

INSPECTION REPORT

GLASSHOUSES PRIMARY SCHOOL

Glasshouses, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121404

Acting headteacher : Mrs. L. Tee

Reporting inspector: Mr. R. Gill
4074

Dates of inspection: 5th – 7th November 2001

Inspection number: 195347

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Glasshouses Harrogate North Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss. M. Hodgson
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4074	Mr. R. Gill	Registered inspector	Foundation Stage curriculum English English as an additional language Design and technology Art and design Music	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
19339	Ms. S. Evasdaughter	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 its parents?
1390	Mr. A. Markham	Team inspector	Mathematics Science Information and communication technology (ICT) Equal opportunities Physical education Religious education Special educational needs Geography History	How well are the pupils taught? How good are the curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Glasshouses Primary School is situated in the village of Glasshouses near Pateley Bridge in North Yorkshire. Most pupils live in the village, but about a quarter travel to it from the surrounding district. The school is much smaller than an average primary school, there being 42 pupils on roll. Nine per cent of pupils are eligible for free schools meals, which is below the national average. The proportion of pupils with special educational needs is in line with the national average, but there are no pupils with a statement of special educational needs and this is well below the national average. The majority of pupils with special educational needs have learning difficulties. There are no pupils from ethnic minority backgrounds and few pupils learn English as an additional language. There are no pupils at an early stage in their learning of English. There has been a large turnover in staff since the last inspection; all the teachers are new to the school since January 2000. Most children enter the school with levels of attainment that are about average. Since the last inspection the school has operated on two sites, largely without resources, while internal building work took place to create an additional classroom. This has recently been completed and the school is now working on one site. The extended absence of the substantive headteacher since April 2001 has led to the appointment of an acting headteacher and a temporary upgrading to full-time of a part-time teacher in the juniors.

HOW GOOD THE SCHOOL IS

The achievements made by pupils at Glasshouses are satisfactory, on balance. By the end of Year 6, pupils are currently reaching above average standards in English, mathematics and science. This is a successful picture because the school has just recovered from a traumatic period in its life. Very good leadership is now having a powerful influence on the quality of teaching, which is mainly good with many very good and some excellent features. The overall effectiveness of the school is very good. The school spends more than an average sum on each pupil, but despite the high costs incurred the school provides satisfactory value for money.

What the school does well

- Provides very good leadership and management that shows great determination in trying to raise standards and is extremely successful in setting a tone for learning throughout the school.
- Achieves high standards of behaviour through the excellent relationships that exist.
- Organises pupils very well into family type teams that promote excellent personal development, among the older pupils in particular.
- Offers much improved teaching that is well planned and which is particularly strong in managing pupils in its two mixed age classes.
- Provision for the pupils' spiritual, moral, social and cultural development is very well developed through a rich and varied curriculum.

What could be improved

- The effectiveness of the current systems for assessing the pupils' attainment and achievement.
- The challenge set for high attaining pupils, particularly in English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in June 1997 it was described as having many good features and few weaknesses. Nevertheless, nearly one in six lessons was taught unsatisfactorily at that time. The period between spring 2000 and summer 2001 was very traumatic for the school. The junior class had to be housed in temporary accommodation several hundred yards from the school and the infant class that remained, suffered all the drawbacks of working adjacent to the redevelopment. Every effort was made to minimise the impact on pupils' learning, but inevitably they did not make as much progress as might have been possible under normal circumstances. The key issues from the last report were not tackled systematically until very recently. However, under the current leadership of the acting headteacher there has been very rapid progress. Standards in ICT are now satisfactory and pupils use their skills across the curriculum, teaching is now greatly improved with no unsatisfactory teaching at all, and teachers' plans for lessons are detailed, useful and presented in a common format. A good start has been made to assess and record pupils' attainment but there is still more work to do in this aspect. The school implemented the National Strategies for Literacy and Numeracy successfully and they are effective tools in the school's attempts to raise standards. Overall, the school has made very good progress since the last inspection. Most significant is the redesigned accommodation, providing good quality classrooms for both classes and much needed hall space. This and the management skills shown by the acting headteacher have helped to improve even further pupils' behaviour, attitudes and personal development.

STANDARDS

Standards achieved by eleven year olds based on the latest National Curriculum tests for which there is comparative data are usually reported in tabular format. As only a few pupils were tested, the table of results is not published as small numbers make comparison unreliable. For example, over three quarters of the pupils, in 2001, reached or exceeded the expected level for eleven year olds in English, virtually all pupils achieved at those levels for science, but only about half of the group reached the expected level in mathematics. This was not because mathematics was differently taught but merely the result of individual performance in contrast to teachers' expectations on the day.

Over the last three years pupils' attainments in English, mathematics and science, compared to national averages and similar schools, have changed considerably from year to year, particularly in mathematics and science. This is to be expected in a small school where results from such small groups of eleven year olds must be treated with caution, as one pupil can easily account for a large percentage of the whole. Individual strengths and weaknesses among pupils or the absence of a pupil, on the test day, can often account for differences between the subjects.

A similar pattern in results exists for seven year old pupils. In some years pupils reach high levels and in others they are below what could be expected, purely because of the small groups of seven year olds involved. In the 2001 tests, for example, pupils were above the

national average in writing and mathematics and in line with it in reading, but in 1999 pupils were well below the average in writing with a similar profile for the other two aspects.

Current attainment, by the pupils in Year 2 and in Year 6, is above average in English, mathematics and science. This is an achievement because records show that the building work and the arrangements for teaching before January 2000 interrupted pupils' progress. These pupils are now performing at an appropriate level taking into account their previous test score or assessments on entry to the school.

Targets are calculated carefully each year, for Year 6 pupils, to take account of individual strengths and weaknesses in these small groups of pupils. Sometimes the school is not successful in meeting its targets, for example in mathematics in 2001, because individual pupils do not perform well enough on the day and that can have a dramatic effect on the school's results. However, challenging targets have been set again this year and pupils are on course to meet them.

Beyond English, mathematics and science, attainment and achievement are at least appropriate for pupils at the end of Year 6 in all subjects. They are higher than expected in music and design and technology. Children achieve well in their reception year and by the end have moved up a step in communication, language and literacy, mathematics, and personal, social and emotional development. They are on course to go beyond the national expectations for their age in those areas of learning, and to meet them in knowledge and understanding of the world, creative development and physical development.

Pupils with special educational needs make good progress in their learning. No pupil is at an early stage of learning English as an additional language, but those that learnt another language first are making very good progress. Many of those capable of more demanding work do not achieve quite so well, by comparison. They have done well to catch up after the recent unsettled period, but they could do better still with even more challenging work and more scope to use their talents.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and enjoy taking part in the wide range of school activities.
Behaviour, in and out of classrooms	Very good. Pupils show sensitivity and care towards each other. Any problems are quickly resolved.
Personal development and relationships	Excellent. These are real strengths of the school. Pupils show mature attitudes and form very positive relationships with adults and each other.
Attendance	Excellent. Attendance is very well above the national average and there is no unauthorised absence. There have been no exclusions.

TEACHING AND LEARNING

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

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

The quality of teaching is much improved compared to the last inspection, despite being described as good on both occasions. In 1997 just over half of the lessons seen were judged as being good whereas now half are good and a further four out of ten are very good or occasionally excellent. This is where the improvement has taken place. At the time of the last inspection one in six lessons was unsatisfactory and pupils' learning was being held back; now there are no unsatisfactory lessons. The entire teaching force has been replaced and this is a significant factor in the improved position.

The good and very good teaching is spread throughout the school with the excellent teaching found in the class for four to seven year olds. The successful teaching is founded on a systematic form of planning for lessons that makes sure that pupils of every group are taught the correct elements of the various subjects. This is a significant improvement since the last inspection when this facet of teaching was described as a key weakness. Furthermore, the way that pupils are taught, in the lessons, is so well managed to accommodate the fact that there are three year groups in the first class and four in the second. The junior class is often split, for teaching purposes, into Years 3 and 4 and Years 5 and 6. When this is the case Years 3 and 4 are taught well by a part-time teacher in the school hall.

Children of reception age are taught well in the infant class, particularly in literacy, mathematics and personal development. The classroom has been modified well to provide the children with areas for educational play, and they are often supervised by a support assistant who knows them very well and who works successfully under the guidance of the class teacher. Sometimes the classteacher will work closely with the reception age children while the assistant works with Years 1 and 2. It is the flexibility and versatility of teaching and support that is one of the strongest features of the teaching in this class and throughout the school.

Teaching in English, mathematics and science is currently good, on balance, with some very good features. The staff have implemented the National Strategies for Literacy and Numeracy well since the last inspection and these are having a strong influence on the way pupils learn and their achievements. The school makes good use of personnel from the local leisure service for teaching physical education and a part-time teacher, employed by several small schools, for the teaching of music.

Teaching is good on balance in other subjects. Occasionally teaching is satisfactory. This is the case in art throughout the school and in music and design and technology in the infants. The difference is sometimes due to the lack of progress that pupils were able to make during the period of upheaval caused by the building work. Therefore teaching is more concerned with helping pupils to catch up. At other times, as in the case of music for four to seven year olds, the age range is too great for a class lesson to be more than satisfactorily successful.

Teachers are successful at meeting the needs of all pupils including those with special educational needs and those for whom English as an additional language. Those who can manage more challenging work are catered for well. They are being challenged, particularly in the junior class, but are spending a lot of time making up for lost time in previous years

when they were not challenged so well. The school correctly recognises that the highest attaining pupils need further challenges in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a curriculum that not only meets statutory requirements but also gives a wide range of additional opportunities for learning.
Provision for pupils with special educational needs	Good. Pupils' learning difficulties are identified quickly and the pupils receive an individual plan that breaks learning down into small and achievable steps.
Provision for pupils with English as an additional language	The school has no pupils at an early stage of learning English, but provision, in general, is very good and rapid progress is made.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The strength of this provision is that personal development is so well planned both in and out of lessons. Cultural development has improved since the last inspection in that more emphasis is now placed on multi-cultural education.
How well the school cares for its pupils	Pupils are very well cared for at all times. The assessment of their work is satisfactory, but not enough use is made of the results of these assessments to guide future learning. A good start has been made in this area, but the school recognises, correctly, that there is far more to accomplish in terms of target setting, record keeping and pupils' involvement.

The schools works well with parents and the school has a very good reputation with parents and the local community. It has many informal avenues of communication. There are few formal opportunities, however, for parents to talk with teachers about their child's progress and how they might improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership shown by the acting headteacher is very good. The school has successfully capitalised on the opportunities afforded by the new accommodation. Pupils' achievements are being closely monitored now and the majority has made up for lost time during the previous academic year.

How well the governors fulfil their responsibilities	Good. There is a relatively new governing body that is still coming to terms with its responsibilities, but governors know the school's strengths and weaknesses and work together well to fulfil their responsibilities.
The school's evaluation of its performance	Good. The monitoring of the school's work is undertaken well. The school's development plan contains clearly thought out priorities and relevant action is planned to tackle them.
The strategic use of resources	Good. There is a positive team spirit demonstrated by all staff. The school's computers have a positive effect on pupils' learning. Funds for special educational needs are used effectively and the accommodation is used very well.

There are sufficient teachers and classroom support assistants, all of whom are very well qualified for their responsibilities. The accommodation has been vastly improved since the last inspection. Resources for teaching and learning are generally satisfactory. The acting headteacher supports the governors in making sure that the school gets the best value from its funds and their strategic role in school improvement is good. Governors, for example, consider carefully all financial options before deciding on how to spend their funds. They consult widely and compare their decisions with those made by other small schools in the area. The school's purchase of the services of a specialist music teacher, who is shared between several local schools, is a good example of the way in which funds are used judiciously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school's high expectation for all children and the good teaching that exists. • The way that the school works closely with parents. • The way in which the school is led and managed in an open and consultative manner. 	<ul style="list-style-type: none"> • The amount of homework given. • The range of activities outside lessons.

The inspectors agree with all that the parents like about the school. There is a reasonable amount of homework given out and it is suited to the age and aptitude of the children concerned. The scope of extra-curricular activities is good, particularly in such a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainments at the end of Year 6, in English, mathematics and science, compared to national averages and similar schools, vary considerably from year to year, particularly in mathematics and science. This is typical in a small school where one pupil can easily account for a large percentage of the whole. Individual strengths and weaknesses among pupils or the absence of a pupil, on the test day, can often account for differences between the subjects. There is a similar pattern for seven year old pupils at the end of Year 2.
2. There are other factors involved beyond the small number of pupils causing significant statistical variation. For example, pupils in Year 6 did not do as well as they should have done, in 2001, because they had suffered so much disruption during the year. They had been taught, for several months, in accommodation away from the main school that had minimal resources. Many pupils behaved badly as a result of being unsettled and this had a detrimental effect on their learning. Furthermore, there has never been, up until now, a comprehensive record of pupils' attainment that was used to decide what degree of progress individual pupils should make in any one year. This has meant that pupils have made progress during an academic year, but not always enough compared with their potential. In essence the test results and other assessment information have not been used well enough, in the past, to guide pupils' progress. These deeper factors are not immediately apparent from studying the school's results when compared to national averages and similar schools, but they are recognised by staff and governors as reasons behind levels of achievement.
3. Children's attainment on entry to school is generally in line with what would normally be expected for their age. Children make good progress, particularly in literacy and mathematics, and in personal, social and emotional development where excellent relationships between adults and children have accelerated progress.
4. Currently, pupils of all ages are achieving good standards. A pattern of achievement is emerging, now that the accommodation has been reorganised and refurbished. The reception-aged children, in the class for four to seven year olds, now enjoy facilities suitable for their particular learning needs and are making good progress, on balance. Their attainment in literacy and mathematics is on course to exceed national expectations by the time that they are five. This higher level of attainment is satisfactorily maintained by the time pupils are seven and eleven. Currently, pupils at the age of seven and eleven are attaining above the national average in English, mathematics and science. However, there are some pupils who could do even better. The school recognises this and the school has recognised this in the current school development plan.
5. The school has appropriate targets in English and mathematics for eleven year olds and the pupils are on course to meet these targets. This is as a direct result of the recent good work on presenting pupils' past attainments clearly enough to be able to use them to set challenging, but achievable, targets for the future.
6. Beyond English, mathematics and science, pupils' attainment is typical for their age in most subjects of the National Curriculum. For reception-aged children, attainment is typical in knowledge and understanding of the world, creative development and

physical development. Pupils' attainment goes beyond expectations in music and design and technology by the end of Year 6. In music a specialist teacher teaches pupils, and this has a strong influence on how they perform. Furthermore, they enjoy the specialist support of a volunteer who has raised the standard of singing in the school, particularly in the juniors, to a high level of proficiency. In design and technology, pupils' attainment is enhanced by the guiding influence of the design and technology department at a local high school. Consequently, they are being taught how to apply a complete design process to any topic that they undertake.

7. Pupils with special educational needs, and those for whom English is an additional language, achieve well due to the good support that they receive. Pupils, who are capable of the highest attainment, make reasonable progress, but could often do even better. Talented pupils do well in music but not so well in art and design because this subject was a casualty in the hiatus caused by the building work and pupils are a few terms behind in their development. In physical education pupils with an aptitude respond well and achieve satisfactorily under the additional guidance of the instructors from Leisure Services. Pupils are beginning to make rapid progress in learning to use computers. The effect of the National Strategies for Literacy and Numeracy is seen across the curriculum, for example in the precise measurements needed in design and technology or the written work related to local studies.

Pupils' attitudes, values and personal development

8. Pupils enjoy being at Glasshouses school. They are keen to learn and proud of what they can do. They behave extremely well and all pupils enjoy the very caring family atmosphere of the school in which every child is clearly valued. The pupils' confidence, which stems from this, forms a very robust foundation for their work in school. It is safe for them to take risks and to make mistakes as a natural part of their learning. Furthermore, the way that they feel valued and trusted by staff gives them a strong sense of self-esteem and self-assurance, which manifests itself in the value they accord to their school-mates and their own trustworthy behaviour. Pupils with special educational needs generally have very positive attitudes to school, though they need support and encouragement to concentrate on their work. They are treated with tolerance and understanding by other pupils.
9. The school achieves this in many ways; as well as the positive atmosphere, there is a commitment to learning that is shared by all parties from the adult helpers and teachers to the older pupils who are keen to help the younger ones to learn. Two examples serve to illustrate how eager pupils are to learn and the pride they take in their achievements. Prior to the beginning of the school day the classroom doors are open and pupils are welcome to enter school if they wish. A member of staff is on hand to supervise and assist. This allowed two Year 6 pupils to come into school and use what they have learnt about the Internet to explore the website of a school in Australia. In the second example, a girl from Year 2 despite feeling unwell, insisted on being brought to school at the end of the school day. The pupil eagerly demonstrated her ability to start up the computer, open up the correct program, create a file for her work and save it to the hard drive.
10. The atmosphere of dedication to learning is evident throughout the school. In a lesson in the reception class, when learning about the letter sound 'O', the children contributed in a lively fashion. In a Years 5 and 6 lesson on poetry, pupils worked with real dedication and attention to detail. They were keen, alert and thoughtful as the teacher got the pupils to justify their ideas in an atmosphere of mutual endeavour.

11. The behaviour of pupils is very good. They play together very well, they pay attention to the needs of others, and they settle down to work quickly and without fuss. In this small school, in each class a number of different activities will often be taking place at the same time. Pupils have learnt to be mindful of this and are careful not to disrupt their classmates. Following a physical education lesson in Years 3 and 4, for example, pupils settled down immediately to work so as not to disturb those classmates already working at their desks. On the rare occasions when pupils' behaviour is not of the very best this is because the shared aims and values of the main body of the staff have not been clearly and formally shared with visiting or temporary teachers.
12. The personal development of pupils is excellent. Their social maturity was clearly demonstrated in a whole school assembly. On the way into assembly an older boy saw that another pupil's cardigan had fallen to the floor in the cloakroom. He carefully picked it up and restored it to its hook. Once in assembly the pupils and children sit automatically, on chairs, with their teams. Their behaviour is superb. They sit attentively with arms folded and take heed of what their team-leaders suggest, for example to move up a seat to leave a space for another team member. Parents expressed their full approval of the team system and felt that this works very well in creating a supportive atmosphere within the school. Older pupils take care of the younger members of their team and the younger members know to whom to turn for assistance.
13. Attendance and punctuality are excellent. The rate of attendance is very high with around four per cent of absence each year and no unauthorised absence. There have been no exclusions. Parents are very pleased that this is a school in which pupils are encouraged to grow in self-confidence and reach high levels of maturity. They also appreciated, correctly, that the school is free from bullying and oppressive behaviour in general.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching throughout the school is good overall and has a positive impact on pupils' learning achievements and standards of attainment. Teaching is good, very good or occasionally excellent in nine out every ten lessons. It is generally satisfactory in a further one in ten lessons. No unsatisfactory teaching was observed. This is a considerable improvement on the previous inspection, when 17 per cent of the teaching was unsatisfactory, poor or very poor. There are examples of very good teaching throughout the school which have a particularly good effect on standards achieved by seven and eleven year olds.
15. The teaching of the reception-aged children is good and sometimes very good, and contributes greatly to the good progress that these children make. Teachers and adults plan a range of stimulating and interesting activities, which motivate the children well. These activities are challenging and promote good learning. Resources are very well set out so that children have easy access to them and this encourages the children to become independent learners. Similarly, the way the classroom has been organised to create an area for reception children makes a positive impact on their learning. Children work hard and concentrate well. They try hard to do their best and are eager to join in any planned activities. Initial assessments of children are used well to inform teachers of the children's needs and what experiences are necessary to help them progress in their development. The basic skills, in particular, are very well taught.

16. The teaching of English, mathematics and science teaching is good overall. The quality of teaching is also good in history and physical education throughout the school and in ICT, music and design technology in the seven to eleven age group. Teaching is satisfactory in art and design throughout the school and in music and design technology in the five to seven age group. There is insufficient evidence to make a judgement on the teaching of geography and religious education throughout the school and ICT in the five to seven age group.
17. Teachers manage their pupils very well and excellent relationships between pupils and adults characterise most lessons. This has a very positive impact on pupils' attitudes and results in the positive learning environment within the school. This was evident in an excellent physical education lesson in the Years 1/2 class where the teacher's excellent relationships and clear instructions resulted in pupils working very hard when stretching and striding like a giant. The class teacher used her voice well to exhort pupils to more effort and they responded enthusiastically. Throughout the school, the good teaching is based on effective planning and good ways of keeping pupils interested and working hard. Teachers place great value on pupils' efforts, praising and encouraging them and spurring them on to even greater effort. The learning objectives for each lesson are shared with pupils so that they know what is expected of them. Teachers are good at giving clear explanations of what pupils have to do and then checking that they understand before setting them to work. Resources are well prepared and as a result pupils start on their tasks without wasting any time. In most subjects, teachers demonstrate their sound subject knowledge through well-targeted questioning to involve the pupils and challenge their thinking in order to raise the level of their work. For example, in a very good literacy lesson with Years 3/4 pupils, the teacher's use of a large text and reading of a poem followed by the use of rapid questioning prompted the pupils to engage in a very interesting discussion on shape poems. The lesson developed their editing skills through the discussion of the corrections and additions required to improve their work. The lesson successfully developed pupils' learning, but also made a positive contribution to their social development by generating group discussion on quality of performance when reading poems. Lessons often build on pupils' previous learning, and as a result pupils have increased confidence to tackle new work.
18. The literacy and numeracy strategies are well implemented and the three-part lesson structure is being used to good effect in these lessons and in many other subjects. Teachers are using the literacy strategy framework effectively to give pupils opportunities to develop and use a wide range of writing styles and the quality of written work is consequently good. In mathematics lessons, the introductory session is used well to stimulate pupils' thinking and develop their agility in mental arithmetic by responding to rapid questioning by the teacher. A mathematics lesson with Years 3/4 had a sharp introduction that maintained a high level of pupil involvement because all the pupils had to answer questions in rotation against the clock. The enthusiastic way that the class tried to improve on their performance was impressive. Work in the middle part of the lesson is challenging and often extends the work started in the introduction. Lessons are carried out at a brisk pace and often cover a lot of ground. Teachers' use the review sessions at the end of lessons effectively. They provide good opportunities for pupils to think about what they have learned and consolidate the new ideas. Improvements to the building have enabled the splitting of the junior class into Years 3/4 and Years 5/6 groups for literacy and mathematics and this has a positive effect in meeting their individual needs and raising standards.
19. The teaching of pupils with special educational needs is good overall. Teachers, support staff and adult helpers give pupils with special educational needs a lot of

sensitive support and attention. Staff have a calm, positive attitude to these pupils and have effective strategies to maintain the pupils' involvement in the lessons. Teachers construct the individual education plans carefully, with small, achievable targets, and refer to them regularly when planning their work. Teachers have detailed knowledge of these pupils' needs and plan tasks which are matched closely to the targets set in the individual educational plans and which hold the pupils' interest well. Support staff make a valuable contribution to the progress of pupils who require extra help, and teachers use the additional support well. This support contributes successfully to helping these pupils make good progress towards their targets. However, tasks for the higher attaining pupils sometimes lack ambition. They are often expected to achieve as well as average attaining pupils and do not always receive challenges that would help them to reach even higher levels of attainment. The pupils who learn English as an additional language are well taught and achieve well.

20. Teachers know their pupils well and assess and mark their work regularly, but the quality of marking is varied. Marking is generally very positive and often points out areas in which pupils could improve but this is not always the case. Marking that provides aspects for improvement is generally better in English than in mathematics. Teachers set an appropriate amount and type of homework that effectively consolidates pupils' work in school or prepares them for work that is to come. This has a positive effect on standards.

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

21. The school provides a stimulating and relevant curriculum for the reception-aged children. It is firmly based on practical experiences and covers the early learning goals for children of this age. Good emphasis is placed on developing children's language and numeracy skills and supporting their personal, social and emotional development. There is a good balance between short sessions where children are taught specific skills and opportunities for children to explore and experiment with activities independently. This emphasis, together with the good quality of teaching, results in them making good progress in their academic skills and allows them to show increased confidence as they settle into school routines. The reception-aged children are taught in a mixed-age class with Year 1 and Year 2 pupils and the staff work hard to successfully provide an appropriate curriculum for them. This results in the reception children being well prepared for the National Curriculum as they enter Year 1. Children with special educational needs make good progress.
22. The curriculum that the school provides is broad and balanced and appropriately covers all subjects of the National Curriculum. The National Literacy and Numeracy Strategies are being implemented effectively. Nationally written guidelines are used as the basis of schemes of work for almost all subjects and as a result planning is effective. The North Yorkshire locally agreed syllabus is the basis for planning religious education and the school complies with statutory requirements. Since the last inspection, the school has successfully improved the way it plans for ICT. Teachers overcome the constraints of mixed-age classes by careful planning of work for each age group. Homework is used effectively and consistently. Provision for pupils' personal, social and health education is very good. Appropriate attention is given to teaching about drug misuse and sex education, with specific programmes being provided for Year 5 and Year 6 pupils. The school responds to any questions by younger pupils in an appropriate and sensitive manner that emphasises family values within a caring school community.

23. The school is successful in ensuring that all pupils, including those for whom English is an additional language, have equal access to the curriculum. Provision for the highest attaining pupils, however, does not always provide sufficient challenge for them to make the appropriate progress and reach the high standards of which they are capable. Provision for pupils with special educational needs has remained good since the last inspection. The school makes effective use of additional adult support in classrooms with the result that access to the curriculum for pupils with special educational needs is good. They have individual education plans that give clear targets, which are broken down into small steps to enable pupils to make good progress in their learning and achieve well. All activities, including extra-curricular activities, are open to both girls and boys.
24. National guidelines for teaching literacy and numeracy have been implemented well. This has resulted in improvements in pupils' achievements in English and mathematics. Pupils are given a range of reading and writing tasks and develop their skills satisfactorily in other subjects, particularly design and technology, history, geography and science. There are satisfactory opportunities for pupils to develop numeracy skills across the curriculum. Improved ICT provision has resulted in more opportunities being created for pupils to practise their skills and use ICT to improve learning in other subjects.
25. Links with the local community are very good and the programme of visits and visitors enhances the curriculum well. Pupils in Years 5 and 6 are given the opportunity to take part in a residential visit. This, for example, has a very good effect on their physical, social and emotional development. There are educational visits to museums and places of historical interest that have a good influence on pupils' work in lessons. Pupils also receive regular visitors to the school to support learning in the topics being studied.
26. The school has forged good links with local schools. A networking arrangement with nearby primary schools has had beneficial effects on resource provision. An effective link has been developed with the nearby high school, resulting in an interesting project involving teachers from the high school working with pupils in designing and making computer-controlled models.
27. Provision for extra-curricular activities is good. Boys and girls benefit from sports coaching provided by the nearby leisure centre. Extra tuition in music is provided in a range of instruments. A visit to a nearby equestrian centre was well supported by pupils and the provision of an equestrian club is an interesting addition to the range of activities.
28. The school's overall provision for pupils' spiritual, moral, social and cultural development is very good, improving the position in the previous inspection. The school makes very good provision for pupils' spiritual development. Assemblies are well planned and contribute effectively to a growing understanding of spirituality. They include appropriate music to listen to when pupils enter and leave the assemblies, quiet reflective times and simple prayers to which the pupils can relate in a meaningful way. Statutory requirements for daily acts of collective worship are met. Planning for assemblies and religious education lessons indicates that pupils are helped to examine and respect the beliefs and traditions of Christianity and other faiths. In the daily life of the school, pupils are taught to respect the opinions of others, partly through the good way that teachers value all pupils' contributions to discussions. Visits and topics are used effectively to support pupils' spiritual development. For

example, Year 6 pupils participated in a Spirituality Day, visiting Ripon Cathedral and Fountains Abbey. This successfully developed their awareness of the significance of a number of symbols in the Christian faith, including the cross, fish and anchor.

29. Provision for pupils' moral development is very good, an improvement since the last inspection when it was judged good. The provision for social development is also very good, maintaining the position at the previous inspection. Many activities support both of these areas of personal development. Adults provide good models of behaviour and take care to ensure that pupils understand what is right and wrong. Pupils know what behaviour is expected of them and all staff consistently apply the school's strategies. In their dealings with the children, staff emphasise the positive. They treat pupils with respect and listen to them carefully and note their ideas. For example, a suggestions box is placed in the school hall for pupils to contribute their ideas for developments. All pupils in Year 6 have regular duties, which help in the daily running of the school and promote their sense of citizenship. The organisation of pupils into small teams, each led by a Year 6 pupil, creates a very supportive and caring ethos within the school. Pupils are taught to have concern for those less fortunate than themselves and collect for a range of charities. The school has a clear moral code and pupils are regularly reminded about the way to behave to each other and why. Assemblies emphasise the importance of pupils taking responsibility through the telling of stories with strong moral and social messages. Pupils are effectively encouraged to see themselves as part of the school community and they carry out a range of duties enthusiastically and efficiently. There are excellent relationships within the school, with staff acting as powerful role models. Pupils' behaviour is very good and they work and play together well. In many lessons pupils work well in pairs and groups, developing a collaborative approach and sharing ideas. A programme of visits, including a residential visit for older pupils, and visitors coming to the school, also plays an important role in developing social skills.
30. Provision for cultural development is good. In religious education pupils learn about several world religions and their associated cultures. Musicians perform in school. Visits to museums and local places of interest in connection with topics add to the successful development of pupils' cultural awareness. In art and design, pupils are introduced to the work of famous artists, for example Van Gogh and Monet. There are opportunities to study life in different continents; for example, a project on China enabled the pupils to experience making and eating Chinese food and to learn about the clothes worn by Chinese people and the Chinese New Year. These studies enable them to develop a good understanding of both their own culture and the diversity of cultures within modern Britain and the wider world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school attends very well to the needs of the pupils in its care, ensuring that they behave well and are respectful of the needs of others. Appropriate steps are taken to protect children from harm and to ensure their health and safety. Parents speak highly of the care shown to their children.
32. The governors and staff pay close attention to maintaining a learning environment of good quality. For example, risks are carefully assessed within school and when there is occasion for pupils to attend a new venture, for example when the equestrian club visited a local stable. The designated person responsible for child protection is due for further training and is aware that once this is complete it will be used to refresh the knowledge and understanding of child protection issues throughout the school. The school has excellent methods to monitor attendance. The school contacts any parent

whose child is not in school by 9.30 in the morning and who has not sent a message; this has a positive impact on attendance. Pupils are taught to be aware of the danger of accidents by attending Crucial Crew where they learn about the dangers of fire, electricity, railways and other high-risk situations. Older pupils also participate in a scheme called Injury Minimisation Programme for Schools, which helps them to understand how to avoid and to respond to an accident situation.

33. The pupils are encouraged extremely well to be responsible for their own behaviour and that of others. This has an excellent effect on their personal development. A pervading atmosphere of mutual respect achieves this where pupils are seen as partners in their own learning. Older pupils take responsibility for younger pupils, including children in the reception year, in a team and these groups sit together in assembly and at lunchtimes. This system works very well and the care and attention given by the older pupils is appropriately rewarded by the younger ones in the easy trust that the younger ones show towards the older members of their team. Alongside this teamwork, staff use a range of other methods in the successful provision of an effective learning environment. Older pupils have worked together on their own class rules and have used a lesson on word processing and the selection of different letter types and sizes when writing up their views of what makes playtime a happy time for them. Staff use the frequent opportunities for discussion to talk about emotional issues and deal firmly and very supportively with any incidences of unkindness between pupils if these do arise. Above all, each pupil is known very well by staff and treated with respect and this in turn engenders respect in pupils for themselves, for the staff and for other pupils. It also ensures that no pupil feels excluded or different in this fully inclusive community. These systems work most effectively with staff who are full time in the school. These systems have yet to be formally established with visitors to the school and with all part-time and support staff and as a result, occasionally, the pupils' response is not always of the excellent standard that is achieved generally.
34. The caring attitude of the staff allows pupils to learn happily and with confidence. Pupils have socially mature attitudes in lessons as a result of the care provided. They help each other to learn, enjoying their work and learning effectively. In a Years 1 and 2 lesson, for example, the caring approach of the teacher engendered a positive feeling in the pupils who learnt with self-assurance, absorbed in developing their vocabulary and understanding about size, using beans and oranges. Children are carefully assessed to see what they understand and can do when they enter school and at important stages during their time in school. The staff have recently collated all this information so that each pupil's progress can be carefully tracked term by term and teachers will know whether the pupils are appropriately achieving the targets set for them and what action is needed if a pupil is falling back. This information is used well to plan lessons for different year groups within each class but on occasion it is not used well enough for planning more challenging work for some older pupils who could achieve even higher standards.
35. When compared to the position identified in the previous inspection, procedures for checking pupils' academic progress have improved. However, the tracking of individual pupils' progress has still some way to go to be effective. The school has started to use a full range of national and standardised tests to determine the progress made by pupils annually. Children are assessed on entry to the reception class, using the local education authority's accredited scheme. A range of suitable tests is used to check the progress made in reading and spelling. The school has recently started to use the optional national tests for Years 3, 4 and 5 and national tests are carried out for Years 2 and 6. They are beginning to use the results of these

tests to set targets for the future, but this is still at an early stage and its effect has yet to make a full impact on the progress made by pupils. From their knowledge of individual pupils, teachers set them personal targets for improvement, but this is not a general practice for all subjects. Targets set are often insufficiently challenging, particularly for higher attaining pupils, and there is no formal process for parents to be involved in discussing the progress made by their child. Assessment of pupils' academic work varies across subjects but is satisfactory overall, which is an improvement since the last inspection. Pupils' work is marked regularly but the quality of marking varies: some is helpful and indicates what pupils need to do to improve, some however is perfunctory and unhelpful. The accuracy of teachers' assessment compared to national test results has fluctuated in the past. This issue is successfully being addressed through the use of Individual Pupil Progress Books, which contain annotated examples of pupils' work and identifies levels linked to the National Curriculum.

36. Children with special educational needs are closely monitored and supported; individual education plans are clear, good use is made of support agencies, and both governors and parents are well informed. Pupils' special educational needs are identified at an early stage and teachers monitor the progress of pupils with special educational needs carefully; regularly checking the targets specified in the pupils' individual education plans. These are generally broken down into small, manageable steps to enable pupils to make good progress towards their targets. Staff are very aware of the needs of these pupils and provide sensitively for them, giving support and guidance both on their work and their behaviour. Arrangements to review their needs are regular and thorough, and meet legal requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents and carers have strong views that the school has helped their children to make good progress in all aspects of their learning. Parents also praise the school's approach to building positive behaviour through the use of the team system and they are very appreciative of the hard work, commitment and effectiveness of the acting headteacher. Parents were pleased with the school at the time of the last inspection, but seem even more positive, now, that the school is giving a high quality of education for their children.
38. The school has good arrangements for inducting children into the reception class and parents are fully informed about how their children are going to learn and about their subsequent achievements.
39. The annual progress reports sent to parents usually give appropriate information on what pupils can and cannot do and often, though not always, give pointers for further improvement. Pupils' targets are not included in the reports although this is communicated to parents through their child's homework book. There are no formal arrangements for parents to meet with teachers in order to review their child's progress and this is a gap in the school's otherwise very good arrangements to communicate with parents. A letter is sent with the annual report on pupils' progress to invite parents to review the report with their child's teacher but the school does not anticipate that all parents will avail themselves of this opportunity. The headteacher ensures that the opportunity is there for parents to review progress at any time and parents generally feel that the school is welcoming to them and that staff would be available if they had an issue to discuss. The school has satisfactory procedures to involve parents of pupils with special educational needs in the development and review of their needs and individual education plans.

40. The school strives hard to ensure that parents and carers make a good contribution to pupils' learning. This is done through the provision of appropriate homework and the use of the homework book in which parents are informed of pupils' termly learning targets, through informative weekly newsletters, and by notifying parents of the topics that are to be covered each term. Parents are encouraged to come into school and offer their particular expertise in all possible areas. The benefits to children and pupils range from having additional specialist ICT tuition and help in the swimming baths, to providing the opportunity for all of the older children to take part in the local Kwik Cricket league. This practice of encouraging parents and other members of the community to come into school in order to enrich the range of lessons offered to pupils was used to good advantage when a parent with specialist skills in music gave a lesson to pupils. This provided an excellent opportunity for pupils to experience the sounds made by a wide range of instruments. Because these instruments came from many different developing cultures, it gave pupils an insight into the way of life of countries which are very different from their own.
41. A very few parents show concern about the amount of homework given and the range of extra-curricular activities on offer. The inspection judged that a reasonable amount of homework was expected and that a good range of activities was on offer outside lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Leadership in the school is very good. This is an improvement since the last inspection despite the turmoil that the school has experienced over the building work and the absence of the substantive headteacher. The success is due to the steadfast approach taken by the governors who have made sure that the school maintained its good practice. In addition, the very good skills shown by the acting headteacher have been crucial. In a very short time, the school has been steered successfully through very difficult circumstances and some aspects have improved dramatically. Governors, parents and pupils have all acknowledged this level of success, currently enjoyed by the school. In a very short time new teachers have been appointed and teaching is considerably better than it was at the time of the last inspection. The building has been reorganised and learning is more successful, and pupils' behaviour and personal development are vastly improved. The acting headteacher has made sure that planning for lessons is coherently organised across the two classes and three teachers, and has begun the difficult task of establishing a comprehensive system to record pupils' attainment and set targets for improvements in their learning.
43. The governing body has played its part well. Governors are very well informed about issues, as they arise, by the headteacher and are, as individuals, committed, loyal and interested in helping to improve the school. They are well led by an experienced chair and this has a positive effect on the way the school is managed. They all know the school very well, its strengths and its weaknesses.
44. The acting headteacher, with the full support of the governing body, has added an extra sense of rigour to the way that the school is managed. Now, for example, the methods used to identify pupils with special educational needs are more robust and they receive well-written individual learning plans. The provision for pupils with special educational needs is managed and co-ordinated well and is part of a strong emphasis on including pupils fully in school life. The school uses external support agencies effectively and this contributes well to the good progress these pupils make

towards the targets set for them. This is a good example of the way in which teachers also make good use of training and development opportunities. The information gained at useful courses has helped to improve the support for pupils with special educational needs, for example. Moreover, a lot more discussion between the teachers takes place about ways of working and pupils' achievements. There was a time recently when this would not have been possible due to the building work. It was also an issue identified in the last report that weak teaching went unnoticed and strengths unidentified, but now this sort of work is advancing at a very good pace. There are sensible arrangements for the school to implement the national requirements for performance management and the acting headteacher and staff have developed many other formal and informal methods by which to share good practice and talk about areas for improvement, including the monitoring of each other's teaching.

45. The school has suffered from some major barriers to improvement, but has largely overcome them. In this school, two teachers have to manage every subject between them. There was a period when subjects were not so well managed because staff were preoccupied with the building renovations. Now, the very good leadership given by the acting headteacher has raised pupils' levels of achievement and had a positive influence on the way that subjects are managed. There is now no unsatisfactory management of subjects and some are managed well. There have been considerable changes in teaching staff in the last year. New staff have been well introduced to the school and as a consequence have been able to quickly play a full role in teaching and learning. The fact that this is a small school with limited resources has not prevented it from keeping fully abreast of current developments nationally. Staff and governors attend useful training sessions and various forms of collaboration with other local small schools ensure that resources, like equipment for physical education, are shared. This has a direct impact on pupils' learning such as in the case of Kwik Cricket at which the pupils performed very well.
46. The school is an inclusive establishment and this is recognised by parents of children who have transferred to Glasshouses partway through their education. They are immediately assimilated and soon become integral members of the school community. Any child with a significant difficulty in their learning is now quickly identified and plans are drawn up to tackle it. The needs of the talented and gifted pupils are also treated seriously. However, so much effort has been put into helping the highest attainers to make quicker progress to reach the levels that they should be achieving that not enough time has been spent on providing additional challenges for them to extend and enrich their curriculum. The school is aware that this is a feature for future developments.
47. The acting headteacher has only really assumed the full responsibility for the school since September 2001. Since then pupils' attainment has been completely monitored and the school is now in a position to set more demanding targets for the pupils. Before now the system for judging how much progress a pupil should be making was somewhat haphazard and contained many gaps. Now ambitious and well-researched targets have been set for 2002 and pupils are on course to achieve them. The acting headteacher has been greatly supported in the task by the temporary teacher in the juniors. The commitment shown by temporary and newly appointed staff is of a high order.
48. The school's improvement has been uneven since the last inspection, concerning many of the areas for development identified in the previous report. The bulk of the improvement, which has been very good, has taken place in the last few terms. Until

then the school was absorbed in surviving from day to day on a split site or reorganising after the massive rebuilding work. Standards in ICT are now satisfactory and computers are being used well across the curriculum. Lessons have improved in the way that they are taught and in the way that they are planned to provide a consistency throughout the school. Pupils' progress is more formally assessed and a useful record of attainment is now kept for all pupils. The enormous improvements to the school building and the successful implementation of the National Strategies for Literacy and Numeracy represent other aspects of positive improvement since the last inspection.

49. The school's development plan contains good detail about what the school needs to do. The acting headteacher keeps the governors closely involved in the plan's production and has linked its implementation well to the school's budget. This clear understanding of what the school is good at and what it needs to do to improve now includes the temporary class teacher in the juniors who manages all the curriculum co-ordination with the acting headteacher. The governors, acting headteacher and staff have tackled demands from the government and the local education authority by sensibly prioritising tasks relevant to their small school. In this way they show good skills of management. They are ably supported by the school's secretary who is very efficient and makes sure that the acting headteacher can spend the maximum amount of time on matters related to teaching and learning.
50. The provision for children of reception age is good and has improved greatly since the refurbishment of the accommodation. The good quality education provided now takes into account the curriculum recommendations for children of this age with the exception of outside play, which is the school of current school development.
51. The school's budget is well managed by the governors, the acting headteacher and the school's secretary. At the end of the financial year (2001) there was a large surplus, but this will be reduced to about £11,000 by the end of the current year. There are plans to spend this money on improving the outside play facilities for younger children. However, the governors are always wisely mindful of the fact that each child accounts for about £4000 and that one family moving away from the district would alter the balance considerably. The school always makes sure that money is spent wisely by always researching how to spend it and choosing the goods and services that represent the best value for the school. Computers are used well in the school office for administrative purposes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve standards further, the governors, headteacher and staff, with support from the local education authority, should:

Make more effective the current systems for assessing pupils' attainment and achievement by:

- refining the target-setting procedures;
- recording pupils' attainments more effectively; and
- involving children and their parents more formally in the process.

(Paragraphs: 2,20,35,39,47,71,74,81)

Ensure that the highest attainers make more appropriate progress in English and mathematics in particular by:

- providing sufficiently challenging work.

(Paragraphs: 4,7,35,46,71,73,81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	11	2	0	0	0
Percentage	5	36	50	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	42
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	2	2

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	*	*	*
	National	*	*	*

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	*	*	*
	National	*	*	*

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	4	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	*	*	*
	National	*	*	*

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	*	*	*
	National	*	*	*

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

- When there are fewer than 10 pupils in each group their number is omitted from the table.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	42
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	17
Average class size	21

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	19

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/1
	£
Total income	144,867
Total expenditure	142,725
Expenditure per pupil	3964
Balance brought forward from previous year	19,192
Balance carried forward to next year	21,334

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	42
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	63	32	0	0	5
Behaviour in the school is good.	45	50	0	0	5
My child gets the right amount of work to do at home.	60	30	10	0	0
The teaching is good.	75	20	0	0	5
I am kept well informed about how my child is getting on.	65	30	0	0	5
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	60	40	0	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	55	40	0	0	5
The school provides an interesting range of activities outside lessons.	17	50	22	0	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. When the school was last inspected in June 1997, the report judged that children met the expectations for their age in all areas of learning. These levels of achievement have been maintained, and even improved upon, in the respect of communications, language and literacy, mathematical development and personal, social and emotional development, in which the children perform at a higher level by the end of their reception year.
54. All children start school and attend full or part time in the September that follows their fourth birthdays. The younger children attend for only half a day until Christmas. They are taught in the infant class alongside pupils in Year 1 and Year 2. When they start school, the children's levels of attainment are about average for their ages. Many children have experienced some kind of pre-school education and this has given them a good start.

Personal, social and emotional development

55. Most children are reasonably confident when they start school, and they quickly settle into the daily routines. Teaching is most sensitive to the children's needs and this characterises the support they receive, which is consistently very good. The keynote to the children's development is the way in which teaching plans for them to mix with older pupils in the class, but also have time on their own to carry out educational play in the specially designed areas. At times, before January, there can be very few children, of reception age, attending full-time. This requires the children to mix socially with older pupils and helps them assume a level of confidence higher than expected for their age. They also relate very well to the adults around them. The successful teaching they receive allows them choices to encourage independence of thought. They are quickly assimilated into the school teams that are led by pupils from Year 6. This family-style teamwork across the school gives young children, in particular, a confidence and social bearing that enhances their progress enormously. The achievement of the large majority is good; they are on track to go beyond the standards set for children when they start in Year 1.

Communication, language and literacy

56. Work in this aspect of the children's learning pervades each lesson every day. It is very common for children to be learning well when working in pairs at a computer, working in a group with a classroom support assistant, or talking to each other while taking part in role-play in the home corner. Children have whole-class sessions with the older pupils and they achieve well under these circumstances. They are taught well and their learning prospers as a result. They have very good attitudes to their work that are developed by the excellent relations that exist in the class. Many children will exceed the goals, set nationally, in this area of learning.
57. The teaching methods that are used are most effective and demonstrate the importance the school places on speaking and listening as a means of communication in their own right and for eventual proficiency in reading and writing. Most children are able to speak out in front of the whole class. For example, one child said with complete confidence, "I think the bear was quite bad" when asked to state an opinion about the story entitled, 'The Bear Who Wouldn't Share'. On another

occasion a child said very sensibly, about a piece of computer graphics, "I didn't know you could get purple ladybirds". In both cases, it was the safe and comfortable relationships that have been created by the adults that gave children the confidence to speak out and air their thoughts.

58. The good teaching of reading and writing is based firmly on those methods advocated in the National Literacy Strategy. Teaching is well versed in such methods and children are making quick progress. Children's reading of single words and their ability to say the sounds that go to make up words is fostered well by the use of books with large print and appealing pictures and a scheme to focus their attention on particular sounds within words. All children understand that writing conveys its author's intention. The higher attaining children, in particular, enjoy finding out about speech bubbles as a convention. Most children can write their names and address an envelope to send to someone at home. Even the lowest attainers write strings of letters that stand for what they want to say. Children's enthusiasm for writing and reading is widespread. They pay very close attention to what adults are saying and enjoy the process of getting things down on paper.

Mathematical development

59. Children are learning very well in this aspect of their development and have very good attitudes to their work; their attainment is on course to go beyond expectations by the end of their reception year. The teaching is good and sometimes very good. It is making a strong impact on children's learning, particularly since teachers make learning fun; class lessons are linked well to children's stories like 'Goldilocks and The Three Bears', for example. Counting is a daily feature and almost all the children can count to ten and then back again with ease. Many children understand that numbers stand for groups of objects and can accurately count the number of butterflies that appear on the computer screen, for example. Most children can write numbers clearly and can spot the missing number in a sequence of numbers.
60. The way that children's learning is developed throughout the many well-planned activities is a strong feature of the provision in this area of learning. The teacher and the classroom support assistant use every opportunity to promote the use of mathematical language in a wide variety of contexts. Words to describe length, size and shape are well used in the construction of the scarecrows, for example and children remember them a long time afterwards. When children are making party food out of playdough, an adult is close by to pose questions that get the children to talk about how many of each item will be needed.

Knowledge and understanding of the world

61. The children enjoy learning about the world around them. Their achievements are satisfactory in this area of their development as a result of sound teaching. Most children are set to attain the expected level in their learning. Some higher attaining children already have a good idea about how electricity helps us and can talk confidently about lights and light switches. Most children talk well about past events like a family holiday, while painting a picture of their favourite moment, or speak with knowledge about the postal system that will deliver their letters to someone at home. Their learning is enhanced by the fact that most have already acquired a reservoir of knowledge to help them interpret information that they receive. For example, they need to know about caterpillars and ladybirds before they can use effectively the computer programs for mathematics. Furthermore, two children, while playing in the sand, decided to make a volcano and showed good knowledge about what it might

look like. Children have a good knowledge about computers because they are given a lot of time to practise. All children use the mouse effectively and several can print off their work with minimum assistance from an adult.

62. There are a few occasions when children are asked to work for longer at desk-bound tasks associated with reading and writing when more investigative work in one of the play areas would have been more relevant. This occasional lack of balance in the provision for reception-aged children tends to limit achievement. However, planning for lessons demonstrates that the educational value derived from the play areas is considered well, but the classroom has not had these facilities for long enough for their potential to have been exploited to the full.

Physical development

63. The children are likely to reach the goals set for the end of their year in reception, but not go beyond them because the school does not have any large apparatus outside that would help the children to develop fully. The school accepts this as a drawback in their provision and already has a plan to rectify the problem. Teaching is satisfactory on balance, but often good in the classroom because teachers work hard to provide experiences for children to develop physical skills. Teaching is able to provide plenty of opportunities for the children to develop good control over pencils, crayons, paintbrushes and other tools. Children can cut pieces of fabric well when making their scarecrows.
64. Children are able to use skipping ropes, bikes, scooters and stilts outside, to develop their muscles and sense of balance, but it is the school's hall that provides the best opportunities at the moment for children to develop on a large scale. Their physical development is occasionally very good, for example, in dance where their interpretation of the giant's steps from Oscar Wilde's story of 'The Selfish Giant' showed imagination and expert control. The teacher created such a marvellous atmosphere in the hall that children's physical development was enhanced because they were all engrossed in trying to produce the required movements.

Creative development

65. The quality of teaching in this area of learning is sound and the children are on course to achieve the targets set for their attainment by the end of the reception year. Children can use a range of equipment to paint, draw and make collages, for example. A lot of creative work is currently based on Stuart the hamster. Children have drawn him on the computer and made tactile pictures out of scrap material that simulate well the feel of his fur. They particularly enjoy making choices about the colours and textures to use. The quality of children's imaginative play is satisfactory and children's achievements are sound, but there is still room for improvement. Children become engrossed in their role-play, but it is sometimes seen as an activity to tackle when more formal work is completed rather than as an end in itself. This can limit the learning of children who need to develop greater skills in speaking and listening before they can succeed fully in reading and writing. Music is taught as an activity for the whole class, alongside Years 1 and 2. This works well for reception-aged children who show confidence and skill in tapping out rhythms, for example.
66. Children are taught by a full-time teacher, a part-time teacher and a classroom support assistant, who all work well together as a team. The quality of teaching is good on balance for all children, including those with special educational needs. It ensures that the children get off to a really good start in the school and achieve well in

this earliest stage of their education. The provision has many strengths. The school provides a broad and interesting curriculum and staff regularly and carefully assess children's efforts so that they know how to plan the next stages of the work. The accommodation has been vastly improved since the last inspection. The children now enjoy a relatively spacious room in which there is a range of areas for different activities. The use of the grassed area outside the classroom is still to be developed. Play areas within the classroom have not been in use for long enough for benefits to have been fully accrued. Parents are fully involved in their child's introduction to the school. The school provides useful information for parents to learn about the school's facilities.

ENGLISH

67. The achievement of eleven year olds in English was satisfactory at the time of the last inspection in 1997, but has been getting better lately. It has been above the national average, at least, since 1999. The school accepts that this situation could change drastically if one or two pupils did not reach the nationally expected level in any one year, but since the overall emphasis on reading and writing has always been high it is expected that standards will remain fairly constant. Pupils with special educational needs are also very well supported in their reading and writing and this has an added positive effect on pupils' achievements. This also applies to the few pupils for whom English is an additional language. They make rapid progress in classes where a lot of time is devoted to productive speaking and listening. The achievement of seven year olds follows a similar pattern, with slight variations due to the individual strengths of particular pupils. The findings of this inspection are that pupils' achievements continue to be higher than the national average and that the school is on course to meet its challenging targets for English in 2002.
68. Pupils' ability to speak with clarity and enthusiasm and listen thoughtfully to their teachers and friends is very good. They plainly enjoy communicating with each other, showing very good attitudes and behaving impeccably. The junior class, which contains pupils in Year 3 to Year 6, is divided into two for the teaching of literacy. This method is very successful at providing opportunities for pupils to air their thoughts, in a smaller sized group. For example, pupils in Years 5 and 6 spoke very well about concrete poetry. They discussed why it was effective, what they liked about it and how it might be read to best effect. One poem about trains written in the shape of railway tracks could be read in several ways and higher attaining pupils, in particular, argued well about the way they preferred. This was very successful partly due to the small size of the group. In Years 1 and 2 pupils are well prepared for this kind of sophisticated debate later on. They are drawn into successful discussion by very good teaching that is skilled at asking questions at different levels to suit the pupils' ages and stages of achievement. Discussion about 'The Bear Who Wouldn't Share', for example, promoted deep thought about why it is good to share and about selfish behaviour in general. Successful comparisons were made with the story of 'The Selfish Giant'.
69. Reading is given a very high profile throughout the school and this has a positive effect on pupils' achievements. Reading is taught well by the use of a variety of well-tried methods, including the approach that focuses on the sounding out of parts within words. Older juniors, in particular, enjoy reading. They talk with enthusiasm about their choice of books and higher and average attainers read well with good understanding. Pupils who have difficulty in learning to read have additional support regularly, designed to help them catch up, particularly in their ability to recognise the correct sounds in words. They make good progress in this group that is very effectively led by a classroom support assistant and this is because of the effective

lesson planning and effective management of this additional activity.

70. Some effective devices are used in literacy lessons to accelerate pupils' development in reading. For example, in a Years 3 and 4 lesson, pupils were able to enjoy reading each other's poems about bonfire night because they were displayed on the overhead projector. This simple method added real meaning and interest to the task of discussing text and suggesting improvements that could be made. The very good teaching helped the pupils make useful links between reading and writing. Pupils use the school library system confidently and are able to find the books they need for their work in other subjects. In this way literacy skills are well used across the curriculum. The school has a large number of books that are fairly well stored but which are in need of pruning to get rid of out-of-date material. The school also acknowledges that it needs to rearrange the reference books in the school hall to provide pupils with better access and to make the reading of books a more comfortable experience.
71. Pupils, particularly those in the juniors, have not made quite so quick progress in their writing when compared to their achievements in reading. This facet of literacy is being tackled well and the 2001 results for writing in Year 2 showed an above average level of success. Previously, teaching did not expect pupils to progress at a fast enough rate. Higher attainers, for example, were only expected to make average achievements at the most. This meant that by the time they reached Year 6 they were not prepared to tackle more challenging work and their eventual attainment did not reflect their true capabilities. Despite the apparent success in national test results, more pupils could have reached the higher levels. The acting headteacher and current class teacher in the juniors have addressed this issue and all pupils are making much better progress. The higher attainers are on course to attain above the national average, but some could even have gone beyond that if their progress had not been limited in the past. There are two clear reasons for this lack of progress. The methods of assessment, keeping a check on pupils' attainment and using this information to set challenging goals for the future, were weak and have only just been formalised. Moreover, the disruption caused by the building work and its effect on pupils' behaviour caused some pupils' achievements to tail off.
72. By the time pupils are in Year 6 they are capable of some good writing that is coloured strongly by the very good discussions that have taken place beforehand. In a rap written especially for the harvest festival, one pupil wrote in a confident and apt fashion: "Jesus was a leader, a groovy guy, teaching and preaching from way up high". This crisp use of language in the chosen form was continued in a piece that showed a very good grasp of composition for a specific purpose. The same class, when thinking together about personification in poetry composed: "The sun lullabies the stars and rocks them to sleep", before going on to write their own pieces showing some equally exciting ideas. Pupils across the school use writing to communicate ideas well, in history and geography for example. In Year 2 pupils write very clearly about how the Victorians enjoyed the seaside and, in geography, what they know about their own local area. The biggest weakness in pupils' writing is related to their presentation and to some extent their spelling. These are the results of weaker levels of achievement in the past. On the occasions when older pupils are given a pen rather than a pencil to write with, their presentation is dramatically better.
73. The teaching of English is never less than good and occasionally it is very good. The strength of the teaching is the way in which pupils are expected to discuss their work before they write. Teachers promote this by good demonstration and well-pitched questions. Good teaching throughout the school is having a positive effect on raising pupils' achievements. They have now made up for the lost time during the hiatus

caused by the renovations. Teachers' planning, which has improved very well since the last inspection, and their good implementation of the National Strategy for Literacy, all inspire pupils to have very good attitudes and occasionally show excellent levels of personal development in their appreciation of books and persistence with pieces of writing. Occasionally, the methods advocated in the National Strategy for Literacy are used too rigidly and this limits the time that highest attainers need to produce well-presented and polished pieces of writing.

74. The subject is well organised by the acting headteacher and the class teacher in the juniors. Standards have improved on balance and a system of checking pupils' attainments and setting targets for further improvements is in place. The school understands that this needs to be developed further to include much more detail on reading and writing as opposed to English results in general. ICT is used well to supplement the work in English. Pupils often use the computer for word processing, but they do not write straight onto the screen often enough.

MATHEMATICS

75. Standards of attainment fluctuate year on year. In 2001 less than half of the Year 6 pupils who took the national tests attained the expected levels. These results were well below those of most other schools and very low compared to similar schools. They show a marked dip from the standards attained in 2000, reflecting the changing nature and small size of the cohort of pupils. In the 2001 tests the results of Year 2 pupils were above the national average and above those of similar schools, all pupils attaining the expected level. The work seen during the inspection indicated that Year 6 pupils' attainment is now much better. Pupils' knowledge and understanding of number improve significantly as they move through the school and by the end of Year 6 pupils are able to apply their knowledge effectively to a range of practical situations. The present cohort of pupils is on course to attain good standards. This reflects the good quality teaching and is an improvement since the last inspection. Pupils build on the good start they get in the reception and continue to widen their understanding of mathematics year on year. By the end of Year 6 they have a good understanding of mathematical language and carry out basic calculations with confidence. Pupils with special educational needs are well catered for, make good progress and achieve appropriate levels of attainment.
76. By the end of Year 2, pupils have good skills in number. They confidently count on and backwards in odd and even numbers, tens and fives. They add and take away numbers up to ten and can use this to solve number problems. Most pupils double and halve single numbers and multiples of ten and are beginning to use this to work out other sums, and more able pupils can solve problems involving simple multiplication and division. The lively and challenging teaching of the infant class develops and sustains pupils' enthusiasm and eagerness. The teacher targets activities for the different year groups in the class and ensures that work is well matched to their abilities. The older Year 2 pupils show good skills in addition and subtraction when creating chains of numbers using multiples of ten. The teacher makes good use of simple, effective resources such as arrow cards to show pupils what each digit in a two-digit number represents and the skilful use of questioning develops their understanding successfully. Pupils' have a good understanding of a wide range of mathematical topics including money, time and the properties of a range of two-dimensional shapes. They apply this knowledge successfully to practical problems with enthusiasm, reflecting their enjoyment of the subject and the lively and brisk teaching.

77. By the age of eleven almost all pupils have good number skills, which they apply to mental activities enthusiastically, responding rapidly to questions. They are well taught and given plenty of opportunity to use what they know to solve problems. They know the multiplication tables and the average and higher attainers confidently carry out calculations involving three and four-digit numbers. Pupils apply their good knowledge of fractions, decimals and percentages to real-life situations. The older pupils explore aspects of data handling and the higher attainers occasionally use computers to draw graphs and charts representing information. They also learn about probability and begin to investigate the ideas of chance and become familiar with the vocabulary used to describe the range of probability. Years 5 and 6 pupils showed a good understanding of the properties of a range of three-dimensional shapes in a lesson in which they successfully created nets of the shapes in order to make models. The teacher's knowledge of her pupils enabled her to continually challenge their thinking through the use of appropriately searching questions. This resulted in pupils examining their work closely and evaluating it in order to improve the quality and accuracy of their models. The work with eight and nine year olds was also challenging and of a good standard. They successfully identified number patterns of multiples, following a sharp brisk introduction that used good questions to extend pupils' thinking. The use of simple number squares by each pupil meant that they were all fully engaged in the session. Homework is used effectively to supplement lessons. By the time pupils leave the school they are numerate and well equipped to benefit from the next stage of their education.
78. Throughout the school, pupils learn about the full range of mathematics; the curriculum is well balanced and includes all aspects of the subject. Teachers have a secure understanding of the National Numeracy Strategy and are making effective use of the range of strategies and approaches in order to enhance the quality of teaching and learning. The clear structure of the three-part lesson is used effectively to focus pupils' attention on the important mathematical ideas. Pupils respond well to this and bring very positive attitudes to their work and generally make good progress in mathematics. Teachers clearly identify what is to be learnt in the lesson in their planning and make this clear to pupils and refer to these objectives at the end of the lesson in order to review what has been learned. Children's progress in mathematics is monitored through regular assessments and annual tests, but the quality of the marking is variable. Too often marking does not clearly indicate what pupils need to do to improve and in that sense it is not especially helpful.
79. Pupils make satisfactory use of their mathematical skills in other subjects, particularly in geography and science. In geography, for example they use their knowledge of co-ordinates to support the use of maps when studying the local area and comparing it to other locations. In science they accurately use a range of measures in order to successfully complete their experiments. ICT is used well to support pupils' learning. Pupils collate data and compile a range of types of graphs in their mathematics lessons and in other subjects.
80. The quality of teaching of mathematics throughout the school is good and makes a significant contribution to the standards achieved and to the quality of learning. Some very good teaching in the infant class challenged pupils with the well-planned activities, which catered for the range of ages and levels of attainment. The teaching was lively and made good use of the support available in order to ensure younger pupils had the appropriate range of learning opportunities. The manner in which the teacher developed the confidence and self-esteem of pupils was a particular strength and, linked to her high expectations, resulted in very effective learning for all pupils. Teaching in the Years 3 and 4 class is also stimulating and very effective. In a lesson

on number patterns the teacher made good use of the overhead projector to demonstrate examples and prepared different activities for each age group. The preparation of resources and support for pupils throughout the lesson resulted in effective learning and pupils' progress was good. Teaching of Years 5 and 6 is similarly stimulating. The teacher has a good knowledge of the subject and effectively develops pupils' learning by getting them to reflect on the activity and evaluate their work to see how it might be improved. A strength of teaching throughout the school is the care given to planning lessons to cater for the different age groups in classes and the lively manner in which they are delivered. Teachers cope well with the wide range of ages in their classes although tasks set for the more able pupils within age groups are not always appropriately challenging. Good teaching is now making up for any gaps in pupils' knowledge that might have occurred because of the turmoil caused by the building work.

81. The co-ordination of mathematics is satisfactory but the monitoring of pupils' performance in the subject is not well developed. Systems for tracking pupils' progress are at an early stage and result in targets for pupils which are not sufficiently challenging, for the highest attainers in particular. Although children's progress in mathematics is monitored through regular assessments and annual tests, the data that is gathered has not been effectively compiled into a database, to support the tracking of pupils' progress and the taking of appropriate action as necessary.

SCIENCE

82. Results in science over the last four years have fluctuated from year to year but the overall trend has shown slight improvement. In the 2001 national tests, all pupils in Year 6 attained the expected level but attainment at the higher level was lower than average. On the basis of teacher assessment all pupils in Year 2 also attained the expected level. The work seen during the inspection indicated that standards throughout the school are good and that pupils in Year 2 and Year 6 are on course to achieve the standard expected nationally, and a number will do better. This maintains the position at the previous inspection. The level of pupils' attainment on entry to Year 1 is quite wide but overall is around average, and pupils make steady progress throughout the school as a result of lively, well-planned teaching. Those pupils with special educational needs make good progress. In general, pupils' achievement is satisfactory, but more should be expected, particularly of the higher attaining pupils, some being capable of very high standards.
83. Most seven year olds have good scientific knowledge and learn about a satisfactory range of topics. In a lesson with Years 1 and 2 pupils, they successfully described the different senses and explored the sense of touch by feeling and describing items in a 'feely box'. The teacher drew attention to the correct scientific vocabulary and pupils knew that materials can be hard or soft, rough or smooth and that some absorb water more than others. The activity was well organised by the teacher and gave an opportunity for pupils to learn how to carry out an experiment. Higher attaining pupils succeed well in these lessons, but generally this aspect of science requires further development. Pupils understand that some objects use mains electricity whilst others use a battery. They learn about living things through the study of the class hamster and learn about its living conditions. For example, they are aware that two hamsters together may fight and that the life span of a hamster is relatively short. Work in science is supported by the use of ICT; for example, good use is made of the computer to produce graphic pictures of the hamster.

84. By the age of eleven, pupils have a good understanding of the need to make tests fair and they realise the importance of only changing one variable in order to ensure that is the case. Their recording of experiments is well organised and work is neatly presented. They learn about the human body and the circulatory system and carry out an experiment to determine that exercise has an effect on pulse rates. The higher attaining pupils, in particular, have a good knowledge of the phases of the moon and the effects of the earth's movement around the sun. They know this results in our day and night and the seasons of the year and the effect the position of the earth has on climate. Their knowledge is reinforced by experiments on the effects of weather around the school. Years 5 and 6 pupils understand that micro-organisms cause the mould we see on our food. This knowledge was further developed by information they learned in an assembly when the local vicar talked about food and showed the mould on a pizza.
85. The pupils enjoy the subject and are enthusiastic when describing their work. This is particularly so when they describe an Easter competition when they designed and made a form of transport to carry an egg. The links between science and design and technology are fully exploited to develop pupils' understanding when they learn about forces and friction and use this knowledge in their designs. Pupils generally make satisfactory use of skills and knowledge in other subjects when working in science. For example, they use their mathematical knowledge to show their findings in tables and graphs and make effective use of the computer to tabulate these results and draw different types of charts and graphs. Some use of CD-ROMs is made to research information and the school has recently been linked to the Internet and pupils are starting to make use of this facility.
86. The quality of teaching throughout the school is generally good and some is very good. This is an improvement from the last inspection and is the result of the use of national guidelines as a basic scheme of work and some changes in staff. Teachers' subject knowledge is good and explanations are lively and interesting. For example, in a lesson with Years 5 and 6 pupils, the teacher made a very clear demonstration of the 28-day cycle of the moon, leading to a series of probing questions from pupils who were fascinated by the topic. The effective use of resources to aid their explanations is a feature of the teaching. Good use is made of videos, photographs and artefacts to enliven explanations and develop the interest of pupils. Teachers plan their lessons well with specific learning objectives, which they make known to pupils at the start of lessons. Lessons are well organised and learning is developed by discussion at the end of the session when the work is reviewed and progress towards the learning objectives examined. Teachers make good use of homework and incorporate it into class lessons well. For example, the lesson on the phases of the moon benefited from the discussion about pupils' homework in which they had been observing the moon over a number of nights. Teachers generally mark pupils' work conscientiously but make insufficient use of constructive, challenging comments to develop learning. The attitudes of pupils to science are positive. They work hard, stay on task and maintain a good level of concentration. They are eager to answer questions and show enjoyment in their work, especially practical activities. Relationships in classrooms are good and pupils work well together.

ART AND DESIGN

87. The satisfactory standards in art and design are not as good as they were at the time of the last inspection. They were good in 1997, and that was before the hiatus caused by the building work during which time pupils lost momentum in the way that their skills were being developed. Unlike design and technology and physical

education where specialist provision has been sought to bolster pupils' achievements, art and design has yet to be prioritised. Teachers have implemented the national guidance and developed useful plans to teach the work required, but these initiatives have not yet had long enough to bear much fruit. Consequently, teaching is satisfactory throughout the school and pupils learn well enough. They achieve satisfactorily and have a lively approach to all that they do, but their progress was thwarted by the renovation work and achievement did become unsatisfactory for a while. Pupils are making gains now, but are behind in their work in some aspects like the application of paint using a wide range of tools. The pupils' attitudes and behaviour are good in the infant class and very good in the juniors.

88. There are patches of achievement that are beyond that expected for the pupils' age. For example, in Years 3 and 4 pupils have created artefacts that comprise digital photographs arranged in a dreamlike sequence. They have used objects like feathers and a cellophane shroud to give the impression of a hazy image. These are strong images that create a powerful impact on the observer, but they all quite similar and do not appear to have been the subject of much preparatory investigation and planning by the pupils. Their sketchbooks show that they were not used enough to try out ideas and find individual solutions to the challenge.
89. Sketchbooks are used well for pencil and charcoal sketching. There are some good results from this kind of experimentation, but little beyond that. Pupils in Years 5 and 6 have produced some bold charcoal sketches on black paper using white chalk to provide highlights. However, their capacity to use paint is below that expected for their age. When asked to choose contrasting colours and paint their initials to provide a visually striking image, the higher attainers have good knowledge about colours and talk coherently about their plans, but most pupils lack the skills and finesse to produce a well-finished piece of work.
90. There is a similar pattern of attainment, teaching and learning in the infant class. By the time pupils are in Year 2, they can produce bold self-portraits using more than two colours. Higher attaining pupils actually place their portrait in a landscape reminiscent of the style used in early 16th century portraiture. Seven year olds' work depicting Stuart the hamster shows how they can use ICT to produce effective images, create pencil sketches and use collage materials to suggest texture in a satisfactory way. Most pupils, but particularly the higher attainers, are good at talking about their work and saying what they like about it and what processes they used.
91. The subject is satisfactorily managed, but little work is retained for assessment or demonstration purposes. Consequently, pupils and teachers do not have past work to which to refer when discussing what standards are reached and how work could be improved.

DESIGN AND TECHNOLOGY

92. The satisfactory standards by the end of Year 2 and the above average standards by the end of Year 6 represent an improvement since the last inspection. The improvement in standards and pupils' achievements, by the age of eleven, have been brought about by the links that the school has developed with a local high school that has been judged by OFSTED as having excellent credentials in design and technology.
93. The good teaching that exists in the junior class today has been modelled well on the high quality teaching pupils received as a result of the high school links. This project

involved designing and making a computer-controlled buggy out of square-sectioned wood, card and electronic components. The real strength of this work was the lasting impression it left with pupils about the design process. They learnt to collect ideas for their proposed model, decide what to make, draw detailed plans to help them and incorporate computer-controlled mechanisms into their model. The attitudes that they showed towards their work and the dedication to accuracy were very good. As a result they achieved well and reached high standards. The higher attaining pupils, in particular, gained a great deal from this work. They were challenged by the demands made upon them to think clearly about how they were going to tackle each of the stages in the design process and how they were going to use the computers to drive their models. Equally, pupils with special educational needs achieved well and benefited greatly in terms of increased self-esteem. They were not unduly held back by difficulties in reading and writing and could apply their thinking skills in the same way as the rest of the class. This care and dedication to high standards has been transferred successfully to the current work. It involves an analysis of food packaging and the making of three-dimensional models using the knowledge about shapes gained from dissecting the food boxes and working out how they are constructed.

94. The sound standards achieved by the end of Year 2 result from the well-conceived activities undertaken and the good discussion generated by the teaching that helps pupils think closely about their models and the process by which they were made. The scarecrow figures made in the infant class illustrate successfully these sound standards. Pupils talked a great deal with their teacher about what they were going to make and how they would do it. This motivated them well and caused attitudes and behaviour to be very good. Some higher attaining pupils showed good skills of independence in the way that they cut up the wood, attached the heads and clothes carefully and sewed buttons on. Generally pupils used the straws, wood and textiles satisfactorily to make their scarecrows and could talk clearly about what they had done and any problems that they faced.
95. The good management of the subject is demonstrated by the use of expert tuition from another school, the well-organised materials available for teaching and the good use of the national guidance for the curriculum.

GEOGRAPHY

96. The standards reached in geography in the last inspection have been maintained and continue to be average compared with those expected nationally. Pupils, including those having special educational needs, make steady progress and achieve satisfactorily.
97. By the age of seven, pupils can talk confidently about the weather. They know that the earth circulates the sun and that this is the reason we get different seasons and variations in climate. Some are aware that the earth rotates every 24 hours giving night and day. Pupils are given some good opportunities to begin to learn about geography through looking at their own environment and through stories used to stimulate discussion about geographical features. They can identify local places on aerial photographs and simple maps and have a satisfactory knowledge of the local area. Pupils are keen to talk about and describe local features when relating them to a journey they have made, such as types of houses and amenities. They know about key people in the local community and are able to draw on first hand experiences of school and other visits.
98. By the age of eleven, pupils have an appropriate range of geographical skills and many can use keys and grid references and interpret important features from maps

that have different scales. They use a range of Ordnance Survey maps effectively and link this to the use of aerial photographs to compare their own rural area to an urban area and describe clearly the physical and human features that they note. In their discussions they use an appropriate range of geographical vocabulary and language and show that they recognise the importance of location and understand how settlements differ and change. Pupils have carried out a range of geographical work including traffic surveys within their locality. Many can identify and name an appropriate range of different countries and capitals on a world map. They can describe the water cycle and relate this to their knowledge of the stages of a river. Year 6 pupils understand the process that creates meanders and ox-bow lakes, using the terms such as erosion and deposition with confidence.

99. Not enough teaching was seen to make a reliable judgement about the overall quality of teaching. However, teachers' planning, assessments and reports, linked to discussions with pupils about their work, indicate that appropriate opportunities are provided for pupils and the requirements of the National Curriculum are met. In the one lesson that was observed during the inspection the quality of teaching was very good. The activities were suitably adapted for the two age ranges and appropriately challenging. The teacher was knowledgeable and made very effective use of Ordnance Survey maps and aerial photographs to develop pupils' understanding of land use. Teachers' planning indicates that good attention is given to the needs of the different age groups in their classes, including pupils with special educational needs.
100. Pupils have very positive attitudes to geography, enjoy the work and participate in activities enthusiastically. In discussions with pupils they displayed an enthusiasm for the subject and talked about their work with confidence. The work in pupils' books shows that good attention is given to the quality of presentation and good use is made of the locality to bring the subject to life for pupils.

HISTORY

101. Standards in history have been maintained since the last inspection and both seven and eleven year olds are achieving standards that are in line with those expected nationally. Standards and pupils' achievements did drop during the hiatus caused by the building work, but now good teaching has brought standards and achievement back to a satisfactory level.
102. By the age of seven, pupils have an understanding of how people lived in previous times. They learn about significant people such as Florence Nightingale, Louis Braille, and events such as the Gunpowder Plot. For instance they learn about the life of Florence Nightingale and understand that things such as medicines and hospitals have changed. They learn how to sequence events and gain a sound understanding of then and now through the study of holidays in Victorian times compared to today. In a successful lesson with Years 1 and 2 pupils, the effective use of photographs enabled the pupils to notice differences in clothes, housing and forms of transport. The teacher drew attention to the use of historical vocabulary in the lively discussion that resulted from the activity. Good use is made of the school building and the locality to make history real to the pupils and as a result they enjoy the subject and make sustained progress.
103. By the age of eleven, the pupils' knowledge and understanding of the subject are sound. Pupils learn about life in Tudor and Stuart times as well as concentrating on the history of England in Victorian Times. They speak very enthusiastically about their work on the Tudors and Stuarts and are aware of the kings and queens who reigned during these times. They know that Henry VII had become king after the Wars of the

Roses and that James was the king of Scotland before he also became king of England. By the end of Year 6, pupils have a good awareness of life in Victorian times. They know that Robert Peel founded the police and that Dr Barnardo opened children's homes for poor orphans, and are aware of the conditions experienced by children in those times. Pupils have a satisfactory knowledge about the period and know the key events and characters, and some of them clearly have been fired with a thirst to find out about the past. They have an awareness of the history of the area through their local study of Nidderdale and develop skills in researching information using books, CD-ROMs, videos and the Internet. Pupils enjoyed studying the history of Britain from 1939 and the teacher successfully added to this information about World War I in a lesson on Remembrance Day. Pupils responded enthusiastically to the teacher's effective use of a video about the selling of poppies and demonstrated a clear awareness of why we should commemorate those who had died in wars. Year 6 pupils made effective use of secondary sources to find out about the conditions during World War I and produce a structured account. Higher attaining pupils were particularly adept at finding out information to use in their work.

104. There has been a notable improvement in the quality of teaching since the last inspection and it is now good. Teachers plan their lessons carefully to successfully meet the needs of the wide range of age groups in their classes. The class management skills of teachers are a strength of the teaching and effectively overcome the difficulties presented by classes covering such wide age ranges. Teachers have secure subject knowledge and their explanations are made in a lively clear way and as a result pupils enjoy the subject, and are enthusiastic and highly motivated. Appropriate attention is given to placing events in the correct sequence by the use of simple reference charts. Teachers develop pupils' correct use of historical vocabulary effectively both in written work and orally. A key to the success of the teaching is the good use of the local area and artefacts that are used to bring the subject alive. For example, good use was made of the renovation work on the school building to draw attention to features of design when comparing buildings in Victorian times to today.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

105. The standards attained by Year 2 pupils and Year 6 pupils are similar to those expected for their age. This shows some improvement from the last inspection; the standards of Year 2 pupils have been maintained but the standards of pupils in Year 6 have improved. Key factors in this improvement have been an increase in the number of computers in classrooms and better software, linked to development of the skills and confidence of teachers. The improved provision has enabled pupils to spend more time working on computers individually or in pairs. This is resulting in them becoming more confident and skilled in using the computer and aware of its potential to support learning in other subjects. Teachers give appropriate attention to pupils' acquisition of basic skills and throughout the school all pupils now make steady progress and achieve satisfactorily, including those with special educational needs and those for whom English is an additional language. The full benefit of the improvements the school has made since the last inspection will take some time to be fully realised but progress has been good and standards in the subject are being raised successfully.
106. By Year 2, pupils know the names of parts of the computer and successfully access a word processor and type in different fonts when writing their stories about Stone Soup. Many can alter the size and type of font by using the tool bar effectively. Most can save and print their stories and alter text by using the delete and backspace bar.

They have satisfactory control of the mouse but average and lower attainers have a limited awareness of the location of letters on the keyboard and as a result their typing is quite slow. Those pupils that have a computer at home have better skills and are much quicker typists. Pupils understand how to use a programmable robotic device to follow a series of instructions in order to reach a given destination. Most pupils are able to collate simple data in tabular and graphical forms using a computer. Pupils understand that information can be gathered from CD-ROMs and the Internet.

107. By Year 6 pupils are knowledgeable about ICT and its uses in the modern world. Most pupils are able to call up programs, save their work in their own file, retrieve files and print the work they have done. Word-processing skills are well developed and pupils effectively type in their text and edit work by deleting, merging and moving text. Years 3 and 4 pupils quickly learn to use the spell check and skillfully access a range of menus. Older pupils align and justify their text and incorporate pictures from another program. Years 5 and 6 pupils, particularly the higher attainers, design web pages using a multi-media program and have a good understanding of the way in which text, pictures and film clips can be combined to make an impact. They use CD-ROMs confidently to access information in subjects such as history, and know and understand that the Internet is a valuable aid to communication, entertainment and commerce. They enjoy carrying out simple investigations and most Years 5 and 6 pupils can enter data to a spreadsheet, develop formulae and draw graphs to show their information. The digital camera is used effectively to support work in other subjects and record major events in the life of the school, such as the recent renovations to the building. Most pupils can instruct a device to follow directions and create shapes and have a good understanding of how to create routines in order to rotate their shapes and create intricate designs.
108. The quality of teaching is good. The way teachers make the objectives of lessons clear to pupils is a strength that enables pupils to develop their skills and understanding confidently. Teachers plan their lessons well to ensure that pupils make regular use of ICT and have a satisfactory level of subject knowledge which enables them to demonstrate techniques well. A particular strength of the teaching is the way in which computers are used in other subjects. For example, pupils in Years 1 and 2 learn about the life cycle of a hamster in science and use a computer to create pictures of a hamster. In a literacy lesson in Year 3 and Year 4 the pupils' spelling and correct use of grammar were developed by the use of the spell check facility on the computer. The teacher confidently demonstrated the use of the spell check and drew attention to examples. The teacher had secure subject knowledge in relation to computers and very good understanding of the requirements of the National Literacy Strategy. A number of pupils have computers at home and have well developed skills, which provide good models for other pupils. In a lesson involving Years 5 and 6 pupils the teaching made effective use of the high level skills of a pupil to demonstrate the creation of multi-media presentations. The teacher subsequently supported pupils well when they worked on their own presentation and showed a good understanding of the program being used. The confident manner in which teaching responded to pupils' questions and used challenging comments, successfully developed pupils' learning. Pupils enjoy the subject and respond well to the enthusiasm and confidence shown by their teachers and work productively in lessons. This is also due to the good relationships that teachers establish with them. Pupils are very eager to work on computers and to use other ICT devices. They work well together when sharing equipment and support each other's skill development.
109. The subject is well managed. Resources have been improved, a system of recording pupils' progress has been developed and the skills of the teaching staff improved.

The setting up of a computer session for local residents has created links with the community.

MUSIC

110. The high standards at the end of Year 6 are due to good teaching in lessons and also a culture of musical appreciation and singing for pleasure that pervades the whole school. The enthusiasm for music has a direct effect on pupils' attitudes and behaviour, which is most positive, particularly among the older pupils.
111. It is the wise management of the subject that causes standards to be high by the time pupils reach the end of the school. They were high at the time of the last inspection and this level of quality has been successfully maintained. The school has purchased the specialist skills of a teacher who works in several small schools in the area. This, coupled with the strong benefit gained by the services of a volunteer helper, who trains the pupils in singing for assembly and productions, has a positive influence on standards, learning and pupils' attitudes.
112. The success of the provision is evident at events like the harvest festival. All pupils sang the hymns with gusto and a sweet sound. Several pupils also had the confidence to play their violins well in front of the congregation. This example, that demonstrates what a very good contribution music makes to pupils' spiritual, social and cultural development, can be seen in daily acts of collective worship as well. The music monitor chooses a CD for general appreciation and all pupils listen intently to this choice, talking about their favourite pieces informally afterwards.
113. In lessons, this underlying interest and excitement about music is capitalised on and developed. Teaching is at least satisfactory throughout the school, but has more of an effect in the junior class, where it is good, because the four year groups are split in two for teaching purposes. Years 5 and 6 are taught together, for example. This is more effective than teaching children of reception age together with pupils from Years 1 and 2. While Year 2 pupils reach satisfactory standards, under these circumstances, they could do better if the lessons were more narrowly focused on their needs. The good teaching in Years 5 and 6 causes learning to be good and achievement to be high. Achievement is satisfactory in the infant class.
114. Higher attaining pupils, in particular, are very actively involved in lessons. In Years 5 and 6, for example, they enjoyed recording their singing, polishing it up ready for a further recording and talking about how successful they had been. The whole class, including those with special educational needs, performed well when singing rounds, showing an ability to maintain the rhythm and keep the pitch. Pupils are not quite so well involved in the lessons for the infant class. They are all keen but minor distractions caused by the wide age range and the attention span of some children take the edge off pupils' achievements. All pupils love the rhythm work associated with the stuffed toys with names that remind them of musical features such as Sheila the silent sheep. Year 2 pupils achieve satisfactorily in this work but lack the additional opportunities to discuss what they have done and plan to improve their performances, a feature of learning that is possible higher up the school.
115. Lessons are well resourced with musical instruments and recorded music to appreciate, and this has a positive effect on pupils' achievements. Furthermore, pupils enjoy and learn well from visitors to the school, for example, when an instrument maker came to school and showed them a very wide range of instruments from around the world. This had a positive effect on pupils' cultural development.

PHYSICAL EDUCATION

116. At the time of the last inspection the provision of a good programme of activities was severely hampered by the accommodation. This caused teaching, for example, in the class for four to seven year olds to be unsatisfactory. The school hall was used as a classroom and the organisation needed to make it into a proper space for gymnastics was great. The situation has been improved enormously. The pupils now enjoy the use of a school hall, equipped for games and gymnastics, an outside yard, a grassed area nearby and a weekly session at the local swimming baths.
117. Consequently, teaching is good throughout the school, on balance; pupils learn well and standards are at least appropriate with pupils achieving soundly. The good teaching has now brought the pupils' attainment and achievements up to a satisfactory level from the low levels in 1997. Pupils have very positive attitudes in lessons and, at their best, lessons provide a spiritual dimension that widens physical achievement to include emotional development of a very high order. This was demonstrated very well in a dance lesson for the infant class. Pupils were practising the basic gymnastic movements associated with moving in different directions, stretching by using big, heavy steps and contrasting this with small light steps making barely a sound. These basic movements were incorporated very well into an imaginative story based on the story of the Selfish Giant, which the pupils listened to in assembly. This lesson was so successful because the teaching was able to transport the pupils into the giant's world, get them to think deeply about their movements and provide a level of real emotional satisfaction of a job well done. By Year 2 pupils' skills in games and gymnastics are as expected for their age. They can use balls and bean bags to demonstrate sound achievement in throwing, catching and control. It is in their imaginative use of these skills that they exceed expectations.
118. By the end of Year 6, pupils have maintained these satisfactory levels. The result of the good teaching lies in the use of the improved facilities and the increased enthusiasm, which can now be generated in the subject. Pupils' achievements have now improved greatly because they are able to practise a wider range of skills. In swimming they meet the national expectations for distance and water safety. Moreover, their enthusiasm for learning is developed by the use of Leisure Services personnel from the local council. For example, pupils in Years 5 and 6 enjoy a weekly games lesson in the playground taught by a local authority tutor. In one lesson, devoted to a variety of competitive games played in small groups, pupils warmed their muscles very energetically, and played each game with great vigour and determination, demonstrating persistence, accuracy and control. They were very motivated but stopped immediately when asked to do so. Talented pupils were catered for well and in addition pupils who found the tasks difficult were supported closely and given extra coaching. The only drawback in this lesson was the lack of discussion about what was successful about the games and how performance could have been improved. This was a missing element in the role played by the supporting teacher.
119. The subject is well managed. The national guidance for the subject is used well to plan lessons and resources for teaching are satisfactory due to the school's involvement in the local loan service that exists for small schools. Talented pupils in both classes are well catered for; for example, pupils who learn ballet outside school were challenged well in the dance lesson when they were striving to make their giants steps even more expressive.

RELIGIOUS EDUCATION

120. Standards of attainment are average when compared to what is expected against the requirements of the locally agreed syllabus. This is similar to the previous inspection. The pupils are making satisfactory progress through the school, particularly in their knowledge of biblical stories and their significance. Emphasis is given to relating the teachings of Christianity and other religions studied to the pupils' own lives. This makes a significant contribution to the pupils' spiritual development and also to moral and social aspects.
121. No lessons were observed during the inspection and it is not possible to make a judgement on the quality of teaching. However, the curriculum is carefully planned, based appropriately on North Yorkshire's locally agreed syllabus. Planning shows that six major world religions are studied in lessons. There are good links with the local church. Visits are made to the church and the vicar comes into school and leads assemblies. Assemblies follow themes such as caring, sharing and helping each other, and the celebration of harvest.
122. Pupils are given experience of different faiths with some in-depth study of Christianity. Pupils know and can talk about a number of stories and characters from both Old and New Testaments. Good reinforcement and use is made of the pupils' literacy skills to ensure that written work supports their learning. Effective use is made of discussion time to explore experiences and feelings, and to develop both a sense of self worth and a valuing of others. Pupils make sound progress in their understanding of how peoples' actions can affect the lives of others. The older infant pupils consider that the ability to share their time and attention with those around them is central to harmonious living. By the end of Year 2, pupils have appropriate knowledge of the main events in the life of Jesus and relate these to the main festivals of the Christian faith. They have a reasonable understanding of some of the principal parables Jesus told.
123. Pupils in Years 3, 4, 5 and 6 compare facts about Islam with Christianity and by the end of Year 6 pupils have an appropriately detailed understanding of the events and people of major world faiths. Pupils are beginning to develop appropriate respect for the religious beliefs and practices of others and are developing a sense of awareness of the spiritual nature of faith. Years 5 and 6 pupils participate in a Spirituality Day, involving a visit to Ripon Cathedral and Fountains Abbey. They learn about aspects of the Christian faith and signs and symbols and their meaning. Their enjoyment and learning is reflected in the writing about the day and the letters of thanks sent to organisers.
124. The school is part of a network of local primary schools, formed in order to create a collection of artefacts and resources to be shared by schools. This arrangement is successful in supporting improved resource provision and enriches the curriculum. Teachers also make very good use of the locality and visits to places of religious interest and significance in order to present a stimulating curriculum to pupils.