consider how to use funds in the most effective way to support educational development. In recent years, the school has raised sufficient funding to be able to purchase a demountable classroom. This has greatly enhanced the school's environment and has provided badly needed teaching space. The newly appointed headteacher has adopted the inherited school development plan and this is sound as a management tool. She is in the process of auditing provision within the school prior to deciding the main objectives to focus upon in the coming year. She has made a very good start in identifying key issues for development and has already drafted some ideas for the plan which will be presented to the governors for approval in the autumn term. She is sensibly awaiting the outcomes of the OFSTED inspection prior to completing the writing of the document.
59. Best value is always sought when purchases are made. The standards funds and grants received are used appropriately for designated purposes. Although funds are used for specific priorities, there is not always a clear focus on the impact of spending, for example, the increase in the number of hours of adult support in the reception class or the impact of the new library. Although the average cost per pupil is high, this is not unusual in small schools where pupils benefit from reduced class sizes and extra support staff. Finances are used wisely to enable pupils to make satisfactory progress both academically and in their personal development. As a result the school is judged to give satisfactory value for money.
60. The school grounds, with the wild life area, field and pond, provide a good learning environment. Governors have made improvements to the buildings whenever funds permit and the premises are well maintained. The size and number of rooms are just adequate to enable the curriculum to be taught without difficulty. However, the area designated as an outdoor play space for children under the age of five is not totally secure and is lacking in stimulus for the younger pupils. Also the central hall is too small and low to allow for the full development of National Curriculum requirements for physical education. The multi-functional use of the headteacher's office affords little privacy for confidential meetings. Storage throughout the school is a difficulty.
61. Resources for nearly all areas of the curriculum are at least satisfactory, with the exception of design and technology. In some cases, such as ICT, it is good. Provision for ICT is to be further developed through the creation of a suite where whole class lessons can be taught more easily. This will be funded from a specific grant currently available to the school combined with the identified carry-forward sum from within the budget.
62. The number, qualifications, experience and interests of teachers and support staff provide adequate coverage of the demands of the curriculum and the school fully complies with the requirements of performance management. Although there is a comprehensive staff handbook, a specific induction programme for newly appointed staff is yet to be established. Support staff have a clear understanding of their roles and the school administration is effectively run. The school secretary provides a welcoming first point of contact for parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. ***In order to improve the quality of education the school provides, and build on the satisfactory improvements since the last inspection, the governors, headteacher and staff should:***

1. Further raise standards in English by:

- improving pupils' handwriting skills by devising a more effective, systematic approach to the teaching of handwriting;
- providing pupils with more opportunities to write at length and for different purposes in their literacy lessons;
- providing more opportunities for pupils to further develop their writing skills in subjects other than English;

(Paragraphs 5, 77, 78, 80)

in mathematics by:

- improving pupils' mental skills and their ability and confidence to solve problems;
- increasing the number of opportunities pupils have to use and apply their mathematical knowledge in everyday, practical, problem-solving activities;

(Paragraphs 6, 83, 86)

in science by:

- providing more opportunities for pupils to develop a greater understanding and reasoning by applying the knowledge they have in practical investigations.

(Paragraphs 7, 92)

2. Further improve the quality of teaching so that it consistently reaches that of the best by:

- ensuring the learning objectives in all lessons clearly identify precisely what pupils of all abilities are to learn;
- improving current assessment procedures to enable teachers to have easy access to detailed information of what pupils know, understand or the skills they have;
- using this assessment information to plan challenging, interesting tasks for pupils of all abilities.

(Paragraphs 18, 24, 47)

3. Improve the quality of curriculum provision by:

- ensuring that the agreed time allocations for the teaching of each subject are reflected in all teachers' timetables;
- increasing the amount of direct teaching time in junior classes to bring it in line with the level provided by most schools nationally;
- making sure teaching time is used effectively and efficiently.

(Paragraph 30)

4. Further improve management by:

- developing the role of the coordinator through:
 - training in the management skills needed to manage and develop a subject effectively;
 - the provision of adequate time for coordinators to monitor the teaching and learning in the subject for which they are responsible;
 - implementing more effective systems which will provide the school with clear information on how well it is succeeding and the impact of spending.

(Paragraphs 55, 56)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Improve the accommodation to:

- provide large play equipment and an appropriate outdoor play area for children under five years;
- allow pupils to receive their entitlement in physical education;
- provide an office for the headteacher to discuss confidential matters with parents and visitors.

(Paragraphs 29, 32, 60, 65, 125)

Ensure pupils meet the expectations of the locally agreed syllabus in religious education.

(Paragraphs 3, 132)

Further develop the role of the governing body to act as 'critical friends' in monitoring and evaluating the work of the school

(Paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	22	59	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	N – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils eligible for free school meals	5
Special educational needs	N – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	15	15
Percentage of pupils At NC level 2 or above	School	89	83	83
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	78	83	83
	National	84	88	88

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	*	*	*
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	89	89	89
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	*	*	*
	Total	13	16	16
Percentage of pupils at NC level 4 or above	School	72	89	89
	National	70	72	79

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

*Data is not included where there were less than 10 boys or girls who took the test.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	20.4
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

Financial information

Financial year	1999/2000
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	£
Total income	239,872
Total expenditure	238,798
Expenditure per pupil	2,437
Balance brought forward from previous year	34,295
Balance carried forward to next year	20,104

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37.8	2.2	0	0
My child is making good progress in school.	55.6	37.8	4.4	0	2.2
Behaviour in the school is good.	44.4	46.7	6.7	0	2.2
My child gets the right amount of work to do at home.	35.6	51.1	11.1	0	2.2
The teaching is good.	64.4	28.9	2.2	0	4.4
I am kept well informed about how my child is getting on.	40	42.2	15.6	2.2	0
I would feel comfortable about approaching the school with questions or a problem.	82.2	17.8	0	0	0
The school expects my child to work hard and achieve his or her best.	73.3	20	4.4	0	2.2
The school works closely with parents.	46.7	48.9	2.2	0	2.2
The school is well led and managed.	76.6	22.2	0	0	2.2
The school is helping my child become mature and responsible.	57.8	42.2	0	0	0
The school provides an interesting range of activities outside lessons.	26.7	51.1	13.3	4.4	4.4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. In line with local authority policy, the school admits pupils three times during the year in the term following their fourth birthday. This provides small schools with the challenge of catering for children under the age of five within a class which also contains reception age and Year 1 pupils. During the inspection there were 14 children in the Foundation Stage of whom four were under the age of four years. These young children are admitted into school to compensate for a lack of pre-school provision in the area. Assessment on entry indicates that many children enter school with below average abilities in language and number although the full range is represented.
65. The good provision in the Foundation Stage has been maintained since the previous inspection and pupils make sound, and at times, good progress. The teacher is well organised and particularly adept at catering for the wide age range and stages of children's development within her class. She does her utmost to accommodate the needs of the pre-school and reception aged children within the confines of the more formal approach required by her Year 1 pupils. However, when there is no adult support, it is not always possible for the teacher to interact with the children as much as she would like. The provision for outdoor play is inadequate to further develop the children's physical and creative skills effectively. Because of this pre-school children may not have the breadth of choice normally associated with a pure nursery curriculum. However, what they do receive is a well thought out curriculum which is delivered within a confined space and has to cater for older pupils as well. Staff are good at recognising the short concentration span of the youngest children and quickly provide appropriate, alternative activities when the teacher realises that their ability to sit and listen for as long as the older children has waned.

Personal, social and emotional development

66. The teaching is good and children make good progress in personal and social education and meet the Early Learning Goals by the age of five. Classroom routines are well established and children understand the importance of taking turns, sharing and giving each other the opportunity to speak. The teacher provides an appropriate range of planned activities that develops the children's confidence and understanding well. When they start school children quickly develop good relationships within the family atmosphere of a small school where older pupils readily take responsibility for younger children. This atmosphere encourages the children to work independently at tasks and sustain interest and concentration. Children's personal development is seen as an important part of teaching and staff encourage them to access their own belongings and other things that they need. When in the life-play area, children set the table and tidy the house. Emphasis is placed upon the family environment and the class has studied a topic relating to the church and christenings. All children, including those with special educational needs, are on course to achieve in this area of the Early Learning Goals.

Communication, language and literacy

67. Emphasis is rightly placed upon this area of learning and it is taught well. Children get a good start to reading and writing. Lessons are planned and organised to cover the wide range of abilities and skills. The teacher uses talk well to develop children's

listening skills. Her delivery creates high interest levels by her ability to include all pupils and to gauge the length of their concentration spans. Emphasis is placed upon exploring language and the children have had fun in compiling class stories and poems such as 'Twinkle, Twinkle, little chocolate bar'. In whole-class literacy sessions the teacher introduces new language. This plays a valuable part in extending the children's vocabulary. Good use is made of questioning and children are encouraged to make up their own sentences within a poem, modelled on that which they have read in the big book. Good emphasis is placed upon learning letter sounds and formation. Children are well able to distinguish between pictures and print. They are encouraged to recognise and use capital letters and full stops and even the youngest successfully play games that support the learning of three letter words. All children, including those with special educational needs, make progress in this area of learning.

Mathematical development

68. The children experience a wide range of opportunities to extend their mathematical learning. Teaching and learning are good. For example, pupils are able to give clear reasons for sorting cubes into number sets. Children have an awareness of patterns and recognise simple shapes. They count to ten and beyond in whole-class and group sessions and improve their skills through an appropriate range of practical activities and games. The staff use a variety of suitable counting games and rhymes which promote the understanding of numbers. Children have the opportunity to explore mathematics through role play when setting out the cups for family tea. Pupils with special educational needs are well supported by classroom assistants and make appropriate progress. Many children enter the school with below average levels of mathematics but most are well on line to reach Early Learning Goals.

Knowledge and understanding of the world

69. The teaching is satisfactory and children make appropriate progress in their knowledge and understanding of the world. They are regularly taken on educational visits to local places of interest such as the church and garden centre. Through their topic on flowers, children are able to explore the life cycle of a plant and understand the uses of flowers, for example, at weddings and christenings. They extend their knowledge and understanding of themselves by painting pictures with recognisable features. The teacher provides a good range of opportunities, visitors and resources to extend children's learning. For example, one visitor compared old toys with new. Teddy goes home regularly with pupils who are then encouraged to write a diary of his weekend to be shared with others. He also travels abroad and sends photographs of his exploits. His latest recorded journey was to Canada. Most children, including those with special educational needs, are on course to attain the Early Learning Goals by the time they are six.

Physical development

70. The area designated for outside activities is small, uninteresting and not totally secure. Children can only access this area when there are sufficient staff to ensure health and safety. The lack of provision for climbing and riding on toys is a handicap in providing for the physical development. However, despite these difficulties, the teaching is satisfactory and staff try their best to develop children's gross motor skills. In fine weather children can be taken onto the school field to enjoy organised games. The class also has a designated hall time that can be used for dance, games, drama and small apparatus. A good range of activities in the classroom ensures children have opportunities to develop their physical skills in a variety of different ways. They

show fine control on the computer when using the mouse. Resources such as pencils, crayons, scissors and paintbrushes are used effectively to encourage the development of appropriate skills. All children, including those with special educational needs, are on course to achieve the Early Learning Goals.

Creative development

71. The teaching is satisfactory and children are given an appropriate range of creative experiences and work. Displays provide evidence of a range of painting techniques. The teacher and support staff encourage children to paint, draw and be creative in making models and pictures. Art work often supports the topics being delivered in other areas of the Foundation Stage curriculum. Children's work is valued and attractively displayed. Children sing and use and play musical instruments confidently. Staff encourage children to be imaginative by setting up situations in the life play area where children can engage in role play. Children enjoy playing and dressing up and acting out the part. The outdoor play area has little to offer to develop children's creative skills. All children, including those with special educational needs, are on course to achieve within this area of learning.

ENGLISH

72. In the 2000 national tests, the proportion of pupils at the age of seven reaching the expected level (Level 2) or above was in line with the national average in reading and writing. The proportion of pupils achieving the higher level (Level 3) was well above the national average in reading and close to the national average in writing. When results are compared to those in schools with pupils from a similar background they are below average in reading and writing. In previous years, the school's results have been consistently above average but fell in 2000. This is because, in Year 2 last year there was a higher proportion of pupils with special educational needs than is normal for the school. Generally, the number of pupils taking the test has been around 15 or less and these small numbers make comparisons of results between years unreliable. Inspection evidence indicates that present pupils' attainment in Year 2 is average in reading and below average in writing. The 2000 national tests at the age of 11 show that the proportion of pupils reaching the expected level (Level 4) or above and the higher level (Level 5) were above the national average. When compared with those in schools that have pupils from similar backgrounds, results are well above average. Trends over time show that results have varied significantly, which reflects the abilities of the pupils who took the tests. Generally, the number of pupils taking the test has been around 15 and these small numbers make comparisons of results between years unreliable. Standards in the current Year 6 class are average. This reflects the cohort of pupils where 25 per cent of pupils are on the special educational needs register and 30 per cent of pupils entered or left the class in the past two years. Until recently, results over the past three years have not risen at a similar rate to that found in most schools locally and nationally. Standards in writing are not sufficiently high due to a lack of opportunities for pupils to write at length and for different purposes. The quality of presentation of pupils' work and handwriting skills are not as good as their other language skills.
73. Inspection evidence indicates that, overall, pupils' attainment in speaking and listening and reading is broadly in line with the national average by the age of seven and 11. Attainment in writing is below average at the age of seven and 11. This represents a decline in standards when compared with the findings of the previous inspection report. When compared with their overall attainment assessed on entry to school, pupils in Year 2 have made good progress. When compared with the

outcome of statutory tests taken by the present Year 6 pupils when they were seven, pupils have made satisfactory progress.

74. The discrepancies between the inspection findings and the outcome of statutory tests is related to the broader base of evidence used in the inspection and reflects the effect of the year-on-year variation of the proportion of pupils with some degree of learning difficulty. In addition, approximately one in three of the pupils in the current Year 6 transferred into the school within the last 18 months and there have recently been significant staff changes. This is reflected in the scores in this year's national tests. Although they have not yet been compared with the national average they do show a fall in the proportions of pupils at the age of seven attaining the expected Level 2 or above and of pupils in at the age of 11 attaining the expected Level 4 or above. Trends over time show that results have varied significantly, which reflects the abilities of the pupils who took the tests. Generally, the number of pupils taking the test has been around 15 and these small numbers make comparisons of results between years unreliable.
75. At the age of seven and 11, standards of speaking and listening are average. Pupils enter Year 1 with attainment broadly in line with nationally agreed expectations for that age. They listen attentively to stories and ably recognise and copy the patterns of intonation they associate with 'telling stories'. Pupils in Class 1 readily describe where and what they play after school. In Class 2, pupils enjoy activities such as listening to check that the order of words in a sentence makes sense. They explain their ideas in sentences recognising and using basic grammatical conventions and often providing appropriate detail to help the listener understand better. By the age of 11, pupils respond to a series of instructions when dispersing to working groups and confidently use the technical vocabulary to which they are systematically introduced. As they move through junior classes most pupils maintain good listening habits. They continue to acquire and use more sophisticated subject-specific vocabulary and show an increasing understanding of the conventions of Standard English and when to use them. Most pupils are confident when raising questions and exchanging ideas in group activities, for example, in their discussions about different structures such as Haiku or Tanka. They are happy when talking to relatively unfamiliar adults. The pleasure expressed by all members of the inspection team after taking lunch with pupils or engaging in informal interviews illustrates this well. The progress pupils make owes much to the value teachers consistently place on pupils' oral contributions and the emphasis placed on extending pupils' vocabulary. This is particularly so for pupils with special educational needs. However, the development of skills associated with speaking to different audiences for different purposes is not sufficiently structured and opportunities to do so are often overlooked.
76. At the age of seven and 11, pupils' attainment in reading is average. The attainment of a small minority of pupils at age 11 is above average. Pupils show a developing enthusiasm for books. Most pupils enter Year 1 with an appropriate range of early reading skills and make satisfactory progress as they move through the school. This progress owes much to the support given by parents, the systematic teaching of skills and strategies for reading and the daily opportunities pupils have to talk with the teacher about what is read or written. In Year 1, pupils enjoy their status of being able to read and increase the range of words they recognise on sight. They know single sounds and some combinations and use these and the clues to be found in pictures to read simple texts. Pupils in Year 2 continue to build up their knowledge and strategies for tackling unfamiliar words. Most recognise and use punctuation conventions to support their fluency and understanding. They talk about the characters and what happens to them and use the correct vocabulary to evaluate a

book. Most pupils distinguish between fiction and non-fiction texts and can explain tables of content and indexes. However, there are insufficient opportunities to become familiar with a library. In junior classes, the direct teaching of more complex letter strings and irregularities is continued and the range of texts is extended. In Year 4, pupils identify and express the main points of a passage effectively. In Year 5, pupils read and discuss the similarities and differences in the language used in texts written within the last 300 years. By Year 6, pupils discuss the features of a selection of poetry and use appropriate terminology with confidence. They express and explain preferences in their personal reading and, know how to locate, retrieve and use information from books and the Internet. However opportunities to develop independent research skills are often overlooked.

77. At the age of seven and 11, standards of attainment in writing are below average. Pupils in Year 1 pupils build on their early experiences of writing. They use their increasing knowledge of letter sounds and copied words to record a simple story of 'A Mouse and an Apple' and retell the story of the 'Elves and the Shoemaker'. They write letters of thanks competently. Good links are made with reading texts so that pupils begin to recognise conventions of punctuation and are encouraged to use them in their writing. For example, higher attaining pupils try using speech to add interest to their story about a trip to an island. By the age of seven, pupils have an appropriate experience of exercises to practise spelling rules and basic conventions of punctuation and grammar and develop sound skills in these aspects. However, pupils' handwriting is not joined although letters are correctly formed and consistent in size. Higher attaining pupils use these appropriately in their work but a significant minority of pupils needs prompting to use them accurately in written work. Pupils work as a class or group to develop the structures used in writing for a range of purposes. For example, they develop a poem modelled on 'The Owl and the Pussy Cat' and write their version of what the 'lighthouse keeper' had for lunch. Having experienced book reviews together pupils experiment successfully with writing their own. However, opportunities to write independently in other areas of the curriculum are few and this has a limiting effect on progress.
78. Throughout the junior classes knowledge of spelling, grammar and punctuation continue to be systematically taught through formal exercises. However, a significant minority of pupils continue to have problems remembering this knowledge when writing and do not effectively review the work to improve it. In Class 3, pupils prepare lists, instructions and questions effectively and use appropriate structure when writing a letter of complaint. Pupils' develop an increasing awareness of how writers use words and varied sentence structures to hold the interest of the reader. For instance, conversation is used in 'The Mouse Hunt' story, to add interest. Year 4 pupils present accounts of events in the style of news reports and collaborate to write extended stories such as 'The Old Manor'. Older pupils devise interesting openings taking the reader straight into the action through such short sharp sentences as 'I jumped out of the car...' They sketch characters as in, 'The old man seemed like an angry fox'. By the age of 11, pupils are using paragraphs effectively and quoting from texts when writing reviews. Progress is promoted by the opportunities to talk with teachers about the techniques writers use and activities are designed to try them out. However, there is little evidence of pupils using the skills and strategies they have practised in exercises, when writing independently in English sessions or other subjects. Overall, most pupils make unsatisfactory progress in handwriting and presentational skills. The introduction of a joined script is inappropriately delayed until Year 3 and development of it is unnecessarily protracted. This has a negative impact on the attainment and progress of a significant proportion of pupils throughout the school.

79. Pupils with special educational needs make satisfactory progress towards targets set in individual educational plans. The progress owes much to the consistent and sensitive support of teaching and support staff.
80. The quality of teaching is satisfactory overall with no unsatisfactory teaching and examples of good teaching observed in Class 2 and very good teaching in Year 6 by the headteacher. All teachers use the National Literacy Strategy but there is some inconsistency in planning to meet the needs of pupils in mixed age classes. Where teaching is best the areas of learning for each group may be similar but the learning objectives are selected from the Programmes of Study that specifically challenge each group of pupils appropriately. This was well illustrated in Class 2 where the objectives for sentence work followed the advice given for Year 2, term three and Year 1 term three. The lesson objectives clearly identify what the pupils will know, understand and be able to do by the end of the lesson. These are shared with the pupils so that activities have a clear focus, their work is purposeful and where time constraints are set for activities then a brisk pace can be maintained. Lessons have clear beginnings where the introduction invites pupils' interest and questioning offers opportunity for pupils to share their ideas and learn from each other. Plenary sessions provide opportunities for teachers and pupils to evaluate how well objectives have been met and, as in a Year 6 lesson, pupils are able to sensitively appraise each other's work and become aware of their own progress. As a result, pupils' attitudes to English are good throughout the school. Most pupils listen attentively to teachers. They are eager to be involved in whole-class activities and settle to group tasks sensibly, co-operating well with each other to develop ideas and sustaining attention for an appropriate time. They are sensitive when appraising each other's work. Their good behaviour and eagerness make a major contribution to their progress. However, few show concern to present their work well. Opportunities to use speaking and listening skills across the whole curriculum are managed well. However, too often skills are practised in isolated exercises and pupils have too few opportunities to use them in purposeful extended writing activities within other areas of the curriculum.
81. The coordinator, having only taken on the roll in the current term, has effectively identified areas for development. These appropriately include the need to improve attainment in writing, provide guidance for the development of handwriting and presentation skills, and introduce strategies by which to more effectively monitor and evaluate the teaching and learning. This indicates that the school is well placed to improve standards and progress in this subject. Suitable assessment procedures are in place and used to set school and group targets. However, the information is not easily accessible to teachers and does not provide detailed information, also insufficient use is made of information to inform day-to-day planning and set individual targets. Overall, resources are satisfactory. Pupils use their word-processing skills in writing stories and poems. Homework is given regularly and helps pupils' learning. The subject helps develop pupils' spiritually, morally, socially and culturally as they reflect and discuss different stories and poems.

MATHEMATICS

82. At the age of seven, the results of national tests in 2000 showed that the proportion of pupils achieving the expected level (Level 2) and above was above the national average. The proportion of pupils achieving the higher level (Level 3) was well above the national average. In comparison to schools with pupils from a similar background results are average. In previous years the school's results have been consistently above average but fell in 2000. This is because, in Year 2 last year there was a higher than proportion of pupils with special educational needs than is normal for the

school. At the age of 11, results of national tests showed the proportion of pupils achieving the expected level (Level 4) and above was above the national average whereas, the proportion achieving the higher level (Level 5) was close to the national average. In comparison with schools with pupils from a similar background results are well above average. This represents the cohorts of pupils who took the tests in 2000 where there were smaller numbers of pupils with special educational needs in the Year 6 class who took the test than is normal for the school. Trends over time show that results have varied significantly, which reflects the abilities of the pupils who took the tests. Generally, the number of pupils taking the test has been around 15 and these small numbers make comparisons of results between years unreliable.

83. Inspection evidence shows that pupils' attainment is average at the age of seven and 11. In Year 6, this represents the cohort of pupils where 25 per cent of pupils on the special educational needs register and the fact that 30 per cent of pupils entered or left the class in the past two years. Considering that on entry to school, pupils' mathematical skills are slightly below the expected level this represents sound and at times good progress across the school. The rate of progress slows in junior classes due to an over reliance on a commercial scheme and less effective teaching except with Year 6 pupils. Pupils with special educational needs make satisfactory progress. The effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational skills but not on their mental calculation skills. The scheme of work ensures satisfactory coverage of, and learning in, number, shape space and measures and data handling. At times, higher attaining pupils are not sufficiently well challenged and there are insufficient opportunities for pupils to use their mathematical knowledge in solving problems in practical, everyday activities.
84. By the age of seven, pupils can count forwards and backwards to ten and many are confident with numbers up to 100. They successfully add and take away to 100 and multiply by twos, fives and tens. Pupils use their understanding of place value and decomposition effectively to separate numbers into hundreds, tens and units. They understand how money is used and can make simple calculations using a variety of coins. Pupils develop their knowledge of two and three-dimensional shapes and can identify the main attributes. They confidently measure using standard and non-standard units. Higher attaining pupils are able to make reasonable estimates before measuring. Most pupils can construct a simple table or bar chart but are less skilful at interpreting the information. Pupils are least secure in the use and application of mathematical skills, where opportunities for pupils to apply skills in practical tasks and to try to explain their strategies to others are not as strong as their computational skills.
85. By the age of 11, pupils have satisfactorily built upon the knowledge and understanding gained earlier. Mental arithmetic skills do not develop well and many pupils are not able to make calculations with speed and accuracy. In a Year 6 lesson, only a minority of pupils could add quickly two two-digit numbers together and had limited strategies for doing this. Pupils can interchange vulgar, decimal and percentage fractions successfully, and work accurately with a range of metric measures. They understand area and perimeter and measure angles accurately. Higher attaining pupils understand the properties of numbers such as multiples, squares, square roots and factors. The use and range of data handling are limited, and scrutiny of Year 6 work over the year shows that application of computational skills to everyday, real life problems remains underdeveloped.
86. Overall, the quality of teaching is sound, being good for pupils in Class 2 and very good for Year 6 pupils taught by the headteacher. In the lessons seen, the teaching

was always at least satisfactory, being very good in 33 per cent. Where the teaching is very good, teachers plan well with clear objectives for the lesson and show confident teaching in oral and mental phases of the lesson. Teachers' questioning helps pupils to clarify their thinking. For example, in a Year 6 lesson, a part of the introductory mental session involved taking any two numbers, up to 99, and adding them together. The teacher asked "What is 85 add 32?" "117" replied one pupil quickly. "Can you explain what helped you work out the answer?" "I added the eight tens and three tens together to get 11 tens and five units to two units to get seven, making 117". Resources are used effectively, with good use made of number lines to ensure the highest levels of participation in mental mathematics sessions. In a Year 2 lesson, pupils were well motivated as they counted Smarties from tubes to find the frequency of different colours. This information was then used effectively in the construction of block graphs. This practical, everyday problem solving activity was very successful in helping pupils understand the value of block graphs for presenting information. Learning is enhanced by effective contributions from support staff. Generally, pupils have positive attitudes to their work and behaviour in the classroom is good overall. Some unsatisfactory behaviour by a minority of Year 5 was noted. However, in whole-class and group activities, pupils listen attentively and respond to questions. This is especially noticeable in the pacy and challenging mental arithmetic sessions at the beginning of the numeracy hour. Most pupils work well together and relationships are good. Where teaching is less effective, lesson introductions are too long and pupils start to lose interest before they begin the task. Teacher expectations are not high enough. Over-use of pages taken from a commercial scheme, some of which are too easy and pay little regard to the differing abilities of pupils does not enthuse pupils. As a result, although pupils complete the task they learn very little and progress is limited. Furthermore, in the mental part of the lessons the questions asked are not sufficiently aimed at pupils of different abilities and there are not enough opportunities for pupils to discuss the strategy they used.

87. The school has successfully implemented the National Numeracy Strategy. Basic skills, highlighted in the strategy, are taught satisfactorily. Since the previous inspection standards are not as good and opportunities for practical mathematical activities have decreased. The coordinator is absent from school at present. There is little evidence of effective monitoring or development of the subject. The school's policy for mathematics has not been reviewed recently and there is only limited monitoring of learning and support of teachers in their planning. Although time has been given for the monitoring of teaching, this has had no impact on the improving either the quality teaching or learning. Pupils are assessed but the information that is recorded is not easily accessible to teachers nor is it sufficiently detailed. This information is limited in value as an aid to teachers to inform their planning which results in work that is not always matched to pupils' abilities. There has been some analysis of test results but this is at an early stage of development and does not yet fully influence planning. Consequently, whilst pupils with special educational needs are soundly supported through the provision of appropriate tasks and support, pupils capable of higher attainment are not consistently challenged. Resources are satisfactory and generally well used. Mathematical skills are used effectively in other areas of the curriculum. In history, pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding coordinates, is linked well to work in mathematics. Information and communication technology is used purposefully to aid pupils' learning for example, in Year 1 pupils record how they get to school using block graphs and Year 4 pupils use spreadsheets to analyse the different kinds of rubbish that people throw away.

SCIENCE

88. In the year 2000, national assessments for seven year olds was below the national average for pupils reaching Level 2 or above. However, the percentage of pupils reaching Level 3 in science was well above the national average. Inspection evidence shows that the current seven year olds are a more able group. With the good teaching seen during the inspection, pupils' attainment is in line with the national average.
89. The proportion of pupils who achieved the expected level (Level 4) and above in the year 2000 national tests was slightly below the national average for their age group. However, when the results are compared with those of schools in similar contexts, the school's performance was average. Inspection evidence indicates that the current 11 year olds as a result of changes in pupils in the class in the last 18 months and an unavoidable change in the teacher in charge of the class may not improve upon last year's results. Pupils with special educational needs are well supported and their achievement is satisfactory.
90. Inspection evidence shows that pupils' attainment is average at the age of seven and 11. In Year 6, this reflects the cohort of pupils where 25 per cent of pupils on the special educational needs register and the fact that 30 per cent of pupils entered or left the class in the past two years.
91. Within the infants, there is evidence of pupils having studied successfully the life cycle of a plant. Experiments were set up that enabled pupils to recognise appropriately that plants need light and water to grow. Pupils were able to use the correct terminology competently for the parts of the plant including root, leaf and stem. A diary was kept which efficiently recorded the growth of a plant over time. Evidence in books showed that pupils had carefully studied ice cubes as they melted and change in materials when they were heated. There was also diagrammatic representation showing a satisfactory understanding of simple circuits. Pupils are beginning to develop a sound scientific approach and show satisfactory skills in observation and communicating their findings.
92. Lower juniors' work on the walls and in books provides evidence of the successful study of rock comparisons, the uses of materials, pollution and the effects of insulation. There was also evidence of the correct use of scientific language such as, 'thermal conductors'. During a lesson observation in Years 3 and 4, pupils were engaged enthusiastically in an interesting experiment set up the previous week to discover the effects of acid, found in various drinks and food stuffs, upon the shell of eggs. Pupils showed the ability to explain their observations confidently. With the support of the teacher they then relate this to the effect that drinks and foodstuffs might have on teeth. This experiment, although interesting in content, offered little opportunity for active pupil involvement. The quality and quantity of work within the upper juniors were limited to their current projects upon life cycles and keeping fit and healthy. Conversations with pupils revealed that they have a sound understanding of the life cycle of a frog and a plant. The same was true of their understanding of healthy eating. Pupils have a satisfactory knowledge of scientific vocabulary. When provided with the opportunity they are able to predict the outcome of experiments and base their conclusions on their understanding of scientific processes successfully. Due to a lack of opportunities to investigate and experiment, pupils' ability to recognise the need for a fair test and understand why this is important, plan and carry out their own experiments and select relevant equipment is not as strong. Pupils have a sound knowledge of the natural world, materials and their properties and the physical world.

93. Progress is not consistent across the school and the skills of investigation, predicting and recording of experiments begun well in the infants are not always built on effectively from the lower to the upper juniors. There was little evidence available in books, on the walls or in conversation with pupils to suggest that investigations by the pupils, where they can use and apply their knowledge and understanding to test out ideas and establish cause and effect, are a regular feature of science lessons.
94. The quality of teaching and the learning it promotes are good in the infants and satisfactory in the juniors. This is regression from the previous report where examples of very good teaching were observed. In practical work, teachers show due care for health and safety and manage resources well. Where teaching is satisfactory or better, teachers have good subject knowledge and are able to clearly explain some difficult concepts, such as the effects of acid on teeth. This leads to good understanding. Objectives are shared with the pupils and work challenges pupils' thinking, for example, in Year 1/2 where pupils were categorizing animals and recording their findings in different ways. Where teaching is unsatisfactory, the work set represents very little challenge and does not move the pupils' thinking forward. It is reliant upon work sheets which occupy the pupils rather than providing opportunities to predict, investigate or use research skills. Pupils enjoy their lessons and concentrate well when tasks are challenging and purposeful. Where the tasks are occupational the pupils biddably comply with instructions for colouring, cutting and ordering. However, at times, conversations between older pupils have little to do with the content of the lesson and do not extend their scientific understanding.
95. The coordinator for science has done a match of coverage to Curriculum 2000 and there is a long-term plan for the delivery of science. Much thought has been put into this and resources have been purchased to support the subject. However, although time has been given, there has been no observations of the teaching of the subject first hand to ensure that planning is being correctly interpreted within the classroom and that teaching is consistently at least of a satisfactory standard. This lack of monitoring, combined with the lack of understanding of the generic role of a coordinator, means the teaching of science and the progress pupils make within this subject is variable across the school. Suitable assessment procedures are in place and used to set school and group targets. However, the information is not easily accessible to teachers and does not provide detailed information. Also, not enough use is made of information to inform day-to-day planning and set individual targets. Overall resources are satisfactory. Pupils' literacy skills are further developed through the subject through reading for research but there are too few opportunities for extended writing. Pupils use their mathematical skills for example, in recording information on graphs. Pupils' information and control technology skills are further developed through the subject for example, sensor and data handling programs. The subject contributes to pupils' personal development, for example, there are opportunities for pupils to work collaboratively and to discuss environmental issues.

ART AND DESIGN

96. Only one lesson was observed during the inspection. Judgements are based on examination of curriculum documentation, displayed work and discussion with staff. The evidence indicates that the attainment of pupils by the age of seven and 11 is broadly in line with what might be expected of pupils of these ages. Satisfactory progress is made as pupils move through the school. The previous inspection report indicated standards were higher. The discrepancy is related to the number of lessons observed and the limit on the work that can be displayed at any one time.

97. Pupils in Year 1 build on the appropriate range of creative experiences provided in the Foundation Stage. Much of the work seen was suitably linked to other areas of the curriculum. A good balance is achieved. In some cases the art work supports other subjects. For example, the paintings and pencil drawings of houses and places for leisure activities were part of the record of work on the local environment in geography. In other instances characters in stories were the starting point for figure drawing. In Year 2 cross-curricular links continue to be made. Pupils successfully investigate the properties of materials as they select the most suitable fabric, texture, coloured paper, plastic or stone to create a large collage of the seaside environment they experience in their region. By the age of seven, pupils explore an appropriate range of media and use techniques such as drawing from close observation and using malleable materials. The pupils in Years 3 and 4 have appropriate skills in developing patterns, designing a chair for a particular person or purpose and using a range of techniques to record their ideas of the world about them. Using the views of fields around the school and village pupils use paint, pastel, and crayon to record what they see creatively. Using this as a design plan they then go on to develop the pattern of fields using embroidery, collage of mixed papers or fabrics, printing media, applique and the technique of batik very successfully. Most pupils control each medium effectively. By the time they leave the school pupils are developing sound skills in figure drawing and working with malleable materials.
98. It is inappropriate to make overall judgements on teaching and pupils' attitudes to the subject but in the observed lesson in Class 3 pupils were engrossed in their chosen technique. They co-operated well with each other, carefully and responsibly choosing and controlling resources. When reviewing each other's work, pupils were appreciative and sensitive.
99. The coordinator has held the post for a relatively short time and manages resources appropriately. During this period an action plan has been developed. The advice of the Qualifications and Curriculum Authority guidance has been introduced to help to support continuous and progressive learning experiences for pupils as they move through the school. However, there are insufficient procedures in place to provide the coordinator with opportunities to be involved in, and have an overview of, medium and short-term planning or to monitor the quality of teaching and learning. This limits the quality of information on which to evaluate the provision for which she is responsible. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. However, future planning is not yet informed by assessment and this is an area for development. There are opportunities for pupils to further develop their literacy skills for example in researching about different artists. Links to ICT are limited due to limited resources. The subject contributes to pupils' personal development, for example, there are opportunities for pupils to work collaboratively and to discuss different artists and cultures.

DESIGN AND TECHNOLOGY

100. At the previous inspection standards of attainment were reported to be at the expected level for infant and junior pupils. This situation has been maintained and the standards that pupils achieve by the time they leave the school are at the expected level for pupils of this age. The Qualifications and Curriculum Authority's scheme of work has been adopted and has been operational since the beginning of this year. It was possible to see only one lesson. Judgements about standards of attainment are drawn largely from pupils' work, work on display, discussions with the subject coordinator and pupils and examination of teachers' planning in addition to the limited amount of teaching seen.

101. By the age of seven, pupils are beginning to develop their ability to use simple tools to cut and shape materials such as fabric, paper and card to make 'Joseph's Amazing Coat' and hand puppets. They assemble, combine and join materials and consider weight-bearing attributes. Pupils in a Year 2 class enthusiastically design and make models of vehicles using balsa wood axles and wheels. They confidently make choices about materials and tools they use and are able to account for their choices in discussion. Evaluation of work with pupils aged seven and under is done in discussion with their teacher. There is no evidence of written evaluations.
102. By the age of 11, pupils are beginning to design for a particular purpose. In Year 6, pupils design and make a variety of fair ground rides enthusiastically after researching the different rides that can be found on a fairground. They design structures, test materials for strength and permeability, construct models and evaluate the end product successfully. Designs are suitably drawn and labelled, materials and tools are carefully chosen and pupils conscientiously evaluate their work in collaboration with the rest of their team. Other examples of work are designing and making a sandwich and models which move using a pneumatic system in Year 4. Attainment has been restricted by the lack of pupil opportunities to develop subject knowledge and skills across the school.
103. The limited number of lesson observations makes judgements about teaching across the school difficult. However, the teaching observed was satisfactory. Pupils respond enthusiastically to tasks set within design and technology. They discuss their work with interest and talk about the processes involved in designing and modelling. They enjoy the corporate experiences afforded by the subject. However, they do not always understand about using tools safely and the importance of hygiene when working with food. For example, pupils were seen sawing wood without the use of a wooden block as support and using glue guns whilst sitting on the floor. In a Year 6 lesson, the teacher effectively used various questioning techniques to promote pupils' thinking well as pupils discussed their research into fairground rides. "Yes, we need it to be tall but how do we do that?" Activities planned were relevant to the age and abilities of the pupils. However, pupils had little previous experience of subject techniques and vocabulary and the teacher had to explain processes and vocabulary carefully. The lack of pupils' prior knowledge slowed their productivity during the lesson.
104. The subject coordinator has only recently become responsible for the management of the subject. The new scheme of work has been put into practice and planning has already improved. However, lesson objectives are not always detailed enough although topics are appropriately related to the new scheme. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupils' coverage of National Curriculum requirements. Future planning is not yet effectively informed by assessment and this is an area for development. The school has a subject portfolio of pupils' work and achievements but has not been dated. Its value is limited as a useful record of pupil achievements and does not serve as a very helpful resource bank for teachers. The coordinator is involved in monitoring planning and has monitored teaching. However, the results of observations have not been used to improve the quality of teaching or learning. There is very little evidence of the use of computers within design and technology. Pupils' numeracy skills are further developed through measuring and scale drawings but there are few opportunities for pupils to develop their literacy skills. Resources are limited and restrict the delivery of the subject. New teachers to the school have brought in a level of subject expertise that is already beginning to impact upon attainment.

GEOGRAPHY

105. Standards in geography have been maintained since the previous inspection. By the end of the infants and juniors they are typical of seven and 11 year olds and pupils' achievements, including those of pupils with special educational needs are satisfactory.
106. Within the infants, geography is a regular feature as 'Trevor Sheep' regularly journeys with pupils and staff when on their holidays. Photographs are sent to school showing him in various settings. These are used in display and lessons to note similarities and differences in various countries that are then located on a world map. Within the lesson observed, Trevor had written asking a group of pupils to write his postcards to the rest of the flock telling them of his current holidays, pictures of which were on the Internet. Pupils, with the aid of adult support, were able to utilise this secondary source successfully to find information about the nature of places in the wider world. The remainder of the class worked in pairs using holiday brochures to find information and complete well-prepared work sheets that supported their writing.
107. In junior classes, geographical skills are taught appropriately, but not always in a logical sequence. For example, pupils in Years 3 and 4 were using information they had gathered about their local environment purposefully to consider how the actions of people were affecting the environment. Years 5 and 6 study their local environment and make comparisons competently with the nearby seaside town of Scarborough. However, pupils were engaged in an occupational task of colouring an information leaflet about the local area and then debating the advantages and disadvantages of living in the two areas. Pupils were not provided with opportunities to analyse the evidence they had, or draw conclusions using the materials and sources of information that were available in the room. In this they showed that the level of skills being developed in Years 3 and 4 were not being used in Years 5 and 6.
108. One lesson was observed in infant and one in junior classes. On the basis of these lessons and scrutiny of pupils' work and teachers' planning, teaching is satisfactory overall with some good teaching in the infants. Teachers are secure in their knowledge and understanding of the subject. As a result, the attitudes and behaviour of pupils are good and older pupils show a great awareness of the environment around their immediate locality.
109. The coordinator for geography has done a good job preparing for the implementation of geography since the revisions to National Curriculum in September 2000. Much thought has been put into the planning for geography and resources have been purchased to support the subject. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. Future planning is not yet effectively informed by assessment. Although time has been given, there has been no observations of the teaching of the subject first hand to ensure that planning is being correctly interpreted within the classroom and that teaching is consistently at least of a satisfactory standard. This lack of monitoring, combined with the lack of understanding of the generic role of a coordinator, means the teaching of geography and the progress pupils make within this subject is variable across the school. Pupils' numeracy skills are further developed through map work and scale drawings but there are few opportunities for pupils to develop their literacy skills.

HISTORY

110. It was not possible to observe any lessons during the inspection. Judgements are based on an analysis of pupils' work (both in their books and display) and discussions with pupils and teachers.
111. Attainment is in line with that expected of pupils of the same age at the end of both infants and juniors. Their achievements including those with special educational needs are satisfactory. This is in accordance with the previous inspection findings for infants but slightly below those previously found for juniors when the inspection judged them to be above average. This may be due to the fact that emphasis has been placed upon the delivery of the national strategies for literacy and numeracy and, as a result, the remaining areas of the curriculum have been relegated.
112. By the end of the infants, pupils distinguish between past and present and understand that different events happen in different periods of time. This was well illustrated by the photographs of pupils evaluating toys past and present. There is some evidence, that pupils are beginning to study the reasons why people acted as they did, or of them using a range of historical sources for investigating historical questions.
113. By the end of the juniors, pupils have developed an understanding of a number of periods of history. They are able to use a range of sources of information to develop their historical understanding. Within the past academic year, Years 3 and 4 have visited a nearby dig for Roman artefacts. This has helped to enhance their interest in history.
114. Although it was not possible to observe lessons there are some aspects of teaching and learning which are identifiable. Generally teachers have a satisfactory knowledge of the periods they teach which leads to a satisfactory knowledge of main characters and events. The quality and quantity of historical work in books are variable across the school. Overall, teachers set work at a suitable level and most have appropriate expectations of work, although in some cases levels of presentation are unsatisfactory. Pupils' work is marked but comments, although supportive, are rarely evaluative and provide no direction to the pupils as to how they may improve.
115. The coordinator for history has done a good job preparing for the implementation of history since the revisions to National Curriculum in September 2000. Much thought has been put into the planning for history and resources have been purchased to support the subject. However, although time has been given, there has been no observations of the teaching of the subject first hand to ensure that planning is being correctly interpreted within the classroom and that teaching is consistently at least of a satisfactory standard. This lack of monitoring, combined with the lack of understanding of the generic role of a coordinator, means the teaching of history and the progress pupils make within this subject are variable across the school. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. However, the information is lacking in detail and is not consistently used to inform future planning. Pupils' numeracy skills are further developed through time lines but there are few opportunities for pupils to develop their literacy skills. The subject contributes to pupils' personal development, for example, there are opportunities for pupils to work collaboratively and discuss issues from the past. The use of ICT is not consistent. Some teachers make use of the Internet as an aid for pupils to find information and occasionally pupils use their word-processing skills in their written work.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

116. In ICT, pupils' attainment is close to national expectations by the age of seven and 11. In the past the school has had few resources and pupils have had little opportunity to develop their skills. As a result of a recent major input of resources and training, all pupils, including pupils with special educational needs, are now making satisfactory progress. The school has plans to create a computer suite in order to provide more opportunities for direct teaching. A number of pupils enter the school with very limited experience of using computers and do not have access to them at home. In the last report, issues were raised about a lack of opportunities for pupils to use computers in other subjects and clearer learning objectives and assessment. Although there has been some improvement, further improvements are still needed.
117. By the age of seven, pupils are confident in the use of a 'mouse' with simple software packages and are beginning to enter text and data. They have sent emails to, and received them from, Father Christmas. They have sound word-processing skills and use a word-processing program confidently. In their investigation about weather, pupils enter data competently and produce graphs to show their results. In a project on 'Pirates' pupils develop an understanding of a digital camera.
118. By the age of 11, pupils confidently start up the computer and locate the appropriate programs. They can access and save their work. Most pupils have developed reasonable keyboard skills and are able to use the mouse with control. They understand that computers can be used to generate information that can be presented in a variety of ways. They successfully use word processing for a range of purposes, and change fonts, altering size and colour. This was well illustrated by Year 6 pupils presenting their poems, using desktop publisher to create borders and boxes. Year 4 pupils effectively use keyboard and mouse instructions to amend and correct a piece of text about 'Hobbies', thus developing literacy skills. Pupils are beginning to interrogate and amend databases and use spreadsheets. In Year 6, pupils have been involved in using ICT to control events in a pre-determined manner, or to sense and display data in their work on 'repeating patterns'. The use of computers to help develop work across other areas of the curriculum is limited.
119. Only one lesson was observed during the inspection and therefore no judgement can be made about the overall quality of teaching. Work is often of an ongoing nature and helps to consolidate and develop pupils' skills effectively. As a result, pupils' attitudes are good. They listen attentively to teacher instructions and act upon them enthusiastically. They greatly value the time they have on the computer and work very hard either independently or in pairs. Pupils are well behaved whilst on task and show great interest in their work and sustain concentration well. Pupils help each other very well and pupils with special educational needs benefit greatly from the support of their peers as well as support from the teacher. Pupils treat equipment with respect. As a result of pupils' positive attitude towards the subject, they make satisfactory progress.
120. The school has recently adopted the Qualifications and Curriculum Authority's scheme of work. The policy document does not reflect this scheme fully. Pupils are assessed against specific learning objectives relating to the scheme of work. However, this information is not easily accessible to teachers and there is no detailed record of pupils' skill development to help teachers plan lessons to build effectively on past learning. Although the school currently has a portfolio of pupils' work this is not dated and of limited value.

121. The subject coordinator is the headteacher who has only just taken over responsibility for the subject. She is enthusiastic about the subject and has already identified areas for improvement such as raising teachers' expertise and confidence. The coordinator is beginning to monitor teachers' planning and scrutinise pupils' work. There is no provision currently for formal lesson observation. The cross-curricular application of computers is developing. For example, in a Year 4 science lesson, pupils entered data about their teeth into a spreadsheet. The school has adopted a commercially produced scheme to develop pupils' skills and some teachers over-rely on the work-cards. This restricts opportunities for pupils to further develop and use their skills through other subjects. Pupils' work on graphs in data handling within mathematics; paint programs in art and design and information retrieval in literacy. There is a good level of computer generated display work around the school. A cross-curricular display in the entrance contains maps of Heslerton from the Internet, repeating pattern designs in art and design, diagrams of plant growth in science and word processing in literacy. However, class-based computers are not well used in all classrooms. Although resource provision has been much improved, control and modelling technology needs more equipment. A growing range of software supports the hardware, access to the Internet and e-mail in the networked system. The school has worked hard to improve provision in ICT and this has impacted well upon pupil attainment.

MUSIC

122. Pupils throughout the school attain standards expected for their age, and their achievements, including those with special educational needs, are satisfactory. This is similar to the previous inspection. In the few lessons seen and assemblies all pupils enjoy their music making, have good attitudes and work well and co-operatively on tasks. This was well demonstrated in Years 3 and 4 where pupils were improving the performance of song using instruments and drama. The sea shanty was well interpreted and opportunities to link the content of the song to the wider curriculum were well exploited.
123. The recorder tuition provided by a parental volunteer has a good impact upon the pupils who perform confidently. Pupils also have the opportunity to attend brass and guitar lessons. Traditionally the school has actively promoted music and the teaching is satisfactory overall. Several members of staff have an enthusiasm for the subject and some ability with instruments. The use of a commercial scheme further supports teacher confidence and provides for the progressive acquisition of skills as the pupils move through the school.
124. There are opportunities for pupils to sing and to perform in assemblies, concerts and carol services. Pupils say they enjoy these times and talk proudly about the parts they play and the songs they sing. There was limited evidence of opportunity for pupils to regularly appreciate a range of musical styles although the visit of an African musician was a feature of the school's newsletter. Management of the subject is satisfactory. The coordinator has introduced a commercial scheme. She has improved resources and maintained the profile of the subject. Although time is given to manage the subject, best use is not made of this time. The monitoring and evaluation of teachers' planning are not carried out, and there has been no first hand observation to ensure planning informs practice. This lack of monitoring, combined with the lack of understanding of the generic role of a coordinator, means the teaching of music and the progress pupils make within this subject is variable across the school. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. Future planning is not yet effectively informed by assessment and

information is lacking in detail. There are few opportunities for pupils to further develop their literacy skills for example in researching and writing about different musicians. Limited resources restrict links to ICT.

PHYSICAL EDUCATION

125. During the inspection only one lesson in games skills was observed. Evidence is drawn from planning documentation and discussions. It indicates that by the age of seven and when they leave the school at the age of 11, standards are broadly in line with those expected of pupils of these ages. This reflects the findings of the previous inspection. However attainment is below expectations in gymnastics and dance, where the opportunities to make best progress are significantly restricted by the size of the small school hall. By the time they leave the school at the age of 11 almost all pupils attain national expectations in swimming.
126. Pupils in Year 3 and Year 4 show appropriate skills in throwing at a target. They recognise the need to adapt techniques to improve the rate of success when throwing a quoit as opposed to throwing a beanbag. When practising striking techniques most show an awareness of the need to position themselves appropriately in relation to the ball, the target and others near them. When running at speed they use appropriate control to start and stop effectively. Pupils are aware of the need to prepare themselves for physical activity and recognise the effect strenuous activity has on their bodies. They sustain energetic activity over suitable periods of time.
127. It is inappropriate to make overall judgements on pupils' attitudes to the subject but in the lesson observed pupils behaved sensibly and safely. They changed quickly, managed equipment responsibly and were eager to be involved in the carousel of activities.
128. An overall judgement on teaching is inappropriate but in the lesson observed the teacher set clear objectives which were shared with the pupils so that they knew what they must do and their activity was purposeful. Appropriate use was made of demonstrations to improve skills and of opportunities for pupils to share their ideas. The teacher valued pupils' contributions so that they were made aware of their progress.
129. There is a useful policy in place to ensure requirements are met and during this year the advice of the Qualifications and Curriculum Authority has been adopted as a whole-school scheme of work. The school improvement plan includes the review of provision. However, although time has been given, there has been no observations of the teaching of the subject first hand to ensure that planning is being correctly interpreted within the classroom and that teaching is consistently at least of a satisfactory standard. This lack of monitoring, combined with the lack of understanding of the generic role of a coordinator, means the teaching of physical education and the progress pupils make within this subject is variable across the school. This also limits the quality of information by which the coordinator can effectively evaluate the quality of provision for this subject. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. However, the information is lacking in detail and is not consistently used to inform future planning. The school takes part in a variety of inter-school sporting events and has enjoyed some successes.

RELIGIOUS EDUCATION

130. Only one lesson was observed in an infant class. From the examination of planning documents, pupils' work and talking to pupils evidence indicates that by the age of seven, standards attained are in line with that expected by the locally agreed syllabus. By the age of 11, standards of attainment are below the expectations of the locally agreed syllabus because pupils' have limited knowledge or understanding of two major faiths other than Christianity.
131. Pupils enter Year 1 with an appropriate awareness that groups have expectations about how members will behave towards one another and that collectively the groups celebrate special occasions. In infant classes, pupils develop an understanding of what it means to belong to a clearly defined group other than the family. They share ideas, talk about their feelings confidently and recognise qualities of caring illustrated by the story of the lost sheep when told in assembly. By the age of seven, pupils know a suitable range of stories from the Bible. They know stories related to the main events of Jesus' life and from these recognise the reasons for the main festivals kept by Christians. Year 2 pupils know stories told by Jesus, which illustrate how God wants His followers to live. As the celebrations of other major faiths are marked pupils' awareness of the associated customs, traditions and beliefs is raised.
132. By the age of 11, pupils have a clear understanding of the basic beliefs of Christianity and the nature of God. They recognise the Bible as the source of authority for followers of the faith. They identify the key events in Jesus' life such as his baptism and the temptations prior to the start of his ministry. They recognise the significance of miracles and parables and the place of the disciples in his life. They are aware of the causes of hostility generated by Jewish leaders. Pupils are aware other major faiths have central figures, books of authority, places of worship and rules for the believers to follow. However, their knowledge is very superficial and their understanding is very limited.
133. It is inappropriate to make overall judgements on teaching and pupils' attitudes. However, the group of pupils involved in discussions were eager to co-operate, related very well to each other and the interviewer and were very mature in making their responses to questions.
134. The management of the provision for this subject is unsatisfactory. An appropriate policy is in place but the overall framework to ensure a balance of aspects is achieved as pupils move through the school is insufficiently defined. Teachers decide their own medium and short-term plans based on county agreed plans. This tends to be done in isolation and has a limiting effect on ensuring that pupils' knowledge and understanding are systematically developed as they move through the school for example, in different faiths. Although time has been allocated for the management of the subject, best use has not been made of this time. There has been insufficient involvement of the coordinator to support planning effectively or to monitor the quality of teaching and learning. This has a negative impact on the quality of provision for this subject and subsequently on the attainment and progress of all pupils. Assessment information lacks detail and is not consistently used to inform planning. Religious education contributes to pupils' spiritual, moral, social and cultural development through the content of the lessons. However, it does not extend pupils' knowledge and understanding of other cultures and beliefs. Pupils' literacy skills are not further developed through the subject, through extended writing and reading for research. The resources are adequate for the subject.