

INSPECTION REPORT

Goathland Primary School

Whitby

LEA area : North Yorkshire

Unique Reference Number : 121296

Headteacher : Miss S. Chadwick

Reporting inspector : Mr P. M. Allen
OIN 17531

Dates of inspection : 20th – 22nd September 1999

Under OFSTED contract number: 708629

Inspection carried out under **Section 10 of the School Inspections Act 1996**

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : County

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Darnholm Road
Goathland
Whitby
YO22 5ND

Telephone number : 01947 896230

Appropriate authority : Governing Body

Name of chair of governors : Mrs S. Simmonds

Date of previous inspection : January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P. M. Allen, Rgl	English	Attainment and progress
	Religious Education	Teaching
	Geography	The curriculum and assessment
	Music	Pupils' spiritual, moral, social and cultural development
	Physical education	
	Special educational needs	
	Equal opportunities	
	Under fives	
Mrs B. McIntosh, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs A. McAskie, TI	Mathematics	Leadership and management
	Science	Staffing, accommodation and learning resources
	Information technology	The efficiency of the school
	Art	
	Design and technology	
	History	

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
HX3 7NR
01274 602139

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The Registrar
The Office for Standards in Education
Alexandra House

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MAIN FINDINGS

What the school does well

- ◆. The staff work very hard with a strong commitment to the school and its pupils.
- ◆. Very good provision is made for the moral and social development of the pupils and good provision is made for their spiritual and cultural development.
- ◆. There are very good relationships within the school and standards of behaviour are very good.
- ◆. The school enjoys a very good partnership with parents, the governing body and the community.
- ◆. The school has a caring, community ethos and positive values.

Where the school has weaknesses

- I. Pupils do not receive their full entitlement in information technology.
- II. Insufficient progress has been made in addressing the issue in the previous report to create a focused school development plan.
- III. The monitoring and evaluation of teaching, learning and curriculum development needs to be more specifically focused to provide targets for improvement.
- IV. There is a need to make the practices for both the planning of the curriculum and the monitoring of pupils' attainment and progress more consistent across both classes.
- V. The school needs to review the organisation of the classes to ensure that the needs of all pupils are fully met.

The weaknesses are significantly outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a steady improvement since the last inspection with the school maintaining and building on its achievements. Plans have been developed and implemented to tackle the issues raised in the previous report, although there is still a need to construct a more sharply focused school development plan which identifies relevant priorities and targets in all areas. There have been some developments in the monitoring and evaluation of attainment and progress, but this is still in need of further development. The roles and responsibilities of the governors have been significantly developed in all the appropriate areas. Opportunities have been extended to parents and the community, resulting in effective levels of involvement in the life of the school. The school has moved forward in recent times. Appropriate targets have been set, and there is the will and capacity to make further improvements.

Standards in subjects

In accordance with statutory requirements results of National Curriculum assessments are not reported, as the number of pupils in the year group was less than 10.

National performance data gives little helpful information on attainment as a very small number of pupils are assessed each year. Consequently, levels of attainment can, and do, fluctuate significantly from year to year, thus failing to provide a reliable guide to the overall trend of standards throughout the school. Nevertheless, the attainment levels of the relatively small number of pupils involved were judged by the inspection team to be good overall in English, mathematics and science at the end of Key Stage 2 and broadly above what might be expected of a child aged 11. Standards in information technology are below average. Standards in religious education are sound across the school.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science	-	satisfactory	good
Information technology	-	satisfactory	satisfactory
Religious education	-	insufficient evidence	insufficient evidence
Other subjects	satisfactory	satisfactory	good

Teaching in Reception and at Key Stage 1 is satisfactory overall. It was satisfactory in virtually all the lessons observed. The teaching at Key Stage 2 is at least satisfactory and very often good. It was good in around 75 per cent of the lessons observed and satisfactory in the remainder.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour around the school and in the playground is very good. Pupils respond positively to praise and encouragement and to the high expectations made of them.
Attendance	Levels of attendance in the school are above national averages. Most children arrive at school punctually and lessons start promptly.
Ethos*	The school's ethos is positive and purposeful, children have positive attitudes to learning and relationships throughout the school are very good. The school has a caring, community ethos.
Leadership and management	The school benefits from the commitment and hard work of the headteacher who, together with the governing body, is providing positive leadership. The staff work hard with a sense of commitment. The school has priorities for further development.
Curriculum	The curriculum is generally broad and balanced with all the appropriate subjects, except that pupils do not receive their full entitlement in information technology. The school needs to review its planning practices and also its assessment strategies for the recording of pupils' attainment and

	progress.
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Pupils with special educational needs	The provision is good and pupils generally make good progress. The work benefits from the hard work of the staff.
Spiritual, moral, social and cultural development	There is very good provision for moral and social development and good provision for spiritual and cultural development and the pupils respond well in each of these areas.
Staffing, resources and accommodation	There is an appropriate number of staff who are suitably deployed to meet the needs of the curriculum. The staff are enthusiastic and conscientious with a strong commitment to the school and its children. Overall, the school is well resourced. The accommodation is barely adequate, with no hall for physical education, assembly and dining. There is an adequate playground but no playing field. The building is very well maintained and in very good condition.
Value for money	Expenditure per pupils is high compared with most other schools. In light of the costs involved, the quality of education provided, its context and income, the school gives satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. The school encourages parents to play an active part in its life. VII. The school is approachable, gives a clear understanding of what is taught and keeps parents well informed about pupils' progress. VIII. It enables pupils to achieve good standards of work and encourages them to become involved in more than just their daily lessons. IX. The school achieves high standards of behaviour and its values and attitudes have a positive effect on the pupils, who enjoy coming to school.	X. There was no evidence of aspects

All the views expressed were supportive of the school and inspectors' judgements generally support parents' positive views. Parents value, and are valued by, the school and they make a very positive contribution to the quality of education provided.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

XI. ensure that the targets which the school has set itself for raising standards in information technology are met, so that pupils receive their full national curriculum entitlement;

(paragraphs 7, 12, 28, 110, 111 and 113)

XII. build on the school development plan to make it a more effective instrument for school improvement;

(paragraphs 55 and 59)

XIII. further raise standards by:

- . *developing more focused monitoring and evaluation of classroom teaching and learning;*
- . *developing more systematic review of areas of curriculum development such as the literacy hour;*
- . *reviewing and developing the planning of the curriculum and the monitoring of pupils' attainment and progress;*

(paragraphs 24, 25, 27, 30, 33, 38, 39, 46, 55, 60, 92, 93 and 107)

◆. review the organisation of the two classes, to ensure that all the pupils are in the class which best caters for their needs.

(paragraph 72)

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 20, 29, 56, 68, 70, 75, 76, 78, 80, 81 and 82:

- ◆. develop the curriculum of the youngest children to take more account of the activities which are prescribed for the under-fives;
- ◆. review the teaching commitment of the headteacher with a view to allowing more time for the leadership and management role.

INTRODUCTION

Characteristics of the school

1. Goathland School is a very small village primary school situated on the North Yorkshire Moors, nine miles from the harbour town of Whitby. It enjoys an attractive rural setting. The school serves Goathland and its environs in an area of mixed privately owned and council owned property. It is housed in an early 1800s stone building which was extended in the 1970s. There are two classrooms, a library and office accommodation.

2. There are 25 pupils on roll, taught in two classes, one for Reception, Key Stage 1 and

some Key Stage 2 pupils and one for Key Stage 2, with a similar number of boys and girls. Seven pupils are on the special educational needs register, none of whom has a Statement of Special Educational Need. All the pupils are of white ethnic origin.

3. Most children receive pre-school education through the local playgroup. They start school on a part time or a full time basis, dependent on age, at the start of the year in which they become five years of age. At the time of the inspection there were three reception pupils each of whom was under five.

4. The school aims to provide a secure, happy and caring environment in which all children can fulfil their potential and achieve the highest standards of which they are capable. The school has set targets for future developments, including the further development of the information technology curriculum, together with the further raising of the quality of teaching and learning in all areas of the curriculum.

Key Indicators

5. Because the number of pupils being assessed at both key stages is less than 10, the school is not required to publish its National Curriculum test results.

Attendance

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	5.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	0
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	7
	Satisfactory or better	93
	Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. National performance data gives little helpful information on attainment as a very small number of pupils are assessed each year. Consequently, levels of attainment can, and do, fluctuate significantly from year to year, thus failing to provide a reliable guide to the overall trend of standards throughout the school. Whilst across the school, most pupils attain well, there is a significant minority of the small number of pupils on roll, who have special educational needs and this can affect the overall evaluations. Nevertheless, the attainment levels of the relatively small number of pupils involved were judged by the inspection team to be good overall in English, mathematics and science at the end of both key stages and broadly above what might be expected of children aged 7 and 11.
7. Although some pupils come to school with some information technology capability, overall attainment is below average at the end of both key stages because pupils do not receive their full National Curriculum entitlement. Standards in religious education are sound across the school and meet the expectations of the locally agreed syllabus. Pupils make sound progress in their understanding of religious faiths and concepts.
8. Evidence for judgements on levels of attainment is based on observations of pupils at work, on a close analysis of their current and previous work, on work on display, on photographic and other evidence, on discussions with the pupils and on a scrutiny of teachers' records and assessments. The school is beginning to use its performance data to set targets for each pupil in the core subjects.
9. The three summer born children who are under five started school at the beginning of the current term on a part time basis. They are becoming established and are making a positive start to their school life. Assessments made on entry into the Reception year indicate a wide range in ability, where the overall attainment and skills of children vary from year to year. Observations of young pupils, including those who are under five, together with a review of previous work, suggest that children will reach the Desirable Outcomes of Learning and that some will exceed expectations for children of this age. Although children make sound progress across all the areas of learning, progress is more significant in language and literacy and in mathematics.
10. At both key stages, most pupils achieve good standards in the basic skills of reading. Lower attaining pupils reach creditable standards, relative to their prior attainment. Pupils generally read fluently and accurately and use a range of strategies to understand the meanings of the texts. Most read with enthusiasm and show a good knowledge of the contents of their books. Across the range of ability pupils, including those who have special educational needs, make good progress. Although overall standards in writing are sound across the school, and pupils give due consideration to punctuation, grammar and spelling, there is a recognised need to increase opportunities for extended writing, including the development of detail. Standards of presentation and handwriting are inconsistent across the school and this is an area for development. There are a number of pupils at both key stages who are very articulate. Most pupils listen confidently across a range of contexts and can adapt their talk to the needs of the listener. Overall, standards in speaking and listening are good and pupils make good progress.

11. Standards in number are generally good and most pupils make sound and sometimes good progress. By the end of Key Stage 1, pupils work competently with numbers to 20, sometimes performing addition and subtraction as mental calculations. Some pupils are able to work with larger numbers. By the end of Key Stage 2, pupils have a good understanding of arithmetic using large numbers, and are developing ways of solving problems and applying them in practical tasks. They become adept at problem solving and in applying their mathematical skills in other areas of the curriculum; for example, data collection and producing graphs in science lessons and using maps in geographical work on co-ordinates.

12. Standards in science are generally good at both key stages. Pupils develop investigative and enquiry skills and make sound and sometimes good progress. By the end of Key Stage 2, most pupils can conduct quite complex tasks, including measurement, observation and recording. At both key stages, pupils generally show sound scientific understanding. Standards in information technology are unsatisfactory across the school because pupils have inadequate access to the full programmes of study of the National Curriculum. Although the school has moved forward in recent times and some skills have been developed, there is recognition that much remains to be done to ensure that pupils become confident in using information technology across the curriculum. Although overall pupils make insufficient progress in information technology, the school has very focused targets to address this.

13. Across the school as a whole, pupils are generally making good progress, effectively gaining and consolidating appropriate knowledge, skills and understanding. There are too few pupils in each year to give reliable information on trends over time or information on any differences in attainment between boys and girls. Progress is generally more marked at Key Stage 2 than Key Stage 1 because of higher teacher expectations and a greater insistence on higher standards. The school effectively promotes pupils' achievement and progress, particularly where the quality of teaching is good, and focuses on targeting progress. Overall, across the school, progress is marked in reading, speaking and listening and numeracy. Pupils with special educational needs generally make good progress in relation to their individual learning targets, particularly in the acquisition of basic literacy skills.

Attitudes, behaviour and personal development

14. Very good behaviour is effectively promoted and encouraged and this is a strength of the school. The pupils' positive attitudes to both school and their work, have a beneficial effect on the standards of attainment and the quality of learning. Care and consideration for others is part of the school's ethos. Throughout the school, pupils work well with their teachers, responding positively to praise and encouragement. Pupils are encouraged to value one another and enjoy each other's successes. The school has excluded no pupils, though procedures are in place should the need arise.

15. Pupils' attitudes to learning are generally good at both key stages. The majority of pupils show interest in their work and apply themselves well to their learning. They become involved in their learning, particularly when the work is stimulating and the pace of the lesson is brisk. This was more evident at Key Stage 2, where attitudes to learning are consistently good and pupils are well motivated. Older pupils are confident and well able to express their views.

In lessons, all pupils are keen to talk about their work and interests and they contribute to

discussions with enthusiasm. They readily accept suggestions for improvements to their work and are able to select, use and return relevant resources. Pupils show good levels of co-operation in group and class activities. Children under five are well behaved and are beginning to mix well with the older children in the class. They are learning to persevere with their tasks and are beginning to understand established routines and class rules. When moving around the building all pupils are orderly and sensible. At break and lunchtimes they follow routines well. Their behaviour on the playground areas is good and they have a good awareness of others.

16. Relationships throughout the school are very good and both staff and older pupils set good role models. Pupils are friendly and polite. Visitors are made welcome and pupils are happy to enter into conversation with them. There is no evidence of bullying, although the school has suitable procedures to deal with any incidents should they occur.

17. Provision for personal development is very good and pupils willingly take on progressively more responsibility as they move through the school. Older pupils effectively care for the younger children in school. Pupils show sensitivity for the needs and feelings of others. Pupils raise money for charities. Following a topic on the rain forest they decided to support Survival International. At harvest time, they think about the farmers in the community and distribute harvest baskets to elderly residents. Pupils are given opportunities to contribute both to the school and to the wider community in which they live; for example, they have helped redesign the school garden and considered the effects of tourism on a small village community.

Attendance

18. Attendance levels at the school are good. No unauthorised absences were recorded during the last reporting year. Parents are aware of attendance procedures and are encouraged to inform school when their child is absent. Registers are marked consistently, with care, and meet statutory requirements. Registration time is used well and provides a calm, effective start to the school day. Pupils arrive punctually at school and lessons start promptly. The occasional incidents of lateness are appropriately discussed with both parents and children. The good attendance contributes positively to the pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

19. Teaching in Reception and at Key Stage 1 is satisfactory overall. It was satisfactory in virtually all of the lessons observed. The teaching at Key Stage 2 is at least satisfactory and very often good. It was good in around 75 per cent of the lessons observed and satisfactory in all the remainder. Consistently good teaching was observed in the Key Stage 2 class. The teaching of pupils with special educational needs is generally good and helps to promote good progress. Some very good teaching was observed in small group teaching aimed at improving numeracy and spelling skills.

20. The youngest children receive sound support. The teaching for Reception children, including the under-fives, is satisfactory overall, providing a sound foundation for Key Stage 1. Whilst the teaching benefits from the help provided by volunteers, there is a need to be wary of designating the supervision of the Reception children to the helpers. Personal and social learning is appropriately emphasised. Children are encouraged to think about their learning

and to develop self control and independence, coupled with learning to work co-operatively. The teaching can become more effective with the promotion of work which supports children being actively involved in a wider range of practical and creative activities, with less formal work.

21. Where teaching is most effective, there is good discipline, effective classroom management, a calm and quiet atmosphere and work which is appropriate for all pupils,

including those with special educational needs. There are high expectations of the pupils' capacity to produce their best work and an active promotion of good quality work. There is skilful questioning to take learning forward. Work is generally well planned with an appropriate balance between instruction and pupil activity and progress is carefully targeted. The main emphasis is on pupils effectively gaining and consolidating knowledge, skills and understanding, by building on prior attainment.

22. During the inspection, the majority of lessons observed involved effective teaching. However, in lessons where teaching was less effective, there are sometimes insufficiently high expectations of pupils who are not prompted to give of their best. In these lessons there is sometimes insufficient challenge to meet the needs of the differing abilities in the class, including the higher attainers. Sometimes there is a lack of pace and appropriate timing with a consequent deterioration in concentration.

23. In the teaching of English and literacy, teachers effectively communicate to pupils an enthusiasm for the imaginative use of language in oral and written work. However, sometimes the quality of presentation and handwriting is inconsistent across the school and there is a need for higher teacher expectations. Teachers generally have good subject knowledge, especially in literacy and numeracy, although confidence is less secure in information technology. They work with commitment giving clear explanations. In much of the teaching seen, teachers plan activities that consolidate and extend prior teaching and learning. Direct teaching is used that enthuses and engages the pupils and teachers provide tasks which have clear purpose and support the lesson's learning objectives. Teachers work hard to make the lessons interesting, often involving good opportunities to develop speaking and listening skills. Much of the teaching towards the end of Key Stage 2 is, appropriately, geared towards preparing pupils for secondary education.

24. The school has carefully introduced the literacy hour in both classes, and this has had a positive impact on the English curriculum. The teaching is usually soundly planned and generally well organised, and there is evidence to suggest that teachers are gaining in confidence in the prescribed ways of organising the teaching. It is generally less effective at Key Stage 1 where there are, understandably, some difficulties related to the recommended ways of organising the teaching because of the very wide range of age, ability and special educational needs within the class. The school now needs to review the effectiveness of its arrangements in order to ensure that the strategy is building on the successful work established in literacy. The school is just beginning to carefully introduce the elements of the numeracy hour.

25. The teachers work very hard with a strong commitment to the school and its pupils. Although they plan in some detail and build numeracy and literacy into many lessons, there is some inconsistency in the medium and short term planning. Intended learning outcomes and opportunities for assessment are not always clearly identified. There is a need to review and develop practices for the planning of the curriculum.

26. Teachers listen and respond well to pupils and use consistent praise and encouragement, with appropriate attention being generally given to marking. Homework is used to extend learning in both classes, for example, through the home-school link in reading. Parents are very supportive of the arrangements. Teachers show a good knowledge of individual pupils and generally make good provision for lower attaining pupils. Management of pupils is generally good with high expectations of good behaviour, making for a calm, ordered working environment where misbehaviour, appropriately, is not tolerated.

27. There is generally good support for pupils with special educational needs, including the promotion of confidence and self-esteem. Relationships between the pupils and all the adults who work in school are very good, as are relationships between the pupils themselves. The school has recently begun to undertake some informal monitoring and evaluation of teaching and learning and there has been some input from the local education authority advisory service. However, the monitoring and evaluation of teaching and learning needs to be more specifically focused to provide targets for improvement. Monitoring classroom teaching can support and guide effective practice which can enhance teacher performance, ultimately raising pupil attainment. Where the quality of teaching is good, as it is in many lessons, this has a significant impact on the amount of progress made and the levels of attainment reached.

The curriculum and assessment

28. All pupils have equal access to the school's curriculum which is generally broad and balanced, reflects the aims of the school and prepares pupils for the next stage of education. Although all the appropriate subjects and religious education are included, there is a well recognised need to develop the information technology curriculum to ensure that pupils throughout the school receive their full National Curriculum entitlement. There is a need to increase levels of understanding and the use of information technology. The pupils need fuller and more frequent access to the programmes of study.

29. At the time of the inspection, three Reception pupils had recently started school and were being taught alongside Year 1, Year 2 and some Year 3 pupils in the first class. The curriculum for the very young children could better meet their needs if it took more account of the areas of learning and their outcomes which have been prescribed for the under-fives. Although the work with Reception children provides a sound base for Key Stage 1, it can benefit from broadening the scope of the practical and first hand experiences offered and from ensuring an appropriate balance between teacher-led tasks and ones involving some choice and decision making by the children.

30. The school gives clearly focused time to literacy and numeracy. The teaching of reading is viewed as a priority in the school and this is reflected in the good standards achieved by most pupils. The National Literacy Strategy is central to the school's planning for English teaching. Time is designated for the literacy hour in both classes and the different elements have been gradually introduced. There is now a need to review its use in order to ascertain which parts are working well and which could benefit from further adaptation to ensure that they fully cater for the age, ability and needs of all pupils, given the wide range of ability in each of the two classes. This is part of the need to further develop strategies for the monitoring and evaluation of curriculum development, including the numeracy hour, which the school is just beginning to introduce. The school uses virtually all of its discretionary time to help it meet the increasing demands on the planned curriculum.

31. Since the last inspection there have been some developments in subject guidance and in planning the curriculum. Policies are in place for most subjects although some are overdue for review, some schemes of work are in place and some are not. Some use is made of local education authority schemes and some use is made of nationally prescribed schemes, mainly at Key Stage 2. The useful art policy contains a scheme of work and serves to identify appropriate skills' development and possible activities. The school needs to plan ahead to develop schemes of work to guide the teaching and learning and fix the time-scale to fit in with the proposed new National Curriculum for the year 2000.

32. The work in geography and history is taught through appropriate topics, which make use of interesting cross curricular elements. The topics are taught within a four year cycle at both key stages. There is a two year cycle for science and religious education at both key stages. The four year cycle at Key Stage 1 could benefit from covering a shorter period of time which can simplify the planning arrangements for the teaching and learning. Alongside the topic activities, the work in English, mathematics and in some of the foundation subjects is taught separately.

33. Teachers work very hard and generally plan the work to take into account the wide range of need and ability in each of the classes. There are clear weekly plans for the literacy and numeracy hours. A number of planning formats are being used for the medium and short term. The plans can benefit from a review to determine their effectiveness, including the need to make very clear the intended learning outcomes. A review of the planning practices can help in the development of a policy which gives clear guidelines on the agreed formats and practices.

34. Teachers plan the work to be interesting and relevant and a strength of the school is the wide range of opportunities given to take the learning beyond the classroom; for example, good use is made of the local area with visits to the church, the streams and the steam railway. Regular visits to places further afield, such as London, Leeds and York, add to the quality of educational experiences and the biannual residential education week is appropriately valued.

35. As part of science and health education, older pupils are taught about sex education, with good support from the school nurse. Throughout the school, questions and issues are dealt with sensitively as they arise. Good attention is given to the importance of a healthy lifestyle with appropriate provision for drugs awareness. The school does not offer extra-curricular activities although there are some opportunities to take part in teams and in inter-school tournaments. Religious education is taught in accordance with the local education authority's agreed syllabus and meets statutory requirements.

36. Parents provide effective support to younger children as part of the reading programme. Pupils are encouraged to take reading books home, learn spellings and tables and sometimes undertake simple research tasks based on the topics being studied. Parents are generally happy with the amount and frequency of homework and are accepting of the recently introduced system of home-school agreement.

37. There are clear and effective procedures, described in the helpful policy, for the early identification of those pupils with special educational needs. The school gives good support to these pupils and they generally make good progress. Seven pupils are on the special educational needs register, although none has a Statement of Special Educational Need. Pupils have appropriate targets, identified in useful individual education plans mainly based on

literacy skills, which are regularly monitored and reviewed. The work benefits from the work and care of the staff, the part time teacher and members of the local education authority support services. Good use is made of the local education authority's recording system and the school's arrangements satisfy the requirements of the national Code of Practice.

38. An issue in the previous report was to monitor and evaluate progress in order to further raise standards. Whilst some developments have taken place, there is still a need to review, rationalise and develop the practices and to develop and implement a clear whole school assessment policy which describes the agreed practices for the monitoring of pupils' attainment and progress.

39. Baseline assessments are undertaken on entry and, together with other data which is collected at Key Stage 1, these are providing useful information. Teachers have good knowledge of pupils' abilities and a great deal of informal assessment takes place, much of which informs curriculum planning. The regular marking of work provides useful feedback to the pupils. Use is made of assessment sheets which are part of commercial mathematics schemes. Good use is made of the optional National Curriculum tests in English and mathematics for pupils in Years 3, 4 and 5. At Key Stage 2, end of year assessments are undertaken in science, and targets are set annually in the core subjects at the end of the year for pupils in Years 1 to 5. The school recognises the need to update its portfolio of moderated work in the core subjects to help judge levels of work. The further development of the assessing and recording of pupils' attainment and progress can support the school in further raising levels of attainment.

Pupils' spiritual, moral, social and cultural development

40. The previous report identified that the school actively promoted spiritual, moral, social and cultural development and this is still the case. The school makes very good provision for pupils' moral and social development and good provision for their spiritual and cultural development and pupils respond well in these areas. The school has a caring, community ethos which embodies clear values involving care and respect. It functions like a large family whose members look after one another. It plays a key role in preparing pupils for the opportunities, responsibilities and experiences of adult life.

41. In religious education lessons, pupils are given opportunities to consider their own lives and their place in the world around them. They are beginning to develop an understanding of the significance of religious faith. Pupils are encouraged to be reflective through a range of activities, including prayer, music, dance and personal writing in poems and prayers. Collective acts of worship provide good opportunities for reflection on aspects of the school's ethos, such as care and consideration for other people and the uniqueness of the individual.

42. The school teaches the principles which distinguish right from wrong and pupils are aware of the rewards and sanctions which operate. Older pupils understand the system of rules and the reasons for them. The school encourages and expects good behaviour. Pupils show respect for each other and for property. They are encouraged to value one another and celebrate each other's successes; for example, in the weekly sharing assemblies. Pupils of all ages generally work well together and older pupils are protective towards both younger pupils and those with particular needs. In each class, pupils give support and encouragement to each other and good examples of spontaneous care and concern for others were seen during the inspection. Through the valuable residential visits, older pupils learn about living together in a community setting away from home.

43. Pupils happily take responsibility for helping and doing jobs; for example, at both key stages they take responsibility for specific tasks in their own classrooms. Older pupils help by serving at lunchtime, by delivering milk, moving furniture and administering the school bank on a weekly basis. Pupils are encouraged to participate fully in the school and local community and develop an understanding of citizenship. Villagers are invited to school events and produce from the annual harvest is delivered to the local elderly. Pupils become closely involved in the parish church harvest festival and enter samples of work to the local 'Annual Chrysanthemum Show'. The pupils contribute to a good range of charities, including ones for children who are less fortunate than themselves; for example, the National Children's Home and the local hospice. The quality of relationships throughout the school is very good and staff set good role models.

44. Work in art, geography, history, music and religious education is used to promote the pupils' cultural education. Through purposeful use of the local environment, including study of the immediate and surrounding area, they gain insights into their own local heritage. They gain sound knowledge of other times and places through geography and history, aided by good opportunities to visit places further afield. Although pupils learn mainly about the Christian religion, they also gain opportunities to learn of other faiths in religious education. Key Stage 2 pupils explore special times in people's lives and learn about significant rites of passage within the religious traditions of Christianity, Islam and Judaism. Older pupils recently benefited from visits to a mosque and a synagogue. The school is mindful to promote deeper insights into the customs and festivals of a variety of faiths and of the diversity and richness of other cultures, in order to prepare pupils for the multicultural society in which they are growing up. Collective acts of worship support the provision for spiritual, moral, social and cultural development which is one of the school's strengths.

Support, guidance and pupils' welfare

45. The school has a caring, welcoming environment. It gives good support and guidance to all pupils enabling them to cope effectively and confidently with school life. There is a family atmosphere and teachers clearly know the pupils well. Parents recognise that the school fosters positive, caring attitudes and are happy with the help and guidance it provides. Parents' questionnaires indicate strongly that children are happy at school. Relationships throughout the school are very good and pupils frequently support each other both in class and around school. Children under five are already establishing effective relationships with other children and adults and are very well supported by the older children. Their induction into school is carefully planned and considered.

46. There are satisfactory procedures in place for monitoring the pupils' progress and personal development, though the school recognises the need to develop this area further through its recording of attainment and progress. Pupils with special educational needs are well supported and generally make good progress. Pupils' behaviour is very good. The whole culture of the school is one of sensible behaviour, self-discipline and consideration for others, with a positive approach to behaviour management. Pupils' attendance is good and the school works closely with parents to ensure that there are no unauthorised absences.

47. The provision for the pupils' overall well being and health and safety is good. Health education and some aspects of drugs awareness are covered in themes and topics in several curriculum areas. There is good liaison with the school nurse, who assists with the formal sex education programme for older pupils. The 'Crucial Crew', a safety course run by the

emergency services, gives older children the knowledge and experience to help them cope with emergency situations. This project contributes positively to the pupils' welfare and guidance.

48. All staff, including midday supervisors, provide a good level of supervision and carry out their duties in a caring way. Comprehensive procedures are in place for first aid, reporting accidents, pupils' medication, taking pupils on visits and fire drills. The school follows local education authority guidelines for health and safety. The governing body has adopted its own policy, with suitable procedures for regular safety audits around school. The school has not yet carried out a formal risk assessment of work place activities. Child protection procedures are in place and all staff are aware of the requirements. The school has good procedures in place for promoting pupils' well being, health and safety.

Partnership with parents and the community

49. The school enjoys good links with parents, the local community and its members. Parents work in partnership with the school and this has a positive effect on the quality of learning and standards achieved. The responses from parents, both at the parents' meeting and in the questionnaire, were overwhelmingly supportive of the work done by the school.

50. The school gives useful information to parents and encourages them to become involved in their children's work. The school brochure is a well presented, purposeful document. Whilst the governors' annual report contains a wealth of information about the school, there are some important aspects omitted, such as information on the school's policy on special educational needs and the admission of pupils with disabilities. There is also insufficient information on the progress of the action plan drawn up after the last inspection.

51. Parents feel well informed about school activities and events. They can talk informally to staff at any time about their children and there are appropriate formal opportunities for parents to meet teachers to discuss pupils' progress. Annual reports vary in the amount of detail given but are generally informative and show a good knowledge of the pupils and the progress they have made. The school works closely with parents of children with special educational needs.

52. Parental involvement makes a significant contribution to both the pupil learning and to the life of the school. Many work regularly in classrooms, accompany school visits, provide transport, support school concerts and events and are very effective fund-raisers. The considerable sums raised each year are well spent to benefit the whole school community. Parents are given details about topics their children will be studying in order to further support their children's learning. Parents are supportive of the home-school agreement and homework policy. The school has provided parents with appropriate information about the National Literacy and Numeracy Strategies.

53. The school has developed very good links with the community in a range of ways. Close links with other cluster schools enable staff to discuss curriculum issues and share resources. Pupils benefit from the links with another primary school where they are able to use the physical education facilities. There are arrangements for both pupils and parents to visit their next school, providing a smooth transition to secondary education. Pupils study the local area and visit several local farms. The school makes good use of visitors with special knowledge to enhance areas of the curriculum; for example, elderly residents speak about Victorian Goathland and local mining. The school has close links with the church and clergy. The church is used regularly for special celebrations and worship. The school holds several

events each year, which are well attended by both parents and members of the local community. Local businesses are supportive of the school through the fund-raising events. A useful industrial link with the sewerage workers in Whitby has provided pupils with an introduction to the world of work.

54. The school's partnership with parents and the community has a positive effect on the quality of education and is one of the school's strengths.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

55. The school has made a steady improvement since the last inspection, maintaining and building on its achievements. Plans have been developed and implemented to tackle the issues raised in the previous report, although there is still a need to construct a more sharply focused school development plan which identifies relevant priorities and targets in all areas. There have been some developments in the monitoring and evaluation of attainment and progress, but this is still in need of further development. The roles and responsibilities of the governors have been significantly developed in all the appropriate areas. Opportunities have

been extended to parents and the community, resulting in effective levels of involvement in the life of the school. The school has moved forward in recent times. Appropriate targets have been set and there is the will and capacity to make further improvements.

56. The school benefits from the positive leadership of the headteacher whose hard work, dedication and commitment continues to have a significant effect on the development of the school. She has a demanding workload and although she balances her teaching and management roles by choosing appropriate priorities, her current teaching commitment leaves insufficient time to best fulfil her management role. The teachers work well together as a team and the school functions with a common sense of purpose.

57. The governing body is very supportive of the work of the school and fulfils its statutory duties in retaining oversight of the budget, plans and policies. It takes its responsibilities very seriously and is now fully involved in all aspects of the management of the school, including financial planning. The chair of the governing body, who is also a parent, is a frequent visitor to the school and has a close working relationship with the headteacher. All governors visit the school on a regular basis and some visits have a specific focus. Some governors have accepted a specific curricular responsibility and their involvement is valued by the school. The good working relationships between the headteacher, staff and governors make a positive contribution to the quality of education in school and the standards achieved by pupils. There is evidence of a shared determination to succeed and move forward.

58. The teachers and governing body are fully aware of the new curriculum requirements and responsibilities for the implementation of the literacy and numeracy hours and are receiving training. Governor representatives for these areas are fully involved. The school has set appropriate targets for pupils' achievements for future years. Suitable resources have been provided.

59. Criteria for deciding which curricular priorities are to be included in the school development plan are appropriate. Although national initiatives take priority, there is a cycle for the review of all subjects. Strategies are identified and success criteria and evaluation

outlined. Within the constraints of budget and availability of suitable courses, staff development is linked to these curricular priorities. However, other developments in the plan are not so rigorously identified and there are no specific objectives related to non-curricular aspects of the school. Some items, for example, sports day and harvest festival are not appropriate for inclusion, unless there is some particular new development taking place in these areas which needs review and evaluation. The various documents relating to school development need to be gathered together to make it a more effective plan for school improvement.

60. Although a certain amount of monitoring and evaluation of teaching and learning takes place, this needs to be more specifically focused to provide targets for improvement.

61. The aims of the school are appropriate and have been agreed by governors and shared with parents. The aims and values are reflected in the work of the school. All pupils have access to a broad and balanced curriculum. Pupils feel very secure and valued and generally behave very well. They enjoy coming to school. Relationships at all levels are very good.

62. Effective procedures are in place for identifying and supporting pupils with special educational needs. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments and other requirements, including those for collective worship.

Staffing, accommodation and learning resources

63. The school has an appropriate number of teaching staff who are suitably qualified to meet the needs of the National Curriculum and religious education. The headteacher and the other class teacher are the only full-time members of staff. Two supply teachers are each employed for half a day to provide non-contact time for the headteacher and support for pupils with special educational needs. No classroom assistants are employed, although the school secretary helps on a voluntary basis to support work in information technology. Staff responsibilities are appropriately shared between the headteacher and the other class teacher, each assuming responsibility for a key stage. Both teachers are fully involved in curriculum planning and decisions regarding spending on resources. Staff have appropriate job descriptions.

64. Arrangements for the professional development of staff are effective and are based on the staff development plan, training needs for introducing new government initiatives and also individual needs. The formal staff appraisal programme is progressing according to plan.

65. The accommodation is inadequate, with no hall for physical education, assembly and dining and no staff room. The headteacher and secretary share a very small office and storage space is very limited. The school makes full use of its accommodation and its outdoor facilities. The use of the larger of the two classrooms and the parish hall for physical education helps to compensate for the lack of a school hall. In addition, older pupils have access, at certain times, to the hall of a neighbouring school. Lunches have to be served in a classroom. They are prepared on site by the cook and she and the lunchtime supervisory assistant work efficiently together to serve meals.

66. The school playground is adequate for outdoor play and sports and includes a recently constructed, attractive patio area, which is becoming a valuable resource for science and environmental work. A stile has been provided to give easy access to the adjacent field, which is sometimes available for use by the school.

67. The quality of the accommodation continues to be high and to provide a stimulating and well maintained learning environment. The site and buildings are very well managed and cared for by all, including the pupils. The school is very appreciative of the work done by the caretaker in maintaining a consistently high standard. Attractive displays of pupils' work enhance the appearance of the teaching areas and add to the stimulating learning environment.

68. The school is well provided with good quality teaching resources to cover the requirements of the National Curriculum. The school recognises the need to develop the provision of outdoor play equipment for young pupils. There is easy access for pupils to the small library which is housed in the shared space between the classrooms. Storage for resources is limited. Good use is made of the library loans services and the museum service. The school grounds and the village are used well to enhance learning and a range of visits further afield make a significant contribution to the quality of experiences offered to pupils. Some of these have been made possible because of funding provided by a television company for use of the premises.

The efficiency of the school

69. Financial planning and the overall management of resources are good and the school is run efficiently. Although the headteacher assumes day-to-day responsibility for the budget and school expenditure, much of the work is appropriately delegated to the school secretary. The local education authority bursar gives valued support and advice when setting the budget, and again later in the year. The governing body has oversight of the budget through the finance committee which provides regular reports for meetings of the full governing body.

70. The school has an accurate, up to date picture of its expenditure and commitments, through the regular budget printouts which it receives from the local education authority. These are carefully checked against the school's own records. Resources are chosen with care. The school currently has a large carry forward of funds which the governors feel is necessary to ensure the retention of two full time teachers in case pupil numbers fall. Although the three year projection shows that this balance is likely to be substantially reduced, consideration should be given to the need to increase the time allowed to the headteacher to fulfil her management role. The school plans to give copies of the school prospectus to local estate agents in order to try to attract more families to the village.

71. Overall, financial control is good. All financial administration and health and safety requirements are in place. The school secretary is very efficient and ensures the day-to-day routines of the school run smoothly as well as making a valuable contribution to the life of the school. The last external auditor's report in 1998 found that systems and procedures were good and the few minor recommendations have been acted upon.

72. Resources are used efficiently, except in information technology where there needs to be more routine use of the hardware. Staffing is suitably deployed. However, to ensure that the needs of all pupils are fully met, the school needs to review the organisation of classes by further considering the value of accommodating every pupil in discrete key stage classes. Teachers make maximum use of the accommodation. Lessons begin promptly and effective use is made of teaching time which meets national recommendations. Funding made available for training purposes is linked to the school development plan. Appropriate use is made of funds to support pupils with special educational needs. Funds raised from the spring fair and

revenue from a television company have made a significant contribution to classroom resources.

73. Expenditure per pupil is high in comparison with most other schools and with schools of similar size. In the light of the costs involved, the educational standards achieved and the quality of education provided, its context and income, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74. Children enter school at the beginning of the school year in which they are five, having made induction visits during the previous term. They start on a full or part time basis determined by age. The three summer-born children who are under five attend mornings only. They had only been in school for a couple of weeks at the time of the inspection and were still adapting to new routines. However, observations of young pupils, including those who have recently reached five, together with the evidence of previous work, suggest that children reach the Desirable Outcomes of Learning before their fifth birthday and some will exceed expectations for children of this age.

75. Attainment in language and literacy, mathematics and personal and social development for the under-fives is generally good and children make good progress by practising, consolidating and extending their skills. Attainment in the other areas of learning is sound overall. Whilst children have a sound foundation on which to build when entering Key Stage 1, the provision for the young children in Reception can benefit from development to provide more breadth of experience. For example, in role-play, structured play, the area of creative activities and the physical area of learning.

76. The quality of teaching is satisfactory overall. It benefits from good relationships and the support of the adults who help. Pupils in Reception are taught alongside Year 1, Year 2 and some Year 3 pupils, which makes for a very wide age range. This can make it difficult to cater for the under-fives and the school needs to consider ways to target their supervision, thus avoiding designating the work of the under-fives to one of the voluntary helpers. The curriculum for these children could better meet their needs if it took more account of the six areas of learning and the Desirable Learning Outcomes, and if the work could be targeted in shorter, more focused sessions. This provision could be further enhanced by the development of resources to support each of the six areas, with much more practical activity and learning through play.

77. At the time of the inspection, the children were still getting to know one another, building relationships and learning new routines. Hence, the children's personal and social development is seen as a very clear priority. Attainment in this area is good and improving all the time. Children are happy and confident in the school environment. They are beginning to establish effective relationships with other children and adults. Children work contentedly individually and in small groups. Levels of concentration and perseverance vary, but are improving with experience. Children are eager to explore new learning situations and their enthusiasm is clear to see.

78. A high priority is given to language and literacy, and the children's attainment and progress are generally good. Evidence indicates that they are beginning to develop good speaking and listening skills, learning the importance of taking turns and listening to each other; for example, in role-play in the 'garden centre'. They are beginning to listen attentively and show that they understand what is said to them in response to the teacher's questions and explanations. Reading is appropriately valued and children are learning that text conveys a message and that it is read from left to right. They are starting to associate sounds with letters and combinations of letters. Soon children will be able to read simple text using these skills. They can recognise their names and will soon be able to copy their teacher's writing with some control. There is a good range of books and tapes available, including large picture books. More use could be made of the resources which promote speaking and listening, such as

puppets, small world equipment and the role-play area.

79. In mathematics the children are beginning to work towards appropriate National Curriculum targets and their attainments are generally good. They can sort and classify, sequence and recognise some numbers. They will soon be able to perform simple addition. They are given a sound range of mathematical experiences and are learning to use appropriate mathematical language. They are beginning to understand concepts such as heavier than and lighter than. Resources are sound overall, though provision for sand and water could be extended and more extensively used.

80. Children are encouraged to increase their knowledge and understanding of the world. They are given good opportunities to explore their own locality, including visiting the Goathland Exhibition Centre. They enjoy finding out about the past through a visit to the Castle Museum in York and by looking at artefacts such as kitchen utensils. They acquire appropriate vocabulary to express the passage of time. They study the village and make simple plans, including ones to depict their journey to school. They learn about living things; for example, through growing cress and bulbs. They work with mirrors and magnets. Whilst construction kits are available for model making, more frequent use of these would enhance the opportunities available to children. Although technological understanding benefits from regular access to computers, there is recognition of the need to develop this area and use a wider range of programs.

81. In their creative work, children paint and make pictures, often related to their topic. They become competent at modelling with plasticine and clay. There are some opportunities for children to cut, stick and make models, although children could benefit from more opportunities to make decisions and choices when selecting and using materials. They sing a range of songs enthusiastically and begin to develop a sense of rhythm. The work is supported by a good range of percussion instruments.

82. Planning of physical activities allows for a range of tasks to help children improve their manual skills; for example, drawing, painting, writing, cutting and gluing. Children have few opportunities for running, jumping, climbing and outside play and there is a lack of large apparatus, large toys and equipment. There is recognition that this area could benefit from further development.

ENGLISH, MATHEMATICS AND SCIENCE

English

83. Whilst across the school most pupils attain well, there is a significant minority who have special educational needs. Whilst this can affect the overall evaluations, current attainment at the end of both key stages is generally good and above what could be expected of children aged 7 and 11. National performance data gives very little helpful information on attainment as a very small number of pupils are assessed each year and, consequently levels of attainment can, and do, fluctuate from year to year.

84. Judgements in English are in part based on lesson observations, mainly those made of the literacy hour in both classes, talking with pupils and hearing readers. They are also based on a close and detailed examination of pupils' work, including booklets and topic work, on work on display and on data and information collected from the school's records and assessments and those of individual pupils.

85. Reading standards are generally good throughout the school, partly because of the high priority given to it and partly because of the high level of parental support. Pupils make a positive start in reading, developing good levels of fluency, accuracy and understanding. Pupils, from the youngest onwards, develop a good range of phonic skills. They become competent in meeting the reading demands of the National Curriculum. By the end of Key Stage 1, most pupils have developed a range of strategies for dealing with unknown words. They read with understanding and expression. By the end of Key Stage 2, most pupils are developing into enthusiastic and reflective readers. Whilst they can gather information from a variety of sources, they would benefit from more opportunities to become proficient at retrieving information from a wide range of computer programs.

86. Overall, standards in writing are sound but could sometimes be higher, with more demands made on the pupils and higher teacher expectations. In Reception, pupils develop early writing skills, sometimes writing about their own lives and experiences. At Key Stage 1, they write about their visit to York Minster and about the visit to school by members of an owl sanctuary. They write articles for the 'Goathland Gazette'. They have sound opportunities to apply their writing skills across the curriculum; for example, in history when writing about toys and in religious education when writing about the lives of biblical characters. From writing about their own lives, pupils learn the foundations of story writing.

87. At Key Stage 2, pupils are able to write for a wide range of purposes and audiences; for example, extended stories, book reviews, reports, poems and letters. They write interesting accounts of their visits to a synagogue and a mosque. They write sensitive poems on autumn and about the local steam railway. They write imaginative stories about a 'Haunted House' and 'A Journey to another Planet'. They could, however, benefit from more opportunities to be reflective through personal writing. Whilst many pupils are able to write fluently and at length, with generally good standards of spelling and punctuation, standards of presentation and handwriting are not always consistent across the school. The school is going through a transition between the teaching of one style of handwriting and replacing it with another one. Nevertheless, high expectations are not always stressed in the quality of neatness and presentation.

88. Standards of speaking and listening are good for most pupils. Pupils generally listen attentively; for example, in assemblies and stories. They are generally confident when answering questions and giving explanations and engage well in conversation with adults. Pupils are able to reflect on their experiences; for example, when discussing their involvement in the 'Heartbeat' television programme and when describing their recent day in London. Older pupils are able to speak clearly and express their opinions giving reasons; for example, when discussing reading preferences and their last year at the school.

89. Pupils generally respond well to their work, showing positive attitudes to learning, although the most positive response was seen in the older class. Most gain pleasure from the written word. They co-operate well with one another; for example, most pupils take an active part in discussion and take a keen interest in what others have to say. The oldest pupils show good levels of commitment and concentration. They ask sensible questions to clarify meaning and are able to contribute to discussions, where they apply previous learning to new situations. They make appropriate use of dictionaries and reference books. Overall, pupils make sound and sometimes good progress with positive gains in knowledge, skills and understanding. Progress is generally more marked at Key Stage 2. Pupils with special educational needs generally make good progress in the acquisition of basic literacy skills.

90. The quality of teaching at Key Stage 1 is satisfactory. The quality at Key Stage 2 is generally good. A lot of good teaching was observed with the Key Stage 2 pupils. There is sound medium term planning and activities are planned with good opportunities given for pupils to use their language across a range of curriculum activities; for example, in history and geography and in experiments involving science related work. During the inspection, some examples were seen of pupils being enthused to undertake interesting writing tasks. The teaching is sometimes enhanced by good quality storytelling. Whilst teachers have good subject knowledge and plan the work to meet the needs of all pupils, there were some occasions in the younger class when expectations were insufficiently high so that pupils did not stay on task and give of their best. On these occasions progress needs careful targeting.

91. Pupils are given sound opportunities to acquire and develop word processing skills, although this could be further developed. The teaching valuably emphasises the importance of speaking and listening. Good support is generally given to pupils with special educational needs. Positive support is provided by the voluntary helpers in school and the many parents who give valuable help with home reading practice.

92. The school shows a strong commitment to the National Literacy Strategy and has introduced it in both of the classes giving clearly focused time for literacy. The teachers are moving the emphasis from individual tuition to group and class instruction, targeting groups for specific teaching and encouraging independent work. The planning is generally soundly organised. Care is generally given to making each activity appropriate to the needs of the pupils, although this understandably presents difficulties in the youngest class, which contains Reception, Year 1, Year 2 and some Year 3 pupils. The most effective group work seen made good use of a governor to support the groups. The literacy hour can now benefit from a review to ascertain which parts are working well in order to maximise its impact.

93. The policy needs to be updated. The National Literacy Strategy materials are being used as a basis for much of the work. The subject is well resourced with fiction and non-fiction books, well supplemented by topic boxes and extra fiction from the local education authority's library loan services. A lot of informal assessments are made, reading is carefully monitored, good use is made of the optional National Curriculum tests and targets are set for each pupil. Nevertheless, there is a recognised need to review and develop the monitoring of pupils' attainment and progress.

Mathematics

94. Standards of attainment are judged to be good at the end of both key stages and broadly above what might be expected of children who are aged 7 and 11. National performance data gives little helpful information for making comparisons, as a very small number of pupils are tested each year, and so attainment fluctuates from year to year.

95. Young pupils make a positive start and develop a good grasp of number. They learn to count and order numbers reliably and, with the help of a number line, begin to do simple addition and subtraction calculations. They can make comparisons between objects of different length and weight. They know the value of basic coins and can match prices with the correct number of coins. They use information collected in topic work; for example, shoe size, colour and type of fastenings, to produce tables, and, with help, construct simple graphs. By the end of Key Stage 1, numeracy skills are good. Pupils are confident in doing mental calculations. They are developing strategies for quick recall and use their knowledge of number bonds to solve simple problems. They have good recall of two, five and ten times

tables and are developing an understanding of place value which they apply to calculations involving money. They are beginning to use appropriate mathematical vocabulary.

96. At Key Stage 2, pupils build on their skills. They develop quick recall of tables. They compute with large numbers and understand what each digit in a number represents. They can make accurate predictions and estimates and explain clearly the reasons for their choices. They become skilled when working with fractions and decimals. In work on shape, they develop an understanding of various kinds of symmetry. Calculators are used appropriately for exploring relationships between numbers. By the end of Key Stage 2, most pupils are able to manipulate large numbers and are developing their own methods of solving problems and applying them in practical tasks. They understand the relationship between decimal and vulgar fractions. They become more independent in analysing data and use their findings to create graphs, choosing appropriate scales. They use measuring instruments with accuracy. Oral skills are good and pupils give clear explanations of their methods and reasoning using appropriate mathematical language.

97. Pupils make sound and sometimes good progress at both key stages. At Key Stage 2, higher attaining pupils make good progress. Progress in numeracy skills is developing well. Pupils become skilled at using mathematical knowledge to solve problems and they are given opportunities to become independent learners. They use their mathematical skills in other areas of the curriculum; for example, collecting data and producing graphs in science lessons. The use of a commercial scheme helps to ensure good continuity and progression and enables pupils to build systematically on previous learning, but there is an over-reliance on use of the scheme for practical activities. Insufficient use is made of information technology. The progress of pupils with special educational needs is good, reflecting the success of the approach adopted by the school in meeting their needs.

98. Pupils' attitudes to mathematics are usually good. They participate fully in oral work, show interest in what they are doing and generally work hard to complete their tasks. They are well behaved and use apparatus with care. They can work sensibly on their own and co-operate well with one another.

99. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have a secure understanding of the subject and lessons are usually well structured and organised and contain an appropriate mix of class teaching and individual or group activities. A good start has been made to introducing the National Numeracy Strategy. Most lessons begin or end with a useful, short mental session. Effective whole class instruction and skilful questioning help to raise the quality of pupils' thinking by encouraging them to find economical ways of doing simple calculations. Emphasis is rightly placed on developing mathematical vocabulary. Some lessons need a brisker pace. Where teaching is good, lessons provide sufficient challenge for all pupils and there are high expectations of the amount of work produced. Efficient use is made of time available during independent working sessions to monitor progress and help individuals.

100. The school has an appropriate detailed action plan for the development of mathematics over the next two years. The policy and scheme are being revised and appropriate training for staff and governors is in place. Procedures for assessing pupils' work are satisfactory, and strategies for the monitoring and evaluation of continuity and progression are developing. Resources are of good quality and conveniently placed for easy access.

Science

101. Standards of attainment are judged to be good at the end of both key stages and broadly above what might be expected of children who are aged 7 and 11. National performance data gives little helpful information for comparisons to be made, as a very small number of pupils are tested each year, and so attainment fluctuates from year to year.

102. Young pupils learn to observe and describe living things and events. They draw sketches and record their findings in simple sentences. They know about the different habitats of animals and birds and learn about the effect of day and night on their lives. Through simple experiments, they understand how different surfaces can affect the speed at which a car travels. By the end of Key Stage 1, they have developed enquiry skills which enable them to carry out more detailed investigations. During the inspection pupils were observing and recording the effect of light and water on the growth of cress from seeds, which they had planted earlier. They learned about fair testing in an investigation which used various methods to prevent the deterioration of apples. They understand they need to wash their hands when preparing and eating food, or after using soil or compost. They explore the properties of building materials and the effect of water on them. They record their findings in words and diagrams and are developing a useful scientific vocabulary.

103. At Key Stage 2, pupils become more competent at carrying out a variety of investigations; for example, comparing the solubility of a variety of substances in cold water. They understand the need for safe practice and know that some substances used in experiments are toxic. They know about varying habitats; for example, shores, cliffs, walls and hedgerows and the variety of wildlife which inhabits them. They become increasingly aware of environmental issues such as the greenhouse effect and the results of deforestation. By the end of the key stage, pupils have good close observational skills and are able to make sensible hypotheses. They can construct a food chain given a list of animal and plant life. They understand the need for fair testing and can design their own experiments and record their findings appropriately.

104. Overall, pupils make at least sound and sometimes good progress at both key stages. At Key Stage 1, they learn how to conduct investigations, following instructions carefully and recording their results in a variety of ways; for example, a minibeast safari in which pupils had to answer a questionnaire about their findings. A commercial scheme is used to guide the work and helps to provide continuity and progression. At Key Stage 2, pupils often revisit topics covered earlier in more depth and a check is made of how much has already been learned. Lessons are built upon this information and skill and knowledge are extended. They use computers to find information on such topics as 'black holes' and the Milky Way. Pupils with special educational needs are given good support and make appropriate progress.

105. Pupils enjoy their science lessons. They listen well to instruction and answer questions and carry out investigations with confidence. They are generally interested in their work and co-operate well in groups. Older pupils are supportive towards the younger ones. They use equipment with care.

106. The quality of teaching overall is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers plan a range of interesting activities and use searching questions which foster scientific thinking. Instruction is clear. Resources are suitable for the interest, age and abilities of the pupils. Links are made between science and other subjects, such as mathematics, design and technology and geography. Teachers provide opportunities for pupils to develop their writing skills in science, although some tasks given to the younger, more able pupils need more challenge. In the best teaching, pupils are given responsibility for their own learning.

Teachers make good use of visits to enhance learning. Older pupils enjoyed an interesting day studying astronomy at Fountains Abbey as part of a study of heaven and earth and also visited a Museum of Science and Industry. A member of the local owl sanctuary visited the school to talk to the pupils.

107. The school is well resourced to teach the requirements of the National Curriculum. Science is taught as part of ongoing topics. Some aspects of science teaching are enhanced by the good natural environment surrounding the school. A policy is in place and the scheme is being refined. Although there is some formal assessment, it would benefit from review and further development to more effectively monitor pupils' attainment and progress.

OTHER SUBJECTS OR COURSES

Information technology

108. Standards of attainment are below national expectations at the end of both key stages and insufficient progress is made.

109. The youngest pupils are given a useful start in their learning. They have access to a computer on a regular basis. They develop basic mouse skills, operate simple programs, follow instructions and use keyboard commands. They make simple pictures. By the end of Key Stage 1, pupils have some experience of simple word processing and picture making. They use programs designed to reinforce English and mathematical skills. However, overall, insufficient time is given to the development of skills.

110. At Key Stage 2, the work covered, at present, does not adequately cover all aspects of the required programmes of study. Pupils can draft and edit written work using text and graphics and use their skills to access information to use in other subjects, such as history. By the end of Key Stage 2, pupils use the CD-ROM to gather information; they enter data, produce graphs and interpret the results. They program the Roamer to follow commands of rotation and distance. A recently acquired program is allowing them to make more sophisticated pictures. However, they have little opportunity to experience more advanced data handling and control techniques.

111. Pupils make satisfactory progress in lessons, but these are too few. Too little time is spent practising skills and therefore, overall, insufficient progress is made. Pupils enjoy working with computers and show positive attitudes to learning. They concentrate well on their tasks and are keen to demonstrate their skills. They work well as individuals or in pairs and older pupils provide valuable help for the younger ones.

112. The limited amount of teaching seen was satisfactory at both key stages. Instruction is clear and teachers take care to check the pupils understanding. Planning shows systematic development of the necessary skills. The school secretary plays an important part in instruction and assessment of skills at Key Stage 2. More efficient use could be made of equipment, in order that pupils have sufficient opportunity to practise skills.

113. Information technology is a developing subject in the school. It is a priority in the school development plan and targets for improvement have been set. The policy has recently been updated and a scheme is being developed from local education authority guidelines, which will guide planning and enable pupils' learning to systematically build on previous attainment. A programme of staff development is also planned. The school is well supplied with computers

and work has already begun on providing an Internet connection. However, some audio-visual equipment, such as listening centres and a compact disc player, are in need of replacement. The new initiatives, together with the recent overall improvement in resources, should significantly improve the standards now being achieved and enable pupils to receive their entitlement in information technology.

Religious education

114. Although very little teaching was seen in religious education during the inspection, a scrutiny of the evidence provided by pupils' work, indicates that standards of attainment are sound across the school and that the work meets the requirements of the locally agreed syllabus.

115. In Reception and at Key Stage 1, pupils enjoy stories from the Bible such as The Battle of Jericho and listen to the stories of the first Christmas and the first Easter. They visit the local church and compare it with a cathedral by visiting York Minster, where they learn about the vestments of a bishop. They write prayers, including one for harvest. They understand that there are different types of Bibles and that stories of Jesus feature in the New Testament. They begin to appreciate the purpose of hymns and prayers.

116. At Key Stage 2, pupils listen to stories from both testaments of the Bible. Through a visit to the parish church they learn about and draw church artefacts such as the lectern, the altar and the chancel and write reflective poems. They learn the significance of the Jewish Festival of the Passover and of the five pillars of the Muslim faith. They are able to identify some of the differences between a church, a synagogue and a mosque. They learn of the place of food in religious ceremonies.

117. In assemblies, pupils consider the meanings of the hymns they sing and listen to stories which help them to reflect on their own lives. They are given opportunities to consider Christian values and the uniqueness of the individual. During assembly, pupils are attentive to stories, are willing to answer questions and give suggestions and are well behaved, joining in enthusiastically with the well chosen hymns.

118. The school follows the local education authority's agreed syllabus and scheme of work. The school is aware of its somewhat isolated position and its need to address the issue of pupils growing up in a multicultural society. Pupils are taught about other faiths, and its teaching of other religions and beliefs was recently supported by visits to a synagogue and a mosque. The subject is adequately resourced and good use is made of a collection of artefacts shared by the local cluster of schools. The school uses the small library to conduct whole school assemblies in the absence of a proper hall. The local vicar visits regularly to take assembly. The school makes good use of the local church with regular visits being made. The harvest festival, Christmas service and the leavers' service benefit from being held in the church. The weekly 'Monday Club' held after school in the parish hall is led by one of the governors.

Art

119. No art lessons were seen during the period of the inspection. However, pupils' work on display and teachers' planning indicate that pupils are receiving a relevant curriculum covering the required programmes of study.

120. In Reception and at Key Stage 1, pupils experiment with pencils, paint and textiles to create colour and texture. They look closely at natural and man-made objects and produce observational drawings and paintings of a variety of subjects connected with the topics being studied. They are introduced to the work of famous artists such as van Gogh. By the end of the key stage, they have experienced a range of both two and three-dimensional work. Examples were seen of colourful paintings of birds and flowers, which required the pupils to choose and mix a range of shades, and also, carefully drawn observational drawings in pencil and pastels.

121. At Key Stage 2, pupils continue to develop their skills. Work is usually linked to the ongoing topic. They paint portraits of the Tudor kings and queens and make observational drawings of such things as buildings in the village. They compare the styles of various painters, and the development of art through the ages. By the end of the key stage, they have experienced a structured programme of interesting activities requiring them to use the specific

skills and knowledge they have acquired in painting and drawing and in three-dimensional work. Examples were seen of fabric prints based on an Indian design and clay models of tigers and owls.

122. The work seen indicates that pupils make sound progress. Displays in the school show the progression in observational drawings and paintings and there is photographic evidence of a wide range of appropriate activities. As art supports topic work, it is used well in other areas of the curriculum, especially geography and history. Pupils benefit from working with specialists; for example, a painter and a weaver who have visited the school.

123. Resources are good and readily available. The policy has recently been updated and the scheme, based on guidelines from a variety of sources, provides good guidance on the continuity and progression of skills. Assessment is informal.

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Design and technology

124. A very limited amount of work was seen in design and technology at Key Stage 1 and no lessons were seen at Key Stage 2. However, from the short time in school, teachers' planning and photographic evidence, pupils are judged to be receiving a relevant curriculum covering the required programmes of study.

125. In Reception and at Key Stage 1, pupils use a range of materials including construction kits, textiles and recycled materials to make models. They learn how to choose appropriate materials and to join components; for example, when making caterpillars or making frames for pictures which they have designed on the computer. As part of a topic about the garden, they have made fruit salad and used cutting and sticking skills to construct a seed packet. They have made papier mâché plant pots for the spider plants which they are growing. They have designed and made moving toys from construction materials and produced simple designs for boots and party shoes. They use tools with appropriate care.

126. There are photographs of musical instruments and mechanical models made by pupils at Key Stage 2, which show their competence at designing and using materials. As part of a geography project, they have made Indian puppets and an Indian meal. Well crafted models of Egyptian pyramids and sarcophagi were on display during the inspection week. Work is

currently beginning on making Victorian samplers and a mechanism to provide motion for a Zoetrope. There is evidence of knowledge gained in science lessons being used to design and make models which require an electric circuit.

127. There is insufficient evidence to make firm judgements about the quality of teaching and the pupils' response to it, or about the progress being made by pupils. Useful visits such as the ones which combine both science and technology enhance the pupils' learning.

128. The school has a good range of resources. The policy has recently been updated, and, although there are guidelines which show a progression of skills, the scheme is in need of review.

.. **Geography**

129. As no teaching was seen in geography during the inspection, there is insufficient evidence to make firm judgements on the quality of teaching and the pupils' response to it.

130. In Reception and at Key Stage 1, pupils begin to learn about the local area through considering their own local community. They learn about the village and its buildings. They draw plans of houses and plans of the classroom. They record information about the weather and they interpret their own simple weather records. They learn about day and night and the changes of seasons and the characteristics of each one. They enjoy learning about new life in springtime for birds, lambs and calves and benefit from the opportunity to visit a farm. They learn about the migration of birds and about how swallows fly to Africa. During their time at Key Stage 1 they begin to learn about their own community in relation to others.

131. At Key Stage 2, pupils extend their knowledge of the local area and recognise the important features which give Goathland its character. They learn to make effective use of both maps and globes, identifying the countries, continents and oceans of the world and gaining knowledge of places beyond their own locality. Pupils learn to use maps, making use of map references, to respond to geographical questions. They learn about the geographical features of India, including its culture and weather. They learn about the water cycle and the significance of water around the world, including a study of the major rivers. They learn of environmental issues when they study the greenhouse effect and the location of the rainforests. They compare similarities and differences between Goathland and a tropical rainforest.

132. There is a policy and a cycle of topics to be covered. The subject is well resourced, making good use of topic boxes provided by the local education authority. The school has yet to develop simple assessments against learning outcomes. Use of the school's own immediate area, the village and visits to places locally, together with visits to places further away, such as Robin Hood's Bay and Fountains Abbey add to the quality of experiences offered to children. This is especially so with the valuable residential visits undertaken every other year.

.. **History**

133. No lessons were observed at Key Stage 1 during the period of the inspection. However, evidence from discussions with pupils, scrutiny of work, teachers' planning and displays suggests that pupils are receiving a relevant curriculum covering the required programmes of

study.

134. In Reception and at Key Stage 1, pupils are introduced to history through stories, pictures and artefacts. They learn about change, by comparing their homes with those of the past. They look at old and new toys and notice the differences. They are introduced to people from the past who have been specially remembered for the work they have done. By the end of Key Stage 1, they are aware of the major differences between their way of life and that of their parents and grandparents. Through the study of artefacts in museums, they learn about collecting evidence and begin to develop a sense of the passing of time.

135. At Key Stage 2, pupils begin to compare and contrast different civilisations such as the Egyptians and the Greeks. They learn about the effects of Roman, Saxon and Viking invaders of our country and gain an insight into the ideas, beliefs and values of people in the past. This helps them to understand the reasons for changes which have taken place in history. Through a study of the Tudors, they learn about the differences between the life of the rich and the poor. By the end of the key stage, pupils' skills and knowledge and understanding have been extended through the study of more recent times. The effective use of time lines helps pupils to understand chronology. By studying Victorian society, they learn about work and pastimes and begin to understand about the discontent of people living and working in unacceptable conditions. Pupils have developed a good understanding of the need for, and nature of, evidence. They are familiar with the range of historical sources which they can use to

effectively answer questions about why events and changes occurred. They learn about the development of the local area by studying old maps of the Esk Valley. They distinguish between facts and possibilities when using evidence to interpret the past.

136. Pupils make appropriate progress, systematically building on previous learning. They show interest in history and are eager to demonstrate their knowledge. They generally co-operate well and share information and ideas. They benefit from visits to a variety of museums such as the Ryedale Folk Museum and the Museum of Science and Industry, and also other places of historical interest such as York. On a visit to London, older pupils visited the Egyptian room of the British Museum. They have also attended an exhibition of the history of medicine at a local community college. Work is further enhanced by visitors to the school; for example, a villager, who talked about the Second World War and showed photographs and artefacts, and also representatives from the National Park, who performed a puppet show, 'The Moorland Hob', about the history of the National Park and the need to care for it today.

137. The limited amount of teaching seen was good. Interesting lessons are planned and whole class presentations and questioning are of a high standard. Good links are made between history and other areas of the curriculum such as art, information technology and religious education. Pupils write for a variety of purposes, such as information gained on visits, and they are encouraged to express their opinions.

138. The school has a policy for history which was updated last year and will be reviewed as part of the Curriculum 2000 initiative. Commercial guidelines form a scheme of work. Informal assessment takes place. The school is building a useful collection of videos and good use is made of the museums loan service and of artefacts provided by teachers, willing parents and friends.

.. **Music**

139. During the inspection, the only music teaching observed was a session with a recorder group, a physical education lesson with a musical element and singing in assembly. They were all taken by the co-ordinator who teaches the subject to both classes.

140. In Reception and at Key Stage 1, pupils learn a wide range of songs, including some for collective worship, which they sing tunefully and enthusiastically. They learn harvest songs in preparation for the festival. Using percussion instruments they compose musical effects to depict a marching centipede and an army of ants. They explore the elements of music and begin to recognise that music comes from different times and places. They can respond to simple notation and can keep a rhythm. They enjoy action songs and develop listening and remembering skills.

141. At Key Stage 2, pupils further explore pitch through voices and tuned percussion. They become skilled at recognising the sounds of different instruments. They make sensible appraisals of a good range of pieces of music, including ones featured in assembly such as Star Wars and Carmina Burana. They can compose and notate a tune. They learn songs from around the world and develop their listening and appraising skills. A number of pupils at both key stages show good musical ability; for example, on the keyboard and with the recorder.

142. The pupils observed generally responded well, showing good listening and appraising skills. They sang with enthusiasm and enjoyment and co-operated well with one another. The recorder group showed a high degree of skill, evidencing good progress. Pupils are confident

in performances and enjoy taking part in concerts in the church at harvest time, Christmas and the end of the year. Overall, pupils made good progress in the activities observed.

143. The quality of teaching is good and benefits from the musical ability of the teacher. Activities are well prepared, have clear objectives and make appropriate use of resources. The teaching observed moved at a good pace, showed high expectations of what pupils could achieve and involved clear and appropriate instruction. The quality of the learning is enhanced by the good relationships.

144. The school has a recently revised policy and scheme of work and makes good use of a commercial scheme. The subject is well resourced with tuned and untuned percussion instruments. A small number of pupils benefit from peripatetic music teaching in keyboards. Pupils from Years 5 and 6 recently performed in a school's concert as part of a massed choir. A number of pupils benefit from the good quality recorder lessons. Assessments are undertaken on an informal basis. Future plans include the development of resources, including a compact disc player.

Physical education

145. During the inspection just two physical education lessons were observed, one at each key stage and both concerned with movement and dance. The work in physical education is significantly disadvantaged by the lack of a hall, which makes full access to the programmes of study very difficult. Some use is made of the larger of the two classrooms for dance lessons, but this necessitates moving furniture and is less than ideal. A limited number of visits are organised for Key Stage 2 pupils to use the gymnastic facilities at a nearby larger primary school. In spite of all the difficulties, the planning does indicate that the school tries to offer a good range of experiences to pupils, notwithstanding the limitations imposed by the

accommodation. Some physical education takes place on the playground which offers flat and adequate space. These lessons involve games activities such as football and netball.

146. In Reception and at Key Stage 1, pupils develop and practise the skills of travelling with, sending and receiving a ball. They learn to play simple games and to follow rules. They learn to explore moods and feelings and respond to music through dance and movement. At Key Stage 2, pupils continue to develop their dance and games skills and improve their ball handling skills. They practise ball skills and are given opportunities for small and large team games. Girls and boys enjoy the physical activities provided. In the lesson observed pupils worked on a theme of wartime evacuation, developing a narrative through dance, showing empathy. They are able to explore the expressive quality of movement with different body tensions.

147. Pupils respond well to the activities, enjoy their work and generally make sound progress. They listen to instructions and become involved in their tasks, with good behaviour and good levels of concentration. Pupils are supportive of one another. Pupils with special educational needs are well supported and they make good progress.

148. The quality of teaching is satisfactory and sometimes good. Teachers offer appropriate encouragement and praise and good use is made of demonstration. The teaching is carefully planned, builds on skills previously developed and makes good use of broadcasts and evocative music.

149. Although there is a policy with a grid to show which aspects are followed during which terms, there is currently no scheme of work. Although good use is made of the playground, the facilities are far from ideal. Some use is made of the local cricket field. The work is supported by an adequate level of resources, except in gymnastics. The provision of swimming is an important part of the programme, with all pupils benefiting from one term of weekly lessons at the local pool. There are no extra-curricular clubs although there are some opportunities for both boys and girls to take part in inter-school games and tournaments.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

150. The school was inspected over two and a half days by three inspectors. In total, six inspector days were spent making observations of 30 lessons, parts of lessons, activities and assemblies. A sample of pupils' work was examined and around 70 per cent of the pupils were heard to read. Discussions were held with all the teachers, the headteacher, the chair of governors, other governors and other members of staff. Ten parents contributed their views on the school at a meeting and 13 responded to a questionnaire.

DATA AND INDICATORS

151. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	23	0	7	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

2.2
10.9 : 1

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

1
2

Primary schools

Average class size:

12

Financial data

Financial year:

1998/99

	£
Total Income	80,642
Total Expenditure	80,702
Expenditure per pupil	2,882
Balance brought forward from previous year	22,305
Balance carried forward to next year	22,245

PARENTAL SURVEY

Number of questionnaires sent out:

14

Number of questionnaires returned:

13

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	62	38	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	31	0	0	0
The school handles complaints from parents well	54	38	8	0	0
The school gives me a clear understanding of what is taught	46	54	0	0	0
The school keeps me well informed about my child(ren)'s progress	77	23	0	0	0
The school enables my child(ren) to achieve a good standard of work	69	23	8	0	0
The school encourages children to get involved in more than just their daily lessons	69	31	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	54	46	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	62	38	0	0	0
The school achieves high standards of good behaviour	54	46	0	0	0
My child(ren) like(s) school	77	23	0	0	0