

# INSPECTION REPORT

## **St Cuthbert's CE Primary School**

Pateley Bridge

LEA area: North Yorkshire

Unique reference number: 121549

Headteacher: Mr I Thomson-Smith

Reporting inspector: Mr K F Saltfleet  
OIN: 22291

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> June 2002

Inspection number: 198862

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Voluntary Controlled

Age range of pupils: 3 – 11 yrs

Gender of pupils: Mixed

School address: King Street  
Pateley Bridge  
Harrogate  
North Yorkshire

Postcode: HG3 5LE

Telephone number: 01423 711407

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Appropriate authority: The governing body

Name of chair of governors: Mr C Griffith

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22291	Keith Saltfleet	Registered inspector	Science Art and design History Information and communication technology	What sort of school is it? How high are standards? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
9777	David Heath	Lay inspector		Pupil attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8420	Valerie Roberts	Team inspector	Foundation Stage English Geography Religious education Special educational needs	
21193	John Lea	Team inspector	Mathematics Design and technology Music Physical education Equal opportunities	How well are pupils taught? How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Cuthbert's CE Primary School is situated in the centre of the small town of Pateley Bridge. Its pupils are drawn not only from Pateley Bridge itself but also a number who come to school by car or bus from outlying farms and villages. Nevertheless, there is still a strong sense of community and parents are interested in the progress their children make. The number on roll has remained about the same since the last inspection in 1997. There are 24 children who attend the nursery part time, and 119 pupils who attend full time in the main school. With a total of 143 it is much smaller than other primary schools when compared with the average size nationally of 226 pupils. The school has a significant turnover in its population. In the last academic year, 14 pupils either left or started the school.

Pupils come from a wide range of different social economic backgrounds, and when compared with the rest of the country, the proportion of children relatively advantaged in these terms is average. The percentage of pupils eligible for free school meals (10 per cent) is below the national average and there are no pupils speaking English as an additional language. Pupils enter the reception class with levels of attainment expected of pupils rising five, representing the full ability range. Almost all pupils have attended a pre-school playgroup, many to 'Froghoppers' on the school site and when they start school, approach it confidently. The number of pupils identified as having special educational needs has increased since the last inspection and is above that found nationally. The percentage of pupils with a Statement of Special Educational Need is well above the national average. The school admits children to the reception class at beginning of the term in which they are five.

The school's aims are clear in its mission statement. "Our school is dedicated to giving each child a valuable day, every day. We want our pupils, their families and community to recognise and value the achievements of all our children."

### **HOW GOOD THE SCHOOL IS**

St Cuthbert's CE Primary School has been through a turbulent period. Nevertheless, it provides a sound education to its pupils with the capacity to improve. The new headteacher has a clear idea of which direction the school should take in the future. Parents and governors acknowledge the improvements in the school since his arrival. Pupils' attitudes and behaviour are improving. Although standards in English, mathematics and science vary from year to year, pupils' overall attainment has remained in line with the national trend. There are some areas for further development, for example, in writing. The school's ethos is good and pupils are well cared for. There are positive links with parents. Taking all these into account, the school provides satisfactory value for money.

#### **What the school does well**

- A shared commitment to improvement.
- Children settle well into school.
- The quality of teaching and learning is consistently good.
- Provision for pupils with special educational needs.
- The range of activities outside lessons.
- Pupils' spiritual, moral, social and cultural development.

### What could be improved

- Some aspects of writing.
- The behaviour of a small number of pupils.
- The use of information gained from assessment.
- The role of the co-ordinator.
- The programme of work for developing pupils' knowledge, skills and understanding.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, there has been a considerable period of upheaval, particularly in the leadership of the school. The arrival of a newly appointed headteacher in January 2002 filled a considerable gap and gave the school permanence. He is already making an impact and has a clear idea of which direction the school should take in the future. For example, he is working hard to restore the standards of behaviour seen at the last inspection. He has the support of parents and governors who are looking forward to a more settled period. Consequently, although most of the key issues from the previous report have been addressed there are still areas that the school acknowledges need to be further developed.

The school development plan is more effective in ensuring that budget management takes into account the school's priorities and that any surplus is used to best effect. All round provision for information and communication technology has improved with corresponding higher standards of attainment. Literacy and numeracy are planned and taught using the guidance of the appropriate recommended strategy. Schemes of work are in place for all other subjects based on the Qualifications and Curriculum Authority documents and a two-year rolling plan to teach topics in the foundation subjects has been developed. The range of extra-curricular activities has increased markedly. The headteacher monitors the quality of teaching and learning throughout the school. Subject co-ordinators are more aware of their role but there is still room for improvement to help raise standards in those subjects for which they have responsibility. Although standards have fluctuated over this time, with a notable dip in the attainment of Year 6 pupils in 2001, on the whole they have followed the national trend. When all these factors are taken into account, the school has made satisfactory improvement.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	E	E*
mathematics	B	A	E	E
science	A	A	E	E

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E



The table shows the attainment of Year 6 pupils in the Statutory Assessment Tasks and highlights the differences in ability between successive year groups. In 1999 and 2000, pupils attained standards that were generally well above average when compared to the national results. In 2000, the school received an achievement award in recognition of its improvement. There is a different picture in 2001, when pupils' attainment, when compared nationally, was well below average in English, mathematics and science. There is the same picture when comparisons are made with schools with similar backgrounds, although English is very low. In these tests, fewer pupils reached a higher level than in previous years. Contributory factors were the high proportion of pupils with special educational needs. Indeed the number of pupils with statements was very high. In addition, the high number of pupils moving in and out of the year group, was sufficient to have a negative impact on standards pupils' attained. Incidence of poor behaviour was another factor.

By comparing attainment over time, more reliable conclusions can be drawn about pupils' achievements. Over the four years 1998 - 2001 the overall trend in English, mathematics and science has been for standards to be broadly in line with the national average.

Children begin in the nursery when they are three after good pre-school experience in local playgroups. Most children this year are on course to attain the Early Learning Goals by the time they leave the reception class and this represents satisfactory achievement. A few exceed these in communication, language and literacy.

Achievement for the small number pupils currently in Year 2 is satisfactory. Most are on course to attain the expected level for their age in reading, writing, mathematics and science with a number to reach a higher level of attainment. In contrast with last year, there is a greater proportion of pupils attaining a higher level in reading than in writing.

In the current Year 6 most pupils are on course to attain the expected level for their age in mathematics and science, with a number to reach a higher level of attainment. Standards in English are below the national average but for the current group of pupils overall, this represents satisfactory achievement. Standards in reading are close to national standards and whilst pupils' achievement in writing is satisfactory there are aspects which need further development. The proportion of pupil mobility and those with special educational needs, although not as pronounced as 2001, is still significant.

At ages seven and 11, pupils achieve expected standards in art, design and technology, geography, history, information and communication technology, music, and physical education. Attainment in religious education is in line with the requirements of the agreed syllabus. Throughout the school pupils with special educational need achieve well. They regularly meet the targets set for them in their individual education plans.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Most pupils show positive attitudes to learning.
Behaviour, in and out of classrooms	As a result of the positive approach to its management, the behaviour of most pupils is good. However, there are some who have yet to meet the school's expectations.
Personal development and relationships	Satisfactory. There are good relationships between pupils themselves and their teachers.

Attendance	Good. There are no unauthorised absences although some parents take their children on holiday in term time.
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## TEACHING AND LEARNING

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

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

The overall quality of teaching is good and examples were seen in all classes. It makes a very significant contribution to the progress throughout the school. This is noteworthy given the difficult circumstances in which the school finds itself due to staff illness. The basic skills of literacy and numeracy are taught well. A strong feature is the management of pupils' behaviour. Classroom assistants give teachers good support. In response to this good teaching, most pupils work hard, with interest and concentration. The school meets the needs of all its pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Both the quality and range of the curriculum are satisfactory overall and strengthened by a wide range of activities outside of lessons, particularly for older pupils, and links with the local community. Schemes of work are to be reviewed. Good attention is paid to developing pupils' personal, social and health education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers' planning ensures that work is well matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects. Pupils are given good opportunities to become mature and responsible and to appreciate their own cultural traditions and those of others.
How well the school cares for its pupils	The school monitors pupils' academic progress but there is a need to use this information more effectively. Child protection procedures are good. The school knows and understands its pupils very well.

There is a good partnership with parents although some have been concerned about their child's education, particularly the changes in staffing, standards of behaviour and homework. The governing body and headteacher are very aware of parents' concerns and are working hard to ensure that pupils receive the best education possible in the circumstances.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership. He is well supported by a hard-working team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well.
The school's evaluation of its performance	The school is developing effective procedures for evaluating its performance. There is now a need to make more use of the information gained from assessments.
The strategic use of resources	The school uses its resources to good effect. The principles of best value are applied well.

There are sufficient well-qualified staff. The permanent and supply teachers seen during the inspection provide a good balance of expertise and experience. They relate well and offer support to each other. Whenever possible, teachers' strengths are used where they are most effective. The school's accommodation is generous in terms of space and offers a wide range of options. Resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• They are kept well informed about their children's progress.</li> <li>• The fact that the school is approachable.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour.</li> <li>• Homework.</li> </ul>

Seventeen parents attended the meeting with the registered inspector prior to the inspection and 59 questionnaires were returned. They are looking forward to a more settled school after a period of instability. At the pre-inspection meeting parents were supportive of the school and commented that the standards of behaviour were improving. The inspection team found a school with a clear set of aims for future development and agrees that problems with pupils' behaviour are being addressed. Inspectors also agree that homework provision could be improved and the school is currently reviewing its arrangements.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children start in the nursery when they are three after good pre-school experience in local playgroups. The initial assessment of children's abilities when they first enter the reception class shows that most start school with average levels of attainment typical for their age in all areas of learning covering a wide range of ability. Most children this year are on course to attain the Early Learning Goals by the time they leave the reception class and this represents satisfactory achievement. A few exceed these in communication, language and literacy and are working on the Programmes of Study of the National Curriculum.
2. Results in the Year 2001 national tests and tasks show that when compared to all schools, the percentage of pupils aged seven reaching Level 2 or above was below the national average in writing and well below in reading and mathematics. Teacher assessment showed standards in science to be average. A closer analysis shows that the percentage of pupils attaining Level 2B or above, is close to the national average in mathematics but below in writing and well below in reading. The percentage of pupils reaching Level 3 is well above the national average in science, above in mathematics and writing, but below in reading. When a comparison is made to similar schools, the percentage of pupils reaching Level 2 and above in writing is below average, in mathematics well below and in reading, very low. Again teacher assessment shows that standards in science are satisfactory. The percentage of pupils attaining Level 2B or above is close to the national average in mathematics but below in writing and well below in reading. The percentage of pupils reaching Level 3 is well above the national average in science and writing, above in mathematics, but below in reading.
3. Comparisons with all schools nationally and those with similar backgrounds, based on the average points scores show a different picture, with writing well above average, mathematics in line and reading still well below. Over the past four years, pupils' attainment in tests has varied from year to year. A comparison with national averages shows a variable picture, reflecting the differences in year groups. In reading and mathematics it is just below the national average for their age group, -0.2 and - 0.3 points respectively. In writing it is consistently above. Below average attainment in reading in 2001 is the main reason for the negative score in this aspect of English; similarly in mathematics in 1999. There appear to be no major differences in the performance of boys and girls. The variations in standards reflect the differing numbers of pupils and the proportions with special educational needs in each year group and the number who enter the school other than at the beginning of the reception year.
4. Inspection findings show that achievement for the small number of pupils currently in Year 2 is satisfactory. Most are on course to attain the expected level for their age in reading, writing, mathematics and science with a number to reach a higher level of attainment. In contrast with last year, there is a greater proportion of pupils attaining a higher level in reading than in writing. Pupils attain the expected standards in art, design and technology, geography, history, information and communication technology, music, and physical education. Attainment in religious education is in line with the requirements of the agreed syllabus.

5. The percentage of pupils achieving Level 4 or above in the 2001 Statutory Assessment Tests show that when comparisons are made nationally and with similar schools, attainment in science is close to the national average, with English and mathematics well below. The percentage of pupils attaining Level 5 was below the national average in mathematics, and in English and science, well below. Comparisons of National Curriculum test scores with all schools nationally based on the average points scores show that English, mathematics and science are well below average. There is the same picture when comparisons are made with schools with similar backgrounds, although English is very low.
6. This highlights the differences in ability between successive year groups. Fewer pupils reached a higher level than in previous years. Contributory factors were the high proportion of pupils with special educational needs. Indeed the number of pupils with statements was very high. In addition, the number of pupils moving in and out of the year group was sufficient to have a negative impact on the standards that pupils' attained. Incidence of poor behaviour was another factor. However, by comparing attainment over time, more reliable conclusions can be drawn about pupils' achievements. Over the four years 1998 – 2001, the performance of pupils in English, mathematics and science exceeded the national average for their age group. In 2000, the school received a school achievement award in recognition of its improvement. The overall trend in English, mathematics and science has been for standards to be broadly in line with the national average.
7. In the current Year 6, most pupils are on course to attain the expected level for their age in mathematics and science, with a number to reach a higher level of attainment. Standards in English are below the national average but for the current group of pupils overall, this represents satisfactory achievement. Standards in reading are close to national standards and whilst pupils' achievement in writing is satisfactory there are aspects of writing which need further development. This compares favourably with the results in the Year 2001 national tests and tasks, which show that standards dipped considerably. The proportion of pupil mobility, although not as pronounced as 2001, is still sufficiently significant. Again, pupils attain the expected standards in art, design and technology, geography, history, information and communication technology, music, and physical education. Attainment in religious education is in line with the requirements of the agreed syllabus.
8. Throughout the school pupils with special educational need achieve well. They regularly meet the targets set for them in their individual education plans. Pupils are supported effectively in lessons by classroom assistants, who work in close partnership with class teachers, to meet their specific learning needs.

### **Pupils' attitudes, values and personal development**

9. For a variety of reasons, standards of behaviour deteriorated since the last inspection. Pupil mobility has been very high in some year groups, as is the proportion of pupils with special educational needs. The 2001 Year 6 cohort contained five statemented pupils. Indeed, at the moment, ten per cent of the total number of pupils in school are on the special educational needs register for behaviour.
10. However, most pupils are fully involved in the life of the school and enjoy the good range of extra curricular activities on offer. They do well in inter school sports. For example, the mixed gender rugby team was recently successful in a local competition. Parents agree that their children are keen and eager to come to school.

The level of attendance confirms this, which in the last academic year was well above the national average and unauthorised absences minimal. A small number of parents take their children on holiday during term time.

11. Inspection evidence, and parents' and governors' comments confirm an improving picture, due to the hard work by the headteacher and staff who insist on high standards. This should continue until all concerned with the school are satisfied that the attitudes and behaviour of all pupils matches its expectations. In the lessons seen during the inspection it was at least satisfactory and often good. During a geography lesson for the infant children the pupils showed a lively and enthusiastic approach when writing holiday postcards. Most of the small number of children who misbehave during lessons respond reasonably well to the teachers' positive guidance although there are some who have to be told repeatedly. On occasions, some pupils have to be withdrawn to avoid disrupting the learning of others.
12. Pupils enjoy their games and friendships at playtime. Good relationships are evident and there were no incidents of bullying seen during the inspection. The children are quick to show concern and support if someone has a fall. Some of the pupils are boisterous and noisy as they move around the school buildings. Pupils are responding well to the new family seating arrangements which aims at mixing age groups at each table and developing a sense of responsibility for the older pupils. Most pupils have responded to the encouragement by the headteacher to wearing the school uniform with the effect that pupils have a sense of belonging. There has been one fixed period exclusion in the current school year.

## **HOW WELL ARE PUPILS TAUGHT?**

13. The quality of teaching seen during the inspection was satisfactory or better. This is noteworthy given the difficult circumstances in which the school finds itself due to staff illness. In 24 per cent of lessons it was satisfactory, in 71 per cent good and in a further five per cent very good. Examples of good teaching were seen in all classes. The management of pupils' behaviour is good, as there is a small minority of infant and junior pupils who can be disruptive. The best lessons move with good pace and have a variety of activities, designed to keep pupils interested. These have a big impact, not only on standards, progress and achievement but also on the attitudes and general behaviour of the majority of pupils.
14. Good teaching in both classes in the Foundation Stage makes a strong contribution to the progress children make in achieving the Early Learning Goals. It also results in happy, secure and increasingly confident children. Basic skills are taught well and there is good emphasis on the teaching of reading, writing and number through a wide range of practical activities.
15. Teachers in all classes set high expectations in what they expect pupils to achieve, both in work and behaviour. Lesson objectives are clearly stated and referred back to during each session of work. Good examples of this were seen in mathematics. In Year 2, pupils working on repeated addition were frequently reminded of the need for accurate recording. In Year 4, skilful questioning by the teacher on patterns resulting from calculating multiples of ten, resulted in pupils offering some good phrases to describe their results.
16. Teachers have good subject knowledge and teach the basic skills in literacy and numeracy to good effect. They make good use of time and resources to support

pupils' learning. They use a good range of criteria, including questioning and formal testing to assess what pupils know, understand and can do and use this to match work to their needs. This should now be developed further to match targets more closely to the specific needs of individuals. This is being successfully achieved with lower attaining pupils and those with special educational needs, who receive good teaching and a good level of support from classroom assistants. In addition, all staff give sensitive and encouraging support to boost pupils' self-esteem. This good practice enables pupils with special educational need to make good progress and achieve the targets set for them in their individual education plans.

17. All pupils have equal opportunities and are included in all activities. For example, girls play football, cricket and rugby, and boys cook. Teachers make no distinction between boys and girls when asking questions.
18. Work is marked regularly and positively and for junior pupils becomes more evaluative in telling them how well they have done and how to improve. Homework is an issue raised by parents through their questionnaires. It is set regularly but the school is currently reviewing its arrangements.
19. The whole-school approach to courtesy and behaviour encourages pupils to work together and to share resources and ideas productively. Relationships are good; in the best lessons teachers and pupils work in close partnership and this motivates pupils to learn. They know that learning can be fun. A good example was seen in a Year 5 English lesson when pupils listened to 'Rapper's delight' by the 'Sugarhill Gang', performed with their teacher, and discussed the strong rhythm held together by rhyming patterns of words. The response was enthusiastic and mature. Physical education is another way of encouraging mature behaviour in a structured setting where interdependence is paramount. This was very apparent in the relationships between pupils and teacher, and pupils themselves in Year 6.
20. Teachers are confident to teach information and communication technology and overall make satisfactory use of it to support pupils' learning in other subjects.

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

21. Since the last inspection there is clear improvement in this aspect. Schemes of work and assessments, based on the Qualifications and Curriculum Authority units, have been allocated to science and foundation subjects. In information and communication technology, pupils receive their full entitlement and this has improved standards throughout the school. Termly plans are much more focused in giving guidance to teachers on what to teach and when. Pupils are now offered a good range of extra-curricular activities, including sports such as football, netball, and table tennis. In addition, the provision for teaching personal, social and health education is good.
22. In the Foundation Stage, the curriculum is based on the guidance of the Early Learning Goals with coverage of all the areas of learning. The curriculum for the older pupils fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Literacy and numeracy are taught through the appropriate strategies. Teachers plan a structured daily mathematics lesson in which oral and mental work feature strongly. There is a strong emphasis on practical work in the independent and guided sessions. The school improvement plan recognises that the time is right to review schemes of work in science and the foundation

subjects, to ensure that as well as developing pupils' knowledge and understanding, the specific skills needed in each subject as detailed in the relevant Programmes of Study are covered in sufficient depth. Assessment procedures form part of this review.

23. Equality of access and opportunity is good. The curriculum is fully inclusive and pupils' individuality is taken into account in all its activities. Pupils with special educational needs are well looked after. Past incident books show a high level of commitment to record significant matters relating to their needs. There is a clear and well-written policy, which is to be modified to adhere to the new Code of Practice. Individual education plans are in place and used by teachers in their everyday planning, ensuring that work is focused and relevant to pupils' individual needs. The needs of pupils within junior classes have been made a priority recently within the school improvement plan, as this is where the largest percentage of need has been registered.
24. In addition to the sporting activities, there is a considerable range of other extra-curricular activities including choir, art club, and cycling proficiency for older pupils. It is a feature of the commitment to the school by its staff that all teachers and some classroom support assistants voluntarily run one or more activities. There is a policy and scheme of work for personal, social and health education. Circle time is a feature of teaching in the Foundation Stage and infants, with a more formal timetable in the junior classes. The school council meets regularly and is having an influence on school life. They have recently worked with the local council to improve an untidy bus shelter and dirty public toilets.
25. Links with the wider community are important and make a useful contribution to pupils' learning through visits to local farms and museums. In turn, the school joins in local activities such as the Elizabethan Fair and the Nidderdale Pageant. Donations from local businesses help fund initiatives such as the home corner in the activity room of the reception classroom. The Parent Teacher Association makes a substantial contribution to the school in terms of financial support through fund raising and social events. This has been particularly useful in improving provision for information and communication technology. Links with other schools and educational establishments also support pupils' learning. There are good links with the adjoining Froghoppers pre-school playgroup and Nidderdale High School ensuring that when pupils transfer, they do so as smoothly as possible.
26. Provision for pupils' spiritual development is good, an improvement on the last inspection. The development of pupils' spirituality is firmly embedded into the school's everyday work with the intention of helping pupils to develop an understanding and tolerance of others, and raising their own self-esteem. School assemblies are well planned with a good balance of singing, prayers and time for quiet reflection. The strong links with the parish church continue and pupils are given opportunities to look into the values and beliefs of other faiths by visiting special places such as a Synagogue and a Mosque.
27. Pupils' moral development is good. Parents agree that the school is helping their children to become mature and responsible. The school is keen on promoting the values of honesty and truth so that pupils know right from wrong and as they get older, they recognise that they are responsible for their own actions. Teachers always explain the consequences of misbehaviour when they are applying sanctions.



28. Relationships between pupils and their teachers are good and these play an important part in pupils' social development. Pupils themselves get on well with each other, for example in the playground. They are represented on their own school council where they discuss issues in a mature manner. These good levels of co-operation, and a willingness to join in all aspects of school life are important contributors to the overall improvement in standards.
29. There are good opportunities for pupils to appreciate their own cultural traditions and those of others. Pupils' awareness of other cultures has improved with more opportunities to learn about life in a multicultural society. Visits to local museums, Lotherton Hall, and Bradford Faith Centre, and visitors such as an African Dancer and a Namibian Preacher enhance these aspects and bring them alive. The school organises two musical productions per year giving pupils the opportunity to develop their musical and acting skills.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. Since the last inspection the school has continued to maintain a good standard of care for all its pupils. Teachers know individuals well. New children are made welcome and settle quickly. The school nurse is a regular visitor giving medical examinations to the younger children and assisting with the sex education of the older pupils. Children eat fruit at playtime as part of the healthy eating policy. The school follows local authority guidelines on child protection matters and any concerns are referred to the appropriate agency. Two members of staff are trained first aiders and the headteacher and the health and safety co-ordinator recently completed training.
31. The attendance policy is well implemented and attendance levels last year were above the national average. If a child is absent without notification, the school contacts home to establish the reason for absence. This system is very effective and unauthorised absence is minimal. Registers are called at the beginning of each session. Attendance records are well kept and they are up to date.
32. The headteacher and staff have worked hard to address concerns about pupil behaviour. There is good comprehensive guidance in place and in recent months its expectations have been revisited. This action is having a positive effect and most pupils behave well but there are still some pupils who have yet to meet the standard the school requires.
33. There are good links between pre-school groups and the nursery. The Foundation Stage is managed well and good profile maps and clear records are kept on the achievement of each child. Procedures for assessing and monitoring pupils' attainment and progress are mainly satisfactory. Baseline assessments, statutory and non-statutory assessment tasks and tests are providing useful information in this respect. However, there is still room for improvement. The next step is to make more effective use of this information in order to target areas for improvement, particularly in literacy and numeracy, and to benchmark pupils' progress as well as to guide curricular planning.
34. Pupils with special educational needs are identified at an early stage through baseline assessment, information from national tests and teachers' concerns. The register is well kept and easily accessible for information, and teachers are starting to use the stages in the new Code of Practice. Local education authority advisers verified the number on the register as appropriate and assessed pupils to support their

judgement including those registered at Stage 2. Progress is reviewed regularly on a termly basis. There is assessment support received from outside agencies, also in an advisory capacity, towards Stage 3 registered pupils.

35. The needs registered are mainly related to literacy and numeracy but do include a significant number related to challenging behaviour. There are up to three pupils in each class who have such needs. Pupils on the special educational needs register are taught mainly by class teachers but statemented pupils receive good 1:1 support from classroom assistants and as a result pupils have improved. This individual support has been recommended, by advisory personnel, for specific needs as well as for pupils with behavioural difficulties. Teachers' assessments are also reviewed termly and as appropriate, individual education plans are adapted and targets changed.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. Since the last inspection the school has maintained the strong links with parents and carers, reflected in the fact that in the returned parents' questionnaires a substantial majority of parents agree that they feel comfortable in approaching the school. This makes an important contribution to the pupils' education.
37. However, some parents have been concerned about their child's education, particularly the changes in staffing, standards of behaviour and homework. At the pre-inspection meeting parents were supportive of the school and commented that the standards of behaviour were improving and that they were pleased with the difference the new headteacher had made. The governing body and headteacher are very aware of parents' concerns and are working hard to ensure that pupils receive the best education possible in the circumstances.
38. Parents are well informed by the annual governors' report, the school prospectus and the home/school agreement. There are regular newsletters covering all aspects of school life with plans to improve communications with the addition of notice boards near the school entrance. The school's open door policy allows good opportunity for informal contact. Annual pupil reports to parents are detailed and informative. There are opportunities for parents to discuss their child's progress at parents' evenings in October and March. The current arrangements for homework are inconsistent and the school is looking to review its provision. The school receives substantial financial support from events organised by the parent teacher association, and those parents who can, help in school and with outside trips.

### **HOW WELL IS THE SCHOOL LEAD AND MANAGED?**

39. The headteacher provides strong and purposeful leadership and is well supported by a hard working team of teachers and classroom assistants.
40. The school has explicit aims and values, which are clearly reflected in its work. These are evident in the good relationships in school and the shared commitment of the teachers and governors to raising standards. It is clear through the returned questionnaires that the vast majority of the parents clearly support the aims and values of the school. They agree that their children like school and that the quality of information received is good.

41. The school governors meet regularly as a group and are fully supportive of the school. They share the headteacher's vision for the future of the school and have high expectations for its greater success. The governing body fulfil all their statutory requirements well and are involved in establishing and agreeing both the school's budget and its improvement plan. All this being said, the time is now right to involve governors further in a more formal programme, for example, to give them opportunities to visit classes and meet with subject leaders.
42. In addition to his classroom responsibility, the headteacher co-ordinates a number of curriculum areas. Nevertheless, he carefully monitors the quality of teaching and learning. There is recognition that the role of the co-ordinator should be extended to allow them to make a positive contribution to raising standards. This, together with a closer involvement of the governors, will assist the school in setting shared, appropriate and achievable targets. This aspect is an improvement on the last inspection when there was no systematic co-ordination of teaching and learning on a whole-school basis. Appropriate procedures for the professional development of staff are in place and closely linked to the school improvement plan. Currently the school does not have the resources to be a provider of School Centred Initial Teacher Training.
43. The school has satisfactory procedures for evaluating its performance although these are still developing. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information in this respect. They now need to be developed further in order to provide links on which to base programmes of action and to give more specific and challenging targets for individual pupils.
44. Educational priorities are well supported by financial planning. The school development plan is central to the school's work and is a useful working document. Key objectives and priorities are identified and linked to costings, to ensure that the best strategic use is made of its resources. The expenditure per pupil in the last academic year appears generous but includes a substantial element related to supply teachers to maintain staffing levels. The money allocated to school meals will not be included in future. The finance committee meet regularly to review spending and consider future projects. The main recommendations of the recent auditor's report are in place.
45. Day-to-day financial administration by the school secretary is good. Use of new technologies enables easy access to current budget information. The school uses additional funds through specific grants for their designated purposes, such as, the use of money allocated through the National Grid for Learning, to improve the school's provision for information and communication technology. The principles of best value are important in this small school and are effectively applied.
46. The school has been through a turbulent period of two years; changes in headteacher and staff illnesses have hampered stability. As a result performance management has only recently been fully developed. However, the number of permanent and supply teachers seen during the inspection provides a good balance of expertise and experience. They relate well and offer support to each other. Classroom assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school.
47. The accommodation of the school is good. Externally the school benefits from hard surfaced play areas. There is a good-sized grassed area, suitable for competitive

games just a short distance from the school. Provision for information and communication technology is good with five laptop computers, 14 multi-media computers and access to the Internet. Class libraries have a good range of fiction and non-fiction material. Good use is made of educational visits as additional resources.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

48. In order to improve the quality of education and standards achieved, the headteacher, staff and governors should:

- Raise standards of attainment in pupils' writing further by providing them with more opportunities to develop the skills acquired in the literacy hour so that they write with confidence, fluency and accuracy by planning, reviewing and developing their ideas.  
(Paragraphs: 7, 64, 65, 66, 68 and 69)
- To continue with the positive moves to improve pupils' behaviour.  
(Paragraphs: 6, 9, 11, 12, 13, 19, 32, 35, 37, 56 and 91)
- Make more use of the information gathered through formal assessments.  
(Paragraphs: 16, 33, 43, 68 and 75)
- Continue to develop the role of subject co-ordinators, and as a priority review the current programme in science and the foundation subjects to ensure that pupils' knowledge, skills and understanding, based on the Programmes of Study of the National Curriculum are built on progressively as they move through the school.  
(Paragraphs: 22, 42, 79, 83 and 101)

Other minor issues the governors may wish to consider:

For the governing body to build on their good work by planning a series of visits to school in order to gain a deeper understanding of the school's strengths and areas for development.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	27	9	0	0	0
Percentage	0	5	71	24	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	119
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	38

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.5

#### Unauthorised absence

	%
School data	0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	2	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	64 (80)	86 (85)	79 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	90 (80)	90 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Due to the small number of pupils taking the tests, the numbers of boys and girls attaining each level are not shown.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	12	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	12
	Girls	5	5	9
	Total	13	14	21
Percentage of pupils at NC level 4 or above	School	57 (95)	61 (90)	91 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	7	6	7
	Total	15	15	18
Percentage of pupils at NC level 4 or above	School	65 (70)	65 (70)	78 (85)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.0
Number of pupils per qualified teacher	23.8
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	185.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12
Total number of education support staff	1
Total aggregate hours worked per week	26.5
Number of pupils per FTE adult	6

*FTE means full-time equivalent.*

### **Recruitment of teachers**

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

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2001 - 2002
	£
Total income	402,759
Total expenditure	380,855
Expenditure per pupil	2,998
Balance brought forward from previous year	19,297
Balance carried forward to next year	21,904



*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	142
Number of questionnaires returned	59

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	42	7	3	0
My child is making good progress in school.	29	51	15	5	0
Behaviour in the school is good.	8	58	20	5	8
My child gets the right amount of work to do at home.	15	41	31	10	3
The teaching is good.	37	37	15	2	8
I am kept well informed about how my child is getting on.	27	54	12	5	2
I would feel comfortable about approaching the school with questions or a problem.	49	44	3	3	0
The school expects my child to work hard and achieve his or her best.	36	44	14	5	2
The school works closely with parents.	20	63	12	5	0
The school is well led and managed.	29	49	10	3	8
The school is helping my child become mature and responsible.	36	51	7	5	2
The school provides an interesting range of activities outside lessons.	31	53	10	2	5

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

49. Children begin in the nursery when they are three. At present, there are 24 children in the nursery and 13 children of reception age. Baseline assessment on entry to school shows that most children have the skills and knowledge that are typical for their age. By the time they leave the reception class, their overall achievement is satisfactory and most are well on course to meet the Early Learning Goals. A few exceed these in communication, language and literacy.

#### **Personal, social and emotional development**

50. Children are encouraged to be independent and are keen to participate in activities and discussions on the carpet. Nursery children are quick to dress up and role play for their picnic and readily invite others to join them. Most children work happily with others and, share resources, such as small mobile toys. They make tickets for their journey and interact well when the tickets are collected. Children in both classes greet visitors with confidence and ask them what they would like to order from the menu in their café. Only the very young periodically prefer to play individually. They sensibly help to tidy equipment away after they have completed their work. Reception children benefit from sharing some activities with Year 1 pupils who are very familiar with school routines and so reception children quickly become independent.

#### **Communication, language and literacy**

51. Children make good progress with their reading and writing and by the time they start in Year 1, will have achieved many of the early goals expected for their age. This is a result of effective teaching of the basic skills of literacy. In most lessons, children listen attentively and enjoy the characters in the stories which teachers read. They can explain what may happen next in the stories read to them and recite with the teacher the sequence of events in Baby Bear's Adventure. Children recognise a growing number of words and the majority of children have a satisfactory grasp of simple letter sounds such as 's', 't', 'h', 'sh' and 'ch'. By the end of reception, children have made a good start as emerging readers and one or two pupils are working well within the early stages of the reading scheme. Higher attaining children talk easily about the well-known characters in their book. Average and lower attaining children confidently re-tell a story supported by the illustrations and often pick up the humour in the text, and sound out simple words. Most children make good progress from overwriting or copying given sentences to writing their names with reasonable accuracy. Lower attainers are less secure in writing their names.

#### **Mathematical development**

52. Daily opportunities in both nursery and reception for children to count and use mathematical language help them understand number so that by the time they start in Year 1 most have reached the Early Learning Goals in this area of learning. Good use is made of the whole class part of the numeracy hour for children in the reception class to feel at ease with number work. They count reliably up to ten and beyond threading beads correctly. They use a variety of small toys for sorting and colour activities, which relate well to their topic on transport. Well-organised play areas such as the fish and chip shop give children experiences in handling money. Most of the activities are practical and their work shows a simple understanding of adding and

taking away. Children begin to have an understanding of size when they play with large and small boats in the water tray, making decisions on which will go first. They have a clear recognition of two-dimensional shapes such as circle, square, triangle and rectangle and make colourful and interesting pictures using these shapes.

### **Knowledge and understanding of the world**

53. Children find out about the world about them through their topic on transport and find out about how people like to travel and the variety of vehicles they use. Small groups take the train to travel to their picnic in their imaginative play and choose their place on the bus when constructing a large mural. They know the purpose of different vehicles when they play with diggers in the sand. The story of The Little Red Hen continues their understanding of the cycle of growth and children make good progress in illustrating the sequence from wheat to the baking of bread. When baking with the help of classroom assistants they explore the properties of objects by using their senses. Outside visits are made from time to time within the immediate locality but these are somewhat dependent upon the number of adult helpers available. Children in the reception class learn about important events in the Bible through listening to stories both in the classroom and during assembly. Teachers ensure that children get to use the computer and use a mouse competently to make things move on the screen, as well as help them with their literacy skills.

### **Physical development**

54. Children achieve well in this area of development. In specific lessons they move with confidence and exuberance and try hard to use space well when running, changing direction and stopping on command. When working with a variety of mobile toys on the large road map they skilfully manoeuvre their vehicle in the chosen direction. As a result of regular opportunities to paint and make models, they become confident in not only handling different materials satisfactorily but also in using brush and scissors appropriately. They use different tools to create different effects in their pictures. The teacher also plans plenty of opportunities for children to work with coloured dough, which they roll, squeeze, push and knead into recognisable shapes when making food for their fish and chip shop.

### **Creative development**

55. A wide range of interesting creative activities is planned in which children can explore colour, texture, shape and music. These link well with literacy and numeracy skills work. By the time they start in Year 1, they achieve many of the skills expected for their age. Children enjoy being creative and are proud of their efforts. They enjoy singing familiar songs such as Alice the Camel, which also help them in their numeracy lessons. Children's work is valued and is displayed effectively in the reception class; foils, cotton wool and coloured papers are used well in creating pictures of seasonal flowers, model crowns for the Jubilee celebrations using buttons, pasta and cotton wool. A hot air balloon, made from recycled materials and part of a school project, fitted well with a good display on transport. Children enjoyed using different materials such as straws and coloured glitter to make bookmarks for a 'special person' on Father's Day.
56. Teaching is good in both nursery and reception. Despite some disturbance in staffing, those present have risen to new challenges particularly well. All staff in the nursery and reception class consistently support positive behaviour and friendly relationships with other children. Staff are patient and understanding especially with

the very few pupils who present challenging behaviour. They explain instructions clearly so that children know exactly what is expected of them and as a result, there is a busy working atmosphere in both classes. Teachers have high expectations and subsequently the attention and concentration of children increases at a good rate.

57. The reception teacher makes good links with the literacy hour. Both teachers ensure that there are suitable opportunities for children to share books and make marks or write each day. As a result of well organised practical experiences, children learn simple number skills. Both teachers aptly incorporate the Early Learning Goals into their planning to meet the needs of all children. Good questioning encourages children to think more for themselves. Classroom assistants are also skilled in questioning children about their decisions in group work about what they are doing and what they see. The management of children and the use of support staff and parent helpers are good and subsequently children are productive and creative in group activities.
58. There is profitable liaison between pre-school groups and the nursery on the attainment of individual children. The Foundation Stage is managed well and good profile maps and clear records are kept on the achievement of each child. These and a photo gallery of activities are available for parents to see.

## ENGLISH

59. Achievement for the small number of pupils currently in Year 2 is satisfactory. Most are on course to attain the expected level for their age in reading and writing with a number to reach a higher level of attainment. In contrast with last year, there is a greater proportion of pupils attaining a higher level in reading than in writing. In Year 6, standards in English are below the national average but for the current group of pupils overall, this represents satisfactory achievement. Standards in reading are close to national standards and whilst pupils' achievement in writing is satisfactory there are aspects of writing which need further development. Pupils with special educational needs make good progress and this represents good achievement in relation to their abilities. Standards at the last inspection were judged to be in line with nationally expected levels. Although there has been a dip in performance at Year 6 in 2000, an analysis of trends over time shows this overall standard has been maintained.

### Speaking and listening

60. Pupils achieve satisfactorily in oracy. Infant pupils are confident when speaking and listen carefully to each other and their teachers. Teachers give them good opportunities to talk about the stories they read in the literacy hour. When discussing the Little Red Hen in Year 1, pupils were quick to respond to questions asked and share their ideas and opinions about who made the world. Pupils in Year 2 were absorbed during a story about a Dragon and keen to tell the teacher what would happen next. At the end of lessons they talk about what they have learned and share this with their teachers. By the age of seven, pupils can talk and listen in different situations and show an understanding of the main points of discussion. In the juniors, teachers build on these ideas and look to making pupils more independent. In Year 4, pupils ask thoughtful questions when the environment is discussed, "*Would you be willing to reduce the amount of rubbish you put in bins?*" They make additional contributions to other pupils' opinions in lessons and are clearly confident when sharing the completed work with the rest of the class. Assemblies give older pupils worthwhile opportunities to speak and a Year 4 pupil happily recited her poem to the rest of the school with some assurance. By the time they leave the school, pupils

use a widening vocabulary and are willing to listen attentively to others, to share and consider their views.

## Reading

61. Standards in reading throughout the school are close to national standards overall but there are variations within infant and junior pupils' reading skills. Strategies such as the regular use of shared texts in the literacy hour and the suitable use of books for research are effective in promoting more advanced reading skills particularly for older pupils. However, there is insufficient time available to carefully identify the difficulties some individual pupils encounter. Often pupils read with reasonable accuracy but are not as fluent as their ability would suggest. Older pupils are often able to grasp the meaning of the text, although some of the words defeat them, and they choose to ignore difficult words. This means that they cannot readily increase their vocabulary to use for other work.
62. Pupils in Year 1 leave the reception class ready to read and further develop their working phonic knowledge and sight vocabulary. They read simple texts aloud and recognise familiar words easily and accurately whilst more able pupils are reading more difficult material. Higher attaining pupils in Year 2 enjoy reading and readily retell their stories. Both average and lower attaining pupils are less accurate in their reading but have sound book knowledge gained from the literacy hour. All groups have sound grasp of simple letter sounds but whilst aware of their reading errors they are not always sure how to correct them. Pupils are confident in using the contents in a book and know that the index in a book will help them find information. They are beginning to understand the meaning of inference in a story read by their teacher when they tell why Albertina would not like to be described in a negative way.
63. Juniors read with confidence and are keen to talk about the books and authors they enjoy. Most younger juniors are generally accurate and read aloud with some expression. They talk with confidence about the characters they have met but some are hesitant when reading aloud. A few talented readers are adventurous in their book choices and their powers of expression help them to bring meaning to the text. However, the level of vocabulary for these more able pupils is often complex and they need support to understand why the author has chosen to write in this way. By the age of 11, most pupils are independent readers who read with particular interest different types of literature. They like 'realistic' novels and begin to understand the different styles which authors use to catch their interest. For example they are sensitive to a character's feelings and relationships when her parents divorce. In guided reading, pupils readily offer their opinion on 'events so far' but their reading is not always as fluent as their ability to express an opinion. Often pupils choose poetry books to read as well as non-fiction books as they visit the library on a regular basis. They are developing a range of research skills when finding information. They know that a glossary can be helpful and can use skimming and scanning in their research. However, whilst they retain their early sound skills they do not have clear strategies to work out new and complex vocabulary. The use of the library has been significantly improved.

## Writing

64. Whilst pupils' achievement in writing is satisfactory overall there are aspects which need further development. The raising of standards in this area has a high priority in the school and work has begun on writing projects to address this.

65. By the age of seven, most pupils are writing their stories which are properly punctuated; most use capital letters and full stops accurately. Their stories have a recognisable and simple structure. More recently pupils have been given opportunities to write at length and this allows them to experiment with their ideas and their use of vocabulary and to progress more quickly. They enjoy experimenting with new forms of punctuation such as exclamation marks - "BANG! BANG!" and make a suitable start to letter writing. More able pupils often write with more imagination. For example, when describing how Mr. Fox crept cautiously out of his den, a pupil writes, "*Suddenly the wind changed direction and Mr. Fox could smell the smell of chicken, goose liver and cider*". Often meaning is clear and basic grammar is used correctly. Periodically their use of spelling and vocabulary is weak. There is some inconsistency in letter formation in handwriting from the average and the lower attaining pupils, which shows more often in their joined handwriting. Less confident pupils tend to mix print and joined script and presentation suffers to some extent.
66. In the juniors, whilst pupils structure their writing for different purposes, the use of imaginative vocabulary, spelling and handwriting is not as strong. However, writing projects, to help pupils focus on the standard of their work, are having a positive effect, as are the imaginative methods some teachers use. Pupils begin to catch the reader's interest with good titles for 'tongue in cheek' poems such as 'How to be a good cat carer – perhaps'. Good beginnings open the story of the Big Event, "*It was the sort of morning when you never want to get up*". Pupils begin to include humour in their letter of complaint based on well-known nursery characters. "*We didn't get him back together again – it was a waste of money*".
67. The quality of teaching and learning is good overall. Lessons are most successful where teachers know their subject well and incorporate their knowledge into the literacy hour. All teachers work hard at embedding sound and subject vocabulary when teaching their pupils. As a result, the basic literacy skills of younger pupils are developed appropriately and the older pupils use terms such as author, setting, genre and autobiography easily when answering questions. Teachers plan interesting lessons and wherever possible make good links with other subjects. When writing to a Member of Parliament about the environment, structure and use of bullet points to present a clear argument were obviously the result of well delivered teaching. Questions are used well to test pupils' learning and reinforce new knowledge. Older pupils, particularly, are encouraged to reflect upon what they have learnt.
68. Teacher assessment is broadly based on the analysis of national tests and day to day marking. The assessment of writing is developing well but should provide sufficient information to improve spelling, use of vocabulary and consistency in handwriting across the school. The assessment of reading, records the advance of pupils as they work through the reading scheme but does not sufficiently consider where their reading weaknesses are. As listening to individual pupils read is mainly confined to the less able reader, valuable information on the reading ability of the average and higher attaining pupil is lost. Subsequently those pupils who do not have reading support at home are disadvantaged. To some extent guided reading has been seen to replace the need for individual reading interviews but the recording of this does not give sufficient information to help in the raising of reading standards. The school is considering 'book banding' its reading scheme in line with reading ages.
69. The literacy hour is well established and is at the stage where it can be suitably shaped to meet the needs of pupils and the school's priorities for development. To improve their all round writing skills all pupils need more opportunities to plan and review their work so they understand the writing process. In Years 1 and 2,

developing their ideas will greatly improve its quality and enable pupils to write confidently, with fluency and accuracy. When they move into the juniors, their ideas should be further developed and written down, for example, in brainstorming sessions. Pupils should evaluate what they have written and make changes if necessary to improve it, and further check for mistakes in spelling and punctuation to ensure accuracy. Their writing should be presented as a neat, correct and clear final copy. Finally, pupils should talk about what they have written with others and be critical of their work. Complementary to this is the need for all pupils to be taught handwriting and spelling through a structured approach thereby enabling them to take full advantage of the increased opportunities.

## **MATHEMATICS**

70. At the ages of seven and 11, the majority of pupils attain the expected level for their age in mathematics. There are some pupils who attain a higher level. All pupils including those with special educational needs make at least satisfactory progress, and for some pupils, progress is good. The strong practical bias in mathematics for children in the Foundation Stage means that by the time they start Year 1, most are confident in using numbers.
71. Pupils in Year 1 add two more to 20, and use number pairs to 20. By the end of Year 1, they are confidently reading and writing two digit numbers and investigate totals to 100, and spot number patterns and explain them. All pupils sort and organise information and understand coin combinations to 50p. By the time they are ready to move into Year 2, most pupils, are relating addition and subtraction to a given task, for example, buying and selling. By the end of Year 2, pupils have a sound knowledge of two and three-dimensional shapes and can name their properties, including the number of sides, edges, faces and corners. Their use of specific language, for example, to describe triangles, squares, rectangles and circles is good. Most pupils add, subtract and multiply numbers satisfactorily. They use three digit numbers when adding and subtracting, for example,  $88 + 7 + 15$  or  $120 - 17$ . They sort, classify and organise information and interpret data presented in a simple way, for example, a pie graph of favourite foods. They have quick recall of addition and subtraction facts to ten and 20. Most handle money with confidence and understand concepts of simple fractions and time such as a quarter and a half, and before and after the hour.
72. In the juniors, pupils' mental strategies continue to develop well and younger pupils can calculate money problems quickly and confidently. They are beginning to use mathematics in real life situations, for example, organising events for charity where they calculate the cost per go, and how many goes are needed to cover the cost of prizes. Pupils with special educational needs acquire both mathematical skills and life skills by shopping with their classroom assistants. Pupils' understanding of shape, space and measurement is very sound. They can, for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved. All pupils are building up a good working knowledge of multiplication tables and by the time they leave the school these are well developed. They carry out relatively complex calculations accurately. The way in which they explain their answers to these calculations shows a clear understanding of what they are doing. A good example was seen in Year 4 when pupils explained their strategies for arriving at an answer. They understand the importance of reading the question, looking at the numbers involved and finally choosing the correct operation.



73. In their investigative work, which is often linked to science and information and communication technology, they compare, contrast and draw conclusions from their findings. For example, pupils in Years 5 and 6 create databases for children's pulse rates before and after exercise. Higher attainers quickly identify relevant data to solve a given problem and apply themselves well when working on probability. They calculate the mean, mode and median when working on range and averages. They confidently check the credibility of their answers, for example, when measuring time, length, and capacity. By the end of the juniors, pupils understand the concept of symmetry and can number the axes in a variety of shapes. Most recognise the equivalencies between percentages, fractions and decimals and convert improper fractions to mixed numbers and vice versa. They read and plot co-ordinates in all four quadrants and interpret a variety of graphs. By the age of 11, their mathematical skills in number processes and problem solving are well established.
74. Pupils enjoy mathematics, particularly the challenges set in the numeracy hour relating to mental recall. They listen carefully to their teachers and share ideas when involved in group work. Levels of concentration and response are good. This is because teachers give pupils plenty of time and encouragement to think through their answers and judge whether they make sense.
75. The quality of teaching is good overall. Lessons are well planned using the framework of the National Numeracy Strategy. Introductions to lessons always include clear explanations of learning objectives. They are usually well structured and lively so that they keep pupils interested. Teachers use effective questioning and imaginative individual teaching, often changing tasks to maintain interest. They also give pupils opportunities to apply acquired skills in mathematics in practical ways such as setting up and running an athletics afternoon where they accurately time, measure and record. Pupils are regularly assessed. However, the information gained from these assessments should be used more effectively to plan specific individual targets for learning and so raise standards.

## SCIENCE

76. Standards at the last inspection were judged to be satisfactory and this continues to be the case. At the age of seven and 11, pupils attain the standards expected of their ages and make satisfactory progress, with a number who reach a higher level. Pupils with special educational needs make good progress.
77. Pupils in Year 1 investigate how their bodies move. They look closely at different parts such as their mouth and knees, and note that they can make many movements. In Year 2, pupils investigate which materials are magnetic and make simple predictions and record their results in a Carroll diagram. They look closely at plants and learn practically about their early life cycle, from seed, to germination and the growing of the first shoots. They can label the main parts of plants; leaves, stem, roots and know that they need water, light and warmth to grow. They explore the playground to find the habitats of animals and plants and know that wood lice like dark and damp conditions, often under stones. They are developing a basic understanding of forces and that, *"when a spring is stretched you can feel it pulling against you."*
78. As they move through the junior classes, pupils build on their existing knowledge, skills, and understanding. Pupils in Year 6 know that in an investigation, questions have to be asked and answered such as when finding out about the effect of exercise on their pulse rates. They build on their knowledge of life cycles of plants and use

terms such as germination, dispersal and pollination accurately and understand the importance of food chains in the life cycles of animals. When investigating forces they measure in Newtons and draw diagrams to show what they did and also to explain their conclusions. For example, they know that forces are balanced when the upthrust and gravity are equal and that a ball on the ground will be still. The oldest pupils know and understand basic astronomical facts such as the phases of the moon and its orbit of the earth.

79. The quality of teaching and learning is good. Teachers have good subject knowledge and give pupils clear explanations and insights into their work. The effect is the involvement of pupils in discussions, which prompts them to ask questions. Science is planned using an investigative approach, designed to make pupils think, discover facts for themselves and draw conclusions. There have been improvements in the curriculum since the last inspection. Whole-school planning is in place together with a scheme of work and assessment based on the Qualifications and Curriculum Authority guidance. Along with other subjects, these are due for review. Particular attention is to be paid to scientific enquiry. There are good links with personal, social and health education, particularly in raising pupils' understanding of drugs, alcohol and tobacco and computers are regularly used to record findings from experiments.

## **ART AND DESIGN**

80. During the inspection there were few opportunities to observe lessons and therefore it is not possible to give a firm judgement on the quality of teaching and learning throughout the school. However, from looking at examples of pupils' work and displays around the school, and by talking to pupils and their teachers it is clear that pupils at ages seven and 11 attain standards appropriate to their age and make satisfactory progress. All pupils have experiences of painting, drawing, collage, textiles, printing, three-dimensional work, and using information and communication technology as a separate medium.
81. The youngest infant pupils can mix colours and use them effectively in their paintings. In their paintings of flowers they used thick paint and a pointed tool to scrape it so that the petals gained shape and texture. Other subjects are often used as a stimulus. Older pupils use wax and pencil crayons in their pictures based on the story, 'The long journey', by Troon Harrison. Pupils in Year 2, show their growing understanding of colour mixing in the tonal scales of blues and greens. In their observational drawings they look closely at natural objects such as pebbles and sticks and use natural materials to weave patterns. In their three-dimensional work they make collages, roll and twist clay to make coil pots and clay tiles.
82. Pupils in the junior classes build on their earlier experiences. Pupils in Year 4 use journeys and symbols for their starting points for colourful collages and use tissue effectively to give a sense of depth to their trees. Pupils in Years 4 and 5, use textiles confidently as seen in a recently completed embroidery and fabric painting of the Easter Story. In their paintings of Queen Victoria and Ripon Cathedral they use colours boldly, particularly effective in reflecting the colours and patterns in the Cathedral's stained glass windows. Older pupils use papier-mâché, clay and card to make symmetrical and asymmetrical shapes as part of their work on containers. Art is linked to other subjects of the curriculum. A good example is the display of Islamic art in the school hall. Indeed, the extensive displays of pupils' work in classrooms and around the school add colour to the learning environment.

83. It is clear that pupils enjoy art. The co-ordinator runs a popular after school club with the help of a parent and this gives those pupils who are sufficiently interested, opportunities to explore the subject further. Examples of their work are seen around school, including abstract patterns based on the Miro, and chalk rubbings of trees to give a sense of movement. Art makes a useful contribution to pupils' cultural development. Good use is made of the local community as seen in the contribution pupils made to the Millenium Tapestry, and their work with local potters. At the moment sketchbooks are not used, useful as a record of pupils' developing knowledge, skills, and understanding.

## **DESIGN AND TECHNOLOGY**

84. Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions that at the ages of seven and 11, standards of attainment are satisfactory. Progress for most pupils, including those with special educational needs, is sound throughout the school.
85. The youngest pupils in the infants develop skills in a range of activities including cooking, making models from a range of recycled materials and using construction kits. Older pupils use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials, accurately. By the end of the infant stage, most pupils use a range of techniques to successfully construct and join materials. Good examples were seen in Year 2 when pupils designed and made fabric garments for 'Joseph'. They evaluate and make sensible judgements about the end product of their work.
86. In the junior classes, younger pupils construct alarms using batteries, pressure pads and switches. They make photo frames, containers for a given purpose, slippers and moving monsters completed with pipe cleaners, pumps and balloons. Following a visit to a fairground, older pupils design and make dual powered models controlled by computer and batteries. By the end of Year 6, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design, and have a good understanding of the processes involved.
87. Pupils have good attitudes and talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on tasks. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

## **GEOGRAPHY**

88. Since the last inspection standards have been maintained for both infant and junior pupils and are typical for their age. Their achievement including those with special educational needs is satisfactory. Whilst observation was limited it is clear that pupils are learning a variety of ways to describe the world and they have access to a good range of materials and experiences within the geography curriculum.
89. As a result of planned visits around the locality, younger pupils begin to have an understanding of the physical features of the area in which they live. They are already aware that there are places which could be improved and make simple suggestions

on how this could be done. Their knowledge of the world increases as they explore a world map and wonder, 'Where in the world is Barnaby Bear?' Infant pupils enjoy talking about his travels and write imaginative postcards describing their holidays. In Year 2, they talk about the weather and the clothing they will need for the different places they visit. Average and higher attaining pupils are secure in their knowledge of the points of the compass and can place a named label on the large-scale map of the world.

90. Junior pupils use evidence from photographs and their atlases well and transfer their locations to individual maps of the British Isles. When viewing the photographs from the projector, pupils in Year 6 searched their vocabulary for terms such as *delta* and *estuary*. Earlier work shows clear information gathering about a contrasting locality such as Cambodia. Most pupils show sound progression in their mapping skills as they translate the feature of a locality into an two dimensional plan. They become increasingly familiar with physical features as shown on an ordnance survey map and satisfactorily develop a growing knowledge of scale as they study aspects of the earth's core and contour lines in their project on mountains.
91. Teaching is good overall. Teachers plan well for recommended geographical experiences and use their subject knowledge to good effect. They are adept at catching the interest of pupils through well-prepared resources, which are readily accessible for pupils' individual work. In Year 2, the teacher ensured that pupils' interest would be caught through a variety of colourful books and brochures. She managed a particularly lively class well and good results in information giving were achieved. In Year 6, the presentation of a variety of coastal features was impressive and pupils were completely absorbed in the digitally produced photographs of her visit to places such as Norway and Chile. As a result pupils increased their knowledge and vocabulary of coastal features and the majority of pupils recorded these well.
92. Pupils are given worthwhile experiences outside the classroom on residential and outside visits and increase their understanding of environmental change, for example, through the visit of Cycler the Rapping Robot. The good photographic display highlighted the range of outdoor pursuits undertaken by junior pupils on a residential visit. More recently a school project on pollution of the environment has produced good results, which has linked very well with aspects of literacy and personal and social and health education.

## HISTORY

93. During the inspection it was only possible to see lessons taught in the juniors. However, additional information gained from talking to pupils and their teachers, and looking at pupils' work indicates that at the end of Years 2 and 6, they achieve standards appropriate to their age.
94. Pupils in Year 1, develop an understanding of the passing of time by using their own experiences as a starting point. They compare their lives with those of the past; for example, homes and the toys children played with. In Year 2, pupils look at a wider aspect of history and explore the way people in ancient Egypt depended on the River Nile.
95. Pupils in the juniors increasingly understand about chronology, using more detailed timelines to put dates into context. Pupils extend their local knowledge by comparing the past and present transport in Pateley Bridge. In their wider study of British history,

they look closely at the culture of the peoples who invaded and settled in this country such as the Romans. They build on their earlier work and deepen their understanding of history in its wider world context, in particular, the ancient Egyptians. They look at more recent British history, about how children were evacuated in the Second World War and the effect of rationing. Older pupils compare their lives with those of children in the 1840s, and the accomplishments of this period, such as, *“The Victorians discovered the flush toilet”*. They look at the lives of famous people such as Dr. Barnado and in the more recent past, John Lennon and compare the differences in technology. By the age of 11, pupils know and understand that finding out about the past depends on interpreting evidence from maps, artefacts, photographs, buildings, the landscape itself and written sources.

96. The quality of teaching and learning in the lessons seen in the juniors was good. Pupils clearly enjoy exploring the past and this stems from the teachers' preparation of lessons designed to capture their interest. Good use is made of the Internet, to develop pupils' historical enquiry skills and to simulate, and immerse them in the past. Older pupils visit the ancient Egyptian Virtual Temple and research information on the pyramids and mummies. History makes a good contribution to pupils' cultural development. Visits out of school, for example, to local museums and Beningborough Hall, and special events such as the Victorian day give pupils valuable first hand experiences.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Since the school was last inspected, provision for information and communication technology has greatly improved with a corresponding improvement in the standards pupils attain. The quality of resources in terms of new computers and software is much better through the grant from the National Grid for Learning and these are easily accessible in all classes. The recent introduction of wireless laptop computers enables easy access to the Internet. Teachers are more confident in teaching information and communication technology and some use it in their every day work to save time. However, there are some identified areas where their expertise could be improved further and plans are in hand to meet them. The co-ordinator has developed a scheme of work, which gives teachers guidance in their planning, and opportunities for assessment, including pupils' self-evaluation. Further development of the scheme of work is part of the school's planned review and this includes extending the use of information and communication technology so that other subjects are enriched. The school's website has recently become active and is an effective way of making pupils' work available to a large audience and promoting communication.
98. Standards of attainment at the ages of seven and 11 are satisfactory. Pupils in the infant classes are becoming confident when using computers. In Year 1, they use a word processor to write simple sentences and look at the range of technology used in their everyday lives. In their geography lessons they collect information from a traffic survey and with help from the teacher, add to a prepared database. Older pupils use the keyboard to delete mistakes and use art packages to draw pictures. In control technology, they program a floor robot to move forward, backward and turn through a right angle.
99. Pupils in the juniors continue to build on their earlier experiences, particularly in word processing. They alter the type, colour and size of font for best emphasis, cut, paste and use the spellchecker to edit text and add clip art and photographs for extra

interest. Good examples were seen in posters advertising sport's tablets and the Cuthbert Chronicle. They use the tools in art packages such as shape, fill, spray and colour in their drawings of trees. Year 4 pupils collect information about the comparative lengths of their forearms and present their results in a pie graph. Older pupils use a branching database to organise and analyse information. Pupils in Year 6, use spreadsheets to calculate costs and prices. They confidently use the Internet to research information about Hinduism and foot and mouth disease, check for incoming e-mails and send them using the address book.

100. Pupils build on their earlier experiences in control and confidently program a screen turtle. They develop simple procedures to sequence traffic lights and to control a model of a fairground ride. Pupils use sensors such as thermo probes in their science work, for example, monitoring the temperature fall to see which mug is best for keeping a drink warm. Simulations are used to deepen pupils' understanding and to bring their work alive. A good example was seen in a Year 5 and 6 geography lesson on coastal erosion. Through the Internet, pupils accessed a website with animation of the effects of undercutting and collapse on a cliff face. Information and communication technology is used to help pupils with special educational needs develop their literacy and numeracy skills.
101. As few actual lessons were seen it is not possible to make an informed judgement on the quality of teaching and learning in the school. However, it is clear that pupils enjoy working with computers and a significant number have access at home. The school's approach is to teach pupils skills in a class lesson and these are subsequently developed on computers in the classroom, increasingly through their application in other subjects. The co-ordinator leads the subject well and is looking forward to an extension of her role. She has made a substantial contribution to the improvement since the last inspection and has detailed action plans for further development. Priorities include increasing the number of laptops with a permanent network access point in the school and a digital projector to help direct teaching of information and communication technology skills.

## **MUSIC**

102. Judgements on music during the week of inspection are based on the one lesson seen, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are satisfactory and most pupils, including those with special educational needs, make good progress particularly in singing, which is seen as a priority.
103. The youngest pupils in the infants listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk about sounds, for example, when listening to elephant in the 'Carnival of the Animals' and understand how musical sounds are made in different ways. They play games to identify the sounds of a variety of instruments and discuss ways in which musical sounds can be changed. Pupils understand the difference between loud and soft tones and how these can express character and mood. Most have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into the juniors most pupils can compose simple percussion pieces.
104. The youngest pupils in the juniors listen to a piece of music, for example, 'Sea Interludes' by Benjamin Britten, and identify the instruments they hear. Older pupils are familiar with the music of the Beatles, and individuals, such as, John Lennon, Bob

Dylan and Bessie Smith. They understand and enjoy the contrasting protest songs, 'Power to the people' and 'We shall overcome'. They know that lyrics not only convey a mood but also tell a story, for example, 'Nobody loves you when you're down and out'. All pupils enjoy listening to music at the beginning and end of assemblies such as Eva Cassidy's 'Somewhere', and many can recognise pieces by famous composers including Bach, Beethoven and Mozart. Almost all pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Some are beginning to understand note values and can read simple notation. They can hold and compose a rhythm, follow dynamics, perform together and practise pieces.

105. The overall quality of teaching is good. Teachers ensure that all pupils take part in music making and are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. They provide good opportunities for pupils to sing and perform music for example, in St Cuthbert's church, homes for the elderly, the Harrogate festival and in competitions. Opportunities are also provided for pupils to sing and perform during morning assembly and in musical productions, such as, 'Joseph and the Amazing Technicolor Dreamcoat'. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups. The curriculum is greatly enhanced by specialist teaching in brass, woodwind, violin, cello and keyboard. There is a very successful school choir.

## **PHYSICAL EDUCATION**

106. Standards of attainment in physical education throughout the school are in line with what is expected of pupils of this age. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. Swimming is a strength, and by the time they leave school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing, music and movement and maypole dancing.
107. The youngest pupils in the infants are well used to the warm up activities at the beginning of each lesson. They particularly enjoy activities requiring them to listen, stop and change direction when instructed. Pupils soon become proficient in a range of movements and can travel both on the floor and on apparatus using a variety of methods. They develop good control when completing movements in dance, for example, 'The Snow Queen'. By the end of the infant stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, rolling and retrieving a ball and dribbling with a bat and ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. The youngest pupils in the junior classes listen to music and interpret the sounds they hear in a variety of movements. They enjoy traditional dances, such as, 'Bridge of Athlone' and 'Durham Reel'. By the end of the juniors, pupils practise, improve and refine their performance through increasingly complex sequences of movements. They develop good co-operative skills in ball games and athletics.
108. Pupils have good attitudes to physical education and respond enthusiastically in lessons. They enjoy evaluating what they have done and appreciate individual examples of expertise demonstrated by their peers. All pupils dress properly, generally behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.

109. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, the 'Street jazz', session for the whole school based on Eddy Grant's 'Electric Avenue.' Games and competitive sport within the Nidderdale school cluster together with the popular school sports club and residential visit to Sutherland lodge help to enhance the subject.

## RELIGIOUS EDUCATION

110. Although opportunities to observe lessons in religious education were limited, standards for both infant and junior pupils are judged to be in line with the locally agreed syllabus and pupils make satisfactory progress. The subject is planned according to the North Yorkshire Agreed Syllabus but tailored to fit the needs of the school and pupils. This allows teachers to plan more effectively. The subject is well connected to topic themes where appropriate and contributes well to all aspects of spiritual, moral, social and cultural development.
111. Whilst the school's main focus is Christianity, infant pupils talk about who made the world and use stories to understand some aspects of The Creation and the cycle of growth. This work is extended to include a number of stories linked to The Creation and younger juniors draw pictures of their version of a paradise garden for display. Pupils in Year 4 progress toward a deeper understanding and illustrate how they believe the earth was made. They celebrate the special nature of Jesus when illustrating and writing about special meals and significant characters, such as Mary Magdalene, connected with the Easter story and the Resurrection. Pupils' interest shows well in the quality of illustrations they do when drawing symbols of the Hindu faith such as the story of Krishna.
112. Teaching and learning are good overall. Pupils retell the stories of the Bible, and this contributes to their spiritual and moral development. Teachers endeavour to catch pupils' interest and choose a variety of methods of recording which tests their understanding. The symbolism of a variety of faiths is well understood by older pupils. This shows particularly well in the impressive display on Islam in the hall and a photographic record of a visit to a Hindu temple. After the visit a pupil reflected on the rights and wrongs of visiting a place of worship whilst Hindus were praying. However, he went on to say, "*when I got on the coach I thought, - I'd like to come back here one day*".
113. Teachers make purposeful links with other subjects such as geography, where pupils use a map of Israel to locate important locations. Clear plans are drawn of the visit to St Cuthbert's church. There are sound illustrations of weather patterns to accompany the story of Noah's Ark. Teachers exercise pupils' literacy skills in their work. This was seen clearly where pupils highlighted text and selected the important points relating to the ten Gurus. Importantly, the work done in personal, social and health education and assemblies make an important contribution to pupils' religious education.