

INSPECTION REPORT

RICCALL COMMUNITY PRIMARY SCHOOL

Riccall, York

LEA area: North Yorkshire

Unique reference number: 121457

Headteacher: Mrs S M Sayles

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 8 -11 July 2002

Inspection number: 194631

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Coppergate
Riccall
York

Postcode: YO19 6PF

Telephone number: 01757 248234

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Appropriate authority: Governing body

Name of chair of governors: Mrs Elizabeth Morton

Date of previous inspection: 19/5/1997

INFORMATION ABOUT THE INSPECTION TEAM

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14906	B Male	Registered inspector	English Geography History	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19419	S Boyle	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24027	B Kutty	Team inspector	Science Art and design Music Foundation Stage Special educational needs	
3942	K Sanderson	Team inspector	Mathematics Information and communication technology Design and technology Physical education Religious education Equal opportunities	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village primary school takes pupils from four to 11 years old, and is maintained by the North Yorkshire Local Education Authority. At the time of the inspection there were 168 full-time pupils in seven classes. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is in line with the national average. There is a very small number of pupils from ethnic minorities and none for whom English is an additional language. These proportions are much lower than in most schools. At the time of the inspection, the headteacher had just returned from a year's secondment to be national leader of her professional association, and the deputy headteacher and two other teachers were just about to leave. The school was therefore at a point of transition.

HOW GOOD THE SCHOOL IS

This is a very popular and friendly village school with a positive ethos. Standards of attainment are generally above average and represent appropriate achievement for the pupils. Standards in English are well above average. The quality of teaching is good overall. Standards of behaviour are good, and pupils have positive attitudes to school. The headteacher has an exceptionally good overview of national and international educational developments and is in a good position to provide clear leadership for the school. The school's governors maintain a very good overview of its work. The school provides satisfactory value for money.

What the school does well

- Standards of attainment are above average in mathematics, and well above average in English.
- Standards of behaviour are good, and pupils have positive attitudes to school.
- Children make a good start to their education in the reception class.
- The school makes good provision for pupils' personal development.
- There is some good provision for pupils with special educational needs.
- The school has a very good partnership with parents.
- The headteacher is in a particularly good position to provide clear professional leadership, and the governors maintain a very good overview of the life and work of the school.

What could be improved

- Teachers could involve pupils in a wider range of learning strategies in order to promote progress.
- The role of subject managers could be further developed in some areas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997, and has made good progress since then. Standards of attainment have improved in English, mathematics and science. The good standards of behaviour and positive attitudes have been maintained. The quality of teaching has improved and is now good overall. Provision for pupils' personal development has also improved. The headteacher is in an even stronger position to provide clear professional

leadership, and the role of governors has been strengthened. All the key issues raised by the previous inspection have been addressed. There is a good shared capacity to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	C	D
Mathematics	B	E	C	E
Science	E	E	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's scores in national tests for 11 year olds in 2001 were in line with the national average in all three subjects. These standards were below those in similar schools in English and science, and well below that average in mathematics. Standards in mathematics and science have been variable over the last year, but were higher in 2001 than in 2000. Standards in English have also fluctuated, but 2001 scores were the lowest for over four years. Inspection findings suggest that present standards have significantly improved in English, and are well above the national average. Standards have improved in mathematics and are now above average. Standards in science have improved slightly, but are still broadly average. The rise in standards is associated with an improvement in the quality of teaching. The overall standards represent generally appropriate achievement for the pupils. Pupils' achievement is good in English, but standards in science could be higher.

The school's scores in national tests for seven year olds have also fluctuated significantly over the last four years. Writing has improved significantly during that time and is now well above the national average. Reading and mathematics have fluctuated above and below the national average. Inspection evidence suggests that standards continue to be well above average in writing, and are above average in mathematics and average in reading. These standards represent appropriate achievement for the pupils.

Children make good progress through the Foundation Stage, and standards are generally above average by the time they move to Year 1.

The school has usually set appropriate targets and been successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. The work well and settle quickly to their tasks.

Behaviour, in and out of classrooms	Standards of behaviour are good in class and are particularly around the school. Pupils are polite to adults.
Personal development and relationships	Pupils are open and friendly, and have a good sense of responsibility toward the school and to others. They generally get on well with each other, and play well together in the playground.
Attendance	The rate of attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching is good overall. This is an improvement since the previous inspection, and underpins the recent rise in standards of attainment. Teachers are very hardworking and give a great deal of time to the planning and preparation of their lessons. They are generally successful in meeting the needs of all their pupils. The teaching of literacy and numeracy within English and mathematics is good. The quality of teaching is enhanced by the support of teaching assistants and many volunteers across the school.

In the best lessons, there is a sense of excitement and a quick pace to learning. In these lessons, pupils are often engaged in a good range of learning activities and given some independence to follow their own lines of enquiry. Where lessons are otherwise satisfactory, the pace of learning is often slow, and the structure of the lessons too rigid, to allow pupils to find things out for themselves or to be enthused. Many of these lessons, particularly at Key Stage 2, are directed very tightly by teachers and do not offer pupils sufficient scope to explore ideas or participate actively.

The quality of pupils' learning is good at the Foundation Stage and at Key Stage 1, and generally satisfactory across the rest of the school. Pupils take an interest in their lessons and most sustain their concentration well. They are generally keen to participate in activities. Where learning objectives are shared, pupils are keen to take steps to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that meets the needs of all its pupils. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	There is some good provision for pupils with special educational needs, particularly through support assistants. The new national guidance is being followed appropriately.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development through a range of formal and informal measures and through arrangements such as the school council. There is good provision for moral and social development and appropriate development for cultural and spiritual development.
How well the school cares for its pupils	The school provides a good standard of care for its pupils within its supportive ethos. There are some good arrangements for assessing pupils' attainment and tracking their progress.

The school has a very good partnership, and this makes a significant contribution to pupils' learning. Parents were very supportive of the school in their responses to the questionnaire and in the meeting with inspectors. The school is held in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a calm tone for the school and her year's secondment has put her in an exceptional position to offer clear professional leadership. The deputy headteacher has worked hard to lead the school effectively during the last year. The role of subject managers is generally effective but could be enhanced in some areas.
How well the governors fulfil their responsibilities	The governors have a very good overview of the school and are very supportive of its work. They play a significant part in shaping the strategic direction, and fulfil all their responsibilities very well.
The school's evaluation of its performance	The school is taking many steps to evaluate its performance through the analysis of test and other performance data, and through the monitoring of lessons and pupils' progress. In some cases, the action taken on the basis of these analyses could be more sharply focused.
The strategic use of resources	The school's budget is set appropriately to support its targets. All grants are allocated appropriately and the principles of best value are observed. The school give satisfactory value for money.

The school building is spacious with many extra rooms available for a library, computer suite and practical rooms. The grounds are extensive and attractive. There is no designated outdoor area for children at the Foundation Stage, although this is a requirement, but there is an outdoor swimming pool which is an unusual, but very valuable, feature for a primary school. The level of staffing is appropriate. Resources are generally adequate, but the computer suite still needs much development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Behaviour is good.• Children are expected to work hard.• Children make good progress.• Parents feel comfortable approaching the school.• Children like coming to school.	<ul style="list-style-type: none">• There is no area in which a significant number of parents would like to see improvement.

Parents were supportive of the school in their responses to the questionnaire, and in the meeting with inspectors. The inspection endorses their positive opinions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many pupils enter the school with standards of attainment in line with those expected for children of this age, and a number with standards already above average. They make the expected progress through the school, and standards of attainment are generally above average by the age of 11. These standards represent appropriate achievement for the pupils. Standards in English represent good achievement, whilst standards in science could be higher. Overall standards in English, mathematics and science are generally higher than at the time of the previous inspection.

The school's targets and pupils' achievement

2. The school has usually set appropriate targets for pupils' achievement, and has been successful in achieving them. The targets set for 2002 were lower than the standards achieved in 2001, whereas standards were actually higher.

Children under five

3. Children receive a good start to their education in the reception class, and make good progress. Standards of attainment are above those usually found in all areas of learning by the time children move to Year 1.

Key Stage 1

4. In national tests for seven year olds in 2001, the overall standards, as measured by average point scores, were well above average in writing, above average in reading and average in mathematics. Compared to similar schools, the standards were well above average in writing, above average in mathematics, and average in reading. These standards represent appropriate achievement for these pupils. Standards have fluctuated significantly over the last four years. Writing has improved significantly during that time and is now well above the national average. Reading and mathematics have fluctuated above and below the national average.
5. Inspection evidence shows that standards this year continue to be well above average in writing, but are now above average in mathematics and average in reading. The fluctuations are associated with the emphasis that the school has given to the teaching of mathematics, and the need to focus more specifically on the teaching of reading during the afternoon reading sessions. Standards are generally in line with those usually found in all other subjects.

Key Stage 2

6. The school's scores in national tests for 11 year olds in 2001 were in line with the national average in English, mathematics and science. Compared to similar schools, these standards were below average in all three subjects. Standards in mathematics and science have been variable over the last year, but were higher in 2001 than in 2000. Standards in English have also fluctuated, but 2001 scores were the lowest for over four years.
7. Inspection evidence suggests that standards are higher this year in English and mathematics, being well above average in English, above average in mathematics and average in science. These standards represent generally appropriate achievement for the pupils, but good achievement in English. The rise in standards is

associated with the quality of teaching at the top of the key stage, and the focus given to these subjects.

8. Standards are in line with those usually found in all other subjects.

Progress of different groups

9. The school is successful in providing appropriate challenge for all its pupils and enabling them to progress. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. The progress of higher and lower attaining pupils is in line with the general progress of the school. Girls' scores in national tests for 11 year olds in 2001 were much higher than boys' scores, and to a greater extent than is usually found. However, there is no evidence of any long-term or overall trend of such differences. There is no pupil for whom English is an additional language requiring extra help for language.

Literacy and numeracy

10. Within English, standards of writing are higher than reading at Key Stage 1, but standards are the other way round at Key Stage 2. The high standards in writing at Key Stage 1 are associated with the very good start that children receive in the reception class and with the good focus on this aspect through the key stage. This focus on writing is not maintained in the same way through Key Stage 2, whilst there is some good teaching of reading across the key stage. Standards of numeracy within mathematics are above average at the end of both key stages.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to school. They come to lessons ready to learn and most work well. They settle to work quickly and are keen to get on with the tasks set by the teacher. Children in the reception class are particularly enthusiastic, and talk with pride about their work. Older children mostly work with commitment and perseverance, but their enthusiasm is not always so apparent.
12. Pupils' behaviour is good. They know what is expected of them and mostly behave well. They behave well in classrooms and moving around the school. The behaviour in the dining room and in assemblies is often very good. Children play together well in the playground. They are polite and respect the school. Exclusion is extremely rare, and used appropriately.
13. Pupils' personal development is good. Pupils are friendly and open and willing to chat to adults. Older children sensibly carry out the responsibilities that they are given. The older children helping in the dining room are particularly attentive; for example, rushing to the aid of a younger child to help open a tricky packet in a lunchbox. Pupils are confident to make suggestions about what they would like for their school, and the school encourages this by taking up these suggestions. For example, one pupil thought that a crazy golf course would be a good idea for the school's Summer Fair. The school supported this well by giving pupils the time, the materials and the help they required to make the obstacles for the course.
14. Relationships are satisfactory. Pupils generally get on well with each other and work together well. However, there are times when they are expected to work together when they are not as willing to share as they might be, and just very occasionally there are times when some are not as sensitive to the feelings of others as they could be.

Attendance

15. Attendance rates are in line with other schools, and pupils arrive promptly for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching is good overall. This is an improvement since the previous inspection, and underpins the recent rise in standards of attainment. There was a small number of lessons where teaching was very good, and no lesson where teaching was unsatisfactory. Teachers are very hardworking and give a great deal of time to the planning and preparation of their lessons. They are generally successful in meeting the needs of all their pupils. The teaching of literacy and numeracy within English and mathematics is good. The quality of teaching is enhanced by the support of teaching assistants and many volunteers across the school.

Foundation Stage

17. The quality of teaching is consistently good in the reception class. There are very good relationships between pupils and the teacher, and a very positive ethos for learning. Pupils are engaged in a rich range of activities that stimulate their interest and develop their understanding well.

Key Stage 1

18. The quality of teaching is good overall. In many lessons, the quiet approach of the teacher encourages pupils to explore ideas and to approach their work with confidence. The single year group arrangements for English and mathematics work effectively. Teaching is good in English, mathematics and physical education, and is satisfactory in science, geography, art and music. Too few lessons were seen in other subjects for a judgement to be made.

Key Stage 2

19. The quality of teaching is satisfactory overall with some good teaching at the top of the key stage. The good teaching focuses well on learning objectives and there is a clear structure to lessons. Where teaching is satisfactory, the pace of learning is slower, and the structure of the lesson is too rigid to allow pupils to find things out for themselves, or to be enthused. Teaching is good in mathematics, information technology, design and technology, physical education and religious education. Teaching is satisfactory overall in English, geography, art and music. Too few lessons were seen in other subjects for an overall judgement to be made.

General

20. In the best lessons, there is a sense of excitement and a quick pace to learning. In these lessons, pupils are often engaged in a good range of learning activities and given some independence to follow their own lines of enquiry. For example, a very good mathematics lesson in the reception class involved children in a very good range of practical activities and gave them opportunities to solve problems in their own way. A very good Year 1 mathematics lesson with extremely brisk pace generated by a range of quick-fire activities enabled pupils to consider a variety of mental strategies in performing calculations.
21. The best lessons make use of a range of techniques such as paired and group responses within activities. These involve pupils in different learning styles and enhance understanding. For example, in a good Year 2 English lesson, pupils used individual whiteboards to respond to the teacher's questions, and in a good Year 5

and 6 geography lesson, pupils worked in groups to compare data they had obtained from a survey. Such techniques often improve the timing of activities and maintain a brisk pace; they also maximise pupils' involvement during class sessions.

22. The school's focus on the teaching of mathematics has been successful in raising standards at both key stages. Teachers have made use of a good range of strategies and involved pupils in a clear structure of learning. Lessons often focus very well on the specific needs of different groups.
23. Some lessons, particularly at Key Stage 2, are directed very tightly by teachers and do not offer pupils sufficient scope to explore ideas or participate actively. Teachers are understandably anxious to ensure that the set programme is covered, but sometimes spend too long in direct teaching to the whole class in order to do so. These lessons seldom enthuse and inspire the pupils, and do not give opportunities for them to develop their own methods of inquiry, and to select materials and methods of recording. These are requirements of the National Curriculum.
24. Even where teaching is well focused, class discussions are often directed by the teacher, and there are few extended opportunities for pupils to explain what they are doing and ask questions of one another. These activities are beneficial in deepening understanding as well as promoting speaking and listening skills.
25. Teachers plan their lessons thoroughly and often set clear learning objectives for their lessons. These objectives are seldom shared with the pupils or used as the basis for the shared evaluations of learning in the evaluative "plenary" sessions at the end of lessons. The planning of topics or longer units of study would benefit from the application of similar overall learning objectives; for example, setting the objective that pupils should understand about changes in two or three key features of life between 1840 and 1900 during the study of Victorian England.

Teaching of different groups

26. The school is generally successful in meeting the needs of all of its pupils. Higher attaining pupils are encouraged to progress and this is manifested in the numbers attaining the higher levels at the ages of seven and 11. Teaching approaches usually contribute positively to the progress of pupils with special educational needs. There is some good support for pupils with special education needs, particularly from support assistants and volunteers.

The quality of learning

27. The quality of learning is good overall. Pupils generally apply a good level of effort and work at a good pace. They show interest in their lessons and sustain their concentration well. Where lesson objectives are clear and shared with the pupils, they gain a good understanding of what they need to do to improve.

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

The curriculum

28. The curriculum is appropriately broad and balanced and meets all statutory requirements. The school's positive ethos ensures equal access to the curriculum for its pupils.

29. Since the previous inspection, the introduction of the National Literacy and Numeracy Strategies, and the national guidance relating to schemes of work adopted by the school, have helped to ensure that planning reflects the National Curriculum Programmes of Study. Effective cross-curricular links have been created and, through the time the school allocates to foundation subjects, it demonstrates a commitment to providing a diverse curriculum. A framework is in place to promote curriculum balance and to meet the needs of mixed age classes. The school is effectively introducing strategies to help raise attainment. Such initiatives as “ Maths” and “Numeracy Pairs” are successfully targeting pupils’ basic skills and preparing them for the National Curriculum tests.
30. There is sound provision for pupils’ personal, social and health education, and the school is looking to develop a coherent scheme to bring different strands of the work together. Sex education and drugs awareness are taught appropriately as part of topics in science and health education. The school is well supported by professionals such as the school nurse, and has had a “drugs workshop” for parents, and talks for older pupils from local education authority health education advisors.
31. Provision for extra-curricular activities is good and this enriches the curriculum. Activities such as football, netball, cricket, athletics, rounders and orienteering are well supported by both boys and girls. The school effectively uses opportunities to visit historical sites, galleries and theatres and places of worship, and pupils are able to meet with a range of visitors. Good contacts are made with local playgroups prior to children starting school. Effective links have been developed with neighbouring high schools through teacher visits and such initiatives as “foreign language” mornings. These contacts and the procedures in place for the transfer ensure that pupils are well prepared for the next phases of education.

Personal development

32. Provision for pupils’ personal development is good. The school has a positive ethos, and there is a strong focus towards personal development. In particular, the school is working at raising pupils’ self-confidence. The range of jobs given to older pupils, which encourages them to take responsibility, is effectively contributing towards this. Through these jobs, pupils gain a good sense of responsibility and feel that they have contributed to the school community. This helps them to feel more confident and willing to tackle other responsibilities. Provision for personal development in the reception class is particularly good because adults there effectively value what pupils do. Within this environment pupils are encouraged to be independent and to take responsibility and they do this confidently because the ethos is so supportive.
33. Provision for spiritual development is satisfactory. The daily acts of collective worship work well by bringing the school together as a community. The seating arrangements and the presence of all the teaching staff are particularly effective in creating this community feel. Times of reflection are all the more powerful because they are inclusive of pupils with a range of beliefs. Sometimes, the time given over to assembly is longer than the theme requires. There are sound opportunities for pupils’ spiritual development through the curriculum. A visit to the local Millennium Green enabled pupils to observe and appreciate nature by looking at the area dedicated to wild flowers. The sensitive art work by pupils suggests that they are developing a sense of awareness and appreciation that goes beyond the functional.
34. Provision for moral development is good. There is a strong sense of provision for moral development that is implicit in the life of the school. Pupils know how they are expected to behave and rarely have to be reminded about their behaviour.

35. Provision for social development is good. As has already been mentioned, older pupils are given responsibilities which help to raise their self-confidence and to give them a sense of community and of their role within a community. The school council is a further good opportunity for pupils to feel part of, and contribute to, school life. Of particular note are the "Golden Time" sessions that take place each week. This time is dedicated to various extra-curricular activities that give pupils good opportunities to work alongside each other in a less formal setting than a lesson, and with adults other than their teachers.
36. Provision for cultural development is satisfactory. There is a good emphasis on music in the school, with a thriving choir that has taken part in a local festival and won an award. Pupils have sound opportunities for visits to museums and places of interest, and visitors into school bring memorable experiences and opportunities for performing drama and listening to stories. Pupils learn a great deal about the richness and diversity of other countries and cultures through a good range of artefacts, stories and books. However, there is scope for pupils to learn more about the diverse nature of the society in which they live in order to prepare them more fully for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Welfare

37. This is an open and friendly school that makes appropriate provision for the health and safety of pupils. Child protection procedures are generally well established but the school recognises the need to update all staff and plans are underway for staff training.
38. There is good monitoring of attendance and the school is generally effectively monitoring and promoting good behaviour through the "Golden Time" reward that was referred to previously. This generally works well because children enjoy the "Golden Time" and do not want to jeopardise their entitlement. However, whilst this works well by giving pupils a reason to behave, if behaviour does deteriorate, some staff have not developed really effective strategies to enable them to manage these situations well.
39. The doors in the boys' toilets do not have locks. This is something that is of significant concern to pupils, and the school intends to address with some urgency.

Academic

40. The school's use of assessment has improved since the previous inspection when it was one of the key issues raised. The school has made good progress in setting up effective procedures to assess and record pupils' attainment and progress in the core subjects of English and mathematics and plans are in place to extend this to other core subjects in the autumn term.
41. The school makes effective use of information from a range of sources: baseline assessment, national tests at Key Stages 1 and 2, optional tests at Key 2 and the teachers' own assessment. This information is used to set individual and group targets for pupils in each class. The headteacher and deputy headteacher monitor pupils' progress by sampling pupils' work. A closer focus on progress throughout the year would enable interventions to be made earlier and ensure that progress is maximised. Teachers do not always involve pupils sufficiently in a consideration of their own learning by asking them to evaluate and check the progress they make

towards their targets or give them evaluative feedback on how they could improve. Further developing the teacher assessment through moderation work is one of the areas identified for focused work by the headteacher, and the inspection agrees that this is a valuable area of development.

42. Assessment in Foundation Stage is good. Opportunities for observations are clearly identified in the planning and the staff use this effectively to record what pupils can and cannot do. The teacher in the reception class uses the assessment information effectively to support and challenge pupils in all areas of learning and pupils achieve well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are very positive and supportive in their views of the school.
44. The school is very open and friendly and has developed a very good relationship with parents. The effectiveness of this relationship is seen in the very good support that parents give to the work of the school through, for example, the parent teachers association. There are many fund raising events that are well supported and the money raised is then used for resources, such as the playground equipment. A number of parents and volunteers help in the classroom and for visits. They are confident, and very willing, to support learning initiatives such as "Springboard Maths" and "SHARE", with well over a third of parents of the Year 1 children participating in the "SHARE" programme. This programme requires parents to work with their children at home, supporting the work that is done in the classroom. This needs a great commitment on the part of parents, and it is to their credit that they have persevered over the past year, and that many are willing to take the programme on for another year.
45. Parents are recognised by the school as valuable partners. They are consulted about what they would like through questionnaires and they are given information about the curriculum on a regular basis to enable them to support learning at home.
46. Information for parents is generally good. For example, the prospectus is clear and comprehensive, and reflects the school's welcoming and friendly approach to parents. The computer-generated pupils' annual reports to parents vary in quality. Some are very detailed to the extent that there is almost too much information about what pupils have done and the skills they have learnt. There is often little or no explicit information about the progress made, or the level of attainment by comparison with national expectations. The targets are often too general to be really helpful.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. At the time of the inspection, the school was at an unusual point of transition, particularly in terms of leadership and management. The headteacher had just returned from a year's secondment as the national leader of her professional association. The deputy headteacher, who had led the school during her absence, was just about to leave to take over her own school. Two other members of staff were also about to leave, and so the whole structure of subject management was about to be altered.

The headteacher and senior staff

48. The headteacher sets a calm tone for the school. Her work as national leader of her professional association had brought her into contact with a very wide range of senior figures in the world of education, and involved her in the wide range of educational developments nationally and internationally. This has put her in an exceptional position to offer clear professional leadership. She is now able to look at her own school through fresh eyes and to compare it to the many schools she has visited during the last year. She is well placed to reconsider practices and systems, and to set a clear direction. At the time of the inspection, she had already identified the need to widen the range of teaching and learning strategies, and to strengthen the role of subject managers. The inspection endorses these priorities.
49. The deputy headteacher worked hard to lead the school effectively during the last year. She has a good overview of the school and monitored pupils' progress conscientiously to ensure that standards were raised. The school's scores in national tests for 11 year olds improved in both English and mathematics.
50. Other staff also make a significant contribution to the running of the school. Co-ordinators are effective in ensuring that the Programmes of Study for their subjects are well organised and that resources are adequate. They give effective support to their colleagues, and maintain an appropriate overview of progress. The role could be developed further so that clear learning objectives are set for topics and units of work, plans are considered rigorously in terms of the level of challenge and suitability of methods, resources are made available to make lessons stimulating and to make learning active, and progress is rigorously monitored and analysed.

The governors

51. The governors have a very good overview of the school and are very supportive of its work. They take an active interest in the school and its development and are very knowledgeable about its position in the local community. They give careful consideration to the budget and the future impact of the slightly falling numbers, and they play a significant part in shaping the strategic direction. They are very well led by an active and committed chairperson, and fulfil all their responsibilities very well.

Monitoring, evaluation and targets

52. The school is taking many steps to evaluate its performance through the analysis of test and other performance data, and through the monitoring of lessons and pupils' progress. The information so gained is used to set targets and to identify areas for development in the school's improvement plan. This sets out a good set of priorities. In some cases, the action taken on the basis of these analyses could be more sharply focused; for example, the differences in attainment between boys and girls has been identified for further monitoring.

The budget and best value

53. The school's budget is set appropriately to support its targets. All grants are allocated appropriately and the principles of best value are observed. The slightly falling number of pupils on roll means that income will be reducing and the budget will need to be balanced carefully. In the meantime there are areas of resources, particularly the computer suite, where money needs to be spent, and areas of the building are in need of decoration. The governors are well aware of all these factors.

Staffing, accommodation and learning resources

54. There is an appropriate number of teachers and support staff who are suitably qualified to teach the curriculum. Good arrangements are made in areas such as music and information technology to supplement staff expertise with specialist

teachers and volunteers. These make a significant contribution to the quality of education provided. The accommodation is spacious with many extra rooms available for the computer suite, practical rooms and library. The grounds are extensive and attractive and offer much scope for educational use. They include an outdoor swimming pool which is an unusual, but very valuable, feature for a primary school. However, there is no designated play area for children at the Foundation Stage, and this is a requirement. Plans have been drawn up for such an area and money allocated, but this has already been a requirement for some years. There is a very attractive garden and pond area, but it has been little used recently. The level of teaching and learning resources is generally adequate across the school, but no area is really well resourced. The computer suite is in particular need of development in order for it to function effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to build on its recent trend of improving standards, the next step for the school is to:

- 1) Increase the range of teaching and learning strategies used in lessons by:
 - making clear learning objectives and sharing these with pupils;
 - making more use of techniques such as paired and group responses within activities;
 - timing activities to maintain pace and using techniques during class sessions that maximise involvement;
 - giving pupils more extended opportunities to explain what they are doing and ask questions of one another;
 - giving pupils more opportunities to develop their own methods of inquiry, and to select materials and methods of recording;
 - ensuring that more lessons excite and enthuse the pupils.
(paragraphs 23, 24)
- 2) Develop further the role of subject managers, particularly for the foundation subjects and the core subjects, yet to be appointed, so that:
 - clear learning objectives are set for topics and units of work;
 - plans are considered rigorously in terms of the level of challenge and suitability of methods;
 - resources are made available to make lessons stimulating and to make learning active;
 - progress is rigorously monitored and analysed;
 - support and guidance is available.
(paragraph 50)

The school will also wish to address the following minor issues:

- to complete the construction of a designated outdoor play area for pupils at the Foundation Stage;
(paragraphs 54, 65)
- to complete the development of the computer suite;
(paragraphs 54, 102)

- to ensure that the library is used by pupils and becomes a learning centre for the school.
(paragraph 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	28	19	0	0	0
Percentage	0	6	56	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	165
Number of full-time pupils known to be eligible for free school meals	n/a	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	31

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	10
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	13	14	13
	Total	25	27	25
Percentage of pupils at NC level 2 or above	School	93 (79)	100 (100)	93 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	14	13	13
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (84)	89 (84)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	15
	Girls	14	12	14
	Total	23	21	29
Percentage of pupils at NC level 4 or above	School	77 (74)	70 (62)	97 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	8	14
	Girls	13	9	12
	Total	24	17	26
Percentage of pupils at NC level 4 or above	School	80 (74)	57 (64)	87 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

Financial information

Financial year	2001/2002
	£
Total income	420,739
Total expenditure	413,695
Expenditure per pupil	2,448
Balance brought forward from previous year	33,746
Balance carried forward to next year	40,790

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	171
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	5	2	0
My child is making good progress in school.	58	34	7	0	2
Behaviour in the school is good.	37	58	0	0	5
My child gets the right amount of work to do at home.	32	51	10	2	5
The teaching is good.	53	34	7	0	7
I am kept well informed about how my child is getting on.	41	51	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	0	2
The school expects my child to work hard and achieve his or her best.	64	32	2	0	2
The school works closely with parents.	56	34	8	0	2
The school is well led and managed.	58	27	12	0	3
The school is helping my child become mature and responsible.	47	47	5	0	0
The school provides an interesting range of activities outside lessons.	29	47	7	2	15

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

56. Children receive a good start to their education in the reception class. The teacher and teaching assistant work well together to create an exciting, safe and secure place for learning through play. Many children enter the school with standards of attainment already above those usually found. The consistently good quality of the teaching and the wide range of activities ensure that they make good progress, and their attainment at the end of reception is above those expected of the Early Learning Goals in almost all areas of learning. The school has maintained its good standard of provision since the previous inspection.
57. The teacher and support staff pay particular attention to developing children's thinking skills and children make good progress in their learning. The staff are knowledgeable about how young children learn and they provide a good balance between child-initiated and adult-directed activities. The assessment procedures in reception class are thorough, and there are good systems for monitoring and supporting children's learning. The staff use the outdoor access creatively to offer children opportunities to explore their ideas and develop their physical skills. However, permanent outdoor play equipment and a safer outdoor area for reception children would further enhance the opportunities children have to explore their interests and ideas as well as to develop their co-ordination and physical skills.

Personal, social and emotional development

58. The very good relationships that prevail within the reception class promote very good progress in this area. Children learn about different relationships as they choose their partners to play and learn in different situations, whether it is designing the suitcase or negotiating the roles in the role-play areas. Careful interventions in these situations by the staff help children to share their experiences and gain confidence in trying new ideas. As a result, they make very good progress and the majority of children are already working well above the expected levels of the Early Learning Goals for their age. Staff provide good role models for children, always treating each other and children with respect and care. They offer children opportunities to talk about their feelings and those of others through stories and discussions. Children show a growing awareness of the need to listen to others. They are always enthusiastic about their learning; for example, expressing their views in whole-class discussions about what it was like when grandma was a little girl, and suggesting ideas about which musical instrument they could use to create different effects. They show confidence in selecting and using activities independently. Their behaviour in and outside class is always very good.

Communication, language and literacy

59. Teaching and learning in communication, language and literacy is good, and this enables the children to make good progress. Children are introduced to aspects of the National Literacy Strategy gradually and appropriately. A good range of opportunities is offered to pupils to extend their speaking and listening skills. They speak clearly, and show an awareness of listeners, in small group and whole-class situations. Carefully organised situations enable children to use language to clarify their thinking and recreate roles and experiences; for example, the well-structured

activities in the “travel agency”, and creating the story of “Mr Gumpy’s outing” through their water play. Children’s choice of words in this activity, and the way in which they organised their talk to describe what was happening to boat, “The boat got heavier and heavier and all the animals fell into the ocean”, indicate that they are working beyond the expected levels of the Early Learning Goals.

60. Children use their knowledge about letter sounds and spelling patterns of simple words as they write for different purposes; for example, a shopping list for their journey or writing information for the customers in the “travel agency”. They are enthusiastic to write about what they have observed, and many can write simple sentences to convey their thoughts. Most pupils know that sentences start with capital letters and are beginning to use full stops correctly, and some are already beginning to understand the use of speech marks. This is well beyond the expectations of the national Early Learning Goals.
61. Children show enthusiasm and interest in reading the big book with the teacher. They show confidence in identifying the rhyming words and specific features of punctuation such as the speech mark and full stop. Some can already point out that some of the words in the middle of sentences are written in capital letters because they are names of people or places. Most can read a range of familiar and common words and simple sentences independently, and so are working beyond the Early Learning Goal related to reading.

Mathematical development

62. The teacher and support staff work effectively as a team and make learning about mathematics fun through activities such as puppets, rhymes and games. For example, a game hiding teddy-bear figures in a bag helped children to recognise and match numbers and to work out the “number stories”. Some very good mathematics sessions were observed where the teacher used the National Numeracy Strategy effectively to develop pupils’ skills.
63. They are given good opportunities to work practically with a range of materials and equipment and so are developing a good basic understanding of number and other mathematical concepts such as shape and measures. Most children are able to compare weight and size, and can recognise the common two-dimensional and some of the three-dimensional shapes. The teacher makes good use of a range of activities to promote learning; for example, children found out how many beanbags they could throw into two hoops, and then counted them together to work out the total. Activities such as this make learning about mathematics fun for children. Most children can count up to 20, and can talk about the methods they have used to find answers. The majority of children are working above the expected level of Early Learning Goals.

Knowledge and understanding of the world

64. Children’s knowledge and understanding of the world is good. Well-planned activities encourage children to use their senses to make sense of the world around them. For example, children observed the changing features of the growing seeds and recorded them through drawing and simple words. They can draw pictures of the main landmarks they see on their way to school. The teacher uses questioning strategies very effectively to enable children to compare similarities of objects and places. In the story about “When I was a little like you”, children could identify the similarities and differences between objects and places in olden days to what they see now. Children

show confidence in using the computer to draw pictures and play games. They know how to operate the listening centre to listen to stories and books. They choose the materials and use them effectively to design their models. Although there is some evidence of children being given the opportunity to learn about different cultures and beliefs, this aspect of knowledge and understanding of the world is less well developed. There is a need to develop this aspect of the knowledge and understanding of the world. The good teaching in this area enables children to make good progress and the majority are well on their way to achieve the Early Learning Goals by the end of the reception year.

Physical development

65. The good strategies used in physical education activities effectively develop children's confidence and skills. Most children can combine different movements, have already developed skills in throwing and catching, and have good co-ordination in manipulating tools such as pencils, scissors and glue sticks. The teacher and support staff work together very well to offer the less confident children support and guidance and challenge the more able ones. Although the staff in reception class use the outdoor area creatively to give children maximum opportunity to explore their interests by setting up specific outdoor activities, the lack of permanent, large equipment and wheeled toys for children to use freely restricts the development in this area of learning. The majority of children are attaining beyond their age related expectations of the Early Learning Goals at the end of the reception year.

Creative development

66. Children are encouraged to develop their creative development through a range of activities such as art, role play and music. Their models of animals that live in the sea show how they used their observations and manipulate plasticine very effectively. They can choose the materials and colours and use the tools well to create the desired effect. They communicate ideas and use the resources available to create props to support and develop their roles in the role play areas. They can choose simple musical instruments to create sounds of different actions. For example, they could point out that they might use the xylophone to create the sound of footsteps going up and down the stairs. They join in with the singing with confidence. The good teaching in this area enables the pupils to make good progress.

ENGLISH

67. By the end of Key Stage 2, standards of attainment are well above the national average; this represents good achievement for the pupils and is a significant improvement since the previous inspection.
68. The school's scores in national tests for seven year olds over the last three years had been well above average in writing, but had fluctuated above and below average in reading. Inspection evidence indicates that this trend continues, with reading average and writing well above average. Scores in national tests for 11 year olds had also fluctuated over previous year from above average, to well above average, to average. Inspection evidence suggests that standards have risen again this year, and are well above average as they were in 2000.
69. Standards in speaking and listening are above average across the school. Many pupils enter Year 1 with already high standards, and they generally maintain these

standards through the school. Most pupils are confident speakers and are open and friendly in their approach, and reception class pupils are particularly confident and willing to talk about their activities. By the age of seven, most pupils listen carefully and make relevant comments in discussion. By the age of 11, most pupils express their opinions clearly and are responsive to others' points of view. For example, pupils in a Year 4 and 6 English lesson were able to discuss the advantages and disadvantages of the bypass that was under construction around the nearby town, countering one argument with another. There are relatively few occasions when pupils are given extended opportunities in lessons to discuss things in groups or pairs. Such discussions are often directed tightly by the teacher.

70. Standards of reading are generally average at the end of Key Stage 1. By the end of the key stage, almost all pupils attain the expected level (Level 2) where reading of appropriate texts is generally accurate, and many pupils achieve the higher level where they read fluently and accurately, and understand the main points of the fiction and non-fiction that they read. There is a considerable amount of support for reading through Key Stage 1 and a great deal of time is dedicated to this aspect through the daily "reading siesta" time. Many parents and other adults hear pupils read individually and in small groups. The literacy hour is used well to focus on elements of reading such as phonics, and also the wider literacy skills. It is therefore somewhat surprising that progress in reading is not as quick as in writing, on which far less time is spent. One reason is that the daily reading sessions do not always focus on the specific needs of individuals and groups, but tend to provide a general opportunity for pupils to read individually to an adult. This is appropriate for pupils still at the early stages of development, but not necessarily so efficient at promoting higher skills where group discussion about a shared text might be more effective. It also means that pupils spend a significant proportion of each session not actually reading to an adult. Pupils at the higher stages of development can use this individual time profitably by reading to themselves from appropriate texts, but many of those at earlier stages are not yet ready to do so. The range of literature available is not as wide or as stimulating as the range at Key Stage 2, and this also affects progress.
71. By the end of Key Stage 2, standards in reading are well above the national average, with most pupils attaining the higher level where they understand meanings beyond the literal and can support their opinions from the text. For example, Year 6 pupils were able to detect the bias in a newspaper article about the new bypass, "It says that some people are against it, but it tells you why others are in favour. And it says that it will take a great deal of time and money to get rid of the protestors, not that they might save the woods". The good progress that pupils make through the key stage is promoted by the good range of literature in which they are involved, and by the quality of teaching that is often well focused on the higher-order skills such as the use of inference and deduction to look for "hidden" meanings. The reading sessions at the start of each afternoon are used well to promote learning. Teaching is often particularly well focused on the specific needs of different groups, and this also has a significant impact on progress.
72. By the end of Key Stage 1, standards of writing are well above the national average. Most pupils attain the expected level (Level 2) where they can write a sequence of sentences with generally accurate spelling and punctuation, and many attain the higher level where writing is more complex as well as being organised, imaginative and clear. Pupils leave the reception class with particularly good skills in this area. They have good knowledge of letters and sounds, and have already developed a positive attitude to writing. This is built upon well by the teaching through Key Stage 1 which encourages pupils to develop their writing in a range of interesting situations.

For example, particularly good use is made of a computer program that allows pupils to draw a picture and then to add some writing about it. Pupils used this very effectively to write out parts of a story they had heard about "Silly Ray", and the subsequent colour printouts of their work encourage them to write again and extend their skills.

73. Pupils make slower progress in writing though Key Stage 2, and by the end of the key stage standards are lower than those in reading. This reverses the situation at the end of Key Stage 1. Most pupils attain the expected level where ideas are sustained and developed in interesting ways, but few attain the higher level where writing is varied and vocabulary choices imaginative. Most pupils write accurately; it is the element of excitement and imagination that is lacking. This is to some extent surprising where reading is good and pupils are exposed a good range of literature that would provide a model for such writing. One reason is that there is not such a focus on the teaching of writing as there is on reading which has its dedicated time every afternoon. This is more significant at Key Stage 2 where pupils need to engage in more extended pieces of writing in order to develop the higher skills. Within the lessons there is not always the sense of excitement and freedom for pupils to experiment and create.
74. The subject has been well led by a knowledgeable and enthusiastic co-ordinator who has done much over the years to promote the subject through the school, but who was about to leave the school at the time of the inspection. This year's Key Stage 2 standards give her good cause to be proud of her achievements! There is a good range of literature available to Key Stage 2 pupils but the library, which was being re-organised at the time of the inspection, was not being used by the pupils. The school intends to enhance provision and make this a true learning centre for the school.

MATHEMATICS

75. The good teaching of mathematics across the school has contributed to the above average standards in the subject. This is an improvement since the previous inspection. The National Numeracy Strategy has been well introduced and adapted effectively to the needs of the school, with basic skills being well taught especially to five to seven year olds. Recent training in numeracy initiatives for all staff has raised levels of subject knowledge, and there is obvious enthusiasm for the subject both amongst adults and children.
76. Since the previous inspection, standards of attainment have been variable but scores in national tests in 2001 for both seven and 11 year olds were broadly in line with national averages. Inspection evidence suggests that standards for both seven and 11 year olds have improved and are now above average. The introduction of the National Numeracy Strategy, together with initiatives such as "Springboard Maths" for Years 4 and 5, strong support from parents and an improvement in the quality of teaching, have had a very positive impact upon pupils' computational and mental calculation skills throughout the school. The school has been successful in devising a planning and organisational system that creates special teaching groups for mathematics. This helps ensure that work is well matched to pupils' abilities and previous experience.
77. Teachers ensure that pupils build well on their early work. They develop the use of accurate mathematical language, and the school is placing more emphasis on practical work to solve problems. Pupils are encouraged to explore facts about a

range of numbers through games and the exploration of different strategies, and many are quick and confident in manipulating numbers. The use of different strategies is becoming a priority through the school. For example, in one lesson with the youngest pupils, the teacher asked the pupils, "Who can see another way to work this answer out?" and, "Who could use a number line to find the answer?" The exploration of strategies for quick addition such as "rounding up", and of the links between multiplication and addition, help pupils develop confidence in using numbers. Almost all meet the expected level (Level 2) and a good number attain the higher level. By the end of the key stage, most pupils understand how money is used, and can solve shopping problems. They can explore the properties of two and three-dimensional shapes, make reasonable estimation before measuring, and use standard units to check results. Pupils are able to use tally charts to gather information and represent their findings in pictograms and block graphs.

78. Good teaching through Key Stage 2 ensures that pupils build well on their previous learning. Pupils work accurately with a range of metric measures, they understand fractions and can interchange unit, decimal and percentage fractions. They can interpret a range of diagrams, charts and graphs, with many reaching the higher level where they are able to recognise the mode, mean and median of a set of numbers. Increasingly, teachers are giving pupils opportunities to solve problems with tasks that make them think and this helps to develop understanding. The use of "worksheets" has decreased, with increasing demands being made on pupils both to organise and present their work effectively, and to use a variety of known strategies to calculate. For example, in one lesson with older pupils looking at prices of goods in a shop and calculating percentage reductions for a sale, one pupil recognised that to find 25 per cent of a value she could find 50 per cent of the price and then find 50 per cent of that. Another pupil was so secure with his methodology that he could calculate using two steps rather than the four steps most pupils were using. The quality of learning and achievement in mathematics reflects the overall good quality of the teaching. Teachers use questions carefully to ensure that pupils give logical reasons for the strategies they use. Assessment is used effectively to evaluate progress during lessons and over time, and planning is adapted accordingly. However, marking consists mainly of "ticks" and words of praise; the use of comments to help the pupils to improve is underdeveloped.
79. Teachers have good subject knowledge and they value pupils' oral and written contributions in lessons. This in turn raises pupils' confidence and enthusiasm. Consequently, attitudes to mathematics are very good overall. The co-ordinators of the subject are enthusiastic, and their good management ensures that colleagues are well supported with opportunities for further training and with appropriate resources to deliver the subject well. Staff are now beginning to show more confidence in adjusting the balance of their teaching in order to give more opportunities for investigative work.

SCIENCE

80. The school's scores in national tests for 11 year olds in 2001 were in line with the national average. This followed two years when scores were well below average. Inspection evidence suggests that standards have been maintained at the national average again this year. This is generally in line with the findings of the previous report. Standards could be higher for these pupils.

81. There is no national test for seven year olds in science, but the teachers' own assessments indicate that standards were below the national average in 2001. Inspection evidence suggests that standards have risen this year and are now in line with the national average. As with Key Stage 2, standards could be higher for these pupils.
82. It was possible to see only one science lesson at Key Stage 1. Discussion with pupils and a review of their work indicates that they cover an appropriate programme, but that attainment in the area of "life and living processes" is higher than in other areas of science. Lack of opportunities to consolidate and practise the knowledge and skills in materials and physical processes are having a negative impact on the progress pupils make in these areas. The numbers of pupils attaining higher levels in these areas are lower compared to those on life and life processes. In the one lesson observed, the teacher used a variety of interesting activities to extend pupils' knowledge about animals from different habitats. Teachers offer pupils good opportunities to develop their basic skills in literacy and numeracy through their science investigations. For example, in their diary about the bean seed, pupils observed and measured the changes that had happened to the seeds as they grew. Good use is also made of information technology, with pupils using the CD-ROM to find out about shellfish, and using the computer effectively to record their findings. Careful selection of resources and interesting activities enable pupils to develop an interest in science.
83. By the age of 11, pupils' knowledge in most areas of science is in line with the national expectations. Teachers develop pupils' enthusiasm in learning science through carefully selected activities and pupils respond well to the questions posed by teachers. Pupils develop an appropriate level of knowledge across the areas of study. For example, pupils in Year 3 know that human beings need a healthy diet to grow and develop. They know which foods have starch, proteins, vitamins and minerals, and can sort materials according to their properties and can find out which material is strongest. Pupils in Year 4 can compare the results and draw conclusions based on what they have learned. They could point out that the polystyrene is a good insulator because the polystyrene cup kept the water warmer. Pupils in Year 6 know the position of sun, moon and the earth in the solar system and they can explain how day and night are formed. They could use their knowledge about photosynthesis and other factors of growth to explain the reasons for the differences in the dandelion sizes growing in two different environments.
84. However, because most of the planning and evaluation of investigations are carried out as a whole class, pupils' abilities to plan, record and evaluate investigations independently are not well developed. This results in pupils finding it hard to evaluate and make a judgements for themselves and they attain less well in the attainment target related to investigative skills. There are too few occasions when pupils are given the independence to select their own materials, lines of investigation and methods of recording their findings. Teachers provide appropriate opportunities to develop pupils' basic skills in other subjects such as mathematics, and information technology.
85. The introduction of optional tests and tracking of pupils' progress have helped the school to raise the standards of higher attaining pupils by the end of Key Stage 2. However, assessment and recording are not consistent throughout school. This is an area identified for further development in the school improvement plan for autumn 2003.

86. The management of the subject is at a transitional period and currently it is managed by two members of staff. Both teachers are clear about the strengths and areas for improvement, and have identified scientific enquiry and assessment as two areas for further development. They set a clear educational direction for the rest of the staff and the management of the subject is good.

ART AND DESIGN

87. At the time of inspection, it was only possible to observe one art lesson. Judgements are therefore based a review of pupils' work and teachers' planning. This indicates that standards of attainment across the school are generally in line with those usually found.
88. In Years 1 and 2, pupils have good opportunities to use a range of materials and methods. Drawing skills are developed in a systematic way and standards in this area are above those usually found. For example, pupils' sketches of plants and animals based on their topic work are of a good standard. They are given opportunities to work with different media such as paints, pastels, water colour and clay. There are good links to other subjects such as science and religious education through art and design. Pupils' work on the creation and their sketches and drawing about animals' habitat are good examples of this.
89. Through Key Stage 2, pupils are given an opportunity to learn about the style of different artists from different period. For example, Years 5 and 6 pupils' paintings of flowers in the style of Van Gogh and Years 3 and 4 pupils' paintings in the style of Miro show how pupils used a variety of approaches and methods to communicate their observations and ideas.
90. Teaching is satisfactory overall. Teaching of pupils' drawing skills is good. Teachers use a range of resources to support and develop pupils' skills and interests in art. Pupils are enthusiastic about their art work and their work is always well presented. Resources are adequate and teachers make good use of them. The school is in the process of reviewing the current planning process which is based on national schemes of work.

DESIGN AND TECHNOLOGY

91. Standards of attainment across the school are in line with those usually found. This is a similar position to that at the time of the previous inspection. Too few lessons were seen to make overall judgements about teaching and learning.
92. The curriculum effectively covers the range of knowledge, skills and understanding necessary to develop this subject. Pupils aged five to seven are encouraged to design and reflect on the effectiveness of their design. Pupils develop sound manipulative skills, and show an understanding of design requirements. For example, when making glove puppets, Year 1 and 2 pupils were able to cut and join accurately, and were able to respond to the design requirement to be able to put your hand inside it. Older pupils, from seven to 11, are offered a range of tasks that enable them to make good use of the "plan, do and review" sequence. A range of focused tasks helps them develop skills of designing and making. Pupils in Years 3 and 4 were able to produce a money container using appropriate joining techniques and Year 5 and 6 pupils designed and made a range of slippers with individual ideas regarding how to

make them robust and comfortable at the same time. In a well organised Year 5 and 6 lesson, pupils explored designing a column able to support up to two kilogrammes in weight. They learned the need for accurate measuring and cutting and put to good use their understanding of scientific principles of “fair testing”.

93. The school uses national guidelines to provide a planning framework for staff. There is a satisfactory range of resources and the school acknowledges the need to appoint a co-ordinator able to give a lead in the further development of the subject.

GEOGRAPHY AND HISTORY

94. Standards in geography are generally in line with those found at the end of both key stages. This is broadly in line with the findings of the previous inspection. Teaching is satisfactory across the school and pupils make the expected progress.
95. The Key Stage 1 geography programme involves the pupils in an appropriate range of studies and experiences, and ensures that they develop a sound understanding of their own locality and places beyond. They can describe the physical and human features of their own village, and know how it differs from the larger city nearby and other places they have visited. Their topic on the seaside enabled them to consider coastal features and to look at the routes they took when going on holiday. By the end of Year 2, many pupils are aware that different places have both similar and different characteristics, but few offer reasons for these observations.
96. The Key Stage 2 geography programme builds effectively on this foundation of knowledge and pupils develop appropriate knowledge of a range of places that they study. By the end of Year 6, many have good knowledge about the locations of continents, countries and the major physical features such as oceans and rivers. Many also have good knowledge of physical processes such as the formation of mountains, erosion, and the causes of rainfall. Understanding of geographical patterns is less well developed, partly because topics have not always focused specifically on this aspect which is a feature of the higher levels of attainment. Some good lessons in Years 5 and 6 involved pupils in a wide ranging consideration of the advantages and disadvantages of a local bypass that was under construction. The views of local inhabitants and business people had been canvassed, and the impact of the new road on the environment had been explored. Good use was made in these lessons of information technology to access information, maps and photographs of the area so that the impact could be more easily understood. There were also good links to English, where newspaper articles about the road were considered in terms of their bias, and the ways in which their arguments were deployed.
97. It was possible to see only one history lesson during the inspection and so no overall judgements can be made about teaching and learning. Discussion with pupils and a review of their work indicates that standards are broadly in line with those usually found at the end of both key stages. These standards are broadly in line with those found by the previous inspection.
98. Pupils cover an appropriate range of topics in history and build up the expected knowledge about the features of other periods. By the end of Key Stage 1, most pupils have an appropriate knowledge and understanding of aspects of the past, and recognise that there are reasons why people in the past acted as they did. In the one lesson seen, some good questioning from the teacher enabled Year 1 and 2 pupils to think about photographs of people on beaches, and to consider in what way things have changed since Victorian days. Pupils were able to give cogent reasons for their

suggestions and, with some help, were able to put photographs from different periods into order.

99. By the end of Key Stage 2, pupils have generally appropriate knowledge of the historical periods they have studied and know something about the characteristic features. Few have attained the higher level where they understand and give reasons for changes within and between periods. This is mainly because the topics have not always had the specific focus that would lead to such an overview. In discussion, pupils show that they can handle these concepts well, and can put together information that they have obtained during their studies; this allows them to describe the characteristic features of the periods they have studied, which is the expected level. A clearer focus within the topics on features, such as the reasons for changes within and between periods, would enable pupils to move more easily to the next conceptual level.
100. The subject managers for both subjects have ensured that the required Programmes of Study are covered appropriately within the school's two-year cycle, and that there are adequate resources to support teaching. The use of the national units of work gives structure to the work undertaken, but does not always give the clear focus for the topic that would ensure that learning always focuses on the higher levels of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Overall standards are in line with expected levels for both seven and 11 year olds. This is broadly in line with the findings of the previous inspection.
102. After some problems, the school has been able to make more organised use of the computer suite presently being established, and pupils are having increased time to practise and develop skills. However, the present suite is still being developed and is not sufficiently well equipped to be fully effective. Pupils build appropriately on the experiences they gain from having computers at home, and there is good use of computers in class to support other areas of the curriculum.
103. Seven year old pupils are confident using the mouse and keyboard to control the computer. They understand how to load and save programs. Using the "Paint" program pupils respond well to a series of instructions to create their own pictures. Pupils are learning to write directly to the screen and are able to amend their work. By the age of 11, pupils locate appropriate programs and are able to access and save work. They are able to produce their "Big News" paper combining text and graphics. Older pupils produce a range of both two and three-dimensional graphs, including pie charts and line graphs to represent given data.
104. It was not possible to see sufficient lessons at Key Stage 1 for a judgement to be made about teaching. Teaching at Key Stage 2 was good overall, and there is some very good support from volunteers able to work at the school. For example, in a lesson with the oldest pupils, good teamwork between class teacher and parent helped pupils to create a sequence of instructions to control a number of output devices, such as pedestrian crossing lights. This enabled them to attain the higher expected level in this aspect.
105. Teachers have acquired better subject knowledge through training linked to the national grid for learning, and through school-based training led by volunteer parents

and governors. This has increased confidence and, using national planning guidelines, teachers now have a clearer idea of what they want pupils to achieve. Pupils enjoy the work and respond positively. The school is keen to increase the number of computers in the suite, its use of the Internet and its provision of personal computers in the classroom in order to develop further the use of the subject across the curriculum.

MUSIC

106. At the end of both key stages, standards of attainment are generally in line with those usually found. At the time of the previous inspection, standards were judged to be above average.
107. Pupils in Years 1 and 2 develop a sound knowledge about songs and they can sing confidently in assemblies. In Year 2, pupils are beginning to perform a simple pattern and use picture symbols to describe the musical pattern. In one of the lessons observed, a group of pupils could create their own performance piece to accompany their poem using different musical instruments. They could create picture symbols to show which instrument to use to create the effect of beat and rhythms.
108. At Key Stage 2, pupils can sing a range of songs with good rhythm and volume. Pupils who are receiving extra tuition in the choir can sing expressively and confidently. Pupils in Years 3 and 4 showed a growing awareness of dynamics, tempo and pitch while they were creating their own music. They understand when to stop and when to join in when they combine several layers of music. In Year 6, pupils are exploring in detail rhythm and timbre. They are learning about how to compose their own rounds.
109. The quality of singing by the school choir is of a good standard. This has been recognised in the receipt of a BBC award last year for their performance. The school has produced its own compact disc of this performance, and this is often used in assemblies to share the talent and develop an enjoyment for music.
110. Pupils are enthusiastic about music. They try hard in lessons and treat instruments with respect and care. They show a growing understanding of the need to listen to others as they compose and perform their own music. The pupils are always well behaved in lessons.
111. In all the lessons observed teaching was never less than satisfactory. In one good Year 3 and 4 lesson, the teacher used his good knowledge about music to plan and develop the lesson in a way that held pupils' interest. In almost all the lessons observed, teachers use a step-by-step approach to enable pupils to learn about different aspects of music. However, opportunities for pupils to discuss and evaluate their performance are sometimes limited, and opportunities for pupils to learn about music from other cultures are less well developed.
112. The previous co-ordinator for music had recently left the school and the headteacher, who had just returned to school herself, had taken over this responsibility temporarily. The school makes good use of expertise available from the local education authority and private agencies to provide pupils with the best opportunities to learn about music.

PHYSICAL EDUCATION

113. It was not possible to see all aspects of the physical education programme during the inspection. In games and athletics, standards are in line with those usually found. In swimming, standards are above expectations. The latter is largely due to the very good use of the school's own swimming pool, and the active support of parents.
114. By the age of seven, most pupils have developed sound levels of control and mobility. For example, when working indoors on games activities pupils demonstrated appropriate awareness of space and the expected level of skills when throwing, bouncing and catching. One or two pupils were able to demonstrate extended sequences of bouncing, throwing and catching showing care and accuracy when aiming for a target, which is the higher expectation.
115. By the age of 11, pupils' understand that exercise is essential to health and fitness. Teachers and pupils work together in "warm up" sessions with pupils showing increasing awareness of the benefits of these activities. Pupils achieve appropriately in athletics because they are taught skills and techniques systematically. For example, in a lesson with the oldest pupils, the teacher clearly and confidently modelled the separate parts of the triple jump, and gave useful pointers regarding the techniques of each movement.
116. By the time they leave school at 11, all pupils can swim the expected minimum of 25 metres, and many can do much more. Many pupils also gain experience of water safety techniques both for themselves and for helping others. Much of this success is due to the opportunities younger pupils have to swim in the on-site swimming pool. In the one lesson observed, pupils were well supported by the class teacher and several parents, and the growth of confidence and developing self-esteem was clear to see.
117. The co-ordinator has good subject knowledge and works hard to provide support for colleagues and a varied programme for pupils. Extra-curricular activities including boys' and girls' football, netball, mixed rugby, rounders, cricket, athletics and orienteering, and competitive matches against local schools, make a good contribution not only to pupils' physical development but to their personal and social skills as well. Pupils have also benefited from coaching sessions from a Yorkshire County Cricket Club coach and a UK athletics coach.

RELIGIOUS EDUCATION

118. By the ages of seven and 11, most pupils achieve standards in line with the requirements of the locally agreed syllabus. This is a similar picture to that at the time of the previous inspection.
119. Pupils enter Key Stage 1 with a good understanding about how members of a group should behave towards one another. They become aware that groups have special occasions, festivals, which they regularly celebrate. They learn why Christians give gifts at Christmas and the significance for Christians of Easter. They consider "stories" of the creation and how different faiths try to interpret this. They compare some of the symbols and places of worship associated with different faiths such as Hinduism.

120. At Key Stage 2, pupils have opportunities to extend their knowledge of Christianity and to learn something of other faiths. For example, older pupils compare the Muslim with the Christian faith, all the time valuing different practices and beliefs and developing a wider understanding of world religions. They come to see that religions have rules for people to follow and understand the need for order in society. Pupils are also introduced to the diversity within a single faith. For example, the oldest pupils reflected on a recent visit to local Church of England and Methodist churches. Some thought the Church of England building was “more impressive and on a bigger scale”, whilst others remarked that the chapel was plain “because people just wanted to concentrate on their worship and prayer”. Another pupil thought the chapel was plainer because those who built it “did not want to outdo God”.
121. Too few lessons were seen to make a judgement on teaching at Key Stage 1. The quality of teaching seen at Key Stage 2 was good. Lessons are planned well to take account of pupils’ knowledge and experiences. Pupils enjoy the variety of approaches that teachers employ to help their learning. Teachers encourage pupils to ask questions, to think for themselves, and they provide opportunities for reflection. Good use is made of local resources such as churches and visitors into school, and the school makes good use of access to the religious education unit at a local college.