

INSPECTION REPORT

WAVELL COMMUNITY JUNIOR SCHOOL

Catterick

LEA area: North Yorkshire

Unique reference number: 121343

Head teacher: Colin Golightly

Reporting inspector: Geoff Jones
11816

Dates of inspection: 28th – 31st January 2002

Inspection number: 195345

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Wavell Road Catterick Garrison North Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Keith Hardisty
Date of previous inspection:	19 th – 22 nd May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11816	Geoff Jones	Registered inspector	English Information and communication technology. Art and design	The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed?
14141	Ernest Marshall	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
27276	Carole Jarvis	Team inspector	Science Geography Design and technology Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
20404	John Evans	Team inspector	Mathematics History Music Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized community junior school with 220 pupils aged from seven to eleven years. The school serves part of the garrison town of Catterick. There are seven classes, all of which have mixed age groups. Four classes are for Years 3 and 4 and three are for Years 5 and 6. Almost all of the pupils come from Forces families and the turnover of pupils is exceptionally high. In addition, the school has problems in recruiting teachers and this has had an adverse effect on pupils' progress. Of the seven class teachers, two started in January, a third the previous September and a fourth last Easter. Two per cent of the pupils are entitled to free school meals and 15 per cent have special educational needs; both of these proportions are below the national average. The pupils' special needs include speech and communication difficulties, multiple learning difficulties and dyslexia. Two pupils speak English as an additional language but neither is at an early stage of acquisition. The school has recently received the 'Investors in People' award.

HOW GOOD THE SCHOOL IS

Wavell Community Junior School provides satisfactory education for its pupils. The quality of teaching is sound overall. Standards are below average in English and mathematics but it is very difficult for the school to have a good impact on pupils' progress because the turnover of pupils is comparatively quick. Science standards meet national expectations and since the recent installation of the computer suite standards in information and communication technology are rapidly improving. The head teacher and key members of staff provide sound leadership and management and have introduced a number of measures such as monitoring the quality of teaching, an induction programme for new teachers and setting targets for pupils to achieve. The school provides satisfactory value for money.

What the school does well

- Pupils' good behaviour and attitudes towards school.
- Art and design standards are above those expected nationally.
- The rapid progress made by pupils in information and communication technology.
- The very good provision for extra-curricular activities.
- The good provision for pupils' personal and health education.
- The school provides very well for the pupils' social development and settles them in to school quickly and effectively.
- The good quality of the information provided for parents about pupils' progress.
- The effectiveness with which the governing body fulfils its statutory duties.

What could be improved

- Standards in English and mathematics.
- The quality of lesson plans so that the different needs of pupils are met more closely.
- Use of information collected on pupils' progress to plan the next step in their learning.
- Use of information about the school's performance in national tests to bring about improvement.
- The quality of planning for pupils with special educational needs.

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 1997. The school has made a number of improvements since that time and the improvement is satisfactory. It now has a child protection policy and the contents are followed. The governing body is now very aware of the school's strengths and weaknesses and is more involved in discussing the school's standards year by year and in monitoring the school development plan. Standards have been maintained in science since the last inspection but have fallen in English and mathematics; however, the drop in standards is due to the fact that many of the pupils had only been attending the school for a short period of time and the attainment of the present intake of pupils is not as high as is usual for the school. Teacher's planning now includes aims for each lesson and the management of pupils' behaviour has improved and is now good. Almost all teachers adopt a positive approach involving praise, rewards, and sanctions when necessary. However, the school does not use assessment procedures sufficiently to evaluate the school's performance as effectively as it did at the time of the previous inspection. The effective use of National Literacy and Numeracy Strategies across

the school have had a positive effect on teaching but, as yet, these strategies have not had a positive impact on attainments in these subjects because the pupils have not all had the time to become accustomed to the approach.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	D	C	
Science	E	C	C	A	

The school's test results show an erratic pattern with no definite trends because of the high mobility factor of its pupils. For example, only two of the eleven year old pupils who took the annual national tests last year joined the school when they were seven. Present standards are similar to the latest test results. Year 6 pupils' attainments in speaking, listening and reading are at the level expected for their age but their writing is below average. Standards in mathematics are also below average mainly because pupils do not have sufficient practice at applying the skills they have learned to the solving of mathematical problems. Standards in science are close to the average and pupils have gained a sound understanding of scientific principles through opportunities provided for them to investigate and carry out planned experiments. The very recent installation of a computer suite has enabled pupils to make rapid progress in information and communication technology and their skills are average for their age. Evidence gained during the inspection indicates strongly that the very good use of high quality teaching technology in information and communication technology lessons has enabled pupils to make very good progress in a short space of time. Attainment in religious education meets the expectations of the locally agreed syllabus, and attainment in art is above what is expected nationally. Attainment in each of the other National Curriculum subjects meets national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are enthusiastic in lessons.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils play well together and show respect for each other. No bullying or other forms of harassment were seen during the inspection.
Personal development and relationships	Pupils' personal development is good. They are polite to adults and have the responsibility of carrying out a range of additional duties. A School Council, consisting of two elected members per class, makes mature and responsible decisions on behalf of the rest of the school.
Attendance	Good. Attendance figures are above the national average. There is no truancy and no patterns of persistent lateness or absence.

TEACHING AND LEARNING

Teaching of pupils:	aged 7 – 11 years
Lessons seen overall	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.

During the course of the inspection 36 lessons were observed. The quality of teaching was sound overall. The teaching of literacy and numeracy is satisfactory and pupils make satisfactory gains in reading, writing and mathematical understanding. Teachers generally have good relationships with pupils, and this results in interest and enthusiasm during lessons. Most teachers do not assess how well pupils have achieved the objectives of the lesson and consequently do not have the necessary information with which to plan the next steps in pupils' learning successfully. This slows pupils' progress in learning. Teachers use questions effectively and provide pupils with good opportunities to explain what they are thinking and to clarify their ideas. Most teachers manage pupils' behaviour well and this results in hard work and good concentration from pupils. The teaching of information and communication technology is very good but as the computer suite has only very recently been installed there has been little time for this to have a marked impact on pupils' attainment. In the very few unsatisfactory lessons, the weaknesses in teaching lay in the lack of support for pupils with special educational needs, insufficient challenge for pupils and poor management of pupils' behaviour.. Pupils who speak English as an additional language are well supported by the school in their learning. Pupils with special educational needs do not make better than satisfactory progress because some teachers are not sufficiently aware of the content of their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and quality are sound. Although all the required subjects are provided, there is an imbalance in the amount of time allocated to some of these. There is effective provision for sex education and very good education on drugs awareness.
Provision for pupils with special educational needs	Satisfactory. Pupils are supported well in their learning by special needs assistants and each pupil has an individual educational plan. Class teachers do not always pay sufficient attention to these during class lessons to support pupils fully.
Provision for pupils with English as an additional language	Good. There are only two pupils who speak English as an additional language. Both cope well with English and the school supports them well if there are other difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall. Pupils have a range of responsibilities including looking after younger pupils. Provision for pupils' social development is very good. Provision for spiritual and cultural development is sound with good provision for moral development.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. Pupils' attainments and progress are tracked effectively over time but procedures for using assessment information to guide curricular planning and for supporting pupils' progress are unsatisfactory.

The school's partnership with its parents is satisfactory. The head teacher asks parents to complete surveys on pupils' induction to school and on the overall education provision and uses these to bring about improvements. Meetings for parents to see and discuss their children's work are arranged. A home-school agreement shows good co-operation between both parties. Annual written reports for parents provide useful information on how their children are getting on at school. The extra-curricular activities provided for pupils are very good. These involve a range of musical experiences, visits to the theatre and sporting activities, and a good range of educational visits to places of historical interest.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. Lessons are monitored to improve the quality of teaching. The head teacher and deputy work closely together. A caring and stable ethos within the school has been developed.
How well the governors fulfil their responsibilities	The governors understand the strengths and weaknesses of the school and play an effective role in shaping its direction. They work hard, and successfully fulfil their statutory duties.
The school's evaluation of its performance	At present the school does not satisfactorily evaluate its performance. It does not use its annual test data to make judgements on its standards and it does not gather sufficient information on which to base action to improve its work.
The strategic use of resources	Classroom and support assistants work hard. Classroom assistants are not used sufficiently to work with groups of pupils to support them in their learning. The school administrative officer works efficiently and contributes to the smooth running of the school. The budget is used wisely. The grant for special educational needs and the standards fund are used effectively to support pupils' learning.

The school is well staffed and teachers have sound expertise. The school building provides good accommodation for the delivery of the National Curriculum and religious education. Resources for learning are of good quality and used efficiently. The head teacher uses systems that set long-term targets for pupils but these are unrealistic because of the comparatively short time the pupils are on the school roll. The school applies the principles of best value well. For example, it has consulted with parents for their views on the effectiveness of the pupils' induction to the school and taken effective action to improve. It has taken the trouble to locate schools in a similar situation and compares its standards with these. Whenever the school needs to purchase expensive items it has a policy of seeking a number of tenders before making final decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress in school. • The teaching is good. • Children are expected to work hard and achieve their best. • The school helps children become more mature and responsible. 	<ul style="list-style-type: none"> • A closer partnership with parents. • Better information about how children are getting on. • The school's leadership and management. • The way the school handles questions or problems.

The percentage of completed questionnaires returned by parents was very low and the number of parents who attended the meeting with the registered inspector was also very small. For these reasons the above information is unreliable as a representation of parents' views. Further means of finding information were sought and an extensive number of parents were interviewed before school began in the mornings. The inspection team agrees with all the above positive views of parents except that the quality of teaching is satisfactory rather than good. Interviews with parents indicated that most parents were satisfied with the leadership and management of the school and that they felt comfortable with approaching the school with problems. The inspection team disagrees with the other main negative points. The team feels that the school works closely with parents. Useful information on what is to be taught in each year group is provided for parents. Annual written reports on pupils provide good information and, in addition, there are three evening opportunities per year for parents to consult with their child's class teacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is not possible to compare pupils' attainments at the age of eleven with their attainments at the age of seven because very few of the school's seven year olds were still attending the school as eleven year olds. For example, only two of the 43 pupils who took the annual national tests at the end of Key Stage 2 last year attended the school when they were in Year 3. This also makes it very difficult for the school to have had an impact on standards because pupils' stay at the school is very often not long enough. The school's latest results in the annual tests for 2001 in English and mathematics show that standards for eleven year olds are below the national average in both subjects. The test results for science were close to the national average. However, the attainment levels of the present Year 6 pupils and of last year are lower than the school has had in the past. When the school's results are compared with similar schools, it shows that pupils are attaining as well as those in comparable schools in English and mathematics and very well in science. This provides a good indication that taking the school's difficulties into consideration, standards are reasonable. Further evidence is provided by the fact that the school's average points scored in the annual national tests have been rising for the past three years in English and science but have remained static in mathematics. The percentage of pupils achieving levels higher than expected nationally is close to the average in mathematics, above average in science but well below average in English. Taking all these factors into consideration the school is enabling its pupils to achieve satisfactorily.
2. In general, pupils with special educational needs make satisfactory progress. They are supported well when withdrawn from the classroom either for individual work or for work in small groups, but the booster class does not raise their attainments mainly because the work is not pitched at a level that is suitable for their needs. Pupils who speak English as an additional language are also well supported with any difficulties they may have, although both pupils are already fluent in their speaking of English. The performances of boys compared with girls have been similar over the last three years and the school has had no need to take any specific action to redress the balance, with the exception of poorer reading standards for boys. The school successfully improved boys' reading by providing extra books that would be more likely to interest them.
3. At present the school sets targets for each pupil's levels of attainment in English, mathematics and science by the time they reach the end of Year 6. This process is unrealistic for the school's situation because very few of the pupils attend the school for more than two years. There are no annual targets set for pupils to aim at and no strategies for teachers to use in order that the targets are achieved. Such a process would provide clear annual targets for pupils and a clear focus on what steps teachers should plan.
4. The findings of the inspection show that standards for eleven year olds in speaking and listening are close to the levels expected for this age group. Pupils listen carefully and teachers provide good opportunities for them to discuss the content of what they have read or to discuss issues in small groups under the guidance of the class teacher. The progress pupils make in reading is sound because the school supports their learning both in the daily literacy hour and also in carefully planned reading sessions when pupils participate in a range of activities at a level that is right for them. Most of them read at the level expected for their age and become absorbed in books. They read accurately and understand how to find information in a book using the contents and index pages. Writing standards are below average for their age. The content of much of the pupils' writing has not progressed sufficiently to make their sentences more complex and interesting for the reader. In general, spelling standards are not high enough for the older pupils although the younger pupils' teachers are providing suitable strategies for improvement. A greater number of more able

pupils write longer pieces of work and adapt their style to the purpose of the writing as a result of their wider reading. They choose words carefully and use question marks, inverted commas and exclamation marks correctly. Pupils with special educational needs make satisfactory progress but their individual education plans do not contain sufficiently precise targets. As a result, teachers are not able to assess pupils' successes in reading and writing accurately enough to be able to plan the next steps in their learning. Class teachers are also not sufficiently aware of the precise content of the plans to be able to make specific plans for their learning when additional support is not available.

5. The present attainment of the eleven year old pupils in mathematics is below average overall. The previous inspection found that pupils' ability to solve mathematical problems was weak and this is still evident amongst many of the pupils because number work is often the main focus of teaching and the application of these skills is under-emphasised. By the age of eleven the majority of pupils calculate quickly and accurately in their heads and use efficient written methods to add, subtract, multiply and divide. They are sufficiently flexible in their calculations, for example, to be able to explain competently different ways of multiplying three digits by two digits. They cope well with whole numbers but many do not understand place value well enough when working with decimals. More able pupils cope well with mathematics but only a small number exceed the national standard for eleven year olds. Pupils with special educational needs are supported by class teachers in their learning of mathematics and make satisfactory progress. However, pupils do not have individual targets and, in particular, lower ability pupils do not have their needs met fully.
6. Pupils' standards in science meet what is required nationally. They have developed a sound knowledge and understanding of scientific ideas in their time at the school. By the time they are eleven, pupils plan a variety of scientific investigations and experiments and have a sound understanding of how to make these fair and unbiased in order to make the findings reliable. They have a sound knowledge of the movement of the earth in relation to the sun and understand the properties of liquids, solids and gases. Higher attaining pupils are challenged through good quality questions from the class teacher and this enables pupils to clarify their thinking and extend their understanding of scientific ideas.
7. Attainment in information and communication technology (ICT) is at the level expected for pupils of eleven years of age. The very recent installation of a new computer suite in the school, together with very good teaching technology has enabled pupils to make very rapid progress in their knowledge, skills and understanding of ICT and the potential for their future learning in this area of the curriculum is good. Pupils know how to load programs, and save and print out their work independently. They have improved their skills and knowledge and use ICT to produce a range of graphs. Pupils are able to frame accurate questions in order to gain the information from the Internet that they require and use art programs to draw, colour and reproduce shapes in order to produce very effective and colourful designs.
8. Pupils' attainment in religious education meets the requirements of the North Yorkshire Agreed Syllabus, as it did at the time of the last inspection. They learn effectively about Christianity and compare it with other religions. Pupils develop an understanding of the importance of the Bible and its different parts. They know that the Bible is central to the lives of Christians and identify the different forms of writing found in the Old and New Testaments. By the time they are eleven, pupils have a sound understanding and knowledge of major world faiths. They understand how people worship and develop respect and tolerance for different religions.
9. Attainments in art and design are better than the national standard. Pupils have developed good skills at varying tones and shades of colour to produce good designs, drawings and paintings above the level expected for eleven year olds. Attainments in design and technology, history, physical education and music all meet national expectations for Year 6 pupils. However, it was not possible to make a judgement in geography because there was

insufficient evidence available and it was possible to see only one lesson during the inspection.

Pupils' attitudes, values and personal development

10. Pupils come happily to school because of the caring and friendly environment they enjoy there. Staff work hard to ensure every child is made to feel welcome and this in turn generates good relationships between pupils during both work and play activities. They work together effectively in groups and pairs when required and share resources sensibly. Attitudes and behaviour are good as a result and the number of fixed term exclusions has fallen dramatically, none being recorded during the current school year.
11. Pupils are enthusiastic and show a good level of interest in their work that declines only when occasional lessons fail to give inspiration. Some pupils become restless as a result and inappropriate behaviour occurs at these times. Behaviour during play times and when pupils move about the school between lessons is good. When poor weather enforces play to be taken indoors, pupils play well together and, although adults are there to ensure their safety, they require little or no supervision. The school provides occasions for all classes when pupils sit in a circle to discuss issues and this gives them the opportunity to consider the implications of their actions on others. Pupils show respect for each other. During the period of the inspection there were no incidents of bullying observed nor other forms of harassment. There is a harmonious atmosphere within the school and no incidents of racial disharmony were seen during the inspection.
12. Pupils' personal development is good. They are polite to visiting adults and are quick to engage them in conversation. Pupils willingly carry out a range of additional duties such as register, table, classroom and trolley monitors. Through election as house captains and vice captains, they gain leadership skills. The Student Council has two pupils from each class elected as members, and meets weekly to present and discuss items of concern or suggestions for school improvement. The Council has been instrumental in the provision of fresh water dispensers, bird feeders, picnic tables, basketball equipment and improvement to the outdoor planted areas. A notable action to make playtime safer for the younger children by allowing them exclusive use of the smaller hard play area is a further example of the mature views shown by Council members. When suggestions are found to be impracticable or unaffordable, the Council has learned to accept the decisions with good grace.
13. Attendance at the school is good. The statistics show the school's performance to be better than the national average levels for primary schools. There is no evidence of truancy and no patterns of persistent lateness or absence. The school day starts and finishes on time.

HOW WELL ARE PUPILS TAUGHT?

14. On the basis of the lessons seen, together with a scrutiny of the teachers' planning and an examination of the pupils' work, the quality of teaching and learning are satisfactory. Teaching was satisfactory in 36 per cent of the lessons observed, good in 36 per cent and very good or better in 19 per cent of the lessons. Nine per cent of the lessons seen during the week of inspection were unsatisfactory. Very good teaching was observed mainly during art and ICT lessons. Since the last inspection the quality of teaching has been maintained. Standards in English and mathematics have fallen since that time because the overall attainment level of the most recent intake of Year 6 pupils is below the level of other similarly aged cohorts of pupils admitted to the school.
15. The teaching of literacy is satisfactory. Although pupils' literacy skills were below average overall when they joined the school, the good developments in teaching reading have enabled pupils to read at a nationally expected level for their age by the time they leave the school. Group reading by pupils with the support of the class teacher has enabled a greater focus on 'reading between the lines' and more attention to the meaning of the text. However,

writing has not yet reached the same level and teachers' expectations of what pupils can do in this area of the curriculum are not as high as they should be. The quality of teachers' marking of pupils' written work is inconsistent in the school and this has not benefited pupils' acquisition of good writing skills. For example, some teachers provide very helpful written comments on the content of pupils' writing that have facilitated improvements in standards whilst other teachers merely tick pupils' work to indicate they have read it. The school has recognised that a significant proportion of pupils have difficulty in spelling words correctly and teachers have introduced effective strategies to overcome the problem. The teaching of other basic skills, such as mathematics, is also sound because teachers have concentrated the introductory section of the lessons on improving pupils' skills in performing mental calculations quickly and accurately. However, too little time overall has been devoted to enabling pupils to use these skills to solve mathematical problems.

16. Teachers' expectations of pupils are varied. In some cases teachers are not considering extending the learning of higher attaining pupils in their lessons whilst in others the teacher expects pupils to rise to a challenge and are rarely disappointed. For example, in a good ICT lesson, the teacher required pupils to remember how to perform a range of computer operations and since they were aware of this they concentrated very hard on what was being demonstrated on their individual screens through the very good technological facility that is available in the computer room.
17. Most of the teachers manage pupils' behaviour well and this results in a good pace of work and good intellectual, physical or creative effort from the pupils. Teachers use a positive approach and use praise effectively to raise pupils' self-esteem and to increase their confidence. This promotes good relationships between the teacher and the pupils and they work hard because they want to please the teacher.
18. Pupils are involved and interested in learning because teachers use methods that engage their interest. They use questions well to challenge pupils' thinking, to make them explain answers in more detail, or to assess how much pupils understand of what is being taught. Explanations are clear, lively and informative so pupils are enthused. Pupils ask questions readily if they are not sure about something. Year 6 pupils become very enthusiastic in art lessons when they are completing a mirror image of a well-known person's photograph by drawing with hard and soft pencils, asking questions of each other and the teacher, whilst comparing and completing their drawing. On another occasion pupils were eager to contribute to a class discussion on a small range of narrative poetry and they listened attentively to the teacher's open-ended questions such as "Why do you think that happened in the poem?" Pupils gained much out of answering the questions and listening to the teacher's comments and the views of their classmates.
19. The teaching of pupils with special educational needs is satisfactory. Special needs assistants work closely with class teachers to support pupils outside of the classroom. One special needs support assistant works very effectively with special needs pupils using a specialised literacy programme for which she has received training. The work planned for the booster class catering for Year 6 pupils does not always meet their needs because it is often too difficult. Structured learning resources designed to promote understanding of numbers are not used enough to enable them to be able to make the progress of which they are capable. A few teachers are not aware sufficiently of the content of the individual education plans of pupils with special educational needs. This results in missed opportunities to enhance their knowledge, skills and understanding during lesson time. The targets in some of these individual plans are not precise enough to be able to make an accurate assessment of whether pupils have achieved them or not. This makes it difficult to plan the next step in pupils' learning to enable good progress in learning. Nevertheless, teachers generally support pupils with special educational needs well in the classroom resulting in satisfactory progress.

20. Teachers' planning and use of ongoing assessment of the pupils' attainments achieved during the lessons are unsatisfactory. Most teachers do not plan lessons with sufficiently precise aims for the whole class or groups of pupils. This leads to difficulties in making clear assessments on how far pupils have succeeded in attaining the learning objectives for the lesson. This results in a lack of information on which to plan future lessons that will meet the pupils' needs. Pupils' acquisition of skills, knowledge and understanding is then slowed because the teacher does not have sufficient information to plan the next appropriate step in their learning. In a little less than half of the English, mathematics and science lessons, the same task is planned for all pupils in the class. On these occasions the higher attaining pupils are not extended sufficiently and the lower attaining pupils find the activity too difficult to cope with. The grouping of pupils of similar abilities in mathematics does not, in itself, extend pupils sufficiently and planning does not always address the differences in attainment within these groups.
21. The few unsatisfactory lessons were all in Years 3 and 4 and had a number of difficulties centred round a small range of factors. Firstly, the class teacher did not insist that all pupils were listening during an explanation to the whole class. Some pupils talked amongst themselves whilst the teacher was talking; others fidgeted and lost concentration. This resulted in pupils being unclear about the nature of the activity they had to do and valuable time was lost when the teacher had to re-explain. Secondly, the organisation of the lessons was unsatisfactory and pupils did not learn effectively because there were insufficient learning resources available in the classroom. Thirdly, there is little joy in the pupils' learning because the teacher aims to control the pupils rather than engage with them. This stifled discussion and opportunities for learning through the pupils' questions were lost because the teacher was loud and over-dominant.

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

22. The school provides a broad range of learning experiences that meets the needs and aptitudes of its pupils satisfactorily. It covers all subjects of the National Curriculum and religious education. The time available for teaching is less than the recommended minimum and is not always used efficiently. Some subjects have too little time to deliver the planned curriculum. For example, the emphasis on history limits the time for geography so that Years 5 and 6 pupils have no geography lessons in the first half of the school year. This results in weaknesses in pupils' knowledge and understanding. Timetabling arrangements sometimes limit the time given to pupils' individual activities in lessons so that work is incomplete or group discussions curtailed.
23. The school effectively uses the National Literacy and Numeracy Strategies to plan English and mathematics, and nationally recommended guidelines for all other subjects. More clearly structured planning enables teachers to focus on extending pupils' skills, knowledge and understanding and is an improvement since the last inspection.
24. The school works hard to ensure pupils have equal opportunities in all aspects of school life, and there are sound levels of inclusion. Good arrangements ensure pupils settle into the school quickly and happily. All pupils have equal access to the curriculum and other learning opportunities. The school identified the differences in the attainments of boys' and girls' reading attainments and addressed the issue successfully through more focused resources. They provide role models for dance and writing by inviting professional dancers and authors into school, and they encourage boys and girls to join the choir or take part in all sporting clubs. Provision for pupils who speak English as an additional language is good. Although the pupils have no problems with speaking and writing in English, the school supports them well with other difficulties they may have. The provision for pupils with special educational needs is satisfactory. They are provided with individual educational plans and are supported well in their learning by special needs assistants. However, the individual plans do not have sufficiently precise targets for pupils' learning for teachers to be able to assess the success

of these. In addition, some teachers do not take enough notice of the content of the plans during lessons so they can support pupils further.

25. A very good range of extra-curricular activities contributes well to pupils' social development and enriches the curriculum. A full range of sporting activities over the year, such as football, netball, athletics, basketball and gymnastics, extend pupils' physical skills and develop enthusiasm for sport. The chess and French clubs, as well as opportunities to join the choir, which enhances the music curriculum, provide enjoyment for all. Pupils experience visits to local museums, historical buildings or geographical locations, such as Richmond Castle, and visits further afield, such as Beamish or Danby. They have opportunities to understand life at another time or in another country through special days in school, when, for example, they make and taste food, wear costumes, listen to music or create artefacts relating to the Aztecs. These opportunities enliven the curriculum, contribute well to pupils' historical understanding and promote their enthusiasm for learning.
26. Links with the community and other schools are good. The school has close links with the army. The Padre visits school every week to take collective worship. His good relationships with the pupils and clear message contribute well to pupils' spiritual and moral development. Visits by the army band strengthen links with the community and talks by Nepalese soldiers broaden pupils' understanding of different faiths and cultures. Links with the army welfare service enable pupils to experience a football programme or use an assault course. Pupils benefit from presentations given by local experts, for example, on local buildings or Mexican food. The school choir sings in the local supermarket or to senior citizens at Christmas. Pupils play football against other local primary schools and join pupils from other schools, infant, junior and secondary, for science and ICT days at the local secondary school. Pupils also have use of the sports hall at the local secondary school. Further visits by Years 5 and 6 pupils ensure a smooth transition from primary to secondary school. Letters from Year 3 pupils, visits into school and meetings with teachers, help pupils from the neighbouring infant school settle into the junior school well.
27. The provision for pupils' personal and moral development is good and provision for pupils' social development is very good. The results can be seen in the good relationships and behaviour, and the harmonious school community. Adults act as good role models of courtesy and respect, and promote the caring attitude found in many pupils. Expectations of good behaviour displayed around school ensure pupils know how to behave. There is an effective system of rewards and sanctions that promotes good behaviour and good attitudes to school. Adults discuss incidents that arise and provide reminders about, for instance, listening to each other sensitively. Although pupils come from all over the world and move around regularly, the school encourages pupils to welcome and help one another. Pupils have prepared a booklet for new pupils and they act as mentors when there are new arrivals. The School Council provides pupils with opportunities to discuss and propose new ideas, such as, selling only healthy snacks at playtime. Pupils learn to respect one another's ideas and to understand the importance of taking wise decisions. For example, all Years 5 and 6 pupils take part in the Drug Abuse Resistance Education programme given by the local police. They develop a keen sense of the dangers of drug misuse and the pressures from others to smoke, drink or take illegal drugs. This programme and the presentation to parents and other visitors, make a significant contribution to pupils' personal, social and moral development.
28. The provision for pupils' spiritual and cultural development is satisfactory. Assemblies provide opportunities for pupils to extend their understanding of Christianity and other world faiths, and to wonder at the miracles of nature, such as the importance of hands. Planned themes enable pupils to reflect on ideas presented to them over a week. Spiritual awareness is created in song practice when pupils are encouraged to reflect on the meaning of words they are singing. However, the school does not have a clear plan to guide teachers towards opportunities for developing spirituality in lessons. There are too few opportunities for pupils to discuss their ideas or express feelings. Pupils become aware of their own cultures, both

now and in the past, through history and art and by visiting places of interest. They gain an insight into other cultures through religious education and talks given by visitors. However, there are too few opportunities for pupils to reflect on living in multi-cultural Britain, either through discussion or by experiencing it in books or displays.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school makes clear efforts to ensure provision of a good level of pastoral care for all pupils. Teaching and support staff show respect for children as individuals and are able to respond to their needs. Pupils do not spend many years in the school before moving on, because of the nature of their parents' occupation. The school is well aware of the need to make pupils feel welcome and secure as soon as possible after entry on roll, and takes particular trouble to ensure this happens. Personal development during this early stage is well supported as a result and pupils with special educational needs are well provided for. Every new pupil, whether transferring up from the infants, or moving into school from another location, is allocated two 'minders'. These are older pupils or classmates who befriend the new arrivals and help them learn about the school and its routines. This ensures pupils settle in quickly and gain confidence to join in all activities.
30. The school and the governing body take a responsible attitude over ensuring health and safety issues are systematically and effectively dealt with. The school caretaker has relevant training and plays an active role in risk assessment and hazard analysis. A member of the governing body, a serving policeman, promotes personal safety and drug awareness issues through good quality presentations to the pupils. Child protection procedures in accordance with local authority requirements are in place and all staff are aware of their roles and responsibilities. The school administrative staff and mid-day supervisors have also been provided with relevant instruction. First aid arrangements are sound, and records of fire drills and equipment tests are up to date. The school is promoting healthy eating for the pupils. A visiting nutritionist has met the Student Council and given a presentation on the benefits of a healthy diet. The Council are convinced that the benefits are worth pursuing and the school has moved forward with implementation of the proposals.
31. The infants' school is located on the same campus and the school makes good provision for children about to transfer to meet the junior children and teaching staff. Year 6 leavers have an opportunity to visit receiving secondary schools. These induction and transfer procedures help to ensure pupils' smooth transition between the relevant stages of their education. Pupils moving out of school due to parents' re-location are individually recognised in assembly and given best wishes by all the children and staff.
32. Daily registration is efficiently carried out and complies with statutory requirements. Pupils often make effective use of registration time by quiet reading. The school monitors attendance on a daily basis as registers are returned to the office. All unexplained absences are noted and contact is made with the relevant parents or carers to determine the reason. Through newsletter reminders and the home-school agreement, parents are made aware of their responsibility to ensure attendance and punctuality and a very good level of compliance takes place. The head teacher meets the educational welfare officer if any support for parents is identified as necessary. The school rewards 100 per cent attendance with certificates presented in assemblies. The school discourages parents from taking holidays in term time. Pupils with any prolonged absence through illness are provided with work at home to ensure their progress is maintained.
33. Behaviour monitoring in the classroom and in the playground is good. The school has a well-documented behaviour and anti-bullying policy. Parents and children are made aware of the school's expectations and the school operates a house points system to reward good behaviour, good work and other elements of school activity. Rewards and sanctions relate to the issue of house points or the withdrawal of play facilities and teachers apply the system fairly and consistently. A weekly nominated 'star pupil' is presented with a certificate at

assembly in recognition of exceptional effort or achievement. The mid-day supervisors award numbered raffle tickets to recognise good behaviour and the winning ticket is drawn at the same assembly. The head teacher meets the supervisors on a weekly basis to discuss behaviour generally or to identify any pupils requiring some additional care or support. The school's careful attention to behaviour monitoring results in the good behavioural standards seen and is a positive contribution to pupils' learning.

34. The school's procedures for assessing pupils' attainment and progress are satisfactory but have some weaknesses. Teachers collect and evaluate samples of pupils' writing each term and use standardised tests to assess, for example, pupils' reading. There are also useful, periodic assessments in some other subjects, including mathematics and science. The targets on the individual education plans of pupils with special educational needs are reviewed termly but these are often imprecise and difficult to assess whether pupils have been successful or not. However, in many subjects, for example, music and physical education, pupils' progress is not systematically assessed. The mathematics assessment given to pupils on entry to the school focuses largely on number work and thus gives a misleading picture of pupils' wider mathematical ability. The previous inspection found that assessment in subjects other than English, mathematics and science was in its infancy. Not enough has been done to improve this.
35. The school's use of assessment is unsatisfactory. Assessment is not systematically built in to lesson plans and there is no expectation that lesson objectives will be evaluated to determine how well and how much pupils have learned. The present arrangements allow some overall tracking of pupils' progress in English, mathematics and science. With the results from national testing, they provide information that could guide the school in shaping its teaching to confront broad weaknesses and react to pupils' differing needs. The information, however, is not gathered or applied systematically enough and, as a result, has little impact on planning or the effectiveness of teaching. For example, teachers have identified a long-standing weakness in pupils' ability to solve mathematical problems, but, as pupils' recent work shows, continue to give problem solving too little emphasis. Because the assessment of pupils' individual progress is not sharp and systematic enough, well-informed individual targets are not set. This slows pupils' progress. Furthermore, the school does not use the annual comparative information provided on its national test results sufficiently to be able to identify subjects that need improvement. Although the pupils' answers are analysed in some of these national tests, the information is not used well enough to be able to identify weaknesses in pupils' knowledge and understanding so that these can be a subsequent focus for the whole school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The relatively short stay in the area makes it difficult for most service parents to form strong attachments to the school. Opinions on how parents feel that the school has improved in recent years are difficult to obtain for the same reason. The over-riding opinion of the school given by well over 30 parents interviewed during the inspection, however, is that the school is highly regarded as a caring establishment where their children are made to feel welcome and secure. The great majority of these parents are satisfied with the education and other facilities provided.
37. The school conducts letter surveys of parents' views on the induction process and also obtains parents' views of the overall education provision made during the time children are in the school. Replies to these surveys indicate a general level of parental satisfaction. Responses given during discussion with parents before and after school do not fully bear out the areas of concern raised at the parents' meeting and on the returns to the questionnaire issued prior to the inspection. The numbers attending the meeting and the proportion of questionnaires returned clearly indicate a need to obtain as large as possible a sample of views during the inspection process. Nevertheless, there are a number of parents who are not happy with the way the school works in partnership with them and the school has, as yet,

not provided opportunities for any grievances to be discussed in order to strengthen co-operation.

38. Through a programme of meetings the school gives parents good opportunities to come into school and see and discuss their children's work. An open day for induction of new pupils accompanied by parents is provided in the summer term prior to entry. The school issues very useful information 'starter packs' together with the detailed prospectus and a copy of the home-school agreement. Early in the autumn term an evening meeting is arranged to allow parents to meet their children's teachers and discuss how the children have settled in. Further meetings in the autumn, spring and summer terms allow parents to discuss children's progress, agree new targets for learning, review and amend those targets and finally to discuss the end-of-year attainment after issue of the pupils' annual reports. Parents unable to attend any session can make individual appointments as required. Newsletters are issued in plentiful supply and keep parents aware of what is to be taught, what is happening in school and forthcoming events or visits. Parents accompanying pupils to and from school are able to contact the teaching staff at the end of the school day by direct approach or by a request through the school office.
39. Parents provide a satisfactory level of home help with daily reading and with weekly spelling practice and occasional mathematics work. Attendance by parents at school events, particularly those with a sporting and competitive nature, is stated to be good. A number of parents willingly volunteer to help supervise off-site visits. Football tuition and training after school are provided by a parent and a small number pay occasional visits to school to help with reading.
40. The school and the infants' school operate a joint Friends of School Association. The main purpose is to raise funds to supplement their respective budgets. The parents involved organise an annual programme of social and other events that are well supported by parents. Funds raised are divided equally and the junior school has recently purchased digital photography and some computer equipment with its share of last year's donation. Whilst the efforts of the parents involved in the work of the school are well received and met with gratitude from the staff, the small numbers able to make a regular commitment limits the contribution and effectiveness of parental involvement in their children's learning in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher and key members of staff provide satisfactory leadership and management. Members of staff and pupils clearly respect the head teacher and he provides a caring and stable ethos for the school. He monitors teaching by observing lessons regularly. Written feedbacks on the quality of the lessons are provided subsequently for teachers. This has enabled the quality of teaching for those members of staff who have been teaching at the school for a year or more to improve. For example, teachers now use a clear format for lesson planning, focus clearly on identifying learning objectives for lessons and share these with pupils to provide a sharp focus for learning. In addition, local authority advisers also monitor lessons and provide useful feedback for teachers. This provision has enabled the proportion of good lessons seen during the present inspection to be increased.
42. The head teacher and deputy head teacher work closely together and constitute the senior management team of the school. They have a satisfactory vision of the direction they feel the school should take and meet regularly to discuss ways of improving the work of the school before discussing and making recommendations to the rest of the staff. This has promoted a sense of teamwork and a commitment to improve the work of the school, as evidenced by the school's recent award of 'Investors in People.' Together with the rest of the staff, the senior management team has focused on most of the key issues arising from the last inspection report and implemented improvement.

43. Subject co-ordinators work hard to develop the provision of their area of the curriculum. Samples of pupils' work are monitored to check that they are making satisfactory progress in their work and that the curriculum taught in classes is similar for each one in the same phase. However, monitoring of the quality of teachers' marking is not carried out during this sampling process and opportunities to improve assessment of pupils' knowledge and understanding and to provide a vehicle for written advice on how to improve have been lost. Co-ordinators provide a satisfactory impetus for improvement and action plans for the development of their subjects are appropriately included in the school improvement plan. For example, the English co-ordinator's action plan to improve standards includes plans for research, testing, targeting Year 6 low attaining pupils, the provision of reading 'buddies', half termly readers' assemblies and plans for school activities during national book week. However, co-ordinators do not seek to find out the strengths and weaknesses in the subject they lead by, for example, interviewing small samples of pupils about their knowledge and understanding of the required curriculum.
44. The aims of the school are reflected satisfactorily in its work. Pupils feel happy and secure and they feel valued and respected by the staff. They are encouraged to understand the views and feelings of others and to work co-operatively. Pupils have a sense of belonging to a community and enjoy attending school. However, the aim of encouraging each pupil to achieve his or her full potential is not achieved, mainly because teachers do not assess pupils' attainments during lessons and are, therefore, unable to plan future lessons that meet the needs of individuals.
45. The school improvement plan is extensive and much time has been spent in constructing it. However, it contains too many initiatives to be manageable. Although there are seven priorities identified, the thrust of the plan does not revolve sufficiently around raising standards. The success criteria linked to the initiatives are not linked closely enough to improvements in pupils' attainments. For example, the success criteria linked with initiatives on improving boys' reading or providing more resources in science make no mention of checking to see if standards had improved as a way of judging if they had been effective. Pupils' answers in the annual national tests are analysed in some subjects and block graphs of the data are drawn. However, the information is not used fully to identify the weaker areas in the pupils' knowledge and understanding so that these can be used as a focus for improving standards throughout the school. In addition, samples of pupils are not interviewed as another means of identifying possible areas of general weakness.
46. However, the head teacher has focused to some extent on improving standards. For example, he has very sensibly introduced certificates that are awarded for prowess in quick mental calculations in mathematics in order to raise pupils' attainments in numeracy. These are highly valued by the pupils and act as a very good and effective incentive for pupils to improve their skills. Each pupil's attainments in English, mathematics and science are also tracked so that the school can monitor progress in learning. This has enabled the school to identify pupils who are not making the progress that was expected and to take remedial action, if necessary. There are no annual targets for pupils to achieve in English, mathematics and science. The head teacher arranges for each pupil to have long-term targets but these are unrealistic because of the comparatively short time the pupils are on the school roll. There is also further emphasis on inclusion. The relative performances of boys and girls are checked; care is taken to ensure that pupils have equal access to the curriculum; provision is made for supporting pupils with special educational needs and for those who speak English as an additional language. The head teacher ensures that the school has a caring ethos and that pupils' induction to the school enables pupils to settle in quickly and effectively.
47. The governing body is led ably by the chairman and is very involved in the work of the school. Governors now have a clear understanding of the strengths and weaknesses of the school, examine the school's annual assessment test results regularly and discuss issues that arise from this examination. It meets twice per term and governors also attend regular

committee meetings to oversee the work of the school. One governor carries out regular risk assessments on the school buildings and surrounding grounds and makes a full report on the health and safety implications to the head teacher and other governors. Members of the finance committee monitor the school budget twice a term and a local authority representative attends the meetings and advises them on financial matters. Governors discuss the draft school improvement plan at the appropriate time and monitor the progress of implementing the various initiatives. Individual governors oversee the school's work on ICT, mathematics and special educational needs but, as yet, not for literacy. The governors were particularly involved in making important decisions about the recently installed computer suite and have also been monitoring its use. However, the governing body does not have the means of making judgements about the success of the provision by seeing if the pupils have improved their levels of attainment, because there is no assessment information on which to base measurements of possible improvements.

48. Support assistants work effectively with special needs pupils. Classroom assistants work hard but are not used sufficiently as a useful resource to support groups of pupils in their learning during lessons. Financial planning is sound. The sum of money per pupil used to employ education support staff is considerably below the national norm and the school is under-staffed in this respect. Other than this, financial resources are used well. The grant for special educational needs is used effectively and the standards fund is used to support the learning of pupils.
49. The school's administrative officer works hard and enables the school to run smoothly. She works with a local authority representative and the head teacher to set the budget annually. She handles VAT returns, correspondence, bank reconciliations and any money that is paid to the school by parents and others. The latest audit report on the school was very complimentary and only very minor points for improvement were highlighted.
50. The implementation of the required performance management arrangements is satisfactory. The school has already completed the first cycle successfully. Teachers' objectives have been agreed but interim reviews of the progress towards achieving these are not carried out. This provides no opportunities to identify whether individual teachers require support in order to meet the objectives.
51. The school approaches parents with questionnaires on their views about pupils' induction to the school so that it could find out if any procedures could be improved. However, parents are not asked about their general views of the school's work. The school has taken the trouble to locate schools in a similar situation to itself in terms of the high turnover of pupils. It uses these as a basis for comparison of standards. Whenever possible, the governing body ensures that decisions on purchases are made with best value in mind. It obtains three quotations for any large item of expenditure and considers purchases very carefully in terms of the after-sales service. For these reasons the school follows the principles of best value for money well.
52. The school has a sufficient number of teachers to teach the pupils in the school effectively. Staff training is linked well to the identified needs of the school. There has been a significant turnover of the school's teachers in recent years, and recruitment of suitable new teachers, or temporary teachers, is not always easy; this sometimes has an adverse effect on the long-term progress pupils make. There are sufficient learning resources to enable the pupils to make progress in their learning with examples of excellent provision. For instance, the new computer suite provides first-rate facilities for pupils to learn ICT skills, using up-to-date teaching technology. The accommodation provided by the school buildings and grounds is good. Classrooms are adequate in size and well lit. The school has a good-sized hall and library that has a wide range of books, and pupils are well practised in locating information using the school's reference system.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and ensure good progress for all pupils, the head teacher, staff and governors should:

Raise standards in English and mathematics throughout the school by:

- improving teacher's expectations of what the pupils can do; (15) (16) (69)
- ensuring that good quality marking of pupils' work is consistent for all pupils and provides regular advice on how to improve the content of their writing or understanding of mathematics; (15) (57)
- setting realistic and challenging National Curriculum attainment level targets for each pupil to achieve annually, and deciding on strategies that will enable them to achieve these; (3) (5) (46)
- providing work that meets the different learning needs of pupils in all classes; (69) (72)
- considering the possibility of employing further classroom assistants to support pupils' work in the classrooms; (47)
- ensuring that more opportunities are provided to develop investigation and problem-solving skills in mathematics; (15) (35) (68)
- planning in different subjects across the curriculum for pupils to have many more opportunities to write and also to use their mathematical knowledge, skills and understanding. (59) (67)

Improve the planning of lessons so that the differing needs of pupils are met by:

- ensuring that the work planned for each group of pupils has a separate and precise learning objective for the lesson; (20) (57)
- assessing the extent to which each pupil has achieved the relevant learning objective; (20) (72) (35) (57)
- using the information gained to plan subsequent lessons so that work is matched to the needs of the pupils. (20) (77)

Improve the monitoring and evaluation of the school's performance and take effective action by:

- using trends in the school's annual national test data to identify subjects that need improvement; (35)
- using the information arising from the analysis of pupils' answers in the annual national tests in English, mathematics and science to identify general weaknesses in pupils' knowledge and understanding, and focusing on these as whole-school areas for development; (35)
- interviewing groups of pupils annually in each subject to find out areas of the curriculum where pupils' knowledge, skills and understanding are lacking and considering whether the information should lead to an initiative in the school improvement plan. (43) (45)

Improve the quality of planning for pupils with special educational needs by:

- providing more precise targets on their individual educational plans; (4) (19) (24) (34)
- making better use of assessments to inform future planning; (19) (72)
- ensuring that the targets included on individual educational plans are used in the classrooms. (4) (19) (58) (70)

The following less significant points for improvement should be considered for inclusion in the action plan:

- consideration of lengthening the school day so that the amount of lesson time is increased to at least the minimum recommended time for junior schools; (22)
- provision of opportunities for pupils to learn about the main cultures and ways of living that can be found in this country; (28)
- use of ICT to consolidate pupils' skills and to support their learning in other subjects; (71) (92)
- ensure that teachers receive an interim review of their performance management objectives so that support can be provided if necessary. (50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	13	13	2	0	0
Percentage	0	19	36	36	6	3	0

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

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	220
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	104
Pupils who left the school other than at the usual time of leaving	111

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.1	School data	0.1
National comparative data	5.6	National comparative data	0.5

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

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	14	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	26
	Girls	13	10	13
	Total	35	29	39
Percentage of pupils at NC level 4 or above	School	83 (79)	69 (67)	93 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	24
	Girls	11	7	11
	Total	30	25	35
Percentage of pupils at NC level 4 or above	School	71 (56)	60 (59)	83 (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	3
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25.8
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	89

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	399216
Total expenditure	411704
Expenditure per pupil	1952
Balance brought forward from previous year	40644
Balance carried forward to next year	28156

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	36	8	4	0
My child is making good progress in school.	44	52	0	4	0
Behaviour in the school is good.	36	48	8	4	4
My child gets the right amount of work to do at home.	28	48	16	8	0
The teaching is good.	40	52	4	0	4
I am kept well informed about how my child is getting on.	24	36	28	12	0
I would feel comfortable about approaching the school with questions or a problem.	36	36	16	12	0
The school expects my child to work hard and achieve his or her best.	52	36	4	4	4
The school works closely with parents.	20	24	40	4	4
The school is well led and managed.	20	24	40	12	4
The school is helping my child become mature and responsible.	40	52	8	0	0
The school provides an interesting range of activities outside lessons.	44	28	16	8	4

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

ENGLISH

53. By the age of eleven the present pupils attain standards close to the level expected nationally in reading, speaking and listening but below average in writing. Standards have fallen slightly since the time of the last inspection. The school's results in the annual national tests in 2001 showed that, compared with all other primary schools, its standards were below average overall. The pupils' achievements depend very much upon the composition of the Year 6 cohort at the time. Almost all of the present eleven year old pupils were not on the school's roll when they were seven and there is a higher than usual proportion with special educational needs. The school's turnover of pupils is extremely high compared with all other primary schools in the country because of the frequency with which these children move to other parts of the world. This makes it extremely difficult to make judgements on pupils' achievements in speaking, listening, reading and writing. However, when the latest test results in 2001 are compared with those of similar schools they are close to the average.
54. Standards in speaking and listening are close to national expectations by the time pupils reach the age of eleven. The younger pupils listen very carefully and speak clearly but sometimes are hesitant to give their personal views about the issue being discussed. Generally, they give thoughtful responses, demonstrating their concentration on the task. When discussing the content of a brochure about visiting a farm they answered questions readily on the subject of 'farm rules' in a clear, lucid and fluent manner. Older pupils express opinions clearly in a variety of situations and this supports a growing verbal confidence and familiarity with choosing appropriate words to say what they think. They talk confidently in a group, working in pairs, putting forward a point of view to the class, or explaining about their views on the emotions involved in acting out aspects of the narrative poem 'The Hippocrump'. For example, Year 6 pupils were able successfully to compare each other's opinions about preferred features of Athenian and Spartan cultures during a history lesson. This led to a good quality debate about the unequal opportunities afforded to Spartan women as a result of them being denied access to education. They discuss effectively in groups their opinions on a selection of poems and refer to the poem to back up their views.
55. Overall standards in reading for eleven year olds meet with national expectations. Many read a good number of books, at home as well as at school. Teachers use the silent reading time effectively to work with groups of pupils to develop their reading. They often focus on work covered in the literacy lesson and this reinforces pupils' learning well. The younger pupils read with good understanding, making use of their knowledge of letter sounds to help them read unfamiliar words. Reading in groups of similar attainment levels in Year 6 helps pupils improve their word recognition and expression when reading aloud. When reading books of their own choice, they explain unfamiliar words from the context and use their own subject knowledge to help them understand the meaning. The higher attaining pupils read with insight and can describe the characters of people in the story. Most pupils are enthusiastic readers and enjoy the daily reading time and are reading at the expected level or above for their age. They develop good reading habits, visit the local library to exchange books and read regularly at home. Pupils locate information well in the school library. They understand the Dewey classification system and how to access non-fiction books in the school library. They use the index of information books particularly efficiently when researching topics in subjects such as history and geography. They use dictionaries equally effectively and are proficient at finding words quickly, using their well-practised skills at using their understanding of alphabetically arranged words.
56. The standard of writing amongst the eleven year olds is below national expectations overall. By the time they are eleven, average pupils write soundly in structured sentences but many do not use enough connecting words to make sentences more complex and interesting for the reader. Their punctuation is usually accurate in terms of the correct usage of capital

letters and full stops. However, there is commonly a confusion between the spellings of words such as 'there' and 'their' or 'where' and 'were.' Pupils sequence ideas satisfactorily, for instance when writing factually or about their own personal experiences. They cover a broad range of writing including, for example, stories, letters, factual accounts, plays, poems and descriptions. More able pupils show suitable adaptation of style to the purpose of the writing and sequence ideas logically in their writing. They choose words carefully for their effect. For example, one more able Year 6 pupil wrote, "The moon shone through my window casting dark shadows across my bed." The standard of punctuation amongst these more able pupils is usually good. Question marks, apostrophes and exclamation marks are used correctly. Below average pupils have their vocabulary and range of expression enriched through shared reading and this has a positive impact on their writing. Their handwriting is less securely formed than average and more able pupils and letters are often not joined. The intended meaning of their writing is often difficult to discern and simple words are often spelled incorrectly. In general, spelling standards are not high enough for most pupils, and teachers are striving to improve them by teaching pupils sensible strategies to improve, involving looking at the correct spelling, saying the spelling out loud, covering it up, writing it and checking to ensure it is correct.

57. The quality of teaching is satisfactory overall, although there are examples of good, very good and unsatisfactory English lessons. In the introductory shared part of the lessons, teachers set a good tone for the pupils and provide good introductions together with clear aims. This give pupils a good idea of what they should know and understand by the end of the session and enables them to gain an unmistakable idea of whether they are making progress or not. In other lessons, there are no aims for groups of pupils and clear judgements cannot be made on whether the objectives have been met or not. On these occasions there is no reliable information on which to base planning for future lessons. The plenary sections of the lessons are usually good. These draw all the learning that has taken place during the lesson together and also provide pupils with an opportunity to review what they have learned. This is useful for them because it makes their learning more meaningful and memorable. The quality of marking of pupils' work is inconsistent. In the best practice, teachers provide helpful written comments in pupils' exercise books that enable skills and understanding to be developed further as well as promoting further improvements. In other cases marking is limited to ticks simply to acknowledge that the teacher has read the work. The quality of planning is also inconsistent. A number of teachers plan work that meets the needs of different ability groups of pupils, but others do not. Often, the link between assessing pupils' attainments during the lesson and planning the next step in their learning is not there and this slows progress in acquiring new skills and understanding. The management of pupils' behaviour is generally good. Teachers adopt a positive approach towards pupils and value what they contribute to the lessons. However, in a small number of lessons teachers did not manage behaviour successfully and pupils' concentration and work suffered.
58. Pupils with special educational needs are supported well by teaching assistants who work with them either individually or in small groups. However, teachers are not always familiar with the individual education plans of pupils in their class. This means they are not able to link activities with their needs when the opportunities arise and this does not enhance their progress.
59. The English co-ordinator works hard to develop the school's provision. Samples of pupils' work are examined each term to ensure that progress is being made and that a broad English curriculum is being provided. Teachers also discuss these samples of pupils' work each term in order to assess the attainment levels of the writing. This enables teachers to have an approximate idea of current standards and to familiarise themselves further with the requirements of different attainment levels. Every pupil is tested during the school year using either the national test papers for Year 6 pupils or interim national tests for other year groups. This enables the school to keep track of each pupil's attainment levels and to check on progress from year to year. There are not enough opportunities for pupils to write in a range

of different forms in different subjects across the curriculum. This would enable pupils to practise a variety of aspects of their writing and also support their learning in other subjects.

MATHEMATICS

60. Pupils' attainment in mathematics is below average by the time they leave the school. This is broadly consistent with the results of recent national tests. Recent results show that a higher than average proportion of pupils falls short of the national standard and a higher than average proportion exceeds it. At the time of the previous inspection, attainment was judged to be average. However, analysis of pupils' past work, discussions with pupils and observations of lessons show that few pupils in the current Year 6 exceed the national standard. Attainment for the current group of Year 6 pupils is similar to the most recent test results and lower than that found at the time of the previous inspection.
61. The previous inspection found that pupils were better at working with numbers than with shapes and measures. Pupils' ability to solve problems and apply mathematics to real situations was found to be especially weak. This was explained by a lack of emphasis in teaching. The picture is largely unchanged and improvement has been unsatisfactory.
62. While teachers now provide some increased opportunity for pupils to practise solving mathematical problems, pupils' past work shows that number work is still emphasised at the expense of investigation and problem solving. There is also very little evidence of data handling in pupils' books, though, at the previous inspection, this aspect was judged to be secure. The uneven emphasis given to the different aspects of mathematics is mirrored in pupils' attainment.
63. In lessons, average and below average pupils find it difficult to understand problems at an appropriate level and to select the type of calculation needed to solve them. However, in a very effective Year 6 lesson, a small number of higher ability pupils showed imagination and great tenacity in solving geometrical problems. The teacher made this possible by providing clear explanations of the ideas pupils would need to succeed and by matching the work very carefully to their abilities. The task challenged the pupils effectively and gave them satisfaction in their learning.
64. By the age of eleven, brighter and many average pupils are suitably adept in mental arithmetic. For example, they promptly identify square and prime numbers and split out the factors in numbers smaller than 100, giving quick spoken answers. Most pupils use efficient written methods for addition, subtraction, multiplication and division. Average pupils show satisfactory grasp of place value with whole numbers but most do not understand place value well enough when working with decimals.
65. The most able pupils have a good understanding of fractions and percentages. They show some flexibility in their use of number, for example, in explaining different ways of multiplying 126 by 52 or using factors to divide 88 by 20. They know when their answers are reasonable and can check them in different ways. However, most average pupils can work sums through and get them right but are not confident in evaluating their results and do not understand the reasoning behind the processes well enough. For this reason, many pupils are unsure which process to choose when asked to solve a problem.
66. By the age of eleven, average and above average pupils have a partial knowledge and understanding of two-dimensional shapes and measures. Most pupils find the perimeter of a regular shape composed of straight lines and more able pupils calculate the area of a square or rectangle. However, while many pupils understand what 'area' means and know that it can be obtained by multiplying length by breadth, few can explain why the calculation works.
67. Most pupils work accurately with metric measures of length and mass, but some average pupils make mistakes when working with metric quantities because their grasp of place value

is unsure. There is not enough appropriately challenging work in data handling. Above average pupils understand the words 'mean', 'median' and 'mode' and correctly identify examples of them. However, opportunities to collate, present and interpret data in a variety of other subjects are too few.

68. The quality of teaching overall is satisfactory. In the lessons seen during the inspection, however, it was good and a high proportion of teaching in the Years 5 and 6 sets was very good. Here, lessons begin with fast-moving question and answer sessions that keep pupils on their toes and challenge them to think quickly and accurately. Teachers manage pupils very well, valuing pupils' responses and giving them the confidence to answer without fear of making mistakes. Teachers make good use of humour and praise. This encourages pupils, motivates them to learn and enables them to enjoy their lessons. Because of this, relationships are very good and the ethos for learning is pleasant and productive. In turn, this promotes good attitudes to learning and good behaviour. Pupils of all abilities work hard, settle quickly and concentrate well. However, only the most able pupils have the confidence to work independently, especially in problem solving because the average and below average pupils have not been provided with sufficient practice to develop security in their own abilities to tackle these independently.
69. In the best lessons, teachers' expectations are high, taking account of pupils' differing abilities. This helps to promote good achievement. However, teachers do not always match work accurately to pupils' abilities and needs. In some lessons, the teacher provides a range of carefully matched tasks that enable pupils of widely differing abilities to make good progress. For example, in one good lesson the teacher planned work on perimeters and areas of shapes that enabled pupils to be challenged at their own individual levels of understanding and skill. This enabled pupils to make good progress in their learning. In others, the tasks set are not varied enough and the teachers' expectations are too low, particularly for the more able pupils. This results in insufficient challenge for the more able pupils and the least able requiring a high level of support to complete their work.
70. Pupils with special educational needs make satisfactory progress in lessons. All teachers are careful to include all pupils in mathematics activities. Teachers question thoughtfully and take account of pupils' differing abilities and needs. Classroom assistants and tutors also make a valuable contribution to pupils' learning in mathematics. This works best when the work is well matched and enables the pupil to grow in independence. However, work is not always closely matched or linked to the requirements of pupils' individual education plans. This slows progress for some pupils with special educational needs and makes them unduly dependent on classroom support. Furthermore, structured apparatus is not used sufficiently in the booster class to support pupils in their learning of mathematics.
71. There are too few opportunities for pupils to use ICT in their mathematics work. An exception to this was the use of moveable and programmable toy in a Years 3 and 4 lesson. Here, a group of pupils worked very sensibly together and were keen to explain how they programmed a moveable toy to follow a pre-determined path. This was valuable in improving pupils' understanding in mathematics and ICT and also helped them develop responsibility and independence.
72. Weaknesses in the school's assessment arrangements make it difficult for teachers to achieve the best possible match of task to ability. Although teachers are careful to track pupils' progress broadly over time, they do not gather enough precise information about pupils' day-to-day progress. Teachers identify exactly what they intend pupils to learn in each lesson but do not assess the outcome of each lesson in enough detail. Without this information, teachers are unable to plan for the best possible progress.
73. The mathematics test that pupils are given when they enter the school covers mainly number work. This is the aspect of mathematics that is given most attention, while other aspects,

such as data handling, receive too little. This imbalance needs to be redressed to encourage good progress equally in all aspects of mathematics.

74. The co-ordinator for mathematics has very recently been appointed. The high degree of pupil mobility that the school has to deal with makes the quality and efficiency of assessment arrangements particularly crucial. Without prompt, accurate and wider-ranging assessment of pupils' attainments when they enter the school, teachers cannot always be sure how much each pupil knows about the different aspects of mathematics. As a result, teachers cannot guarantee to introduce knowledge and skills at the right level and give each pupil the best possible start. Moreover, to sustain progress as pupils move through the school, accurate, more frequent assessments need to be made and used to guide the planning of future lessons.

SCIENCE

75. Standards in science are average, as they were at the time of the last inspection. Over the last three years standards have risen broadly in line with the national trend. Pupil mobility is extremely high, but secure planning, based on national guidance, an emphasis on learning through observation and investigation, and good teaching in Years 5 and 6 enable pupils to attain satisfactory standards.
76. Pupils develop a satisfactory knowledge of scientific principles in their time at the school. They use observations of experiments set by teachers, to extend their understanding and record their findings. They devise and carry out investigations and learn and use scientific vocabulary appropriately. For example, Years 3 and 4 pupils describe materials used to make a jumper as durable and flexible. By Year 6, pupils plan investigations using suitable methods. They understand the importance of a fair test, how to alter one variable without affecting another, and predict the outcomes. For instance, they investigated producing sound and changing it to soft and loud. This enabled them to explain pitch and illustrate their explanations with diagrams. Year 6 pupils investigated solids to find out that some have gaps containing air between the particles. Higher attaining pupils explain the release of air bubbles as the result of pressure. Most Year 6 pupils have a good understanding of the properties of solids, liquids and gases. They understand the movement of the earth in relation to the sun and the moon. They use graphs to present findings about sunrise and sunset. They find information in books, on computer programmes and the Internet, although they have only just begun to use computers to support learning in science. For example, they found the uses of butane, propane and neon gases using ICT.
77. Teaching is satisfactory overall with some good teaching, particularly in Years 5 and 6. Teachers plan lessons to develop pupils' scientific curiosity and understanding. They encourage pupils to consider what would happen and why, through effective questioning in discussions and on activity sheets. Teachers organise group activities that encourage pupils to discuss their ideas and offer suitable suggestions. Pupils devise and carry out investigations enthusiastically and learn to use scientific vocabulary appropriately because their teachers provide good opportunities for experimentation and have a good knowledge of the subject. They are encouraged to co-operate well and to share ideas or present their findings as a result of teachers' good behaviour management. Good relationships with pupils and lively presentations ensure pupils listen carefully and are eager to answer questions. Respect for their answers gives pupils the confidence to make suggestions. Well-prepared resources and well-organised tasks, along with a brisk pace to lessons, maintain pupils' interest and extend learning soundly. Although teachers assess pupils' knowledge of a new topic before beginning it, the assessments do not provide sufficient detail to enable them to plan work that meets the needs of all pupils. Other assessments kept by some teachers and made lesson by lesson provide information to enable them to report to parents. However, they do not use this information to plan pupils' next steps in learning, or pass this information on to the next teacher to enable them to adapt planning. Tasks are very similar for all pupils. Lower ability pupils have good support to enable them to complete investigations but they do

not always understand the scientific concepts. This weakness limits their progress. Higher attaining pupils may be challenged through teachers' questioning but rarely have tasks that specifically challenge them. Written comments in pupils' books do not provide guidance on how they might improve their work.

78. Analysis of the results of the national statutory tests enables the co-ordinator to identify some weaknesses in teaching and learning. The leadership provided by the science co-ordinator is satisfactory. She monitors pupils' books and teachers' planning to ensure coverage of the science curriculum. However, weaknesses in assessment procedures prevent secure tracking of pupils' progress and action to remedy their weaknesses.

ART AND DESIGN

79. Standards in art and design are above average at the end of the key stage. This is an improvement since the last inspection when attainment was average. Eleven year olds use hard and soft pencils to draw very effectively. They produce varying tones in their drawings that show a good understanding of light and shade. For example, their portrait drawings of well-known people show good expertise for their age at drawing facial shadows and different hair textures. They draw careful observations of sections of individual fruits and also of the church next to the school building. They experiment successfully with colour and practise mixing a wide range of gradations of greens, oranges and browns. Such experimentation has enabled a good sense of complementary and contrasting colours and has been used to good effect when they produced cut-outs of figures based on the style of Matisse and mounted on backgrounds of strongly contrasting areas of colour. Subsequently, pupils attempted very successfully to adapt these designs using a computer art program and giving their designs thought-provoking titles such as 'The Night Cherries' or 'Disco Mania.' Younger pupils also show good attainments for their age and drew good quality charcoal and white chalk sketches of winter trees. Year 5 pupils produced powerful charcoal drawings of Dahl's fictional characters from the story of 'The Twits'.
80. The quality of teaching is good. Teachers introduce lessons with useful revision of what the pupils have learned previously. Resources such as photographs are used very effectively to discuss light and dark tones and pupils' attention is then drawn to the faces of children in the classroom and to the tones that could be observed. This resulted in heightened interest and helped to develop an understanding of the different shades produced by light or of shadow formed on surfaces not directly facing the light source. A very good range of hard and soft pencils is provided for pupils to use so that good drawing skills can be acquired by using good quality resources. Their knowledge of the labelling of pencils was enhanced through a good quality discussion using open-ended questions. This resulted in pupils identifying 6B pencils as the softest of the ones supplied by the school. Teachers assess pupils' attainments throughout the art lessons and provide good advice on how the drawings can be improved. Effective use of praise and constructive criticism both boosted pupils' confidence and gave them a clear knowledge of how well they were learning.
81. A wide range of experiences is provided for pupils to acquire different techniques. Pastels are used to develop skills in colour blending. For example, pupils use these to produce still life scenes, again in the style of Matisse, of flower vases in the centre of a room or a fruit bowl placed in a prominent position in front of curtains. Art is also used effectively to support learning in other areas of the curriculum. For instance, pupils express their feelings dramatically during personal and social lessons by portraying 'hate', 'death,' 'hope' or 'disease.'
82. The art co-ordinator is enthusiastic about artwork in the school and provides good leadership and inspires teachers about the teaching of art. She has arranged for pupils' progress to be monitored regularly by assessing items of work based on similar subjects that have been produced at the beginning of each term. This allows for careful comparisons to be made of consecutive paintings to make judgements on progress in the acquisition of skills. Portraits

have been chosen as the subject and teachers assess the extent to which detail, colour mixing, sense of tones and maturity of expression have been used. Pupils are taken to different venues to provide different subjects as a focus. For example, pupils visit Richmond as an example of historical buildings and record the event by producing observational drawings.

DESIGN AND TECHNOLOGY

83. There were no lessons seen during the inspection. Discussions with teachers and pupils, and examination of pupils' work, show that attainment is average by the time pupils leave the school at the end of Year 6. This is similar to standards found at the last inspection. However, pupils' design skills are better and this is an improvement. The school now uses national guidelines to support teachers' planning and this enables them to develop pupils' design skills alongside their making skills. When planning design briefs for the pupils, teachers make good links to other subjects to provide realistic situations and stimulate learning. However, there are times when these links prevent pupils from developing the full range of skills, making artefacts that are motorised, for example.
84. In Year 6, pupils use satisfactory annotated drawings of their designs; they plan materials, tools and the methods of making their artefacts well. They test materials for strength and suitability and examine manufactured articles to find out how they are constructed. When making their designs, they identify problems and ways of solving them. For example, when making Aztec vases and ornaments, they had to ensure bases were flat on the papier-mâché vases, and there were no cracks in the clay ornaments. Pupils take pride in finishing their products well, so that their Aztec designs were close to the originals and carefully painted. Evaluations have an important place in their work. They compare the finished product with their designs and identify any changes that would improve them next time.
85. Pupils' learning is satisfactory. Teachers plan lessons to take place over one or two days every term. This enables pupils to concentrate on designing and making products, use a range of tools, techniques and materials and receive good support from teachers, classroom assistants and parents. Although the time allocation is usually adequate, there are occasions when a few pupils do not finish their artefacts. Teachers plan design briefs that reinforce and extend pupils skills so that they use a range of tools and materials. For example, they use glue guns, measure and saw wood and join fabric using a sewing machine. They work with visiting experts to make Mexican food or puppets and join other junior pupils at the local secondary school for a science and technology day. However, strong links to other subjects and the organisation of design and technology lessons limit pupils' opportunities to experiment with mechanisms or build a variety of structures with construction kits. Over-directed design briefs, such as 'design a slipper for King Henry the Eighth', sometimes limit the development of pupils' individual ideas and prevents them reaching higher levels of attainment.

GEOGRAPHY

86. There were too few lessons seen and too little retained evidence for a judgement to be made on the overall quality of teaching and learning in geography. Only the lower key stage pupils have had any geography lessons this year because of the way the school has organised the annual timetable so it is also difficult to assess pupils' attainment overall. From the lesson seen in a Years 3 and 4 class and through discussion with Year 6 pupils, map skills develop soundly. Pupils use a range of maps to identify the location of places. Years 3 and 4 pupils identify nearby local towns and cities suitable for buying certain items. They choose suitable routes and methods of transport. Years 5 and 6 pupils locate different countries round the world in conjunction with history topics. They make a fact file of important information, such as the flag, population, language, religion, exports and the capital city. However, this information is mainly a prelude to a historical topic and provides little opportunity for pupils to study these countries in depth. Pupils' knowledge of other locations and the effects of

change, on features and activities for instance, are variable. The high pupil mobility means that they have lived in different parts of the world and visited many schools.

HISTORY

87. Pupils' attainment in history is average by the time they leave the school. This is lower than at the time of the previous inspection when attainment was judged to be good. At that time, pupils had a wide range of detailed knowledge. They had good historical understanding and were skilled in investigating historical questions.
88. Pupils' knowledge, understanding and skills are now more limited. This results mainly from changes in the balance of the curriculum where the school has reduced the amount of time allocated to history on the timetable and increased the allocation to literacy and numeracy. History now shares with geography a two-year 'rolling' programme. This results in pupils covering less history in the course of a year and also means that much of the work pupils do will have been completed some time ago and, consequently, will be harder to recall. This change in arrangements has the effect of lowering standards in history.
89. The teaching of history is good. Teachers use artefacts well to stimulate pupils' interest and bring learning alive. They strike a good balance between teaching facts and promoting enquiry. In lower and upper junior classes, teachers encourage pupils to share ideas and express opinions. In a good lower junior lesson, pupils talked about aspects of Ancient Egyptian life they had been researching. By valuing pupils' contributions and by good use of praise, the teacher built pupils' confidence so that they began to develop and suggest ideas of their own. In a good upper junior lesson, the teacher clarified the difference between fact and opinion and encouraged pupils to explain and justify their views.
90. These approaches resulted in effective learning and improved pupils' ability to study and discuss historical questions. Teachers made the lessons interesting by skilled management and providing relevant, varied activities. In the upper junior lesson, tasks were very carefully planned to match pupils' differing abilities. As a result, all pupils, including pupils of lower ability and those with special educational needs, made good progress. Because of the good quality of teaching, pupils were thoroughly involved in their work, behaved well and showed good attitudes to learning.
91. Pupils have a satisfactory historical knowledge. They know, for example, about some features of Aztec life including building techniques, agriculture, transport and the deities people worshipped. They are beginning to use dates accurately, for example, in their work relating to Ancient Greece. More able pupils have developed some understanding of historical changes, causes and effects. For example, they begin to understand the motives of the Conquistadores and discuss their impact on the indigenous Aztec culture.
92. Pupils do not have enough opportunity to study different kinds of evidence and practise evaluating them. As a result, they are not confident in doing this. With guidance, pupils use books to research historical topics and are learning to select and assemble information to answer historical questions. However, not enough use is yet made of ICT to gain information and extend pupils' skills in collating and evaluating evidence.
93. The co-ordinator provides good leadership and ensures teachers use a variety of approaches in their teaching. Teachers make assessments of what pupils have learned at the end of each topic but this information is not systematically used to guide the planning of future lessons. This needs to be done if pupils are to make the best possible progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

94. Attainment in ICT is at the level expected for pupils of eleven years of age. The quality of pupils' use, knowledge and understanding of the subject is similar to that described in the last inspection. It was possible to observe only two lessons in ICT during the inspection. However, a group of Year 6 pupils was interviewed and asked to demonstrate a range of procedures using computer technology. The school has very recently had a computer suite installed in the building and has only just begun to use the facilities for class lessons. The technological facilities available for use in the computer room enable teachers to demonstrate operations simultaneously on the personal monitor screen in front of every pupil. This has a very positive impact on their learning. The school has only recently been able to make use of the computer suite for teaching and the progress made by pupils in this short period of time shows that the new facilities have been very effective.
95. Eleven year old pupils access their own work that has been stored on the hard disc independently and use ICT to support their work in a range of subjects. For instance, they design and create designs in the style of Matisse using a range of computer art techniques. They use word processing facilities to write, amend and improve their writing as they proceed. This enables pupils to focus on improving their grammar, spelling and word usage and has a beneficial effect on their writing standards. They use the Internet to search for information and frame sets of instructions in order to instruct the computer to search for the subjects they require. For example, they carried out research into the history of the Richmond area and obtained a wealth of factual detail. They enter data and produce bar graphs, line graphs or pie charts to represent the information visually. They have also learned the skill of changing the colours of the columns and know how to amend the information already entered if necessary. Pupils are due to gain experience of monitoring external events before the end of the current school year when the school receives the appropriate equipment it has ordered.
96. The quality of teaching in the two lessons that were observed during the inspection was very good. Very clear demonstrations and explanations are provided for pupils and these enable them to acquire knowledge, skills and understanding. The teacher used very effectively a 'class link' facility so that pupils could follow it closely on their own screens whilst at the same time listening to clear explanations of what was happening. For example, the teacher gave a very good demonstration of how to enter data, label the axes of the graph, produce the relevant columns and amend the information if necessary. The lesson was planned carefully and, throughout, the teacher showed good management of the pupils' behaviour that resulted in hard work and good concentration. Pupils learned very effectively and were given instant feedback on how well they were acquiring knowledge and skills. The teacher supported them very well if they were in difficulties and pupils with special educational needs were extremely well supported. Higher attaining pupils who had finished sections of their task were directed to provide one-to-one tuition to those who were struggling.
97. The co-ordinator has only recently joined the school staff and has already shown good quality leadership. He provides very good quality demonstration lessons to other teachers on the staff by teaching different classes with the class teacher observing. All teachers have completed successfully the first round of training necessary for teaching ICT to primary pupils. Every pupil has been allocated a 'home program' to store their own work so that their progress can be monitored by identifying their successes at mastering the content of the school's programme of study for ICT. As yet, no assessment of pupils' attainments has been carried out and therefore the school does not have important information that could be used to plan future learning experiences to meet the needs of individual pupils.

MUSIC

98. Pupils' achieve average standards in music by the time they leave the school. The school has maintained the satisfactory standards identified during the previous inspection.

99. The quality of pupils' singing is a particular strength. This results from enthusiastic, high quality teaching in this aspect of music and the co-ordinators' very good subject knowledge. Pupils sing accurately, controlling pitch, pulse and volume well. They sing with feeling and, with the teacher's guidance, begin to introduce some variations of expression that bring out the meaning of the words they are singing. For example, during a whole-school singing practice, pupils controlled the volume and tone of their voices to achieve a contrast between two verses of a hymn.
100. In conversation, pupils drew some fine distinctions between, for example, singing softly and singing quietly. This reflects the teacher's high expectations and success in enabling pupils to meet them. Clear explanations, effective demonstrations and a lively, engaging style that gives pupils pleasure in learning are the key to this.
101. Too few lessons were seen during the inspection to allow a secure judgement on the overall quality of teaching. Teachers' planning shows that the music curriculum is fully covered and includes listening to music, some instrumental performing and composing. Observations and discussions with pupils suggest that these aspects are much less developed than singing. In conversation, pupils recalled only a few pieces of music by recognised composers. For example, they talked about the contrasting qualities of Mars and Venus from Holst's 'Planet Suite'. Pupils remembered composing a melody using a keyboard but it was clear that this was an occasional rather than a frequent feature of their work.
102. Pupils gain some experience of instrumental performing, mainly with untuned percussion, but evidence from the instrumental music lesson seen suggests that this experience is limited. In this lesson, pupils followed a graphic score that described a walk through a park. They began to explore ways in which sounds could be combined to achieve an effect. Most followed the notation well and enjoyed the activity greatly. The quality of the performance improved as the lesson progressed because pupils learned quickly to manage the instruments they had chosen and were motivated by the teacher's encouragement and advice. Pupils with special educational needs were included fully and made satisfactory progress.
103. Pupils' attitude to learning is very good. This results from effective teaching in which teachers value pupils' contributions and build constructive relationships. The school choir is a very valuable addition to provision. It gives pupils the opportunity to practise and perform together, raises standards and enables pupils to experience the pleasure that making music together can bring. Because the quality of teaching in singing is high, the choir performs very well.
104. The co-ordinator provides enthusiastic leadership and now needs to ensure that teachers provide a fuller and more balanced curriculum ensuring that all of the different aspects of the music curriculum are represented in the lessons.

PHYSICAL EDUCATION

105. Pupils' attainment in physical education is satisfactory in dance and games by the time they leave the school. This agrees with the findings of the previous inspection. At that time, while attainment was satisfactory overall, there was some unsatisfactory attainment. There was also some unsatisfactory teaching where learning objectives were unclear and control of pupils' behaviour was insecure. This led to some unsatisfactory features in pupils' behaviour. For example, in some lessons during the previous inspection, pupils did not respond promptly to the teacher's instructions and misbehaved.
106. Because of the school's timetabling arrangements, only two physical education lessons were seen, one a dance lesson and the other a tennis skills session. In these lessons, the quality of teaching was satisfactory and teachers' control was secure. This suggests some improvement since the last report. Pupils behaved satisfactorily, though in one lesson, the

teacher tolerated some minor but unnecessary noise and this had an adverse effect on pupils' concentration.

107. Pupils practise safely, showing good awareness of the space around them. In an upper junior dance lesson, pupils timed and co-ordinated their movements accurately, moving together from the corners of the hall to form a tableau at the centre. The more able pupils showed imagination in varying their movements to reflect the changing flow of the music. As the lesson progressed, most pupils moved with improved fluency and accuracy, working well with one another to achieve a co-ordinated effect.
108. In a lower junior lesson, pupils showed satisfactory skill in striking a soft ball with a racquet and began to control the speed and direction of strike to place the ball where they intended. However, many pupils were using a grip and swing that made it difficult to control the flight of the ball. They would have progressed better if the teacher had given targeted advice while they practised.
109. In both lessons, there were too few opportunities for pupils to observe and evaluate each other's performances constructively. Because of this, opportunities were lost to sharpen performance and improve pupils' understanding of quality in performance. In this connection, there is no evidence of the use of ICT in physical education. Teachers do not, for example, seek opportunities to use ICT more often in lessons, for example, by using video to give pupils insight into their performances and identify points for improvement.
110. In both lessons seen, pupils with special educational needs were included effectively and made satisfactory progress.
111. There is a good range of extra-curricular activities relating to physical education, including football, netball and athletics, and there are plans to offer volleyball and short tennis. These activities usefully extend the classroom curriculum and provide valuable opportunities for many pupils to improve their skills and gain experience of competition.
112. According to the school's assessment records, by the time they leave the school, around four fifths of pupils can swim 20m. This is lower than in most schools. The school makes satisfactory arrangements for the teaching of swimming but, because pupils are required to pay, a significant proportion of pupils do not attend.
113. The subject co-ordinator has recently taken over responsibility for physical education and has no relevant qualifications. At present, he is not well placed to support and advise colleagues on the physical education curriculum or teaching issues relating to the subject. As yet, he has had no appropriate in-service training that would support developments in the curriculum.

RELIGIOUS EDUCATION

114. Standards in religious education meet the requirements of the North Yorkshire Agreed Syllabus, as they did at the time of the last inspection. Teachers base their planning on the locally agreed syllabus and national guidelines. This ensures pupils' knowledge, skills and understanding progress soundly. Pupils develop knowledge and understanding of different religions during their time at the school. They learn the beliefs, practices, signs and symbols of Christianity and compare them with other religions. For example, when learning about the Hindi festival of Divali, Years 3 and 4 pupils compare the diva with Advent candles and consider the uses of candles in Christianity, such as Christingle, Paschal and christenings. Pupils develop an understanding of the importance of the Bible and its different parts. They present their work through drawings, writing and diagrams. Pupils have opportunities to consider their feelings about people important to them or about travelling on journeys. However, they have few opportunities to reflect on their own religious beliefs or the global perspective of religious issues.

115. By the end of Year 6, pupils have a secure knowledge of major world faiths and compare their beliefs and practices. They compare pilgrimages made by believers, such as the Hindi pilgrimage made to Varanasi, the Christian pilgrimage to Lourdes and the Muslim pilgrimage to Mecca. Pupils know that the Bible is sacred to Christians and identify the different forms of writing found in the Old and New Testaments. They understand how people worship and develop respect and tolerance for different religions. However, their knowledge is much better than their understanding of the effect of religion on their own and other people's lives.
116. The quality of teaching is satisfactory overall. Teachers use introductions well to recall earlier learning and develop new ideas. Pupils respond with enthusiasm and answer questions eagerly. Effective reading of Bible stories or extracts from the Old and New Testaments ensure pupils listen carefully. They show that they have understood by explaining their knowledge clearly. For example, Year 4 pupils listen to the story of Jesus at the Temple and explain that "my Father's house is the temple and his Father, God". Teachers set challenging tasks that encourage pupils to investigate information for themselves. However, because of weak assessment systems, teachers usually set the same task for all pupils. This limits the progress made by some pupils. Lower attaining pupils find it difficult to read the material and their progress slows. Time given to lessons is often too short to allow pupils to complete tasks or restricts pupils' ability to reflect on the meaning of their learning. For example, Years 5 and 6 pupils worked with the teacher to read Bible extracts to identify the variety of types of writing found there, rather than reading and interpreting for themselves.
117. The head teacher is the acting co-ordinator for religious education in place of the previous co-ordinator who has recently left the school. It is too early to be able to make a judgement on the leadership provided. The subject is well resourced with artefacts, books and videos that are used effectively in religious education lessons. The Padre from the church adjacent to the school is a member of the governing body and is very involved with the life of the school. He attends school regularly and plays a very valuable role in leading collective acts of worship and participating in religious education lessons.