

INSPECTION REPORT

ST JOHN'S CE VA PRIMARY SCHOOL

Rishworth

LEA area: Calderdale

Unique reference number: 107553

Headteacher: Mr B Hampshire

Reporting inspector: Mr C Ifould
20962

Dates of inspection: 21-23 January 2002

Inspection number: 196223

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr G W Kergon
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20962	Mr C Ifould	Registered inspector	English Science Music Physical education Equality of opportunity Provision for pupils having English as an additional language	The school's results and pupils' achievements How well are pupils taught?
13459	Mrs E Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24380	Mrs C Ingham	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
14806	Mr J Stevens	Team inspector	Mathematics Information and communication technology Geography History Provision for pupils with special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a village in the upper Ryburn Valley and serves a relatively advantaged community. Only three pupils are eligible for free school meals. The overwhelming majority of its 133 boys and girls are native English speakers. There are very few pupils from minority ethnic backgrounds or learning English as an additional language. Most children entering the school have higher attainments than are found elsewhere. Fourteen have special educational needs; at present, none has a statement. Eleven pupils joined the school and nine left during the last school year. This transience has a significant effect over time on classes in Years 3 to 6 and some of their attainments.

HOW GOOD THE SCHOOL IS

St John's is a good school. Children start well in the Reception class, and continue to learn well. More attain higher standards in national tests in English, mathematics and science at the ages of seven and 11 than do nationally. Insufficient time is given to teaching information and communication technology, but the overall high standard of teaching is a strength with good or very good teaching in almost all lessons. The school is well led by the headteacher and key staff. Governors meet their statutory obligations effectively but in their roles of giving strategic direction and their evaluation of the school's performance their work is less well developed. Nonetheless, the school gives good value for money.

What the school does well

- Pupils and adults enjoy excellent relationships; pupils' attitudes, values and personal development and the provision for their social and moral development are very good.
- Teaching and learning opportunities are very good in Reception, where children with special educational needs and English as an additional language make good progress.
- The quality of teaching is good overall with many very good features.
- Attainments in English and mathematics are good and in science are very good; standards of artwork and display are high.
- Staff are committed to improving the school and have the capacity to succeed.
- There are good procedures for checking on and improving attendance, promoting good behaviour and avoiding unwanted behaviour.

What could be improved

- The provision, teaching and use of information and communication technology.
- The provision for promoting pupils' understanding and appreciation of other cultures and living in a multi-cultural society.
- The level of resources to improve the quality of provision in some subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997 when it was found to be a good school. To improve further, the governors, headteacher and staff were asked to provide detailed schemes of work for subjects except English and information and communication technology and to review the long-term planning of the topics taught to Years 3 to 6. The school has carried out these requirements, aided by the issue of national guidance supporting much of what it was asked to do. The current provision for pupils' cultural development pays insufficient attention to promoting pupils' appreciation of living in a multicultural society. This is less favourable than the last inspection's findings. Overall, the school

has succeeded in raising standards, based in part on improved teaching and long-term planning, and has maintained its status as a good school.

STANDARDS

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

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

Key

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

The results of the high proportion of Year 6 pupils with special educational needs are included in the school's results in the national tests for 11 year olds in English in 2001. Most children exceed the standards expected for the areas of learning at the end of the Foundation Stage by the time they leave the Reception class. All Year 2 pupils reached the required standard in mathematics and science in 2001, putting the school's results in the top five per cent nationally. Results in reading were above those found nationally and were well above results nationally in writing. The school enables a higher proportion of its pupils than is found elsewhere to achieve above average results in national tests.

Over time, results in national tests are improving at about the same rate as those nationally and continue to remain above them. English and mathematics targets were met last year and challenging targets have been set for this year. In other subjects, the school has particular strengths in art and design, design and technology and physical education. Pupils achieve well at the school. Many enter with good attainments and the school succeeds in the challenging task of sustaining this level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated and give of their best.
Behaviour, in and out of classrooms	Behaviour in classes and around the school is very good. Pupils are orderly and well mannered.
Personal development and relationships	Relationships, including race relations, are excellent; this is a strength of the school. Home and school work well together to support pupils' very good personal development.
Attendance	Pupils are punctual and attendance rates are high. There are few unauthorised absences.

This aspect is a great strength of the school. Pupils are keen to learn from their entry to the Reception class right through to Year 6. They get on well with own their work and are willing to help each other. Pupils often do not need to be asked to clear up or give assistance. Older pupils show commendable care for younger ones, especially at lunchtimes and when helping to bring them into their class in the morning. Pupils' manners and behaviour are very good. There are very few instances of misbehaviour. There is a tangible community atmosphere in the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Good with some very good features

Inspectors judge teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Overall, teaching is good and there has been an improvement since the previous inspection. A high proportion of mathematics teaching is very good. English and science are taught well. There is good teaching of literacy and numeracy skills and these are well used in many other subjects. Teachers' subject knowledge is good and their planning and preparation are thorough. They give clear expositions and have high expectations. They know pupils well and give good support to all pupils with help from committed and knowledgeable teaching assistants.

As a result, pupils learn well. They maintain good concentration and effort throughout lessons. Classroom assistants, as well as teachers, give pupils with special educational needs and those for whom English is an additional language good support and encouragement throughout lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum for children in the Reception class is very good. The school provides a broad and balanced curriculum for the majority of subjects.
Provision for pupils with special educational needs	Pupils' special educational needs are identified early. Good support is given to these pupils and this usually helps them to make good progress.
Provision for pupils with English as an additional language	The few pupils to whom this applies are well supported. They tend to acquire competence in the language speedily and progress as well as other pupils in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral and social development. It also makes good provision for their spiritual development. It does not, however, make sufficient effort to develop pupils' understanding and appreciation of living in a multi-cultural society. There is little evidence of a significant contribution by subjects other than music and art to pupils' cultural development.
How well the school cares for its pupils	Pupils are treated as individuals, the staff know them well and they are well looked after at school.

Parents make a good contribution to supporting their children's learning, both at school and at home. The school enjoys good relationships with parents generally. It has also developed and maintained very good links with the local community.

Pupils are given a good range of learning opportunities in most subjects but the school does not meet the requirements of the National Curriculum for information and communication technology. Visits and visitors enrich work in most subjects and there is a good programme of extra-curricular activities, particularly sporting. The school has recently enjoyed success in competitive sports, including football and cross-country running. Links with partner institutions, such as a local and other small schools, are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear leadership to the school. He is well supported by his deputy and other key staff in fulfilling the Christian ethos of the school and continuing to keep standards high.
How well the governors fulfil their responsibilities	Governors meet their statutory obligations effectively but their role in giving strategic direction and their evaluation of the school's performance is less well developed.
The school's evaluation of its performance	The headteacher and key staff know the school well and make careful analysis of pupils' needs and attainments.
The strategic use of resources	Educational developments are supported appropriately through financial planning; staff and learning resources are generally well deployed.

The school is staffed appropriately and the accommodation is adequate. Resources are inadequate to meet the needs of teaching science, music and information and communication technology. The school makes every effort to get good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and pupils' progress. • Pupils' attitudes and behaviour. 	<ul style="list-style-type: none"> • The quality of information about what goes on at school and for their child. • More formal opportunities to discuss their child.

The team found arrangements for homework and extra curricular activities to be satisfactory, despite some parental concerns. These were largely founded on wanting more for younger pupils than is normally found in primary schools. The team agrees with parents, and the school recognises, that further formal opportunities to discuss pupils' progress would be beneficial.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Results of national tests for 11 year-olds in 2001 showed that standards in English were similar to those found nationally, while standards in mathematics and science were well above the national average. When compared to schools of a similar nature, results were well below average in English, but above average in mathematics and well above average in science.
- 2 It should be remembered, however, that the number of pupils sitting these tests is fewer at St John's than in most other schools and that each pupil's results have a disproportionate effect on the overall picture. There is also a significant coming and going of pupils, and those joining the school have usually attained below those who have left. Six of the 17 who sat the tests in 2001 joined the school during Years 3 to 6 and had reduced time to benefit from what the school could enable them to achieve. The 2001 cohort also had a high proportion of pupils with special educational needs, including three with statements of special educational need. Without these three pupils, results in English when compared to similar schools were very close to being above average.
- 3 The high number of pupils identified as having special educational needs meant that the proportion gaining the expected standard in English was below that found elsewhere and was close to the national average in mathematics and science. However, the proportion attaining above the national expectation was above average in English and well above average in mathematics and science. These higher-attaining pupils had almost exclusively attended right through the school and are more indicative of the standards that the school enables pupils to achieve.
- 4 This is also borne out by results for seven year-olds in 2001 when results in reading were above those found nationally and well above those in writing and mathematics. Compared to similar schools, pupils' results were broadly the same in reading, above average in writing and well above average in mathematics. In fact, all seven year-olds attained the national expectation in mathematics in 2001, putting the school in the top five per cent in the country. Of these, an above average proportion attained higher than expected nationally. Teachers judged that all seven year-olds attained the expected standard in science, again putting the school in the top five per cent in the country. A well above average number attained higher than the national expectation in writing tests but fewer than found elsewhere exceeded the national expectation in reading. Again, the small number of pupils taking the tests diminishes the reliability of comparisons; there were 16 pupils in the 2001 cohort.
- 5 Most children in Reception are likely to exceed expected standards in all areas of learning of the Foundation Stage curriculum by the end of the year. These children have benefited from good pre-school provision and many are already working within subjects of the National Curriculum after just a term in Reception. Results of baseline assessments show that pupils enter the school attaining higher than in most schools nationally.
- 6 Standards in art and design, design and technology and physical education exceed those expected of pupils in Years 2 and 6. Standards in history also exceed expectations in Year 6. Standards are similar to those expected in all other National

Curriculum subjects in Years 2 and 6 except in information and communication technology where they are below expectations. There is insufficient teaching and use of the subject to meet the requirements of the National Curriculum programme of study. Pupils show good literacy and numeracy skills in other subjects but opportunities have not yet been identified consistently in subject planning for pupils to gain the most benefit from using and applying their skills.

- 7 Standards in English, mathematics and science have remained above the national average over the past three years for pupils in both Years 2 and 6. Although there have been some minor dips, these can be ascribed to fluctuations caused by the disproportionate effect of the small number of pupils taking the tests. Comparisons of results at the age of 11 against results pupils gained as seven year-olds are very unfavourable because of the movement of higher-attaining pupils out of the school to be replaced by pupils who had not attained anything like as well. The school tracks pupils' attainments over time and can show that most of those who took national tests at the school at the age of seven progressed by the two National Curriculum levels expected of them to sustain above average attainment by the age of 11. Lower-attaining pupils and those identified as having special educational needs made progress only just less than their peers. The school achieved the targets set for it in English and mathematics last year and these have been raised to a more challenging 86 per cent for next year.
- 8 Most pupils are on course to attain the expected national standards by the end of the Reception year. Their communication, language, literacy, mathematical and creative skills are above those found nationally, while their knowledge and understanding of the world and physical development are well above expectation. Many enter the class having already exceeded the standards expected at the end of the Foundation Stage, which includes Reception, and begin working within the subjects of the National Curriculum.
- 9 Standards in art and design and physical education are well above those expected nationally in Years 1 to 6. In design and technology, geography, history and music, overall standards match those found nationally. Standards in information and communication technology are below national expectations.
- 10 Pupils with special educational needs make very good progress at the Foundation Stage and good progress in the rest of the school. They achieve more in literacy, numeracy and lessons where tasks match their prior learning. Pupils for whom English is an additional language usually make progress that matches that of others of their age. The school recognises the need to keep checking on these pupils' learning until they have moved successfully through all the stages to full acquisition of the language and intends using outside specialist support and guidance to help in this respect.

Pupils' attitudes, values and personal development

- 11 Since the last inspection, pupils' positive attitudes to their work have been maintained successfully. They are keen to learn, well motivated, interested and eager to come to school. Pupils are articulate and confident and approach their work with enthusiasm. When children enter the school, their personal, social and emotional development exceeds that which is expected of their age. Pupils of all ages are attentive and co-operate well with their peers when working in pairs or groups. During the inspection, they were seen to organise their own resources, willingly sharing them when necessary and clear them away without being asked.

- 12 Pupils behave very well in and around school. They are well mannered and polite to their teachers and other adults, to each other and to visitors. They line up at lunchtime in an orderly manner and file into assemblies without noise or fuss. There is a clear expectation of good manners and respect that permeates the school. Parents are confident of the high standards of behaviour expected and achieved.
- 13 Relationships between staff and pupils and among pupils themselves are excellent. Pupils get on well together at break and lunchtimes and, in class, they work alongside each other very well. Those who are given responsibilities take them very seriously and carry them out with maturity and diligence. Boys and girls mix well and there is a system where older pupils look after the younger ones in assembly, at lunchtime, in the playground and dining room and around the building. This is particularly noticeable at the beginning of the day when the older pupils help bring the younger children into school. There are few instances of misbehaviour of any kind. Bullying is very rare and is dealt with unobtrusively and effectively by staff; it is not seen as an area of concern by parents.
- 14 The school continues to achieve very high attendance rates with figures well above those reached nationally. Instances of unauthorised absence are very unusual. Pupils arrive at school punctually and lessons begin on time. The school functions as a very harmonious community and pupils' positive response to the education offered to them is one of its strengths.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 Overall, teaching is good and has improved since the previous inspection. It is good in two-thirds of lessons and very good in a further quarter. No unsatisfactory teaching was observed. One excellent lesson was seen and one lesson was satisfactory.
- 16 Teaching of children in Reception and pupils in Years 1 and 2 by their regular teachers is of a very good standard overall. In Years 3, 4, 5 and 6 teaching is never less than good and teaching of the oldest pupils has some very good features.
- 17 English, mathematics and science are taught well, with a high proportion of mathematics teaching being very good. Teachers have good knowledge of the national literacy and numeracy strategies and follow recommended practices effectively. The areas of learning for children at the Foundation Stage in Reception are taught very well. The remainder of National Curriculum subjects were usually taught well in the few lessons seen of each. No teaching of geography or information and communication technology was seen during the inspection.
- 18 Planning for literacy and daily mathematics lessons is thorough and matches work to pupils' needs. Lesson plans for other subjects focus minimally but effectively on what teachers intend pupils to learn and how they expect them to do this. Teachers communicate these clearly to pupils through good introductions that often build on what they already know. Lessons are well prepared and resourced. Beginnings of lessons are usually lively and stimulating. Pupils are well managed and supported as they participate as a class or group and as they move into different seating or working arrangements. Teachers and those who assist them in class maintain close attention to pupils' needs throughout lessons and give good support and encouragement to all pupils, including those identified as having special educational needs and for whom English is an additional language.

- 19 In the excellent lesson, the teacher's great expertise and enthusiasm stimulated pupils to an outstanding response in their work and effort. By contrast, the plenary sessions at the end of lessons often follow a formula, consisting of a few pupils reading or talking about what they have been doing and the teacher and other pupils saying what they like and what they think could be improved. Better focus on a greater variety and higher expectation of presentations and feedback of what pupils have learnt could make this phase of lessons as stimulating and beneficial as the introductions and main activities usually are.
- 20 Pupils' learning matches the strength of teaching, particularly in English, mathematics and science, as well as art and design and physical education. Teachers' good knowledge of these subjects and the time pupils spend working on them produce above average standards for the majority.
- 21 The school identifies pupils with special educational needs systematically and schemes to support them are in place. Individual education plans are written by the class teacher with the involvement of parents, who are also involved in reviewing progress. Outside agencies are consulted when necessary. Pupils for whom English is an additional language are supported well to enable them to learn alongside their peers in all subjects.

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

- 22 The quality and range of learning opportunities are very good at the Foundation Stage. They are satisfactory overall for pupils in Years 1 to 6 but there are weaknesses in the area of information and communication technology as opportunities for learning and applying skills and knowledge in this subject are not yet fully in place. In all other subjects the school provides a broad and balanced range of worthwhile learning opportunities that meet the pupils' interests, aptitudes and particular needs. This includes those who have special educational needs and whose home language is not English.
- 23 The curriculum provision for children in Reception at the Foundation Stage is very good, providing imaginative and often exciting learning events. Activities are based on the Foundation Stage curriculum and subjects of the National Curriculum. Successful emphasis placed on children's personal, social and emotional development. In Years 1 to 6, the curriculum meets statutory requirements for all subjects except information and communication technology. Otherwise, pupils in Years 1 to 6 are given many well-planned, interesting activities that motivate them and make them want to learn.
- 24 At the last inspection, in all subjects except English and information and communication technology the lack of programmes of work was judged to impede progress. The school has since introduced national model units of work and adapted these to match its aims and philosophy to successfully guide learning. The previous report also identified the need to review planning of topic cycles in Years 3 to 6. The staff, with support from external advisers, considered a range of options and an effective revised plan with a four-year rolling programme of subject-focused topics is now in place. The teaching week meets national recommendations and the allotment of time to subjects is appropriate in most subjects, though excessive for English and mathematics. The headteacher is aware of this issue and a reduction of this allocation in order to allow more time for foundation subjects has been considered.

- 25 Significant importance is given to developing pupils' literacy and numeracy skills. The National Literacy and Numeracy Strategies are successfully implemented and have a beneficial effect on standards of attainment and progress. Basic skills in literacy and numeracy are taught effectively.
- 26 The school is committed to ensuring that all groups of children, including those with special educational needs and whose home language is not English, are all fully involved in all activities. However, there are occasions when pupils are withdrawn from lessons and assemblies, either for additional support or instrumental tuition. These pupils do not have full access to teaching and worship and this practice is therefore unsatisfactory. A register of special needs is kept and staff ensure that provision meets legal requirements. Provision for pupils with special educational needs is very good at the Foundation Stage and in Years 1 and 2, and good in Years 3 to 6. Staff have written satisfactory individual educational plans for these pupils. In doing so, they consult with local education authority support staff and parents, who all participate in setting targets. There is consistent adult support to ensure that pupils experiencing difficulties and learning English as an additional language are fully involved. There is a strong commitment to giving all pupils full access to the curriculum.
- 27 Provision for personal, social and health education, including information about drugs, is satisfactory and is supported by an appropriate policy. The school's aims in this area are achieved through the successful implementation of its behaviour policy and attention to the forming of good personal relationships. Pupils learn to respond positively to differences, for example, in families. The policy also includes carefully planned provision for sex education. Healthy eating and lifestyles are promoted through science and physical education programmes.
- 28 Provision for extra-curricular activities is good. These are available for pupils in Years 3 to 6. All pupils in these years can participate. The only restrictions imposed are in order to keep numbers at a manageable level. There is a strong emphasis on sports but there are also textile and recorder clubs. Pupils enjoy all these activities and are eager to attend. In the textile club they show much perseverance in developing knitting and weaving skills. Good progress and high levels of energy are evident at netball club. The sports clubs have a significant impact on pupils' success in local sporting events and competitions.
- 29 The school has developed and maintained very good links with the local community. In order to promote pupils' understanding of a multicultural approach to Christianity through music, art and dance, there has been a programme of visitors, including a group of folk artists. There are links with a local building company and pupils have visited a building site to develop their understanding of safety issues. Players from a local football club have provided training. The school has strong links with the church and participates in shared events such as the summer fête. There are visits to local places of interest and older pupils benefit from and enjoy a residential visit. The links with the community, visits and visitors make a significant contribution to learning.
- 30 Links with partner institutions are satisfactory. Sporting ties with other schools are longstanding and regular. Good communication with the pre-school group, based on the school site, is in place. Children from the pre-school group visit the Reception class, and good information about them is passed on when these children transfer to the school.
- 31 The overall provision for pupils' spiritual, moral, social and cultural development is not as good as reported at the time of the last inspection as a result of the quality of

cultural provision. Provision for social development is, though, very good and a strength of the school.

- 32 Spiritual development is good. There are frequent opportunities to explore values. This is especially true in collective worship, where much time is also given to reflection. Prayers are said and time is devoted to reflection during the final lessons of both the morning and afternoon. In a history lesson, Roman, Anglo Saxon and Viking artefacts inspired awe and wonder in pupils.
- 33 Moral development is very good and maintains the high standards identified in the last report. The school promotes a strong moral code of honesty, fairness and respect for truth. There is a positive discipline policy and clear expectation of what is acceptable and what is not. Throughout the school pupils are taught the difference between right and wrong. Where necessary, school rules are reinforced in assembly, which often has a moral focus. In one, the theme was making the right choice; in another, which was very good, pupils opened presents while the teacher very successfully made them aware that the gifts of sharing, joy and wisdom are just as valuable as the presents themselves.
- 34 Pupils' social development is also very good. The school provides many opportunities for them to take responsibility, show initiative and understand the school as a community. Relationships, including race relations, are of very high quality, particularly those between older and younger pupils that show mutual appreciation and understanding. There are further opportunities for pupils to develop their social skills, including a residential visit by Year 6 pupils to Whitby when they experience living together and sharing. All staff provide good role models.
- 35 However, the school's provision for cultural development is unsatisfactory. The school does not promote a great enough awareness of different world cultures, particularly as there are many towns and cities with significant multicultural communities nearby. Although Christianity is the main religion, others such as Judaism, Hinduism and Islam are taught as part of the religious education syllabus. Pupils gain good knowledge of the work of artists from many countries and cultures and a satisfactory knowledge of music from other times and places. There is insufficient evidence of a significant contribution by subjects other than art and music to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 Effective measures are in place to promote pupils' welfare and their personal and social development. Staff are aware of pupils' individual needs and care and concern are shown by all adults in the school community; an affirming, happy environment is provided. This attitude is reflected in the consideration shown by pupils towards each other.
- 37 Suitable policies and procedures are in place to ensure the health and safety of pupils and safe practices are observed throughout the school. However, governors need to ensure that they fulfil their responsibilities by participating in the necessary risk assessments of buildings, grounds, activities and outings. The school has good first aid arrangements in place and accidents are dealt with appropriately. However, adequate records of minor accidents are not kept. Child protection procedures are fully in place and contact with other agencies is appropriate.
- 38 Class teachers keep careful records of pupils' attendance and any unexplained absences are followed up. There is mutual respect between staff and pupils.

Discipline is not overt but based on the expectation of good behaviour which is recognised, encouraged and praised. School rules are clearly defined and well understood. Instances of bullying or unkindness are rare and are dealt with effectively. Parents are confident that the school works very well to achieve good behaviour. Instances of exclusion are very rare.

- 39 Teachers have good knowledge of pupils' attainments in the areas of learning for children in Reception and in subjects of the National Curriculum. Teachers check what pupils know and learn regularly, particularly in English, mathematics and science. As well as national tests at the ages of seven and 11, pupils in Years 3, 4 and 5 are also tested on tests based on the national ones. Pupils in Year 1 are tested on aspects of their language development. The school keeps thorough records of pupils' attainments in these subjects and tracks their learning to ensure that pupils make progress. Other than in Years 1 and 2, teachers do not consistently share knowledge of pupils' attainments in relation to National Curriculum levels or targets for future learning with them or their parents. This misses an important opportunity for promoting better learning. The school keeps better records than many schools of attainments in others subjects, particularly physical education, and this promotes good progress through greater awareness of what pupils know and can do and what they need to learn next.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 40 Parents are very supportive of the school and appreciate the staff's commitment. Their views of the school are very positive, especially in the key areas of teaching, progress, expectations, attitudes and behaviour. Almost all parents who expressed a view say their children enjoy coming to school and that they would feel comfortable about approaching staff with any concerns.
- 41 Some parents have reservations about the information given, the amount of homework and the range of out-of-school activities provided. Many parents would like to discuss progress at a formal consultation in the middle of the academic year rather than the current one in October.
- 42 Parents' positive views are consistent with the findings of the inspection team. The inspection team judged that homework was adequate and relevant. The team also found that the school provides extra-curricular activities and visits in line with those expected in a school of its size. Inspectors agree with parents that an opportunity to discuss progress formally in the spring term would be useful. The school does, however, offer parents opportunities to discuss pupils' progress on an informal basis.
- 43 Parents are provided with good information about the school and its work. Newsletters are regular and the school brochure is comprehensive. The governors' annual report to parents meets requirements. Annual written reports to parents are detailed and state clearly what pupils can do as well as reflecting the curriculum they have covered. However, most reports fail to advise parents on ways in which their children could improve their work.
- 44 Support by parents around the school and on visits is good and makes a valuable contribution to school life. They help with practical work and by listening to readers. During the inspection one parent provided useful assistance in a science lesson by helping Year 1 pupils to make jelly. There is an active and committed parent teacher association that gives considerable financial support to the school and provides valuable resources.

- 45 Overall, the strong parental partnership has been maintained since the last inspection. Parents' support of their children's learning, both at home and at school, has a positive effect on standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 46 Overall, leadership and management of the school are good and have been maintained since the last inspection, particularly in the case of the headteacher and his deputy. The headteacher has a very clear sense of direction for the school which he shares effectively with the staff. The school's aims focus on the promotion of enjoyment in learning, on setting high expectations for pupils and developing independent learning. These, together with a broad, balanced and progressive curriculum for this Christian community, underpin all aspects of school life. Pupils with special educational needs, those from ethnic minorities and all others are actively included in what the school offers and lessons meet the needs of all ages and levels of attainment. It is a school with a commitment to improve and one that has a hard-working staff. This is demonstrated in the school improvement plan which identifies clear priorities, for example, reviewing and evaluating literacy; continuing to develop the curriculum for information and communication technology; and, reviewing assessment and record keeping procedures.
- 47 Subject leaders check and evaluate the school's performance effectively and take necessary action to maintain or improve standards. Appraisal and performance management have clear systems in place with targets and success criteria.
- 48 There is good management and administration to provide for pupils with special educational needs. The co-ordinator, who is also the headteacher, is hard working and dedicated to ensuring all pupils with special educational needs achieve their full potential. He understands pupils' special requirements very well. The paperwork for individual education plans complies fully with the national Code of Practice. The governor for special needs has been in position only since September 2001. Though she works in the school and knows all the pupils, she is still learning her role.
- 49 Governors show care for and interest in the school and the governing body fulfils its statutory duties effectively. The full governing body and its committees meet regularly and exchange information usefully. Governors often visit the school informally. However, their effectiveness in fulfilling some of their other responsibilities is underdeveloped. Although there is involvement in the early stages of determining the school's improvement plan and budget, there is sometimes a lack of systematic and sustained involvement in setting strategic goals for the school, supporting these through financial planning and checking on the effectiveness of development activities. Governors' involvement in risk assessment procedures is also underdeveloped. The governing body has an effective non-voting treasurer who reports to meetings and gives good service in managing funds.
- 50 Priorities for development are good and action is taken to meet targets. The staff's shared commitment to improve and their capacity to succeed is very good. There is a very good induction procedure for staff; this was exercised in September 2001 with the arrival of a new teacher. There has not been a newly qualified teacher for some time but plans are to be drawn up in case of such an eventuality.
- 51 Priorities for educational development supported through the school's financial planning are appropriate. Specific grants are used effectively for their designated purposes. The school is very concerned about the local education authority's proposed mechanism for funding support for special educational needs from April

2002. The school benefits from generous donations from the Parent Teacher Association that enhance the budget and provide extra resources.

- 52 The school has sufficient suitably qualified teachers and support staff. The school secretary, who works part-time and is also clerk to the governors, makes a significant contribution to the smooth running of business and administration. There is, however, scope for further use of new technology in support of this work. Parent volunteers help around the school, but not inside classrooms. They also help with sports clubs. The accommodation is satisfactory and is well maintained, clean and tidy. The school has improved resources for information and communication technology but more are needed. Resources in science, music and information and communication technology, and reference book collections are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53 In order to improve further the school should:

- (1) plan more effectively to include teaching and use of information and communication technology in supporting learning in all subjects and meeting the requirements of the subject's programme of study in the National Curriculum;
(paragraphs 6, 22, 23, 114)
 - (2) plan more consistently to include opportunities to develop pupils' cultural development, particularly their appreciation and understanding of the multi-cultural society in which we live and the contribution of other cultures to their learning;
(paragraph 35)
- and,
- (3) provide adequate resources to meet the needs of teaching and learning of science, music and information and communication technology.
(paragraphs 52, 88, 118, 121)

The first of these issues is partly contained in the school's current improvement plan. Other issues that should be considered by the school are:

- reducing the length of literacy and daily mathematics lessons to times recommended by the national strategies, or having a clear policy and enhanced planning if these lessons are to continue to deviate from the recommendation times;
- setting and sharing individual targets for improvement with pupils and parents;
- giving some pupils better access to teaching and worship by reducing their regular withdrawal from subjects and assemblies, either for additional support or instrumental tuition;
- improving systems to enable the governing body to become more proactive in fulfilling its roles and responsibilities, especially participating in the necessary risk assessments of buildings, grounds, activities and outings.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	18	1	0	0	0
Percentage	4	26	67	4	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 almost 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	133
Number of full-time pupils known to be eligible for free school meals	0	3

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	14

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	9
	Girls	7	7	7
	Total	15	14	16
Percentage of pupils at NC level 2 or above	School	94 (88)	88 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	7	7	7
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	5	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	2	2	5
	Total	12	12	16
Percentage of pupils at NC level 4 or above	School	71 (68)	71 (79)	94 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	8
	Girls	2	2	2
	Total	9	11	10
Percentage of pupils at NC level 4 or above	School	53 (63)	65 (74)	59 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	2
White	128
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	24.1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	95

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.

Financial information

Financial year	2000/01
	£
Total income	298,418
Total expenditure	301,785
Expenditure per pupil	2,235
Balance brought forward from previous year	7,654
Balance carried forward to next year	4,287

Recruitment of teachers

Number of teachers who left the school during the last two years	1.8
Number of teachers appointed to the school during the last two years	1.8
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	133
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	0	0
My child is making good progress in school.	51	43	4	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	40	38	15	4	3
The teaching is good.	54	41	0	0	4
I am kept well informed about how my child is getting on.	31	49	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	56	43	1	0	0
The school works closely with parents.	37	44	19	0	0
The school is well led and managed.	43	40	13	1	3
The school is helping my child become mature and responsible.	54	41	1	0	3
The school provides an interesting range of activities outside lessons.	25	29	31	9	6

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

AREAS OF LEARNING FOR CHILDREN AT THE FOUNDATION STAGE

- 54 The quality of provision for the Foundation Stage is very good overall and good improvement has been made since the last inspection. By the time they leave the Reception class most children have exceeded what they are expected to have learned and work within the subjects of the National Curriculum. The school provides a curriculum of high quality so that children are motivated and want to learn. The class teacher is well supported by a very competent classroom assistant. They work together as a very skilful team to the benefit of the children. Children make good progress in learning in a very happy and industrious classroom. The standard of care for the children and provision for their moral and social development are very good.
- 55 Almost all children have some experience of pre-school education. The initial assessments on admission identify good overall attainment. This includes a small number of children with below average attainment and a significant number of children with above average levels of attainment. Most children in the Foundation Stage are already working well above the expected levels in each of the areas of learning.
- 56 Teaching in the Foundation Stage is always at least good and mostly very good. Children's learning is well supported by thoroughly prepared activities that are wide-ranging and interesting. This ensures children want to learn and are eager to participate in the activities. Children with special educational needs and those whose home language is not English are taught very well and benefit from the very effective teaching in the classroom. Lessons are very well planned to challenge children of all levels and progress at a pace appropriate to their needs. Present improvements ensure that higher-attaining children are challenged appropriately. Children are consistently encouraged to try their best and are praised for their achievements. They are also encouraged to be independent. They respond well to the staff's high expectations. A well-organised classroom, access to resources of good quality and very good displays make a significant contribution to the children's learning. The school's methods of checking children's progress are good and have improved since the previous inspection. Detailed checking of children's communication, language, literacy and mathematics are used very effectively to plan future activities. Many examples of children's work are retained to identify achievements. Individual targets for development are not yet in place. However, the activities and intended learning are explained to children at the beginning of each lesson.

Personal, social and emotional development

- 57 Good standards have been maintained since the last inspection. Children feel valued and have a mature approach. They are independent and willing to help each other. Good behaviour is expected and maintained. There is sensitive guidance towards an understanding of right and wrong and misbehaviour is dealt with calmly and skilfully. Warm, caring friendships are developed as, for example, when two children put their arms around each other spontaneously. Children delight in being chosen to talk about their work, respond enthusiastically when moving to music and work with great concentration in art activities. Pleasure in learning is evident and children are proud of their achievements.

Communication, language and literacy

- 58 Attainment on entry to the Reception class is generally above expected levels. In reading and writing the majority of children work within the early stages of the National Curriculum. This represents good progress and achievement. Children are encouraged to express their ideas aloud and comments, questions and actions are forthcoming. They initiate conversations readily and confidently. Children display pleasure in reading and enjoy choosing books. Higher-attaining pupils talk about the characters, explain the meaning of words and read accurately and confidently. They identify their favourite stories and retell them in their own words. A group using puppets to tell the story of 'Red Riding Hood' answer questions about the story confidently and participate enthusiastically as characters.
- 59 Extensive use of labels, descriptions and pictures are prominently displayed and books are available in all areas of learning to encourage the development of early reading skills. A very good winter display includes stories such as 'Penguin Small' and 'The Flight of the Snow Goose' to promote interest and raise children's awareness of books as sources of information.
- 60 Most children have begun to develop their early writing skills effectively. They write their names using capital letters correctly. Good use is made of the well-resourced writing area that encourages children in their desire to write. The children's use of familiar words and letters in writing is well above average.

Mathematical development

- 61 Good progress is made generally and most children are working beyond expected levels. Most children count to 20 and higher-attaining pupils beyond this. Most can add one or two to a number and are beginning to link addition and counting. There is a good range of practical activities, for example, a focus on number in the Three Bears' House. Children are encouraged to explain their methods. Higher-attaining pupils are challenged to double numbers to ten. Children with special educational needs and those whose home language is not English make good progress when working with the classroom assistant, practising addition by counting and, at the end of the lesson, proudly describing to the class how to do this. Children recognise and name shapes. They follow directions in physical development sessions and learn simple movement sequences. When playing in the sand, children use their understanding of measurement as they make long or short and wide or narrow tracks for the cars. Games such as dominoes provide opportunities to practise counting skills.

Knowledge and understanding of the world

- 62 A varied and interesting range of activities ensures that overall progress in this area is very good. Good use is made of newspaper weather charts placed alongside the class weather chart, encouraging observation, comparison and discussion. There are many opportunities to investigate, for example, when observing what happens to clay after it has been fired. Children discover from classroom displays that liquids can be either thick or thin. They benefit from using the local environment as a resource. The nearby village is an interesting topic providing extensive opportunities to look at growth and find out about movement. They also learn about past events in village life. Much attention is given to sharing pictures and discussions on places visited during holidays. This develops children's awareness of places beyond the immediate area. Children gain an understanding of animals' need for food, water and protection by studying different groups, for example, those associated with cold

climates such as penguins and polar bears. They also know that animals live in many different places, some of them far away. They learn there are many kinds of fish and identify them on a large picture. A suitable range of construction kits is available so children can explore how components fit together and choose particular pieces to create shapes and make cars or buildings. They develop their skills in information and communication technology by using the mouse and keyboard on the computer. Some make pictures by combining images found in a computer file. They also have access to a tape player that they can operate to listen to cassettes.

Physical development

- 63 Progress is very good and most children are likely to exceed the expected level of attainment by the end of the Reception class. In a music and movement lesson children demonstrate their ability to move body parts in different ways and at different speeds. They understand the difference between moving 'on the spot' and 'travelling'. Movements are imaginative as children imitate an indestructible balloon. Higher-attaining children display very good control in balanced movements as they control each body part and hold a position. Good attention is given to promoting children's awareness of others as they move around at speed. They learn to make the best use of space when they work together. Children with special educational needs are given additional adult support and are also able to learn by following the actions of other children. Because staff encourage children to be independent, they soon learn to fasten buttons and zips. Those who have difficulties try before asking for help. They demonstrate very good control of implements such as pencils, paintbrushes and malleable materials such as clay. Scissors and other potentially hazardous tools are handled safely and with confidence. Children use their skills to make constructions of different sizes. Good quality resources and an awareness of safety further support children's learning.

Creative development

- 64 Children are on course to exceed the expected levels. They make clay thumb pots that will be stored in a secret place for a gift on Mother's Day. Children with special educational needs produce good work in this activity as a result of thorough support. Children explore colour and texture with very good results, for example, when they make weather symbols to represent rain and lightening. One child explained she chose 'shiny' paper to make the picture look more like lightning. Children show growing understanding of how to match materials. When they paint, they are encouraged to observe closely and give attention to colours and shape. The results, such as illustrations of a robin, are very effective. They mix paint very successfully to create new colours, resulting in some excellent work such as sea paintings using shades of blue. They also use computer art to compose pictures. Children enjoy role-play, making effective use of the good range of resources. Good use is also made of puppets to stimulate imaginative ideas and confidence when performing. Children accompany themselves with percussion instruments and enjoy singing a range of well-known songs.

ENGLISH

- 65 Standards throughout the school are mostly higher than those expected nationally. In 2001, results in national tests for pupils aged 11 were similar to those in schools nationally but well below average for schools in similar circumstances. However, the school has small numbers in each year group so comparisons year by year can vary greatly depending on the performance of a few pupils. In 2001, the cohort of 11 year-olds at the school numbered just 17. Five of these were identified as having

special educational needs, including three who had statements of their needs, the highest stage of support. In these circumstances, a smaller proportion than was found nationally reached the required standard but, more indicative of standards at the school, a higher proportion attained standards above those expected nationally.

- 66 Results of national tests for seven year-olds in 2001 showed reading to be above and writing well above the national average. When compared to similar schools, results in reading were close to average and writing above average. A higher proportion of pupils reached the expected standard in reading than was found nationally but fewer than average reached a higher standard. The proportion reaching the expected standard in writing was similar to the national average but a well-above average proportion exceeded the expected standard. Again, the number in the year group was small and the performance of a few pupils had a disproportionate effect on overall standards.
- 67 A more reliable indicator of the school's success is what happens over time: standards in the subject have remained above the national average for both seven and 11 year-olds over the past three years. Another is the learning that takes place as pupils move through the school. Most children entering the Reception class have attained the standards expected of children at the end of the Reception year and the majority are working ahead of National Curriculum expectations when they leave Reception. Most pupils sustain good progress through Years 1 and 2 and, by the end of Year 6, a higher proportion than is found in most other schools usually attains above national expectations. In recent years, an increasing number of pupils have joined the school in Years 3 to 6. As an indication, six of the seventeen pupils in the cohort of 11 year-olds in 2001 joined the school after Year 2. Many of these late entrants have achieved less than those already there. The majority of these pupils make good progress in their learning in their time at the school. Pupils who have special educational needs and for whom English is not their home language are well supported and make good progress in their learning. Overall, pupils at the school achieve well.
- 68 The strongest aspects of pupils' English are their speaking and listening with standards throughout the school well above those expected nationally. The majority of children entering Reception are confident speakers and very good listeners. During Years 1 and 2, pupils talk purposefully and usually in full sentences when responding to or initiating dialogue with adults and each other. They have good control over how loudly or softly they speak when talking among themselves during lessons. Adults rarely have to repeat themselves or raise their voices to gain pupils' attention. In Years 3 to 6 pupils continue to develop their range of responses and vocabulary. The majority can speak formally as well as informally and match their use of language to their audience. Few require prompting to qualify their initial answer or idea, adding 'because' and their reasons automatically. It is uncommon for pupils to repeat an answer already given by another child.
- 69 Most children entering Reception recognise many letters and words in their surroundings and in books. By the time they leave Reception, the majority of children enjoy making sense of what they read and talking about characters and situations that appeal to them. Pupils, including lower-attaining pupils and those for whom English is an additional language, sustain this liking throughout the school. In Years 1 and 2 they develop their reading skills successfully through extensive use of commercial schemes written with this aim; most use their knowledge of letter sounds to tackle unfamiliar words. By the end of Year 2, higher-attaining pupils read and enjoy real books with good expression and fluency. Pupils in Year 2 know that some books have contents and index pages to help them find information. Higher-attaining

pupils are secure in their knowledge of where letters occur in the alphabet to help them go quickly to the required subject. These pupils can also put information into their own words; others need to refer to the text constantly. Pupils in Years 3 to 6 extend their reading skills through regular, usually daily, guided reading as well as in literacy hours. Most read and appreciate a range of styles including fiction, poetry and drama with understanding and expression. Pupils apply these skills well in other subjects. By the end of Year 6, pupils read appropriate texts competently and interpret the text to good effect. They draw inferences from what they are reading and discuss possible scenarios and developments based on what they know of the book. Pupils also enjoy poetry and drama texts and read these with aplomb. They know how the school's small collection of non-fiction books is organised but they do not all gain access to information and interpret it as readily as they should.

- 70 When they enter the school, most children can write letter shapes representing the words they want to record. By the time they leave Reception, most children write simple sentences containing words that are recognisable as what they want to communicate. By the end of Year 2 the majority of pupils can write in sentences that are correctly punctuated and make good sense. Most words are spelt correctly and letters are formed accurately and of the same size. By Year 6, pupils can extend and develop their writing using paragraphs correctly and with a planned beginning, middle and end. They pay good attention to character, setting and plot. When writing poetry, pupils use words and grammatical devices such as similes and metaphors in original and creative ways.
- 71 Teaching is good in most lessons, with very good teaching of Years 1 and 2. Planning is secure, following the National Literacy Strategy model, and intended learning outcomes are made clear to pupils at the start of lessons. Teachers have good subject knowledge and pass this on through clear exposition and well-chosen activities and learning materials. Preparation is thorough and lessons proceed at a good pace. Because of this, little time is lost in getting on with tasks. Pupils work productively and sustain their concentration well. There are challenging expectations of pupils' learning and high quality relationships where teaching is very good. Classroom assistants give good support to pupils of all levels of attainment, but in particular to lower-attaining pupils, those having special educational needs and pupils learning English as an additional language.
- 72 Lessons for Years 1 to 6 are timetabled for in excess of the hour recommended by the national literacy strategy. Lesson plans do not make reference to the additional time available and how it is to be used. Over an hour a week is taken in this way in some classes. There is little variation of questioning technique in many lessons from choosing from pupils with their hands up to answer. In addition, the great majority of lessons end with the work of a few pupils being shared and comments offered on how they might improve. There is little evidence to show that this crucial part of each lesson is used any more creatively or productively to ascertain what has been attained and provide useful information to shape future learning.
- 73 The subject is well managed by an experienced and knowledgeable teacher who has a good understanding of strengths and weaknesses in teaching and learning. These could be improved through involvement in more systematic observation of lessons and a return to checking on and promoting knowledge of standards through collecting and matching pupils' work to National Curriculum levels. The subject manager maintains good knowledge through attending training to keep abreast of developments in the national literacy strategy and the school is involved in a trial project for new national teaching materials. The subject has had a high priority for development in recent times and levels of staff expertise and teaching resources are

good. The school has maintained the strong position of the subject reported at the last inspection.

MATHEMATICS

- 74 Pupils in Years 2 and 6 attain standards above national expectations. The national test results for 2001 paint a similar picture. With the exception of 2000, when they were in line with national expectations, standards since 1998 have continued to improve in national tests for seven and 11 year-olds. These findings are similar to those in the last report.
- 75 In 2001, all seven year-old pupils reached the expected level, putting the school in the top five per cent of schools in the country. The proportion reaching a higher level was above the national average. In national test results for 11 year olds, the school met its target of 71 per cent reaching the expected level 4. A proportion well above the national average reached a higher-than-expected level 5, with 12 per cent obtaining an exceptional level 6. There are no marked differences between the performance of girls and boys. Pupils with special educational needs are well supported and make good progress.
- 76 Pupils in Year 1 count and add to 20, take away from ten and recognise the values of coins. Higher-attaining pupils know which coins to use to make up to the correct amount when shopping. Pupils can name simple two-dimensional shapes.
- 77 By the age of seven, pupils can count to 100 and in twos, threes, fives and sevens. The majority can add numbers up to twenty and are able to subtract. They know some of the properties of two-dimensional shapes and three-dimensional solids. Using a ruler, they can measure objects accurately in centimetres. The majority can tell the time, recognising half and quarter hours. Higher-attaining pupils can solve problems involving odds and evens.
- 78 By the age of eight, pupils add in pence up to £5. They can multiply and divide by two, three, four and five. They can state fractions of rectangles and pie charts. Pupils in Years 4 and 5 read and write co-ordinates and use symmetry on a grid. Higher-attaining pupils can find the area of rectangles. They add money and five-digit numbers, and subtract three-digit numbers.
- 79 By the age of 11, the majority of pupils know place value to 1 000. They can multiply and divide decimals by ten and 100. They know how to change improper fractions to mixed numbers, and add, subtract and reduce fractions. Observation of previous work revealed examples of investigation and problem solving, especially with probability. Frequency graphs were drawn. In data handling, pupils could draw pie charts and bar graphs.
- 80 The quality of teaching throughout the school is mainly good and sometimes very good. No unsatisfactory teaching was observed. Teachers know the subject well and are good at teaching the basic skills. All this has a strong effect on pupils' learning which is also good. Teachers manage pupils well and relationships between them are good. Pupils work at a good pace and are keen and interested. They behave well in lessons, have good attitudes and attain high standards. The recommended three-part structure of the daily mathematics lesson is well used. The teachers share learning objectives with pupils. The mental starter, normally about ten minutes long, sets a good pace before the main part of the lesson is introduced.

This finishes with the plenary where teachers ascertain successfully how much pupils have learnt and understood.

- 81 Pupils are encouraged to think when, for example, in Year 1 pupils had to work out patterns on dice. Year 2 pupils in the same class added nine to a number by first adding ten and then adjusting. In Class 3, another successful lesson saw pupils in Years 3 and 4 being able to count on from a given number; Year 4 pupils were able to do so from negative numbers. In Years 4 and 5, a very good activity had pupils cutting out and making 3-D shapes. They had to investigate the number of faces, edges and vertices, for example on a triangular prism, enabling them to learn the properties of the shapes. In a very good lesson involving Years 5 and 6, pupils investigated and calculated angles at a point when given one angle. Higher-attaining pupils calculated angles on parallel lines. In another lesson, with the same class but a different teacher, pupils added and subtracted negative numbers. Higher-attaining pupils used a bank statement, putting money in and taking it out.
- 82 Continuous questioning from teachers develops pupils' speaking and listening skills. Some higher-attaining pupils are very articulate. Pupils use mathematics to help learning in other subjects. For example, in science lessons, a pupil in Year 2 used a one hundred square to add numbers correctly and Year 5 and 6 pupils drew graphs to record their findings.
- 83 The subject leader, who has been in position for five years, organises the subject well although she is not given time to observe teaching. She has attended numeracy courses and then gave training to the other teachers. The policy has recently been reviewed and gives useful guidance. Pupils with special educational needs are given numeracy targets where appropriate. Those learning English as an additional language progress as well as their peers through the good support they are given. Although resources are satisfactory in quality, their quantity is barely adequate.

SCIENCE

- 84 Standards in science achieved by 11 year-olds in national tests in 2001 were well above those expected for their age, and above those reported at the time of the last inspection in May 1997. This also represents an improvement on results in the intervening four years when they have been broadly the same as those found nationally. Teachers' assessments of seven year-olds' attainments in 2001 showed all pupils attaining at least the expected national standard, putting the school's results in the top five per cent in the country. The school also has a greater proportion of pupils attaining higher than national expectations than in schools nationally and in similar contexts. There is no significant difference in the attainments of boys and girls. Pupils identified as having special educational needs and those learning English as an additional language are usually given what support is available and make progress matching that of their peers.
- 85 Pupils in Years 1 and 2 recall technical language and fair testing from previous work about water evaporation. They draw on this to make good predictions and recordings as they heat water to make jelly. They explain rises and falls in temperature. Pupils in Year 2 know the difference between a light source and a reflection; a higher attainer explained this as 'tinsel is shiny even if it has no light of its own'. They compare differences between living things and events. Pupils have made a good start in understanding what is needed to carry out a fair test, using writing frames to organise their hypotheses and recordings.

- 86 Pupils in Years 4 and 5 make good predictions based on previous work on friction about what will happen when they roll marbles down ramps onto different surfaces. They give thoughtful reasons for their ideas. Pupils work well together to test fairly, measure accurately and record consistently. They discuss and change their methods to improve the quality of their testing. Pupils in Years 5 and 6 think carefully about a task involving stretching and measuring elastic bands. They have good ideas about what will happen and devise sound means to carry out and record their investigations. Some record their findings on to computers using programs that generate graphs. Planning and scrutiny of pupils' books confirms that they experience all the required areas of the National Curriculum.
- 87 Teaching in most lessons is good, with very good in a minority. Lessons and activities are well prepared and thought through. Good attention is given to making sure that pupils are clear about what they are expected to do and what this will help them to learn. Expectations are high and good questioning stimulates pupils and sets them off on fruitful lines of enquiry. Lessons have good pace and equipment and apparatus are appropriate for tasks. Because of these, pupils are keen to succeed and carry out their work with a good degree of independence. They talk well together, clarifying ideas and checking methods and findings. Very good teaching matches work and expectations closely to pupils' needs and ensures that all can make good progress. Very close attention is paid to encouraging pupils' language and observational skills, and to helping them record accurately. Pupils enjoy scientific activity and enquiry and give their full attention to working carefully and successfully. Their attitudes toward the subject are very good.
- 88 The subject manager is relatively new in post at the school but has held a similar post previously. She has good knowledge of the subject and what is needed to improve teaching and learning at the school. The subject has had low priority for development in recent years but the school improvement plan identifies that this is due for change. There is a useful policy that has been updated recently. Programmes of work are in the process of being devised, and this work is further ahead in Years 3 to 6 than in Years 1 and 2. Systematic checking and recording of attainments and progress are being devised to support planning to meet the programmes of work. There is good potential to develop the school grounds further as a resource for scientific study. The school recognises that resources need to be acquired to support teaching of the new programmes of study.

ART AND DESIGN

- 89 Based on the two lessons seen, on written plans, on extensive artwork displayed around the school and on pupils' portfolios of work, the standards achieved by pupils in Years 1 to 6 are very good and well above those expected for pupils of a similar age. Since the last inspection overall attainment has improved from good to very good in Years 2 and 6. Pupils have many well-planned opportunities to develop skills and techniques and to explore a wide range of materials. As they progress through the school, they become increasingly skilful in evaluating and improving their work.
- 90 In Years 1 and 2, pupils make good progress in their observational drawing and painting skills. Teaching is very good and pupils give much thought to their work before they begin. In an excellent lesson in Year 2, paintings of a vase of forsythia and pussy willow were outstanding. Pupils concentrated on details, taking pains to mix the paint to the right shade and afterwards made final improvements to their work. Much ability was shown as pupils made large water lilies with clay. They explained the purpose of 'clay slip' and 'scoring' as the means to join one piece of clay to another. They worked with great concentration and patience to create

excellent large flowers from many small petals. Progress resulted from the teacher and classroom assistant's outstanding team support.

- 91 There is an emphasis on pupils' awareness of famous artists' work and this has a significant impact on progress. In Years 1 and 2, there are many excellent paintings on display based on Monet's water garden. They show skill in the recreation of colour and demonstrate an ability to work in the style of the artist. A Year 2 pupil described her reaction to such work by saying 'I did a painting of the garden and bridge and it made me feel warm inside'.
- 92 In Years 3 to 6, pupils systematically learn new techniques and skills to use a wide range of materials, evaluate their own work and the work of others. Overall, teaching is good. In Year 6, pupils work on perspective with some very good results. A Year 6 pupil explained competently how the painting was developed by building from an initial background wash and by making objects smaller to simulate distance. In a good lesson in Years 5 and 6, pupils used pastels with good effect to represent a still life drawing of an arrangement of bottles. They used their knowledge of the materials to create accurate representations. For example, when using pastels, they know how to create different shades, tones and lines and to show the direction of the light.
- 93 Pupils in Year 5 drew self-portraits that showed understanding of facial proportion. Higher-attaining pupils introduced shading and tone to reflect skin textures. Year 4 pupils represented pictures of Arctic animals in water effectively. They distinguished the sea and sky successfully by mixing many different shades of blue.
- 94 Pupils use sketchbooks well to make an initial record of what they see. Since the last inspection there has been a consistent approach to sketchbooks through the school. Good progress is in evidence from Year 1, when pupils use a limited range of lines, to Year 6 when sketches, such as those made in the church and churchyard, are very detailed. The patterns on stones and artefacts are recorded clearly.
- 95 By Year 6, pupils have good knowledge of the work of a wide range of famous artists and the techniques they used, such as in Leger's buildings. Local artists visit the school and work alongside teachers and pupils to develop teachers' knowledge and to improve pupils' work.
- 96 Throughout the school, all pupils develop very positive attitudes towards learning, working attentively and concentrating fully on their tasks. They support each other, have confidence in their own abilities and willingly try new ideas. They enjoy working with a range of materials and evaluate their work constructively within their own experiences. A Year 2 pupil suggested work could be improved next time by using both small and large brushes.
- 97 The subject is well managed by a knowledgeable and enthusiastic leader. Although national model units of work were adopted, the staff and the subject manager found the content to be restrictive. Modifications are ongoing and these will implement a skills-based approach to different areas of art and design, for example, drawing, painting and 3D sculpture. Staff follow units of work and progression is clearly identified. Art is integral to other subjects such as history, when drawings are made of Roman ships and ancient lamps, and literature, when very good collage pictures are made by small groups of pupils working together to represent stories. The subject manager is responsible for implementing and supporting whole school projects and managing displays. The excellent quality and range of displays in the school reflect the high quality of pupils' learning and attainments. Assessment is

ongoing and informal. A planned future development is to decide how best to help teachers to check pupils' progress.

DESIGN AND TECHNOLOGY

- 98 Standards achieved by the end of Year 2 and Year 6 are good and above those usually expected for pupils of these ages. This shows an improvement since the previous inspection when standards were satisfactory. The vast majority of pupils, including those with special educational needs, have improved their skills in designing and making. Following a recommendation in the last report, the school has introduced programmes of work based on the national model units. A useful plan shows how these will be covered through each year group.
- 99 No lessons involving pupils in Years 1 and 2 were observed. However, scrutiny of their work on display and in photographs demonstrates good standards of achievement and progress in learning. These pupils make good progress in developing skills and techniques as they, for instance, make hand puppets by joining fabric, card and other materials with staples and glue. The resulting puppets were of a high standard. Outstanding results were achieved from an excellent activity where pupils designed and made a pair of slippers to fit their own feet using weaving techniques to make the 'uppers'. The quality of work demonstrates how interested they were and that they were being taught specific skills. Pupils begin to make their own decisions. When creating a recipe for a fruit salad, for example, they decide to have their own individual plans of action. One Year 2 pupil explained strawberries were being used last because they were soft.
- 100 In Years 3 to 6, teaching is good and progress in the development of skills is maintained. For example, pupils develop an understanding of design as opposed to drawing. Those with special educational needs achieve well and develop self-esteem. Years 3 and 4 pupils made very effective use of information books during a lesson to extend their knowledge of the design of different bridges. The objective was to help prepare for future investigative work on the strength of bridges; they identified the purpose of bridges and how they are supported. They described confidently how suspension bridges are designed and why they sometimes move. Good questioning by the teacher prompted pupils to give the reasons behind their conclusions. A higher-attaining pupil said he knew the bridge in the picture was strong as it was a part of a motorway. Year 4 pupils designed and made monsters with moving parts. A higher-attaining pupil produced an excellent plan to demonstrate pneumatics. Pupils recall clearly the process from the initial design to the final product. They know it is important to make decisions about materials at the design stage. They can explain thoroughly the techniques involved in making parts of a monster move. All pupils participate in the activity and succeed in completing a design.
- 101 Year 5 pupils were asked to make a vehicle that moved on wheels. They learnt the importance of accurate measurement when making the wheels and axles fit the chassis. They described very capably the modifications made to the model prior to completion. A pupil explained it was necessary to find a way to raise the car above the chassis. Pupils use their initiative when constructing, for example, by attaching rubber bands to wooden wheels to create traction. Pupils in Year 6 design and make Victorian rooms, linking the activity to work in history. They draft detailed plans for the room and its contents, with results very impressive. They begin to understand how materials can be combined to create more useful properties, such as when making a carpet for the room they found that three layers of paint strengthened the

fabric. When describing their work, pupils show they understand the need to persevere when initial designs are not successful.

- 102 Teaching is good and staff make appropriate use of pupils' previous knowledge, applying it to new learning. All staff work hard to provide activities that are challenging but within pupils' capabilities. Good behaviour is promoted with due attention to safety. Teachers' developing knowledge and understanding of the subject are evident in the emphasis given to focused practical tasks. This has helped to raise standards.
- 103 Management of the subject is good. The subject manager shares plans with other staff and together they evaluate each unit of work. These are adapted from national model guidance and used to provide systematic programmes of work. Checking of teaching and learning of the subject is in the early stages of development. Resources are satisfactory and used well to promote learning.

GEOGRAPHY

- 104 It was not possible to observe any geography lessons during the inspection. Judgements are based on scrutiny of pupils' work and discussions with pupils and staff. The work seen shows pupils' attainments to be similar to standards expected at the ages of seven and 11. In the last inspection report, standards were stated to be above the national expectation at both age groups.
- 105 Much of the work covered in Years 1 and 2 is taught through discussion; for example, at the beginning of the school year, they talked about where they had been on holiday. From these discussions, pupils looked at different maps to locate their holiday places. They were then able to name some of local villages and towns.
- 106 Topics for all pupils in Years 3 to 6 are taught over a four-year cycle. Since September 2001 the topic for all classes has been climate and the weather. Pupils in Years 3 and 4 have recorded the weather and know about the Beaufort scale. They have investigated the various climatic areas of the world. Years 4 and 5 have also used weather data collection sheets and have written about living in polar regions and deforestation. They know that if too many forests are cut down the world will lose medicine and oxygen, that the climate will get warmer and that icecaps will melt. Some pupils in Year 6 produced well-presented work on changing climate and the effects of pollution and greenhouse gases. Year 6 pupils had each done a spreadsheet on the weather. In the previous academic year, they each made a presentation on a different European country.
- 107 The subject leader is qualified in the subject. A policy has been drawn up and a scheme of work based on a nationally recognised one. Year 6 pupils gain a great deal of subject knowledge and experience from an annual residential visit to Whitby and Robin Hood's Bay, where they navigate using compasses and study rocks, fossils, geology, environmental change and the coastline. The school recognises the need to develop more formal checking on standards and to increase resources as they are required by the topic cycle.

HISTORY

- 108 Three lessons of history were observed in Years 3 to 6 but it was not possible to observe any lessons involving Years 1 and 2. Judgements are based on these lessons, scrutiny of pupils' work and discussions with pupils and staff. This evidence

indicates that attainments match the nationally expected standards for pupils at the age of seven. Standards for pupils at the age of 11 are good and above national expectations. At the last inspection, pupils' attainment was above national expectation for both age groups.

- 109 At the age of seven, pupils understand the passage of time and comprehend when their parents recall differences from when they were young to the present day. Pupils in Year 2 write knowledgeably about Remembrance Day. They knew that people buy poppies to remember servicemen and women who died in the two world wars. They also know that the original idea came from poppies in Flanders. Some knew that there was a war memorial in Rishworth.
- 110 Pupils in Years 3 to 6 study the same topics on a four-year cycle. During the inspection, the topic being studied was 'Invaders and Settlers'. All year groups had an understanding of chronology from studying time lines of Roman, Anglo Saxon and Viking settlements. They showed understanding of factual knowledge of some main changes and could describe characteristics of past periods. Pupils in Years 3 and 4 had written about the reasons for invasion and about a typical day as a Roman soldier. Pupils in Years 4 and 5 described the difference between rich and poor Romans. Some had written a diary as a slave girl; others had written about religion in Roman times. Some higher-attaining pupils in Year 6 had given a good description of the Roman invasion. One pupil wrote of Boudicca that 'she was famous for her fighting spirit and brave stubborn personality'.
- 111 A guest speaker from the Royal Armouries in Leeds led a stimulating lesson for pupils in Years 3 and 4, showing and describing examples of different types of shoes worn by Romans, Anglo Saxons and Vikings. Later, pupils started to cut and make shoes of these periods. In another good lesson, pupils in Years 4 and 5 knew various sources used to find out about the past. The teacher had borrowed numerous different artefacts from a museum and pupils discussed and wrote down suggestions as to their purposes. In a lesson with Years 5 and 6, pupils produced some very accurate drawings of the types of house in the three different eras and wrote about their key features and principal differences. For example, they knew that Roman houses had central heating and were mainly made of brick and tiles; that the Anglo Saxons' houses were of wood and thatch; and, that the Vikings' were of stone and thatch. In this lesson, two pupils at a time picked out what was Roman in a street, and what was not, using a computer simulation. In discussions with Year 6 pupils, they remembered relevant facts about the Tudors and Victorians that they had studied in previous years.
- 112 Teaching of Years 3 to 6 is very effective. Pupils are motivated and show interest in their work. They have a good attitude and are challenged to find out more about the topics. All pupils are enabled to learn effectively.
- 113 The subject leader, who is a part-time teacher and does not teach history, has been in post for three years. A policy is in place and is adapted from a nationally recommended one. The scheme of work is almost complete. Resources are purchased as needed by the topic cycle and are adequate to meet the subject's needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 114 No class teaching of information and communication technology (ICT) was observed during the inspection. Evidence is drawn from scrutiny of a limited amount of work,

talking to the subject leader and to some pupils. While the last inspection report stated that standards achieved across the school were in line with national expectations, standards are now below national expectations at the ages of seven and 11. The main reason for this is that the subject is not taught for the time the school intends and, for instance, is not timetabled every week. Various skills are taught at the beginning of each half term and pupils practise these skills when time allows during the following weeks. There are too few planned opportunities to involve pupils with the subject and improve their ICT skills.

- 115 Pupils in Year 2 know the basic parts of a computer. They type sentences and add and take away numbers. There was good evidence from last term where they all designed a Christmas card by drawing snowflakes on the computer. These were then copied onto fabric and decorated with stitches. Pupils used a program to draw a face and then label its various parts. They used ready-made images from a computer file to draw a house and people and then typed a caption such as 'the leaves are red'. Pupils gave instructions to move a programmable toy. They have also used a program to colour graphs.
- 116 Pupils in Years 3 and 4 use word-processing to edit texts, change fonts and add in a picture. They use the computer to design a stamp. Pupils in Years 5 and 6 have started to use spreadsheets. They have evaluated some internet sites. While pupils can store and communicate information, the processes of control and modelling are underused.
- 117 Some pupils shared the use of computers during lessons. A pupil in Year 2 used a 100 square to add numbers correctly. In a science lesson for Years 5 and 6, pupils drew a graph that showed how far a rubber band stretched with various weights. These pupils made and measured angles. In history, pupils in the same class used a program showing a Roman street and had to identify any items or people who were of another era.
- 118 The subject leader has been in post for one year, having held a similar post in her last school. There is a policy and a scheme of work that has been adopted from a nationally recommended one. Information and communication technology is a priority of the school improvement plan. All teachers have received training through the New Opportunities Fund scheme and a support assistant has been appointed. No specific use of computers to support pupils with special educational needs or those learning English as an additional language was seen. Since the last inspection, more computers have been bought. There are now twelve computers in the school, with at least one in each classroom and four in the research area. Each has a printer. The school has identified the need for further training and the purchase of specific software. This level of resource is insufficient to meet the needs of the curriculum.

MUSIC

- 119 Only one lesson was seen during the inspection during which pupils in Years 4 and 5 displayed good knowledge of standard musical notation. They sang well, varying tempo and volume to change the mood of the music. Later, some pupils accompanied their singing, keeping accurate time. Pupils in Years 1 to 6 sang tunefully and with enjoyment in assemblies; a competent soloist played the piano on one occasion. Older pupils recalled listening to and being asked to say what they like about recorded classical music. They also enjoyed music from the Indian sub-continent played by visiting musicians. Planning confirms that pupils are taught the

range of music required to meet the National Curriculum programme of study. On this limited evidence, it appears that standards overall at least meet those expected and are better in some respects, such as knowledge of standard notation and the ability to make music from it. The subject has maintained the standards reported at the last inspection.

- 120 The lesson was well prepared and expectations of pupils' performance were high. A good relationship between the teacher and pupils promoted good participation and concerted effort by all pupils to give of their best. Worthwhile opportunities to evaluate and improve performance brought a good response from pupils and they chose appropriate instruments, such as 'sombre' cowbells and 'lively' claves, to match the required moods.
- 121 The subject is well managed and several teachers beside the subject leader have good strength in their subject knowledge and skills. Additional instrumental teaching is available for individuals and small groups but involves these pupils missing other subjects. The subject is guided by a secure policy and a scheme of work based on recommended local and national materials. Resources are not adequate to meet the subject's needs.

PHYSICAL EDUCATION

- 122 Standards throughout the school are above those expected, maintaining what was reported at the time of the last inspection. Although only two lessons were seen, the school keeps good records of pupils' skills and these were corroborated in discussion with older pupils and from scrutiny of planning. The school also has an impressive record in sporting competitions, displaying a high standard of skills, endurance and understanding across a range of competitive games and activities. In lessons, pupils in Years 1 and 2 showed good control as they hopped, ran, snatched and kicked in response to a taped broadcast based on dinosaurs. They refined and combined these into sequences. Pupils displayed very good listening skills and responded quickly and appropriately both to the tape and the teacher. Pupils in Years 5 and 6 showed good gymnastic skills as they balanced and rolled in a variety of ways that they later combined into sequences performed in pairs. They had good knowledge of technical terms such as 'arabesque', 'straddle', 'unison' and 'cannon'. Pupils commented thoughtfully and helpfully on each other's work and most improved their performances as a result.
- 123 Teaching of pupils in Years 1 and 2 was based satisfactorily on a radio programme, with reinforcement, encouragement and demonstration by the teacher. Teaching of Years 5 and 6 was very good. The teacher, who leads development of the subject in the school, has very secure knowledge and set a challenging task for all pupils. Demonstrations, encouragement and close support gave all pupils opportunities to learn effectively and they did so with good effort and perseverance.
- 124 The subject is well managed by an experienced teacher with good knowledge of the subject and pupils' attainments. Written and verbal support for staff is readily available and useful in promoting high standards. Teachers make good use of a small hall and playground and, in good weather, a large but sloping field. The school has negotiated use of a swimming pool at a nearby private school and this helps cut down journey times, as well as promoting exercise through the walk to and from the pool. There are not enough large mats for pupils in Years 5 and 6 to work in pairs but their readiness to work sensibly together helps overcome any difficulty. Otherwise, the school is well equipped.