

ERRATUM

KIRKBYMOORSIDE COMMUNITY PRIMARY SCHOOL

INSPECTION NUMBER: 244590

SUMMARY OF THE REPORT - Page 5

HOW GOOD THE SCHOOL IS

The first sentence in this paragraph should read:-

This is a good school; it provides an effective environment for learning.

INSPECTION REPORT

**KIRKBYMOORSIDE COMMUNITY PRIMARY
SCHOOL**

Kirkbymoorside

LEA area: North Yorkshire

Unique reference number: 121303

Head teacher: Mr C Knowles

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 4th - 7th March 2002

Inspection number: 244590

Full inspection carried out under section 10 of the school inspections act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Westfields Kirkbymoorside York North Yorkshire
Postcode:	YO62 6AG
Telephone number:	01751 431517
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Ward
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2456	J Bell	Registered inspector	English	What sort of school is it?
			Physical education	The school's results and pupils' achievements
			Foundation stage	How well are pupils taught?
			English as an additional language	How well is the school led and managed?
			Special educational needs	What should the school do to improve further?
19443	N Walker	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
4430	R Eaton	Team inspector	Mathematics	
			Religious education	
			Music	
23375	J Hicks	Team inspector	Science	How good are the curricular and other opportunities?
			Design and technology	
			Geography	
24031	I Idle	Team inspector	Information and communication technology	
			Equal opportunities	
30834	A Lawson	Team inspector	History	

			Art and design	
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London
WC2B 6SE.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirkbymoorside is a smaller than average primary school and admits pupils aged three to 11. It is situated close to the centre of the market town of Kirkbymoorside in North Yorkshire. The pupils are admitted mainly from the town with a few who live in nearby villages. The families represent a broad social mix. There are 204 pupils on roll, 90 boys and 104 girls in main school plus 19 children who attend the nursery part time (10 full time equivalent). The nursery was opened in September 2001 and children attend morning sessions. Children enter the nursery with a broad range of attainment but most have language, literacy, social and mathematical skills that are typical for this age group. There are 18 pupils on the school's register of special educational needs; this is well below average. Of these many are at an early stage of need and no pupils have a statement of specific need, which is below average for a school of this size. Sixteen pupils joined school other than at usual admission time and eight left the school. This level of transience means that there is some disruption to the learning of these pupils but they are supported well. Fifteen pupils are eligible for free school meals, 7 per cent of the school population. This is below the national average. There are three pupils from minority ethnic backgrounds and all speak English as their first language. In Key Stage 1, pupils are organised in three parallel classes each containing Year 1 and Year 2 pupils. The head teacher and a temporary teacher currently share the teaching of the Year 6 class pending a new teacher taking up post. During the week of the inspection the head teacher taught this class full time.

HOW GOOD THE SCHOOL IS

This is an effective school; it provides a good environment for learning. The school is well led and managed; the head teacher provides a very good lead in developing the good ethos in the school and in initiating school improvement. Management is good and is well supported by the deputy head teacher, key staff and governors. The school has a dedicated professional team who know the pupils well. The teaching is at least satisfactory with a substantial amount that is good and sometimes very good. The teaching in Key Stage 1 (Year 1 and 2) is of consistently high quality and so pupils attain well above average standards in reading and mathematics and very high standards in writing. Standards in English, mathematics and science are average by the end of Key Stage 2 (Years 3-6) but could be higher. Pupils have good and often very good attitudes to school and behaviour is good. The school provides satisfactory value for money.

What the school does well

- The substantial amount of good and sometimes very good teaching, particularly in Years 1 and 2. This has a positive effect on pupils' progress and standards.
- Pupils' personal development is very good; it is central to the school's aims and reflects the good provision for pupils' spiritual, moral, social and cultural development.
- Relationships are good throughout the school. Pupils have good and often very good attitudes to school and their behaviour is good. They enjoy school and so attendance is very good.
- The head teacher provides good leadership and the school is well managed by the head teacher, deputy head teacher and key staff.
- Staff provide a very good range of out of school activities and a good range of curriculum experiences. There are good links between subjects.
- Standards are good in information and communication technology (ICT), music and physical education throughout the school and in history and art and design in Key Stage 1.

What could be improved

- Standards in English, mathematics and science could be higher by the end of Key Stage 2.
- The co-ordination of subjects other than English, mathematics, science and information and communication technology (ICT).
- The monitoring and evaluation of the work of the school through more effective use of the wide amount of data available.
- The marking of work and teachers' expectations of how it will be presented.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and has made good progress in resolving the areas identified for improvement. The school has a positive trend in its performance in national tests for pupils aged 11, although standards could be improved. However, the school's performance is very good in the tests for seven year olds at the end of Key Stage 1. Teaching has improved and there is more good, and very good teaching and very little that is unsatisfactory. The school is implementing the National Strategies for Literacy and Numeracy and has adopted national guidance for the other subjects. This means that there is now a useful framework on which teachers can base their planning for the curriculum. The school has worked hard to improve procedures for the assessment of pupils' progress and now has a substantial programme to collect and monitor data and to track and set targets for individual pupils. However, the wide amount of assessment information available is not yet used and monitored as well as it could be to ensure expectations of what all pupils can achieve are high enough in Key Stage 2 (Years 3-6). The school's provision for pupils' personal development and in particular their spiritual, moral, social and cultural development is now good. Resources for history and religious education have improved and there is a wider range of reading material available for pupils to take home to read. The school now has written policies for sex education and child protection and these are reported to parents. The nursery opened in September 2001 and is already making an effective contribution to the school's provision for children in the foundation stage (nursery and reception classes) and ensures children make a good start to their learning. The commitment of staff and governors means that the school is well placed to further improve.

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	C	D	C	D
mathematics	B	C	C	D
science	A	B	C	D

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

The children's attainment on entry to the nursery is mainly typical of three year olds in language, literacy, communication and mathematical skills. They make good progress in the nursery and mainly sound progress in the reception class. By the time they start Year 1, their attainment in these areas of learning matches expectations for their age, with a few who exceed them in early reading, writing and number skills. However, about a third of the children could do well in these areas if the pace of lessons was more rigorous in the reception class and tasks built more closely on what they already know. Teaching is consistently good and often very good in Years 1 and 2. This means pupils achieve well and in the 2001 national tests for seven year olds pupils' performance was above average in reading, well above the national average in mathematics and in writing, standards were very high and in the top five per cent nationally. Teachers' assessment of pupils' attainment in science matched the national average. Pupils' progress is satisfactory in Years 3 to 6 and their attainment in the national tests for 11 year olds was average in English, mathematics and science. Standards rose substantially after the last inspection and this means the school has improved more rapidly than other schools. However, standards have since declined in both mathematics and science but remain at the national average. The school is performing below schools in similar circumstances. Targets for 2001 were achieved and the school is on course to meet its realistic targets for the current year. Current work in English, mathematics and science shows that the school is maintaining the good achievement in Key Stage 1 but achievement is broadly satisfactory at Key Stage 2. Speaking and listening skills are good throughout the school and pupils at Key Stage 2 often have a greater understanding than their written work shows. This is because the good writing skills developed in Key Stage 1 are not built upon well enough in Key Stage 2. Pupils achieve well in ICT and standards are above the levels expected by the time pupils reach the end of Key Stage 2. In religious education standards at the end of both key stages match those identified in the syllabus taught in the local authority's schools. Standards in music and physical education are good throughout the school and those in history, and art and design are above expected levels at the end of Year 2. Provision for pupils with special educational needs is good and they are well supported by teachers and classroom assistants. Most make good progress in relation to the targets set for them in their useful individual learning plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good and often very good. The pupils enjoy school and are keen to take advantage of the good range of experiences it offers them. Most pupils try hard and concentrate well on their work.
Behaviour, in and out of classrooms	Good. The pupils know what is expected of them and behave well, both in lessons and in the play areas.
Personal development and relationships	Good. Pupils show respect for the views of others and respond well to all staff. Older pupils help younger ones at break times and lunch times.
Attendance	Very good. Pupils enjoy school and are punctual.

Most pupils work well in groups and, when working independently, they take the initiative for their own learning. Older pupils have begun to initiate a 'Buddies' system and help to care for younger children. Pupils are quick to offer help to others and those of all ages, abilities and backgrounds mix well together. Attendance is well above national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory and sometimes good	Good and sometimes very good	Satisfactory and sometimes 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 teaching is broadly satisfactory overall with some good, and sometimes very good, teaching throughout the school. Teaching is good in the nursery but sometimes lacks pace and challenge in the reception class where work does not always build well enough on the children's previous learning. The teaching is consistently good and sometimes very good or excellent in Key Stage 1 where the basic skills of literacy and numeracy are taught very well. The well qualified and enthusiastic classroom assistants make a very positive contribution to teaching and learning in these basic skills. Teaching is broadly satisfactory in Key Stage 2 with some good and very good teaching in Years 3 and 5 and in Year 6 during the inspection when the head teacher taught the class. Teachers' expectations of pupils' behaviour are high and they use effective strategies to manage their pupils. Many teachers provide interesting activities that encourage learning. In Key Stage 2, the teaching in English and mathematics is at least satisfactory. However, teachers' expectations of pupils' written work are not high enough throughout this key stage; there are weaknesses in how pupils are taught to organise their work in books, and the presentation of work is often disorganised and undated, making it difficult to track their progress. The marking of work is not used well enough to inform pupils of how well they are doing and how they could further improve their work. Time is not balanced well enough in lessons in Key Stage 2; teachers lead interesting discussions with effective questioning that enable pupils to talk about their ideas and gain in their understanding but there is too little time for pupils to complete written work or set out findings. This impacts on the standards they achieve. Teachers plan good links between subjects to interest pupils and reinforce learning. Speaking and listening skills are taught well in other subjects but this is not the case in writing. There are sound, planned opportunities for pupils to use numeracy skills in subjects such as science and design and technology. The teaching of pupils with special needs is good and activities are mainly well matched to their age and ability. The targets identified in their individual learning plans are usually sufficiently clear to enable class teachers to plan suitable work. They are reviewed regularly and the pupils' progress against their targets checked.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Staff enhance pupils' learning through well-planned visits to support the curriculum. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. These pupils are identified early in their school career and are supported well and so make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' personal development is given high priority. The school supports pupils' spiritual, social and moral development effectively. Pupils' awareness of their own and other cultures is developing well. These areas support the good ethos of the school.

How well the school cares for its pupils	Good. The school provides good support and guidance for its pupils and they feel valued.
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The school has good procedures for monitoring pupils' attendance and personal development, and sound procedures to check on pupils' academic progress. The school has very good procedures to develop pupils' personal, social, health and citizenship education throughout the curriculum. The partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher provides very effective leadership for developing the ethos of the school and for school improvement. He manages the school well with good support from the deputy head teacher and senior staff. However, the arrangements for the management of subjects other than English, mathematics, science and ICT are unsatisfactory.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the school and work well to support the management of the school. They meet all statutory requirements.
The school's evaluation of its performance	Satisfactory. The school regularly analyses a great deal of data to identify how well it is doing. However, this is time consuming and is not as useful as it could be. Some of the analysis reveals little more than teachers already know. The time used for the process means that more pertinent areas such as checking on teaching and learning and on pupils' work is not as rigorous as it should be.
The strategic use of resources	Satisfactory. All resources are used well to support identified priorities and specific grants are used effectively for the purpose intended. The governors apply the principles of best value to all spending decisions to ensure the best provision for the pupils.

The subjects other than English, mathematics, science and ICT are co-ordinated by groups of teachers. While this makes the workload more manageable, it means that no one has a clear overview of the development and impact of teaching and learning in these subjects. This organisation means there is no opportunity to check on teaching and learning in these subjects or for these co-ordinators to influence developments. There are enough teachers and support staff to meet the needs of the pupils. Support staff are deployed well and make a valuable and important contribution to the work of the school. The school's accommodation is good; it is well maintained, clean and bright. The school's resources for learning are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects their children to work hard and do their best. 	<ul style="list-style-type: none"> They would like more information on their children's progress.

<ul style="list-style-type: none"> • The school is well led and managed and teaching is good. • The school provides an interesting range of activities outside lessons. • Behaviour is good. 	<ul style="list-style-type: none"> • The amount of homework given.
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Inspectors agree with the positive comments of parents. However, they find that the amount of homework is similar to that of other primary schools and effectively supports pupils' learning. The information to parents about their children's progress is satisfactory. However, written reports are brief and could be improved by the inclusion of future learning targets. These are discussed at consultation evenings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children enter the nursery with a broad range of attainment but many have skills in the language, literacy, communication and mathematical areas of learning that are typical of what is expected at this age. The nursery has only been open for two terms but the effective teaching enables children to achieve well and make good gains within all areas of learning, particularly in their personal and social development and in their language skills. The satisfactory teaching in the reception class enables children to consolidate their learning. By the time they transfer to Year 1 most children are on course to attain the goals for early learning identified for their age across all areas of learning. The current reception class has a number of able children and about a third could attain more highly, particularly in language and literacy, mathematical, and physical development by the time they reach the end of the reception year if the pace of lessons was more rigorous in the reception class and tasks built more closely on what the children already know. The establishment of the nursery now means there is a full foundation stage (nursery and reception classes) and recent opportunities for joint planning between nursery and reception staff are beginning to ensure greater opportunities for more activities to steadily build on previous work. Staff in the foundation stage give a high priority to developing children's personal and social development and so the children are well settled into school routines and are confident in moving about their class bases. Children's attainment in this area of learning is above expectations even though many children in the nursery are at an early stage of their school career.

2 Standards in English and mathematics for pupils aged seven have improved substantially since the last inspection and standards have been maintained in science. The consistently good, and often very good or excellent teaching in Years 1 and 2 means these pupils achieve well and in the 2001 national tests for seven year olds their performance in reading was above average. In the mathematics tests, standards were well above the national average and in writing standards were very high and in the top five per cent nationally. When compared to similar schools pupils aged seven were average in reading, above average in mathematics and well above these schools in writing. Standards by the age of 11 rose substantially after the last inspection and this means the school has improved more rapidly than other schools. Standards in English and science for pupils aged 11 have improved since the last inspection, and have been maintained in mathematics. In the 2001 national tests for 11 year olds, standards in these subjects matched the average achieved nationally. However, when compared with schools with a similar number of free school meals, standards were below average. The school achieved its targets for 2001 and is on course to meet its realistic targets for the current year.

3 Standards in current work in English are well above the standards expected for seven year olds and above expectations in mathematics. These high standards reflect the consistently good and often very good teaching in Key Stage 1 and the effective deployment of the classroom support staff who work very well with groups of pupils in the mixed age classes. This reduces the size of teaching groups and enables staff to work more closely with individual pupils to support their learning. Standards are at the level expected in science by the age of seven.

4 The standards in English, mathematics and science meet expectations for pupils aged 11. There are few major differences in the attainment of boys and girls even in years where there is an imbalance in numbers. There are a number of reasons why standards are lower in Key Stage 2, even though inspection findings indicate that there is some good, very good and occasionally excellent teaching in lessons with this age range. Progress in this key stage, although satisfactory in lessons, is

not maintained or built upon from Key Stage 1. Time is not balanced well enough in lessons in Key Stage 2 and although teachers lead interesting discussions with effective questioning that enable pupils to talk about their ideas and gain in their understanding there is insufficient time for pupils to complete written work or set out findings. This impacts on the standards they achieve. Teachers' expectations of pupils' written work are not high enough throughout Key Stage 2. There are weaknesses in how pupils are taught to organise their work in books and so the presentation of work is often disorganised and undated, making it difficult to track their progress over time. The marking of work is not used well enough to show pupils what they are doing well and what they need to do to improve. The school analyses a great deal of statistical information and much time is spent on producing graphs and tables showing pupils' performance. However, the targets set for individual pupils are often not specific enough to help them improve. This analysis is time consuming and fails to cover areas such as the regular checking on the pupils' work in books and folders and whether quality and quantity are sufficient.

5 Standards in speaking and listening are above average throughout the school. This reflects good progress from entry to school and the good work done to develop these skills through role-play, drama and discussion in English and other subjects. These opportunities enable pupils to practise and reinforce these skills. Standards in reading are currently above expectations in Year 2 and are likely to be above the standards expected by the time they transfer to Key Stage 2. Reading standards are currently at the levels expected of pupils in Year 6. In Key Stage 1, pupils achieve well in writing and most are already working at a level that is beyond what is expected for their age. The standards are on course to be well above those expected of seven year olds by the end of Year 2. Pupils write well in sentences and use a good range of vocabulary to enrich their descriptive writing. Most pupils accurately use capital letters and full stops. By Year 6, pupils' writing skills reflect the standards expected for their age but could be higher. Although pupils know how to prepare their writing by drafting out their ideas, they do not have sufficient opportunities to complete written work in lessons. Much of the work produced is incomplete, with little opportunity for pupils to practise and improve their skills. There are a few planned opportunities for extended writing but these are too few to have an impact on standards. Spelling is often careless, handwriting is untidy and work is often poorly presented. The time given to discussion in lessons often results in too few opportunities for pupils to develop and practise their literacy skills in other subjects.

6 The improvements in mathematics reflect the teachers' successful implementation of the National Numeracy Strategy. Standards in current work are above the level expected of pupils in Year 2 and meet expectations in Year 6. Oral work in lessons often shows a better understanding than written work indicates. Work in books is not well ordered or presented. More could be done to extend the learning of more able pupils through tasks that enable them to apply the ideas they have learned to solving problems rather than further practice in methods of calculation. Pupils have some opportunities to apply their numeracy skills, such as bar charts and line graphs in other subjects, but these are too few, particularly in using data handling such as graphs and tables to set out findings in science.

7 Standards in science have improved at Key Stage 2; the use of national guidance means that lessons build on previous work and this has a positive impact on pupils' learning. Teachers plan for a good range of interesting activities and experiences that develop pupils' skills, knowledge and understanding. However, there are too few opportunities for pupils to reinforce and show what they have learned because work is often not set out well. There are also too few opportunities for pupils to set out their experiments scientifically or to record their findings using graphs and tables. The standards in information and communication technology (ICT) have improved substantially and are now above the levels expected at the ages of seven and 11. Since the last inspection the school has made big improvements in the provision for ICT, with a well-resourced suite and new computers and

software in each class. The improved standards also reflect the increased confidence of staff in teaching ICT following well-planned training.

8 Pupils enjoy the range of interesting topics and visits out of school and by the age of seven and 11 standards in religious education match the levels identified in the syllabus taught in local schools. Resources for the teaching of religious education have been improved considerably since the last inspection and this supports pupils' skills in using books and artefacts related to different faiths. There is high quality work in art and design and history at Key Stage 1 and standards in music and physical education are above those expected for primary age pupils at both key stages. Pupils with special educational needs are supported well and many make good progress due to the effective support of classroom assistants and class teachers. Those from ethnic minority backgrounds do not have English as an additional language and achieve similar standards to their peers in relation to their ability.

Pupils' attitudes, values and personal development

9 Pupils have good and often very good attitudes to school. These have improved since the last inspection. They apply themselves well and are keen to play a full part in discussions. Pupils answer questions willingly and with enthusiasm. They join in activities with real interest both in lessons and at the many after school clubs. A good example of these attitudes was seen in an English lesson where pupils were given tasks to do to practise using adjectives and adverbs. These pupils were clearly keen for their class teacher to finish giving them their instructions and dismiss them from sitting on the carpet so that they could get on with their given task. Nevertheless, pupils in Key Stage 2 do not take sufficient pride in the presentation of their work and often produce careless, untitled and undated work that could be much better at this age.

10 The good behaviour reported in the last inspection has been maintained. Pupils behave well both in lessons and around the school and the school has had no cause to exclude any pupil for a number of years. Most parents are pleased with how the pupils behave. Pupils move around the school in an orderly manner and they follow instructions promptly. They are polite to each other and particularly to adults. A few pupils throughout the school behave in an inappropriate manner towards other pupils. However, any incidents are quickly resolved. On a visit to the swimming baths, pupils in Years 3 and 4 behaved in an exemplary way both en route and throughout their time at the baths.

11 Pupils' personal development is good and there are good relationships throughout the school. Pupils have confidence in themselves and as a result are able to have a go in lessons and activities without feeling embarrassed in front of others. They work well together in pairs and small groups, sharing ideas and equipment well. A very good example of the way pupils support each other was seen in a swimming lesson when a boy attempted to swim the 10-metre width of the pool for the first time. There were many sincere calls of encouragement from his peers and a hearty cheer when he was successful in his attempt. However, at playtimes, some pupils display an immaturity in the way they constantly tell tales of very minor misdemeanours of others and seek the attention of the adult on duty. When older pupils are given a job to do in school, they do it willingly and efficiently but they often wait to be asked instead of using their own initiative. For example, Year 6 pupils will walk past play equipment left scattered across the playground until an adult asks them to go back to collect it in.

12 Since the last inspection, the school has maintained its attendance figures at well above the national average and it is rare that any pupil arrives late. This further reflects the positive attitudes of pupils and the support of their parents.

HOW WELL ARE PUPILS TAUGHT?

13 The quality of teaching has improved since the last inspection. The proportion of good and very good teaching has increased and there are few unsatisfactory lessons. There is good teaching in the nursery, which ensures that children have a good start to their learning and make good progress. The nursery only opened last September and staff in the nursery and reception classes have made a start on a joint planning programme that is starting to provide a more effective framework for teaching and learning throughout the foundation stage. Teaching in the reception class is mainly satisfactory and children make steady progress. However, the pace of lessons is not always rigorous enough. For example, in a literacy lesson many children were eager to volunteer ideas and recall their own experiences as a toddler but this was not well managed and too much time was given to regaining the children's attention. The time at the end of the lesson was not used well to reinforce what children had learned because the teacher did not reinforce the need for children to respond quickly to her instructions and join the class discussion. In this class, work does not always build closely on what the children already know, particularly the more able. Some children chose to work independently in the writing area. The nursery nurses and classroom assistants work well with teachers to support the children's achievement across all the areas of learning. These support staff take a full role in teaching and work well with the children who need extra help.

14 There is more consistently good and often very good teaching in Years 1 and 2 and this means pupils learn effectively and work is often well above that expected for their age by the end of Key Stage 1. Teachers in these classes plan very well, with very clear aims for the lessons. They work well with support assistants to ensure that pupils in the mixed Year 1 and 2 classes are taught in small groups. The support assistants are well briefed and take a full part in all aspects of teaching and learning in literacy and numeracy sessions. This enables staff to work with small teaching groups and ensures that basic skills of reading, writing and number are taught very well. This makes a significant impact on the high standards achieved by pupils in the national tests at the age of seven.

15 Teaching is broadly satisfactory in Years 3 to 6 and pupils make sound progress over time. There was some good, very good and occasionally excellent teaching in lessons seen during the inspection, particularly in Years 3 and 5, and 6. A temporary teacher and the head teacher currently share teaching in Year 6, pending a new appointment. The head teacher opted to teach full time in the Year 6 class during the week of the inspection and this impacted very well on the learning in these lessons.

16 The teaching of pupils with special educational needs is good and activities are mainly well matched to their age and ability. The targets identified in their individual learning plans are usually sufficiently clear to enable class teachers to plan suitable work. They are reviewed regularly and the pupils' progress against their targets checked. The classroom support assistants are deployed well and make a significant contribution to the teaching and learning of these pupils, either through good support in class or by withdrawing pupils to work in small groups or individually. This good support enables pupils with special educational needs to make good progress and achieve well in relation to their ability.

17 Most teachers use a good range of teaching methods. They skilfully capture pupils' attention at the beginning of lessons, and as a result, pupils listen well and eagerly take part. For example at the beginning of an English lesson with Year 2 pupils, the teacher's well-organised, relaxed, warm manner in the shared reading of 'The Pied Piper' encouraged the pupils to read aloud with good expression. The teacher built well on the previous day's work to reinforce pupils' understanding of vocabulary and to develop their awareness of how to read speech. Her very good relationships with the pupils were evident as they played a game to find compound words and felt able to make mistakes without loss of confidence. Many teachers have good questioning skills and use them well to explore pupils' ideas. Teachers listen carefully to pupils and value their contribution and so reinforce well their self-esteem. In an excellent ICT lesson with Year 6, the teacher made good links with real life examples so that

pupils understood the use of computers to control devices to do particular jobs, for example, to help the disabled in their own home or make crop spreading quicker and easier. The teacher's very effective interaction with pupils enabled the more hesitant to ask questions so that they understood the commands needed to instruct the computer to control a sequence of flashing lights to make traffic lights.

18 The discussion in many lessons is of high quality and pupils are interested and enjoy listening to and talking with their teachers and each other. This is an effective part of lessons and, in Key Stage 1, these discussions are used well to remind pupils of previous work and identify what they have remembered. For example, in a very good science lesson with a mixed Year 1 and 2 class, the teacher reviewed the pupils' past learning about materials and used their responses to remind them of the properties of a wide range of materials. This prepared pupils well for their practical work on investigating what happens when materials are heated and whether some can be changed back when they are cooled. The very well planned activities and well timed questions ensured that pupils made careful observations of what happened to chocolate when it was heated and poured over 'crispies' and how it changed as it cooled. In most lessons in Key Stage 1 there was this good balance between direct teaching of procedures and leading discussions, and opportunities for pupils to practise skills and to record their work. This means that pupils learn to settle to written tasks, whether in writing stories and accounts, setting out work in mathematics or writing up science experiments correctly to show what they have learned.

19 Teachers in Key Stage 2 also lead interesting discussions and use effective questioning that enable pupils to talk about their ideas and gain in their understanding. However, time is not balanced as well in lessons in this key stage; while the discussions are used well to stimulate pupils and to generate ideas these sessions go on too long. This results in too little time in many lessons for pupils to complete written work or set out findings. This impacts on the standards they achieve. The pupils enjoy the lively discussions but it is difficult for teachers to ensure that all pupils are fully involved. For example in a Year 6 English lesson, seven pupils did not volunteer any ideas in a 40 minute discussion on what elements in a suspense story gain the reader's attention. The very long oral sessions are effective in enabling many pupils to explore their ideas and learn from others but in many sessions they are left with too little time to complete written tasks. This results in untidy work that is hurried, often left unfinished and includes careless mistakes. The amount of work produced in many subjects does not enable pupils to show what they have learned and for teachers to check on progress. For example, in science pupils are required to learn to use different tables and graphs to show their findings. However, many pupils do not use a wide enough range of methods such as graphs and tables of different types and even when these are begun they are often left unfinished and so standards are not as high as they could be.

20 Teaching in English and mathematics is often good. However, teachers' expectations of pupils' written work are not high enough throughout Key Stage 2. Teachers make few reminders about the way written work should be set out and the importance of taking pride in completed work. This is partly linked to the limited time available during lessons but it results in weaknesses in how pupils organise their work in books. Presentation of work is often disorganised and undated, making it difficult to track their progress. Teachers' marking of work does not follow up these problems and the same mistakes are repeated over time. For example, a more able Year 6 pupil consistently uses the wrong tenses, for example 'there is nine teachers' or when describing a highwayman, 'his pistol shined'. Although this was corrected in marking, the pupil was perpetuating the same mistakes the following term. Although some teachers make positive comments on pupils' work the marking does not inform pupils of how well they are doing and how they could further improve their work. In some cases work is left unmarked for lengthy periods. Targets set for individual pupils are rarely specific enough or checked on to have impact on the quality of pupils' written work.

21 Speaking and listening skills are taught well in other subjects, with good opportunities for discussion, role-play and drama. In many lessons there are good opportunities for pupils to enhance their speaking and listening skills through lively and interesting introductory sessions. For example, this was done well in a Year 5 geography lesson where the pupils were learning about how water is supplied and entered into debate on who owns water. One pupil decided 'Water is not shared fairly' and went on to talk about the differences between the water in a tourist hotel in Mombasa and the well used by the African population. Good reinforcement is given to key vocabulary in subjects such as science and in a Year 3 lesson on teeth pupils used terms such as 'biting' and 'chewing' teeth until the teacher effectively introduced correct names such as 'incisors' and 'molars'. There are too few writing tasks linked to other subjects such as history, religious education, geography and science, or linked to independent reading and library research skills. There are some sound, planned opportunities for pupils to use numeracy skills in subjects such as science and design and technology but often these are not well done or pupils do not have time to complete them properly.

22 Teachers plan good links between subjects to interest pupils and reinforce learning. For example, in a dance lesson with a Year 1 and 2 class the teacher built well on the pupils' work on traditional stories in their literacy lessons. The taped programme retold the story of the 'Pied Piper' that pupils had already studied. They entered well into the well-planned opportunities to take on the roles of different characters and showed through their dance movements how well they understood the ways these behaved. For example, pupils moved imaginatively as they became the 'townsfolk' and wandered through Hamelin waving to friends and stallholders or scurried like rats in time to the piper's tune. Many teachers provide interesting activities that encourage learning. Teachers assess pupils carefully and use the information to match work to the different abilities of pupils in their class. This is mainly done well; many teachers now use their day-to-day checks on what pupils have learned in the previous lesson to adapt the work in their next lessons.

23 Teachers develop good relationships with pupils, which helps them to manage pupils' behaviour very effectively. In most lessons the pace is good and so pupils concentrate well. For example, in a Year 3 numeracy lesson, the very well chosen introduction included a timed activity that focused pupils on their work and motivated them well as they 'beat the calculator' in counting on or back in threes. The teacher's very good use of the 'interactive whiteboard' linked to a computer ensured that all pupils could see the number patterns emerging in a 100 number square. The good rotation of activities kept pupils attentive and reinforced their counting skills and they recognised odd and even patterns that emerged depending on where they started in the grid.

24 Teachers use encouragement and praise skilfully to boost pupils' confidence. As a result pupils respond well; they enjoy the good range of experiences presented by teachers, both in lessons, visits out of school and activities beyond the school day. These maintain pupils' interest and enhance their personal and social development. Teachers make good links with the community and this encourages pupils' citizenship as they become involved with groups beyond the school. Teachers plan and manage effectively links with other countries such as Belgium, Siberia, Norway and Italy through their participation in the Comenius project. Pupils write to pupils in these countries and communicate via e-mail.

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

25 The school continues to provide a good range of curricular opportunities that are relevant to the needs of the pupils. The curriculum is broad, balanced and meets the requirements of the National Curriculum and the agreed syllabus for religious education taught in the local authority's schools. The

curriculum for children in the foundation stage is satisfactory and takes account of national guidance. The provision of a new nursery is enabling staff in the foundation stage to make a start on planning a programme to cover the two years from entry to the nursery until children transfer to Year 1 at the end of the reception year. The school has successfully resolved the key issue of curriculum planning, identified in the last inspection by adopting nationally agreed guidance and materials in all subjects. This allows teachers to meet the needs of pupils of different abilities and ensures that the National Curriculum is taught systematically throughout the school. However, while the school uses recent national guidance for teaching the National Curriculum it is wisely adapting this if it is felt to be more relevant to the needs and interests of Kirkbymoorside children.

26 The National Numeracy and Literacy Strategies have been successfully implemented and standards in those subjects have been rising steadily in recent years in Key Stage 1. There is a strong emphasis on literacy. Speaking and listening skills are used well in all subjects. However, writing skills learned in literacy are not transferred sufficiently well to work in other subjects. As a result, poor spelling, grammar and presentation occur in most subjects of the curriculum. Staff work hard to ensure children have a wide range of experience to help them make progress. The school is particularly good at making links between different subjects to reinforce the knowledge and skills learned. For example, a Year 5 geography lesson on 'Who Owns Our Water' included valuable planned links with pupils' science lessons on the water cycle.

27 A new computer suite is used effectively to raise standards in ICT and to enhance learning in all subjects of the curriculum. For example, pupils in a geography lesson in Year 5 viewed an animated diagram of the water cycle on the interactive whiteboard and this gained and held their interest very well so that they learned more.

28 The provision for supporting pupils with special educational needs is good and these pupils generally make good progress as a result. Pupils' specific needs are identified at an early stage in their school lives and those who require it have useful individual education plans to support their learning. These are reviewed regularly and pupils' progress against them checked. Teachers usually adapt their lesson plans to take account of the needs of higher attaining pupils but this is not always translated into the different experiences they need to develop their knowledge and understanding fully.

29 There is a very good range of extra-curricular activities and pupils show that they value these opportunities by attending them in large numbers. Clubs cover diverse activities such as football, art, dance, recorders, summer games and the choir. These activities owe much to the hard work and dedication of the teachers. After-school clubs and a good range of educational visits all help to broaden pupils' experiences and support and extend work in the classrooms very successfully.

30 Citizenship, personal, social and health education are provided for very well and appear regularly in lesson plans. Visitors, such as the school nurse, who helps to ensure that sex education is taught sensitively and thoroughly, enhance the curriculum. Pupils also benefit from attending 'Crucial Crew' days where they learn about a number of important health and safety issues including drugs awareness.

31 The school has good links with the local community and these links are mutually beneficial. For example, pupils' work is often displayed in a number of venues in the town, which makes pupils feel valued and proud of their work. Pupils have made a lasting contribution to Kirkbymoorside's Millennium Garden in the form of a clay tiled mosaic, and the people of Kirkbymoorside are very proud of the school's choir who are often asked to represent the town at events throughout the district. Pupils have also benefited from some of the older members of the community who have visited the school to talk to them about what life used to be like years ago.

32 The school makes good provision for pupils' spiritual, moral, social and cultural development. Religious education lessons and assemblies both make substantial contributions to pupils' spiritual development. For example, in one assembly, a visitor led pupils to think about kindness through a well-told story of how many people helped to rescue a baby otter. In another, pupils considered prayers for various groups of people especially needing them. All the acts of worship seen recognised a deity through prayers and gave time for reflection. The school has made good progress in creating opportunities for pupils to explore fundamental questions in subjects across the curriculum, a lack of which was criticised in the previous inspection. Year 6 pupils, for example, made up prayers for an assembly and similarly Year 3 pupils reflected well on the symbolism of light in their lesson linked to Divali. In science and writing in English lessons, pupils gained ideas about the wonder of the natural world and the use of language.

33 The school makes good use of opportunities to develop pupils' moral and social awareness. The importance of truth, honesty and concern for others form part of the school's behaviour policy. The personal, social and health education programme has a strong moral content. Around the building are notices about name-calling reminding pupils how hurtful this can be. There is a 'Buddy' system to help pupils joining the school mid year. In many lessons pupils work well together in groups, often collaborating to help one another. Pupils in a Year 1 and 2 class encouraged each other in the oral game that began their mathematics lesson and Year 6 pupils collaborated over the writing of prayers. Group work produced good results in music lessons and the choir works extremely effectively as a unit. In physical education pupils work well together to plan and perform dance sequences linked to African tribal dances.

34 One assembly each week celebrates pupils' achievements. This is a very positive step, not only encouraging effort but good behaviour and co-operation. Pupils support one another well in inter-school or regional competitions and were excited by the recent achievements of a swimmer from the school. Pupils in the choir have a very healthy attitude towards competition clearly enjoying the challenge but realising that they cannot always win. Pupils in a Year 1 and 2 lessons 'lost' gracefully in the mathematics games and took turns well. This stems partly from good teaching and the good relationships in classes but also from the good atmosphere in the school. There are many opportunities for responsibility especially for older pupils but these are mainly at the request of teachers, although pupils have planned their own fund raising for Blue Peter appeals and other charities.

35 The previous inspection criticised the school's provision for pupils' cultural development. There has been considerable improvement and provision is now good. The school has worked very hard to put in place a range of opportunities and experiences for pupils. It has established links with schools in several countries and takes part in the Comenius project. Some Year 3 boys write to pupils in Siberia and the school is in e-mail contact with schools in Belgium, Italy and Norway. In religious education pupils study several world faiths and have some understanding of the cultural implications of these. Year 6 listen to African music and develop their version of a tribal dance, and a North American Indian musician has performed in the school. In geography pupils study life in Finland amongst other places. The school has on display many pictures and artefacts from other cultures and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 Since the last inspection, the school has improved on its care of pupils and now provides them with a good level of care. The school is extremely vigilant in ensuring pupils are safely handed over to parents or carers at the end of the school day. There is a very high level of first aid knowledge amongst staff and so pupils receive very good care should they become ill or injured at school. There is good attention to teaching pupils valuable skills to be able to lead a safe and healthy life. For

example, older pupils get the chance each year to spend a day with the 'Crucial Crew' (a range of mock emergency situations set up by members of the emergency services where pupils learn, through role-play, how to cope in such situations). Of particular note, is the way pupils are taught, as part of their swimming lessons, practical life-saving skills without endangering their own lives. For example, by learning to handle and throw a rope accurately to a drowning person and how to brace themselves in order not to be pulled into the water by the force of the tug.

37 The school has carried out health and safety inspections. The head teacher has high expectations of his staff to consider the health and safety of pupils prior to taking pupils to venues off the school premises, there are currently no formal procedures in place to ensure that sufficient checks are carried out, and that all accompanying adults are made fully aware of any potential dangers. However, the school has already undertaken in its school improvement plan to implement the local education authority's new and comprehensive risk assessment procedures. The school's arrangements to protect pupils from harm are good. Child protection procedures are good; the head teacher has a clear understanding of these procedures, they are shared with all staff who adhere to the school's recording and reporting requirements.

38 The school provides a good level of educational and personal support and guidance for its pupils. It has effective procedures to promote good behaviour and eliminate any inappropriate behaviour or bullying. There are clear and sensible rules to follow and staff are usually consistent in how they expect pupils to behave. Routines are well established and so there is an orderly atmosphere in school where pupils can feel comfortable and safe and can get on with their learning. Staff build good relationships with their pupils. They take an interest in them and listen patiently to what they have to say. As a result, pupils feel valued and want to come to school. Parents confirm this and the school's very good attendance and punctuality figures further reflect this. The school's procedures to monitor attendance are good.

39 Class teachers provide many opportunities for pupils to work together in lessons in pairs or small groups and so pupils learn to support each other and get on together as a team. There is a system in place where pupils can confidentially alert a member of staff to any worries they may have. There are many notices around school reminding pupils to tell an adult if they have a problem. The very recently introduced 'Buddy system' has the potential to provide another means for pupils to seek help if they need it.

40 Assessment procedures have improved since the last inspection and the school now has good systems in place for English and mathematics. Procedures to assess pupils' progress in other subjects are still not fully developed. However, teachers have made a satisfactory start on using simple systems based on objective assessment at the end of units of learning. Pupils' work in subjects other than English and mathematics is not yet monitored well enough by co-ordinators so that teachers can keep a check on the progress and attainment of individuals and groups.

41 The school is inundated with a great deal of statistical data and staff work hard to use this to predict how well pupils will perform over time and to set targets for improvement. The analysis of this data results in many graphs and tables showing pupils' performance but this is time consuming and often reveals little more than what teachers already know from their own careful assessments of pupils. Although a great deal of work has been done on analysing strengths and weaknesses in performance, this has not included the regular checking on the pupils' work in books and folders to identify whether the quality and quantity are sufficient. Therefore, the school's setting of individual targets for pupils is not specific enough to help them improve and checks on progress against these targets are not as useful as they might be in supporting pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 Parents hold the school in very high regard. They are very pleased with what the school provides for their children and would confidently recommend it to others. Parents' opinions of the school are even more positive than those of parents at the time of the last inspection. They are particularly pleased with how welcoming and friendly the school is, and with how easy teachers are to talk to. Parents are also very pleased with the way the school is led and managed and with teachers' expectations of their children to work hard to achieve their best. A few parents are not entirely happy with how the school keeps them informed of their child's progress and what the school does to involve them in the partnership of education.

43 The inspectors agree with parents' positive views but find that parents are involved in the learning partnership. Parents are kept well informed of the general life and events of the school through weekly newsletters but they are not as well informed about what is being taught in lessons or of how they can best help with their child's learning at home. The written reports provided for parents at the end of each school year are generally satisfactory in the information they provide on their child's progress. However, they are brief and in some subjects they talk mostly about what pupils have done rather than what they have learned and now know. Very few of them include targets for future learning. In addition to an annual open evening when parents and members of the community are invited to look around the school, there are two parents' evenings when parents can discuss their child's progress with the class teacher. Although it is the school's intention that teachers discuss future individual learning targets with parents at these meetings, in practice this only happens in some classes. Even then, targets are sometimes very general, for example, 'to improve concentration' or 'to complete given tasks'.

44 There is good support from parents for the work of the school. A number of parents provide valuable and regular help in lessons and on visits out of school. Many parents listen to their child read at home on a regular basis, they ensure that other forms of homework are completed, and all parents ensure that their children attend regularly and on time. Parents are also very helpful when they are asked to send items to school to support a particular activity or topic. For example, historical artefacts, items for the nursery's 'baby clinic', and items for the art club have all recently been provided in abundance. Parents also continue to work hard to raise extra money so that the school can purchase additional and useful equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45 The head teacher, key staff and governors provide good leadership. This has improved since the last inspection. The school was last inspected in 1997 and has made good progress in resolving the areas identified for improvement. The commitment of staff and governors means that the school is well placed to further improve. The head teacher provides a very good lead in building the effective ethos in the school that ensures a good environment for learning. He gives a very good lead in initiating developments and working with staff to enable these initiatives to improve the school. For example, the school is now very outward looking with good links with the community and with schools in other countries. These have a positive impact on pupils' growing understanding of citizenship and on their personal and social development. Standards and teaching are higher than they were. The head teacher has worked well to build a staff team that is committed to providing a good level of care and support for the pupils. This results in a school where pupils are happy and enjoy the good range of activities that are presented within most subjects. All staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem. The school is well managed by the head teacher, with good support from the deputy head teacher, senior staff and

governors. The deputy head teacher sets a good example through her high quality teaching and has a key role in the good management of the school. However, she has a very heavy workload since she also co-ordinates English and the library, and currently co-ordinates mathematics on a temporary basis. Until recently, the deputy head teacher also co-ordinated the provision for pupils with special educational needs and is currently supporting the teacher who has taken over this area of responsibility.

46 The school has established sound systems to monitor and evaluate what it does well and to identify areas for improvement. However, the school has a wealth of statistical data and much time and effort goes into analysing this information and producing graphs and tables that show trends in performance of different groups of pupils and of individuals. The information is used to set targets for improvement. Some of these are useful since they give a broad direction for staff but many individual targets are not specific enough to give pupils direct guidance on what they need to do to improve their work. For example, many simply 'concentrate on work', 'ensure work is completed' or 'check spellings' but these are not checked often enough against pupils' work to see that they are acted upon. Senior staff have worked hard to check the school's results to see why it is not performing as well as similar schools in the tests for 11 year olds. However, they have not yet got a clear understanding of why standards are not high enough by the end of Key Stage 2. Much work has been done analysing the school's results and seeking to identify why the school is not performing as well as similar schools in the National Curriculum tests at the age of 11. However, this work is time consuming and not as useful as it could be. Some of the analysis reveals little more than what teachers already know from their ongoing assessment of pupils' learning. The time used for the process means that more pertinent areas such as checking on teaching and learning and on pupils' work is not as useful as it could be.

47 The school is developing sound procedures for monitoring teaching and learning. The head teacher, senior staff and co-ordinators for English and mathematics have had an opportunity to check on teaching and learning and to evaluate the development of literacy and numeracy through opportunities to visit other classes. However, this has not picked up the important point that time is not balanced well enough in lessons in Key Stage 2; there is an imbalance between the teacher led discussions and time for pupils to use this oral work to complete written work or set out findings accurately. This impacts on the standards they achieve. The monitoring of teaching and learning has not yet included sufficient checks on pupils' work and has therefore identified that teachers' expectations of pupils' written work are not high enough throughout Key Stage 2.

48 There are named co-ordinators for English, mathematics, science and ICT but all other subjects are managed by groups of staff who have an oversight in the development of several subjects. These arrangements are unsatisfactory and do not ensure that there is a clear lead in developing and monitoring work in other subjects. The identified groups of teachers have not been deployed as well as they might be. For example, the group with oversight of religious education, history and geography are either new to the school or relatively inexperienced while the group co-ordinating design and technology, music, physical education and art and design contains the head teacher and another senior teacher. This means that the new and least experienced staff have only a limited awareness of the work that has been done already in the school and what is needed to develop their subjects. They do not yet have sufficient opportunities to observe teaching and learning in other classrooms or to influence work in their subjects. The role of the co-ordinators currently working to jointly manage several subjects is not clearly defined to enable them to initiate and check on developments, particularly since the school has adopted national guidance for these subjects but has also decided to adapt this to suit the needs of Kirkbymoorside pupils.

49 The school improvement plan provides a useful framework for managing developments in the school. It sets out a clear agenda for action, incorporating realistic costs, responsibilities, success criteria and time scales. The priorities identified are well matched to what is needed to improve the

school. For example, the school has a priority to improve standards in English and mathematics. However, it now needs to be more rigorous in monitoring and evaluating teaching and learning and in analysing pupils' work so that the resulting action is relevant and targeted to deal with specific problems. At present the improvement plan has reflected the information arising from the ongoing analysis of test data and the actions plans linked to priorities lack sufficient detail that would come from closer analysis of the ongoing work in these subjects.

50 The role of the governors has improved since the last inspection. They have a good awareness of the strengths and weaknesses of the school and work well in committees to support management. The work of each committee has been clearly identified and their delegated powers clarified. Governors are very supportive of the school; individual governors have visited classrooms to gain an overview of ongoing work. The governors now work through an 'executive committee'; this initiative is working well and enables groups of governors to work on specific issues and initiatives and be more pro-active in implementing their strategic role in management. The work in this committee ensures that time in the full governors' meeting is used well and that much of the necessary background work is done before decisions are taken. This enables the governing body to have a good understanding of work of the school and ensures that all statutory requirements are fully met.

51 The school's financial planning is good and specific grants are used appropriately. The governors seek the best value in their expenditure to ensure that all spending provides quality for the pupils. The school tracks its progress towards the targets it has set for improvement and considers what value it has received from the money that it has spent. The day-to-day management of the school is good and owes much to the efficient work of the school secretary. New technology is used well to support management.

52 The funding for pupils with special educational needs is managed well and the decision to allocate funding for extra classroom assistants to work with these pupils has enabled them to be supported well in class and when withdrawn for extra help. The co-ordinator for special educational needs is new to the post but is working with the previous co-ordinator to update procedures in line with the new Code of Practice for special educational needs. Pupils' individual learning plans are useful and enable staff to plan work that is matched closely to the pupils' abilities. These plans are reviewed regularly and new targets set. The provision for these pupils is good and enables them to achieve well and make good progress.

53 The school has a dedicated and hard-working professional team who know the pupils well. There are enough teachers and support staff to meet the needs of the pupils. Support staff are deployed well and make a valuable and important contribution to the work of the school. The use of voluntary and parent helpers is a good feature of the school. Their involvement has a positive effect on its work.

54 The school implements Performance Management procedures satisfactorily so that the training needs of individual members of staff and the whole school are regularly reviewed and acted upon. Staff are eager to update their skills and knowledge and willingly undertake any additional training identified by this process. There are good procedures to share outcomes from training with other staff. The school has good procedures for introducing new staff to the school. The senior teachers who mentor newly qualified teachers are very supportive and offer valuable advice when necessary. The two newly qualified teachers currently in post benefit from this support and are an asset to the school. The school has developed a good partnership with the University of Hull and Scarborough School of Education and makes an effective contribution to the training of teachers.

55 The school accommodation remains good. It is well maintained, clean and bright, and provides sufficient space for teachers to be able to teach all elements of the National Curriculum. Nevertheless, some classrooms are cramped for their current number of pupils and storage space is limited. Since the last inspection a further classroom base has been added and space utilised to provide a useful computer area. Individuals, and groups of pupils use this effectively and it provides valuable opportunities for whole class teaching. The grounds of the school are spacious and very well enhanced with gardens and shrubs and a range of games and activities for pupils to use.

56 The school generally has sufficient resources to enable the curriculum to be taught although those for science have not yet been brought up to the required levels to allow full access to the nationally approved teaching scheme recently adopted by the school. The unsatisfactory level of resources in history and religious education reported at the time of the previous inspection has been fully resolved. Resources are all well maintained and stored and teachers have good access to them at all times.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57 In order to further improve standards by the end of Key Stage 2, the head teacher, staff and governors should: -

- (1) Improve standards in English, mathematics and science by:-
 - building more effectively on the good foundations established by the end of Key Stage 1;
 - using the very good introductions and discussion in lessons to develop higher quality written work;
 - ensuring that time is more usefully balanced in lessons between oral work and time for pupils to complete sufficient written work;
 - ensuring that all staff have sufficiently high expectations of pupils' organisation, presentation and completion of work.(Paragraphs 4, 5, 6, 7, 9, 19, 20, 76, 77, 79, 80, 81, 83, 86, 89, 91, 94)

- (2) Clarify and develop the co-ordination of subjects other than English, mathematics, science and information and communication technology and:-
 - ensure that there is a clear overview of development in all subjects;
 - ensure that all co-ordinators are trained in their management role;
 - improve their role in checking and supporting teaching and learning in their subjects.(Paragraphs 47, 48, 102, 107, 111, 115, 130, 134)

- (3) Improve the monitoring and evaluation of the work of the school and ensure that the full range of monitoring opportunities is used by: -
 - ensuring that the wide amount of information collected is used selectively to set more specific targets for groups and individuals;
 - including more regular checks on the quality, quantity and accuracy of work in pupils' books and folders;
 - strengthening the monitoring role of all co-ordinators through the identification of specific areas of focus for classroom observations and feedback to teachers.(Paragraphs 4, 41, 46, 48, 49, 84, 91, 121, 126)

- (4) Improve the consistency in the marking of pupils' work by ensuring that all work is marked regularly, all marking is accurate and that it gives pupils guidance on what they have done well and how they could improve.
(Paragraphs 4, 20, 84, 89, 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	11	25	20	1	0	0
Percentage	8	18	40	32	2	-	-

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 one percentage point.

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)	10	204
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

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	-	22	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97% (97%)	97% (97%)	97% (97%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97% (97%)	97% (100%)	97% (100%)
	National	85% (84%)	89% (88%)	89% (88%)

Percentages in brackets refer to the year before the latest reporting year. Where the number of boys or girls is 10 or less, figures are omitted.

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	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	-	-	-
	Total	21	20	23
Percentage of pupils at NC level 4 or above	School	78% (75%)	74% (86%)	85% (93%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	-	-	-
	Total	20	22	21
Percentage of pupils at NC level 4 or above	School	74% (64%)	81% (68%)	78% (79%)
	National	72% (70%)	74% (72%)	82% (79%)

Percentages in brackets refer to the year before the latest reporting year. Where the number of boys or girls is 10 or less, figures are omitted.

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	170
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17
Total number of education support staff	2
Total aggregate hours worked per week	38
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	1
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)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	39,5622
Total expenditure	37,6515
Expenditure per pupil	1,883
Balance brought forward from previous year	19,107
Balance carried forward to next year	19,107

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	50	46	4	1	0
Behaviour in the school is good.	42	54	2	1	1
My child gets the right amount of work to do at home.	33	58	9	0	0
The teaching is good.	56	38	3	0	3
I am kept well informed about how my child is getting on.	40	46	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	21	6	2	0
The school expects my child to work hard and achieve his or her best.	62	36	2	0	0
The school works closely with parents.	48	44	4	2	2
The school is well led and managed.	61	36	1	2	0
The school is helping my child become mature and responsible.	58	35	2	1	4
The school provides an interesting range of activities outside lessons.	55	41	4	0	0

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

58 The provision for children in the foundation stage (nursery and the reception classes) is good and has improved since the last inspection since the opening of a nursery. This opened at the start of this school year; it is well organised and managed and teaching is good. The children are making a good start to their learning through the good range of experiences that underpin their future learning and ensure they are prepared well for transfer to the reception class. When they enter the nursery, the children's attainment covers a broad range, but often matches what can be expected for children of this age in all areas of learning. They are beginning to make good progress in nursery due to the effective teaching. Children will transfer to the reception class in the year before their fifth birthday. The current intake of children in the reception class did not come through the nursery but most have had some pre-school experience. Teaching is mainly satisfactory in the reception class and children make sound progress. This could be more rapid but often the pace of lessons is too slow and children begin to lose interest because they need greater stimulus. However, many children are likely to attain the learning goals identified for their age in their all areas of learning. There are some able children in the current reception class and about a third could attain more highly, particularly in language and literacy, mathematical, and physical development by the time they reach the end of the reception year if the pace of lessons was improved and tasks built more closely on the skills the children already have.

59 The planning in the foundation stage takes account of national guidance for this age group but more needs to be done to ensure that stages of learning are more clearly identified and built upon in the reception class. The new nursery provides good opportunities for joint planning across the foundation stage and staff in the nursery and reception classes have begun to work together to develop a joint programme to underpin learning throughout the whole foundation stage. This is a positive initiative and will enable the school to provide a continuous programme of learning that can be built upon as children move through nursery and reception. The nursery nurse and classroom assistants are deployed well and take a full and effective role in teaching. They make an effective contribution to the children's learning. Children with special educational needs are identified at an early stage and supported well by class teachers, nursery nurses and classroom assistants. This effective support means that these children make good progress in relation to their earlier learning and often attain standards that meet expectations for their age by the time they transfer to Year 1. The nursery teacher is the new co-ordinator for the foundation stage and has a good understanding of what needs to be done to continue to develop the curriculum for these children.

Personal, social and emotional development

60 This area of learning is promoted well and is taught well throughout the foundation stage. This ensures that the children gain in confidence and feel comfortable to express their ideas and feelings. Many children have only been in the nursery for a short time and are already settled well into the routines of their class base and move confidently both indoors and at outdoor play. By the time they enter the reception class their personal and social development is often very good and this is maintained throughout the reception year and they transfer very confidently to Year 1. Children in the reception class are very eager to learn and move confidently in their class base, in the hall and around the main school building. All staff promote children's personal, social and emotional development very effectively and the children are achieving well. Staff are caring, supportive and encourage the children's efforts and achievements. They listen with genuine interest to what children have to say and speak with courtesy and consideration. For example, in the 'baby clinic' in the nursery a child phoned the adult for an 'appointment'. Asked by the adult when he would like to attend the clinic with

his 'baby' he replied 'I'll come at 9 o'clock please?' He was so eager to join in this role-play that he dashed into the 'clinic' having completely forgotten the 'baby'.

61 Children build trusting relationships with all the adults in the foundation stage and this helps them to understand other people's points of view. From starting in the nursery, children are encouraged to show initiative and to be increasingly independent. They respond very well, work together as friends, share equipment with each other and take increasing responsibility for resources. They are learning to tidy equipment away, do their best to dress themselves independently after physical education lessons and settle readily into daily routines, such as milk time. This is well established in the reception class and children are keen to take out and put away equipment and can work and play independently and in groups. They share sensibly and have learned to take turns. The staff manage children very well; children in both classes are taught the difference between right and wrong and as a result, behaviour is very good. The children make good progress in their personal and social development because of the good routines and clear expectations of the staff. Relationships are very warm and supportive and the staff are beginning to work well as a foundation stage team now that the nursery is established. There is no written guidance for parents but staff forge good partnerships with parents by inviting them to visit with their children before they start school and to help in the classrooms if they wish to do so. This helps children settle well in school. Teachers keep detailed records of the personal, social and emotional development of individual children, which are used very effectively to ensure they are well supported in this area of learning. This is particularly effective for those who have special educational needs or who are immature.

Communication, language and literacy

62 These areas are taught well in the nursery and so children achieve well from their starting point on entry when language and literacy skills are typical for their age with a few children who attain more highly. Although they have only been in the nursery for two terms, many children are making good progress. This reflects the good teaching in this class. Children make satisfactory progress in the reception class. This could be more rapid but often the pace of lessons is too slow and children begin to lose interest because they need greater challenge, particularly the more able. By the end of the reception year, most children are likely to attain standards that are broadly typical for their age. However, the current reception class has some able children and about a third could achieve more highly if the pace of lessons was more rigorous and activities stimulated the children more effectively. Work does not always build sufficiently on what these children already know and can do. For example, the teacher shared 'My History', an information book with the class and used the children's experience to interpret the pictures. The children had a good recall of events they could remember from when they were younger and were very eager to contribute. Many spoke in extended sentences and used a good range of vocabulary. One child recalled 'I could ride on my red car. I couldn't get inside but I rode on the top'. However, this session was not handled well enough and children all wanted to talk at once and the routines were not well enough established to ensure they listened to each other.

63 All staff place a strong emphasis on the basic skills of speaking, listening and early reading and writing. Children have many opportunities to develop their speaking and many in both nursery and reception have at least satisfactory speaking skills with about a third who have a good range of vocabulary. They ask and answer questions very confidently and use experience from out of school to develop conversations in role-play. For example, in the 'Garden Centre' in the reception class, three boys and a girl played independently to act out roles of staff and customers. The boys spoke in gruff voices as they tried to imitate the deep voices of men and acted confidently in role. One answered the telephone and turned to another 'Excuse me, Boss, I need to write something down'. After listening to the phone he decided 'Its my mate he rang 'cos its my birthday today'. Most staff encourage children of all abilities to listen carefully and then to talk about their work and seek to ensure that children's

speaking and listening skills are reinforced within all activities. For example, the teacher in the nursery chalked shapes such as squares, circles and triangles on the outdoor play area and reinforced well the children's recognition of the initial letter sound and the names of the shapes as she called instructions to the children to jump from one shape to another. This extended the children's awareness of terms linked to mathematics and they knew the initial sound and were able to identify the terms 'circle', 'oblong', 'square' and 'triangle'. In both classes, teachers encourage children to listen to other children speaking and encourage them not to interrupt. Most are beginning to listen well to adults and to each other in the nursery but the oral sessions in the reception class are less well managed and listening skills are satisfactory. Children are eager to contribute but are not encouraged to take turns and listen to others and so all talk at once and time is wasted as the teacher waits for them to settle down again.

64 Teachers successfully encourage children to enjoy books. In the nursery the book area is well organised to encourage children to sit quietly, choose books and 'read', either independently or with a friend. In the reception class, children can talk about a favourite book and happily talk about the main characters in a story. Work on letter sound is begun in the nursery where staff use every opportunity to reinforce these in all activities. For example, staff play matching games with the children and encourage them to choose objects beginning with particular letter sounds. This work is built on in the reception class where children know initial letter sounds and can find matching words. When reading in groups with their teacher the children could talk about the pictures and make sense of the story. They knew the order of the text and were beginning to recognise many of the commonly used words. Many children in the reception class make a good attempt at joining in when the teacher reads from a 'big book'. They recognise many words and are beginning to read simple sentences from their early reading books. Staff share their enjoyment of books and so the children are interested and keen to know what happens next. Parents are actively involved in supporting their children's reading and share books with them at home. Many write useful comments in their child's reading diary, which informs the school and encourages children to read more.

65 Children are given many opportunities to develop their writing skills. In the nursery, early writing skills are developed well as children 'write' in their role-play and 'office' to send letters and take 'telephone' messages. They 'write' captions for their pictures and many children include a few recognisable letters. In the reception class they make out orders in the 'Garden Centre', copy the teacher's writing to complete sentences and a few write independently. Many form letters and writing is of reasonable size and they use spaces accurately. Many pupils write their own names independently. The teacher in reception adapts the National Literacy Strategy to ensure that it meets the needs of this age group. However, the sessions at the end of lessons could be used more effectively to establish good routines so children settle quickly and share what they have learned.

Mathematical development

66 The children's mathematical development is often at the standard expected for their age when they start in the nursery. Teaching is good and so they have made good progress in the two terms since the nursery opened. The teaching is broadly satisfactory in the reception class and many children are on track to reach the early learning goals identified for their age at the end of the reception year, with close to a third who could attain more highly. In both the nursery and reception classes, staff reinforce counting skills in all activities. They ensure that children are taught the correct mathematical language related to different concepts such as 'small/large' and 'long/short' by using real examples. For example, children use games and equipment that help to provide visual evidence of these terms. Children in the nursery are developing a good understanding of ordering numbers and in a well-planned activity the children held cardboard frogs numbered 1-5. They sang the song 'Five Little Speckled Frogs' and when the teacher placed the 'frogs' in the wrong order the children were able to say what the order should be and counted to five accurately. The teacher ensured that the children

could identify how many were left as two 'frogs' jumped into the 'pool' by encouraging them to touch each 'frog' in turn as they counted. The children showed a good grasp of the relationship between numbers and objects. In the reception class children count numbers from zero to 20 and back, and most were secure in matching objects to total 10. The reception teacher made sound use of guidance from the National Numeracy Strategy to teach children to recognise and form their numbers correctly. Children have a good understanding of the terms to describe position and knew the difference between 'top, middle and bottom' shelves on a picture. The teacher made sound use of real examples by asking children to move and replace objects on classroom shelves and they quickly understood and used terms such as 'underneath', 'below', 'beside' and 'above'. However, some questioning is laboured and slow and does not stimulate the children's interest.

67 Throughout the foundation stage, teachers ensure children have opportunities to use mathematical skills and knowledge in activities, such as songs and number rhymes. Children use play-dough to make recognisable two-dimensional shapes and use large three-dimensional cylinders, cones and cubes to build towers. The staff use these opportunities well to teach children the names of shapes and many can recognise circle, triangle, oblong and square. Those in the reception class are beginning to recognise and name three-dimensional shapes such as cubes, spheres, cuboids and pyramids. Teachers use classroom displays well to reinforce number recognition and children use number games, role-play and counting and matching games on the computer to improve their knowledge of numbers.

Knowledge and understanding of the world

68 Teaching is at least satisfactory in this area of learning throughout the foundation stage. This ensures that children make sound, and sometimes good, progress and most are on course to reach the early learning goals identified for their age by the end of the reception year. A wide range of interesting activities and visits is planned linked to topics each term. These include visits to the church, local shops and parks. Visitors are also invited into school to share interests and expertise. Many children make sound progress in using ICT and work confidently with the computer programs. They have sound basic skills and know how to move objects on screen using the mouse to move cursors or drag items into position. The children are beginning to work sensibly in pairs and to help each other. In the reception class, a few children can select the option they need to access the game they prefer from a simple menu.

69 In both classes children have opportunities to bake and this reinforces their scientific understanding as they describe how heat changes the cake mixture or dough. Teachers plan for a sound range of activities linked to the natural world and use the school's grounds to reinforce learning. Staff take good account of children's experiences at home and out of school and in their current role-play area, the 'Baby Clinic' children in the nursery act out roles of doctors, nurses and parents bringing babies to be checked. The children 'write' prescriptions, make 'notes' of appointments and on one occasion the 'doctor' gave a 'booster' injection 'I had one of those' said the 'nurse'. Another 'baby' was given an injection because 'He has a poorly leg'. In the reception class the staff in the 'Garden Centre' decided their computer was faulty and phoned for a 'technician' to fix it. He checked the computer and decided 'I need a screwdriver and a hammer for this'.

70 Children learn how some things change over time as they grow plants. In the reception class children know what plants need to grow and observe and check their growth. They work with their teacher to learn to use information books. For example, they shared the 'My History' book and recalled many ways in which they had changed from the time they were babies. The reception teacher prepared children well for a visit to the local church and they know about a range of services that they might attend and use experience from out of school to talk about weddings and to suggest

what will happen at the Christening they will see at the church. One boy had a very clear description of the churchyard and referred to graves and gravestones as 'you know, them people under the 'sticky up' things'.

Physical development

71 The teaching in the foundation stage is at least satisfactory and sometimes good in outdoor play and in formal sessions in the hall. Many children make good progress in their physical skills. They are likely to meet the expectations for their age by the end of the reception year, with over a third who are likely to achieve well. In both classes, the children use tools appropriately when they paint, join objects together and cut shapes from paper. Adults give children time to persevere when they find the handling of some materials challenging and guide them well in developing and practising their skills in cutting, folding and sticking. Outdoor activities are well planned to develop the children's co-ordination and balance. In the nursery, outdoor play is organised well to enable children to make choices and investigate ways of controlling and directing wheeled toys. Support staff are deployed well and work effectively to encourage the children who are less confident. They introduce ideas and new activities such as ball games. Children throw and kick a ball with enjoyment and some have good hand/eye co-ordination and direct the ball with reasonable accuracy to try to hit shapes such as squares, circles and triangles chalked on the wall.

72 The children in the reception class have regular opportunities to use the nursery's outdoor play area. This enables them to use wheeled toys and they show good control as they ride around marker posts without bumping into them and in responding to the teacher's directions to go forwards, turn and go back a given distance. In the hall they use space well and walk, run, hop and skip, changing speed and direction at a signal. The staff supervise physical activities closely and are careful to impress upon the children that they need to take turns and behave sensibly and safely. However, in one lesson there were few opportunities for reception children to learn to set out equipment in the hall because the teacher set out hoops, balls and ropes before the lesson and missed a chance to develop the children's independence. Most played imaginatively with hoops and found different ways to use them; they showed good co-ordination as they twirled the hoop around their bodies or spun and caught the moving hoop. They controlled the hoops well by bowling them along and running alongside.

Creative development

73 The teaching and learning in both the nursery and reception class are at least satisfactory and children are well on course to reach the goals set for their ages in most aspects of this area of learning, with a few children who could attain more highly by the end of the reception year. Staff in the nursery plan a range of activities through which the children explore different media, such as when they mix different coloured paints, or roll and flatten clay and play dough. Children play imaginatively to create their own games with small figures and models. They use large and small blocks and other construction materials and plan and make buildings such as castles, houses and garages. Reception children have regular opportunities to paint and make careful observational drawings. They make choices of suitable materials to create collages such as their current work on 'Postman Pat'. They enjoy music making and can tap out simple rhythmic patterns. They know many songs by heart and sang verses from 'I Hear Thunder' very tunefully. Children could keep a rhythm by tapping two fingers on the palm of their other hand and were able to do this in a variety of songs, responding accurately when the pace of the song changed as they came to 'pour on water, pour on water' in the song 'London's Burning'. However, all the songs were conducted at the same slow pace and could have been livelier. There were no planned opportunities for children to use percussion instruments to extend their skills in keeping a rhythm. The children in the foundation stage enjoy their music making and join enthusiastically in simple action songs and there are good opportunities in both classes for the children to act out roles and create imaginary scenes.

ENGLISH

74 Since the last inspection, standards have improved and now match those expected for pupils by the age of 11. There has been substantial improvement in Key Stage 1 and by the age of seven, pupils attain well above the standards expected for their age in reading and writing. Pupils with special educational needs are well supported by class teachers and by the very effective work of classroom assistants, who support these pupils well in lessons and by withdrawing them for tuition in small groups. The work is well matched to the abilities of these pupils and is linked closely to targets identified in their useful individual learning plans.

75 These improving standards reflect the emphasis the school places on the subject. A high percentage of curriculum time is given to teaching English. Teaching is good and often very good at Key Stage 1 where the very effective interpretation of the National Literacy Strategy ensures that pupils are given activities that are matched well to their previous learning. As a result, all pupils, including those with special educational needs, make good progress throughout this key stage. Key Stage 1 is organised in three parallel, mixed ability Year 1 and 2 classes. The planning for these pupils is good and a key feature is the effective deployment of classroom support assistants to work with half the class, often but not exclusively with Year 1 pupils. This enables the staff to work very effectively with small teaching groups, to provide very good support to groups and individuals, to support those with special educational needs and to challenge the more able.

76 Pupils' attainment is broadly in line with national averages by the end of Key Stage 2 but could be higher. Teaching is at least satisfactory and is often good and sometimes very good. However, the overall progress across Key Stage 2 is slower than in Key Stage 1, although it is still satisfactory. This is because the time in literacy lessons is not balanced well enough between different activities. Most teachers prepare lessons with stimulating texts and materials and ensure that exciting introductions capture and hold pupils' interest. Teachers lead stimulating discussions and provide very good opportunities for pupils to talk about and share their ideas. This provides pupils with a wide range of interesting information and encourages imaginative thinking. However, these opportunities have yet to affect written work. The discussions in many lessons go on for too long and, although pupils have talked about a range of things that could enrich their writing, they frequently have very little time to write at length or complete their work.

77 Standards in speaking and listening are good and are above what is expected of pupils at the end of each key stage. By the time they reach the end of Key Stage 1, Year 2 pupils are usually attentive and respond well to their teachers' instructions. They talk eagerly about their work and use a good range of vocabulary matched to the subject under discussion. By the end of Key Stage 2, many pupils in Year 6 listen carefully to their teachers, and to each other. The very well managed discussions in lessons encourage pupils to contribute their ideas and most do so. However, where these oral sessions are extended, there are some lessons where a few pupils take very little part in the discussion and may sit listening for 40 minutes. When working in small groups, pupils talk readily to each other about what they are doing. Staff provide good opportunities outside the English curriculum for pupils to use their speaking and listening skills. For example, pupils learn to talk in front of an audience through opportunities in assemblies when they confidently share their feelings and express their understanding.

78 Reading is taught well and given a high priority by all staff. They show that they enjoy books and transmit this enthusiasm to their pupils. Standards in reading are above those expected of pupils by the end of Key Stages 1 and 2. As they move through Key Stage 1 pupils increasingly recognise full stops and make pauses when they read. By the end of Year 2 pupils use word-building skills very well to read new words. Many pupils talk confidently about what they like in stories and use good

vocabulary to talk about the characters. For example, they describe the councillors in the 'Pied Piper', very clearly 'They are horrible, greedy and selfish because the piper deserves his money - he got rid of the rats'. Throughout Key Stage 2 pupils of average and higher ability read above the expectations for their ages. They know how to use indexes and alphabetical order to locate information. Pupils read confidently and with good expression, which shows they understand the text. By the end of Year 6 pupils use the context of what they are reading to self-correct errors. They are more confident talking about their preferences. For example, many pupils like the 'Harry Potter' books and can talk about them, while a few pupils clearly state preferences for non-fiction books, 'I like finding out about real things'. Many pupils at the end of Key Stage 2 read fluently and confidently. They take note of punctuation very well and, for instance, make it clear who is speaking when there is dialogue in a story. Parents hear their children read at home and this supports their progress.

79 Standards in writing are well above those expected of pupils by the end of Key Stage 1. Pupils clearly shape letters and many know when to use capital letters and full stops to show they understand what a sentence is. Higher attaining pupils write in a sequence of short sentences to write stories and accounts. In current work the teachers use traditional stories very well as a theme for work in literacy hours. The very good introductions and opportunities to share texts with the whole class enable teachers to identify how authors use adjectives to enrich their writing and pupils increasingly use a good range of adjectives when writing descriptively. For example, 'The people wear old-fashioned clothes' and 'He is an honest, reliable person'. Spelling is usually reasonably accurate and pupils make sensible attempts at words they don't know. For example, 'dride' for 'dried' and 'reddy' for 'ready'.

80 Standards in writing match those expected of pupils by the end of Key Stage 2. In Year 6 pupils use a wider range of punctuation, including speech marks and apostrophes. They understand that writing is organised in different ways for a range of purposes. For example pupils wrote advertisements to persuade people to buy a brand of toothpaste. In history Year 6 pupils have written with empathy about life in Britain since the thirties. Pupils write different types of stories and teaching was excellent in a lesson with Year 5 pupils where they learned how to create fantasy stories. The teacher's very clear aims for the lesson were shared with the pupils and so they were clear about what they would learn. The teacher's excellent questioning showed her very good subject knowledge as she explored the differences in writing about the real world and fantasy worlds. This discussion motivated pupils very well and they responded eagerly. Their writing showed the effectiveness of the teacher's work on descriptive language and how the start of a fantasy story needs a 'trigger' into the fantasy world. One wrote, 'One hot sunny day I was playing in the playground. I climbed through the tyres and went into a deep, dark forest'.

81 A few pupils in Year 6 write to a very high standard. They choose words carefully for their impact and their writing is interesting and powerful. For example, in Year 6, pupils drafted their work to produce suspense stories where the mystery is revealed at the end. Higher attaining pupils wrote complex sentences to extend meaning and used a good range of similes and metaphors to enrich their writing. The oral session in this lesson reinforced how pupils could gain 'impact' in their writing but this session was very long and pupils had very little writing time. By the end of Year 6 pupils use punctuation accurately. However, many pupils could attain higher standards. Too little written work is of a reasonable length due to the limited time available in many lessons. These small amounts of time given to writing result in fragments of writing that are often unfinished and provide little information on which to judge progress or identify what needs to improve. Teachers provided a few opportunities for pupils to produce pieces of unaided, extended writing but they need to be able to write more in lessons. There are some opportunities for writing in other subjects such as history but pupils' writing skills are not used well enough in science where they have too few opportunities to write up their investigations. Pupils frequently simply copy the teachers' writing from the board or complete simple sentences in a

work sheet. The quality of presentation is unsatisfactory in Key Stage 2. Pupils take little pride in their work and handwriting is untidy. Many pupils write carelessly and spell simple words incorrectly. Work is not always dated or ordered well in books and folders. Teachers talk to pupils about their work but their marking of written work is inconsistent throughout Key Stage 2. Work is not always marked and rarely tells pupils what they are doing well and how they might improve. Where guidance is given, for example, about spelling and punctuation, it is evident that this is not followed up and able pupils in Year 6 still make the same careless mistakes. For example, pupils use 'atemed' for attempted and 'climed' for 'climbed'. In work on setting out information about clubs in the school, one pupil ignored the teacher's guidance 'There are many---' and wrote 'There is nine teachers' and 'There is lots'. This was corrected in marking but not reinforced since the same errors continued.

82 The school makes good use of a range of assessments to target specific pupils for support. Pupils with special educational needs receive good support both in classrooms and when working in small withdrawal groups. This results in good progress against the targets identified in their individual plans. These are mainly concerned with improving reading, writing and spelling and pupils make good gains in these areas. Many attain the levels expected in National Curriculum tests at the end of Year 6.

83 Teachers' knowledge and understanding of the National Literacy Strategy is satisfactory. They plan well and at the start of lessons they share with pupils what they are expected to learn. This enables pupils to learn effectively for instance in Years 1 and 2 where pupils know what they have to do and have time to do it. In these classes teachers make very effective use of the time at the end of lessons to find out what pupils have understood and to give them feedback on how well they have learnt. This is not often evident in Key Stage 2 because of the time given to oral work. Pupils have some opportunities to share what they have learned but the lessons often run out of time. Teachers manage pupils well and provide interesting activities and so pupils behave well in lessons, and most have good and sometimes very good attitudes to their learning. They work collaboratively in pairs or small groups, and support each other well. However, teachers' expectations of the quality of handwriting and the presentation of written work are too low in Key Stage 2 and the good writing skills learned by pupils in Key Stage 1 are not built upon as well as they could be.

84 The subject is managed well. The results of a range of assessments are carefully analysed and acted upon. For example, after analysing the performance of pupils in National Curriculum tests for 11 year olds, the co-ordinator identified that English needed to be a target for the school and in particular, work linked to developing grammar skills. She identified previously the need to focus on writing in Key Stage 1 and the school targeted the role of classroom support assistants to work with the mixed Year 1 and 2 classes. This has been successful and standards are very good in this age range. The school has improved the book stock for Key Stage 2 in order to encourage pupils to read more widely; this is proving successful and many pupils talked about a good range of types of book and author. The co-ordinator has had opportunities to visit other classes to monitor the implementation of the Literacy Strategy. However, visits have not had an agreed focus and have not enabled the school to pick up on the imbalance of time in lessons at Key Stage 2. Teachers' planning is seen but there are no opportunities for the co-ordinator or other staff to analyse work in books and folders in order to check on the quality of written work and implications for progress over time.

85 Resources have improved since the last inspection. However, part of the library now houses the computer suite. This has meant some limitation on how the library is used for finding information, although pupils now have access to ICT to interrogate CD ROMs and the Internet to find what they need. Space set aside for pupils to browse through books is limited and this does not encourage pupils to choose books or to spend time there to find information or read for pleasure. Library skills are sound but could be better if pupils had regular library time. The school indicates plans are in place for a new library to be built.

MATHEMATICS

86 Standards in mathematics are above the national average for pupils aged seven and in line with national averages for pupils aged 11. Although progress is satisfactory, the overall progress across Key Stage 2 is slower than in Key Stage 1. Work in the present Year 6 class is on course to be at the level expected for their age by the end of Key Stage 2. However, these pupils are not on target to achieve the standards predicted for them, based on the school's analysis of their attainment in National Curriculum tests when they were in Key Stage 1. More could be done to extend the learning of more able pupils through tasks that enable them to apply the ideas they have learned to solving problems rather than further practice in methods of calculation. However, standards in current work on shape, space and measures are above those expected by the end of Year 6. Pupils with special educational needs are supported well by classroom assistants and make good gains in their learning and achieve well for their abilities. Throughout both key stages pupils' work in books is broadly at the levels expected for their age but oral work in class often shows better understanding. Pupils can explain well what they are doing and how, and why, things 'work'.

87 Year 2 pupils know their number bonds well and are able to answer questions about the addition of money quickly and easily. They were not quite so fluent when taking amounts away, however, some Year 2 pupils experienced difficulty in taking away 11 but generally their understanding was good for their age. By the end of Year 2, pupils understand the term 'data' and know how to collect facts and make a pictogram to show them. They also realise that the graph can be used to show new facts. Pupils have produced many very good examples of pictograms and block graphs, including a train whose twelve trucks contain the number of pupils with birthdays in each month. By the end of Year 6 pupils have a sound grasp of angles and three-dimensional shapes. From Year 5 they develop a good understanding of place value and of factors. Year 6 pupils measure accurately using protractors. They use ICT competently to collect and order information and produce a range of graphs and identify what they show. Pupils learn how to create spreadsheets to order data and use computers confidently to support work in mathematics.

88 Pupils enjoy mathematics. They work eagerly and enthusiastically, take part readily in discussions and are prepared to help one another. A Year 1 and 2 class enjoyed the mathematics 'games' that began the lesson. Pupils mainly listen well to one another in their discussions for example, Year 5 pupils worked well in groups to find factors of numbers and all pupils were involved. In Year 6 pupils became excited about their work on angles; this interest and enthusiasm led to good behaviour and had a positive effect on learning in the lesson.

89 Teaching in mathematics is good but there are some weaknesses; in Key Stage 2 much work in pupils' books is unmarked and marking rarely contains helpful comments on how pupils can improve their work. Although pupils in some classes present their work well, the overall standard of presentation is satisfactory in Key Stage 1 but is often unsatisfactory in some classes in Key Stage 2. Teachers do not consistently insist on the careful setting out and presentation of work. In most lessons, teachers made the initial oral work exciting and maintained a lively pace. This kept pupils interested and alert and helped learning, setting a good atmosphere for the main part of lessons. Teachers manage pupils well; this allows lessons to proceed at a good rate and pupils to concentrate and to learn. It also helps to foster good relationships between pupils and they work well together. This in turn helps the pace of work and hence the amount of work that pupils do and the amount they learn. However, more could be done to challenge more able pupils through more specific individual targets for their learning. Teachers organise lessons well. In only one lesson seen were pupils less well managed. In another, too many activities were attempted which meant that the teacher could not have adequate knowledge of and control over what all the pupils were doing. As a result, in this lesson,

learning slowed and, for a few pupils, was unsatisfactory. Most teachers question well, especially in the oral sessions at the start of lessons and in the sessions at the end where they identify what pupils have learned. They also explain well, although sometimes explanations are too rapid and pupils cannot follow. In the Year 6 lesson, however, speed of explanation and of expected work was extremely well judged, keeping pupils busy but never leaving anyone behind.

90 Since the time of the last inspection standards in mathematics have been maintained. Standards could be higher, especially at Key Stage 2 but although the present Year 6 shows a good understanding of current work in lessons, this is not always reflected in their written work. The school has successfully adopted the National Numeracy Strategy and this is helping to ensure a sound framework for teaching and learning in both key stages. ICT is used successfully to support mathematics and the school develops numeracy skills in a range of situations across several subjects. In science however, opportunities are not always taken to give pupils opportunities to present their findings in graphs and tables.

91 The deputy head teacher has temporary leadership of mathematics. However, this arrangement means that she has a very heavy workload since she has responsibility for several other important areas. As curriculum co-ordinator she has a good grasp of the overall curriculum and how mathematics fits into that. She has carried out observations of lessons and seen all teachers' medium term planning. She has a good overview of mathematics in the school. There is thorough analysis of test results that enables strengths and weaknesses to be noted and the latter become targets for the following year. Careful use of these results helps with planning towards raising standards. However, while this vast amount of data provides opportunities for long term-targets it does not yet result in sufficiently specific targets to enable individual pupils to maximise their progress.

SCIENCE

92 Standards in science at the age of seven are in line with the expectations for pupils of that age. This is similar to standards reported in the previous inspection. By the age of 11 standards now match those normally expected nationally for pupils of that age. This is a good improvement since the last inspection when attainment at the end of Key Stage 2 was reported to be below national expectations. Teaching has improved; planning is more effective and includes interesting activities that interest the pupils and promote their learning.

93 By the end of Year 2, pupils have a sound understanding of most areas of the science curriculum. They know how plants, animals and humans change as they grow and understand the conditions needed to allow them to flourish. Pupils use their knowledge of creatures to put them into different categories such as animals and insects. They examine materials and perform simple explorations to find out which are best suited to particular tasks. For example, pupils in Years 1 and 2 tested a range of materials to see if they were waterproof enough to be used for a coat for Barnaby Bear when he goes on his imaginary travels in geography. They learn and use appropriate technical language such as 'heat', 'freeze' and 'liquid' when discussing their work on subjects such as heating and changing materials. However, written work is not as good as the oral and practical work seen in lessons. The recording of work is not very carefully done and this reduces its clarity.

94 By the end of Year 6 most pupils show skill, knowledge and understanding at the level typical for their age. They carry out investigative work and draw sensible conclusions from scientific experiments. Pupils, including those with special educational needs, make satisfactory progress in both key stages. For example, they learn how to categorise the properties of materials and classify their uses by defining how well they insulate. All pupils have a satisfactory knowledge of physical phenomena such as day and night and how these occur. They conduct experiments and investigations

to test their own theories and guesses. For example, Year 4 pupils chose equipment and used it to separate a mixture of rice, sand, paper clips and dry beans by using magnets and sieves. Pupils in Year 6 are beginning to take more responsibility for their own learning and they worked as a group to choose materials and methods to perform an investigation about mixing materials and observed how they changed. Pupils use ICT effectively, for instance, Year 5 pupils used a digital temperature sensor to accurately record the rising temperature of melting ice. As in Key Stage 1 classes, the recording of work in science is not well developed. Pupils are satisfied with untidy work and do not use a wide enough range of methods such as graphs and tables of different types to record their findings. Teachers do not usually show that neat, well set out work is a priority and this reduces its overall quality.

95 The quality of teaching is satisfactory overall and there are some examples of good teaching in both key stages. Teachers have a secure knowledge and understanding of the subject. The teacher's good knowledge and understanding in a lesson in the Year 1 and 2 class ensured that pupils were guided well when man-made and natural materials were being reviewed with a clear emphasis on their suitability for particular purposes. In Key Stage 1, pupils' learning is promoted successfully by the good teaching of basic skills in other subjects, especially those of speaking and listening. This enables them to hold detailed discussions with their classmates and come to sensible conclusions. Teachers plan good links with other subjects, such as making biscuits in food technology, and this enhances pupils' learning and understanding well.

96 Pupils enjoy their work in science, especially when they are encouraged to experiment, investigate and draw conclusions. For example, in Key Stage 1 classes they worked well together in pairs to discuss how to make a start on a practical investigation about materials. They work enthusiastically on their practical tasks showing involvement, concentration and perseverance. Pupils listen well when their classmates are talking about their work and this ensures that their learning is further developed. Homework is used satisfactorily to consolidate and extend learning as when Year 5 pupils are asked to find the boiling point of liquids other than water. Year 1 and 2 pupils also consolidated and extended their learning at home when they drew six sources of light found in and around the house.

97 Assessment of progress and attainment is still not fully developed or monitored to ensure standards are as they should be. Marking of work is inconsistent and there are too many examples of unmarked work or of incorrect answers ticked. As a result pupils' learning is sometimes wrong and remains uncorrected. For example, pupils in the top year of Key Stage 2 wrote 'the earth is bigger than the sun and doesn't move' and 'steam in a shower is boiling hot' but these simple errors are not picked up. Some shallow learning is accepted without comment. For example, a Year 2 pupil was asked, 'Can we see shiny objects in the dark?' and answered 'Yes, because they are shiny'. Throughout Key Stage 2 pupils regularly leave exercises unfinished or complete only the basic tasks. This leads to too much work that is undemanding and standards could be higher.

98 The leadership of the subject is satisfactory. A nationally recommended scheme of work has been adapted to meet the school's needs. Teachers have developed good plans for the subject, which ensure lessons are well directed at specific learning points and that new learning is securely based on what pupils already know and can do. Resources have been improved but the adoption of national materials means that they are currently not sufficient to address all aspects of the science curriculum, such as circuits, in sufficient depth.

ART AND DESIGN

99 By the age of seven, the standards reached by pupils exceed what is expected for their age. Pupils make good progress in lessons. They achieve well from when they first enter school. Standards in Key Stage 1 have improved since the previous inspection and this is because two new members of staff in this key stage have expertise in the subject. As a result, basic skills are better taught, particularly in painting, and the range of techniques pupils use. By the age of 11, the standards reached by pupils are similar to those found in most schools and pupils make sound progress.

100 The progress pupils make in their painting skills by the age of 11 is not as good as those in Key Stage 1, however, because basic skills have not been taught in a progressive way. This is now being resolved through a new scheme of work, which gives sound guidance to the non-specialist teachers. The standards reached by pupils at the age of 11 and the overall progress made is similar to that found in the previous inspection. Pupils enjoy their work, show good attitudes to learning and usually behave well in lessons.

101 Teaching is good in Key Stage 1. The teachers' good subject knowledge means that basic skills, particularly in the skills of design, using paint to mix shades and tones of colour and using a wide range of art techniques are taught well. As a result, pupils learn how to design a tile as part of a school mural and add black or white paint to explore shades and tones of colour. They use a mixing palette appropriately when using primary colours to make secondary colours, which they then try to match with their initial design. Teachers' good use of correct vocabulary, their effective demonstrations of how to use tools and equipment and their thorough planning of activities, ensures that all pupils, including those with special educational needs, make good progress in their knowledge, skills and understanding. Teaching is satisfactory in Key Stage 2 although not enough emphasis is placed in some classes on the finished quality of pupils' work. For example, in a Year 6 lesson examining perspective, although pupils mixed paint well and were able to show shading and texture by using blues and greens for the sky and river, the majority did not look carefully at their work and produced immature images of clouds. Pupils do not always make skilful use of colour or use observation skills well enough, for example, when painting faces, or when adding detail to fruits in a basket. Teachers give pupils a wide experience of art styles and techniques. For example, there are good examples of collage work in most classes, which reflect current work in history and religious education. The weaker teaching of basic skills in painting is currently being addressed and the school now uses national guidelines to plan the teaching of skills and techniques in a progressive way as pupils move through the school. However, this has not yet had enough time to improve the quality of work in painting. The school makes good provision for extra-curricular activities in art, led by well-qualified staff, and attended by a large number of pupils. In this club, pupils produce good quality observational drawings using a range of media.

102 The leadership and management of the subject are shared by a group of teachers and are broadly unsatisfactory, as found in the previous inspection. There are insufficient strategies in place to monitor the quality of teaching or learning. As a result, the co-ordinators do not have a clear grasp of the standards throughout the school and are unable to identify weak areas and take appropriate action.

DESIGN AND TECHNOLOGY

103 No lessons were timetabled or observed in Key Stage 1 classes during this inspection. However, examination of pupils' work on display and in folders, discussions with pupils and teachers and an examination of planning indicate that seven-year-old pupils attain the levels expected for their age. Pupils at the end of the Key Stage 2 also reach the standards that are typical for their age. This is similar to the findings at the time of the previous inspection.

104 By the end of the Year 2, pupils use a range of simple tools and materials such as scissors, paste, staplers, card, paper and cloth to make models and puppets. For example Year 2 pupils accurately design and make toys with a winding mechanism. Teachers give their pupils clear instructions and develop the necessary technical vocabulary such as 'axles', 'pulleys' and 'pivots'. Pupils cut and stick accurately and produce attractive and functional models that transform a straight pull on a cord to a turning movement. Teachers add to this learning when they set up interesting displays of other household objects that rely on a similar principle such as mixers and tin openers. Pupils use well-constructed worksheets devised by their teachers to aid their thinking so they consider simple design parameters and do some thoughtful evaluation of their work.

105 Key Stage 2 pupils undertake a more sophisticated range of tasks. For example Year 3 pupils make monsters with moving parts controlled by pneumatic systems. They use ICT effectively to list materials and take digital photographs of the procedures used when making their models. By the end of Year 6 pupils draw up complex design specifications for Easter biscuits and take account of factors such as shape, flavour, equipment and packing. Pupils evaluate their work but their written comments are too often simple and lacking in real thought. For example pupils in Year 5 designed and made attractive pop-up books on topics such as 'Hairy Monsters' but wrote, 'It will make the monster move' when asked why particular mechanisms have been used and how they fit together.

106 The teaching of design and technology is satisfactory overall and one very good lesson was observed. Teachers sometimes use lesson time inefficiently and so there is too little time for pupils to complete the full design and make process or to evaluate their work. For example, Year 4 pupils spent an hour discussing and sorting out their working groups and did not have enough time for the actual project. Pupils are generally interested in the subject and teachers build on this so that they concentrate well and want to design and make good quality models. Lessons sometimes lack urgency and pace and pupils have to wait for others to catch up so that they begin to lose interest. In the best lessons, as in the Year 6 class when pupils considered the design, purpose and manufacture of slippers, their interest was engaged by lively demonstration and further developed by good teaching of the basic skills. The teacher has a good knowledge and understanding of the subject and this ensured that pupils were taught thoroughly and with good attention to technical vocabulary and processes.

107 Design and technology is managed by a group of teachers and this arrangement is unsatisfactory since there is no direct monitoring and support of teaching to raise standards overall. Teachers base their good planning on national materials and regular assessments are made. However, there is no clear overview of progress and standards or how the subject could be improved in the limited time available.

GEOGRAPHY

108 Pupils' attainment at the age of seven and 11 is typical for pupils of these ages, but could be higher at the end of Key Stage 2 if work provided greater challenge, particularly for the more able. Standards are similar to those found at the last inspection. By the end of Year 2 pupils find places in an atlas and have a basic knowledge of the British Isles. They learn about other countries, such as Finland and make comparisons showing that they understand the similarities and differences between there and Kirkbymoorside. Pupils examine fundamental areas such as transport, occupations and major geographical features and learn the necessary geographical vocabulary to enable them to discuss such subjects with clarity. They record their findings in writing and use tables to aid their evaluation of data although these skills are not sufficiently well developed in lessons. Pupils evaluate and express preferences of where they would like to live and give reasons such as, 'The snow is deeper there' or 'We have loads more shops in Kirkbymoorside'. They use their observation skills well when watching videos of other countries such as Finland as when one pupil noted, 'They have different letters in their

alphabet'. Pupils learn to recognise significant features on maps and know how to use compass points and globes in their learning. Teachers organise their materials to make lessons stimulating and interesting and are good at using focused question and answer sessions to test and reinforce pupils' learning.

109 By the end of Year 6 pupils use a range of resources to undertake independent investigation of a river. They learn about river systems generally and compare these to what they observe in local rivers. Pupils use a range of sources to discover facts about the Nile, Amazon and Severn rivers and to compare them in some detail. They continue to explore the similarities and differences between places like Kirkbymoorside and Scarborough and make guidebooks to illustrate their findings. However, the standard of presentation is generally weak and pupils do not organise their recording so that the results of their investigations are clear enough. By the time they leave the school pupils have covered the curriculum satisfactorily but their work generally lacks the depth and rigour expected for pupils of that age. While their attainment is satisfactory, pupils are capable of more challenging work on different types and scales of maps, knowledge of how people affect the environment and human and physical processes.

110 The teaching of geography is satisfactory in both key stages and some good teaching was observed. For example, Year 2 pupils in one class pretended to be on an aeroplane with an air-hostess and their own passports and this added vitality and interest to their studies of other countries. Similarly a Year 3 class pretended to be tour operators and research different holidays so that they could recommend the best one to send Oscar the dinosaur on. The school has developed good working links with pupils from countries such as Norway, Italy, Belgium and Russia and pupils enjoy communicating with them by letter so that there is a rich interchange of experiences and knowledge. Pupils of all abilities, including those with special educational needs, clearly enjoy the subject and make satisfactory progress in both key stages, although this could be more rapid at Key Stage 2 if work had greater depth and challenge.

111 Overall management of the subject is by a group of teachers and this does not allow a sufficiently clear focus on standards, progress or specific strengths and weaknesses of the subject. Pupils' finished work sample shows the need for more rigorous monitoring to ensure that the subject is covered in the necessary depth and that standards of recording and presentation are improved. Resources are just satisfactory although teachers do well when they provide some of their own to assist pupils to learn better.

HISTORY

112 By the age of seven, the standards reached by pupils exceed expectations for this age group. Pupils make good progress in their knowledge, skills and understanding needed for the subject. This represents good achievement from when they first enter school. By the age of 11, most pupils reach the expected standards for their age. They make satisfactory progress. Those pupils who have special educational needs make good progress in Key Stage 1 and sound progress in Key Stage 2 against the targets set for them. The good standards achieved by the end of Year 2 have been maintained since the previous inspection, also the good progress pupils make. Similarly, standards by the end of Year 6 are similar to those found at the previous inspection. There have been improvements in planning for the subject, as the school now follows national guidelines. Procedures for assessment are now satisfactory and pupils are assessed at the end of each unit of work. This means work is matched appropriately to the ages, interests and abilities of pupils. There has also been good improvement in the quality and quantity of resources for the subject, which are now good overall and the school makes very good use of historical artefacts in lessons to extend the pupils' knowledge and understanding of the past.

113 There was no teaching of history seen during the inspection, so judgements have been made based on the evidence of work on display in classrooms, the scrutiny of work in books and in discussions with teachers and pupils. This indicates that teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of the basic skills of how pupils present and organise their work is better in Key Stage 1. This represents a similar picture to that found in the previous inspection. In the mixed age Year 1 and 2 classes, teachers have made very good use of historical artefacts for pupils to learn what life was like in the home 100 years ago. Pupils have developed an understanding of chronology by placing objects in a time-line from 1900 to the present day and have made comparisons with how cookers, washing machines and cleaning tools have changed during this period. In Year 5, the teacher has made very good use of artefacts and non-fiction books for pupils to use their skills of research to discover factual knowledge about the Ancient Egyptians. Pupils have used this information to extend their understanding of the religious beliefs of the Ancient Egyptians and how the Egyptian unique number counting system was used in calculations. In Year 6, pupils have a sound factual knowledge of what the life of a Tudor sailor must have been like. Artefacts from the 1940s to the present day have been used effectively to show how entertainment has changed over time.

114 A strength of the teaching of history throughout the school is how well teachers use artefacts enable pupils to find out about the past in an interesting way. Effective use is made of visits to provide pupils with first hand learning experiences. Curriculum links with literacy, numeracy and ICT to support learning are satisfactory. There are weaknesses, particularly in Key Stage 2, in how pupils are taught to organise their work in books. The presentation of work is often disorganised and undated, making the tracking of their progress difficult. The marking of work is not used well enough to inform pupils of how well they are doing and how they could further improve their work.

115 A group of teachers have oversight of developments in history and several other subjects. This means leadership and management are unsatisfactory because there are insufficient strategies in place to monitor the quality of teaching or learning. As a result of this, the co-ordinators have no clear view of the current standards of work throughout the school, or how the subject could be improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

116 At the end of Year 2 and Year 6, pupils' standards of work are above those expected nationally. Pupils make good progress. Pupils with special educational needs achieve well because they are well supported by teachers and classroom assistants. There have been good improvements since the last inspection. There is a computer suite in school, additional resources have been purchased and all teachers have received training in ICT skills. This training was clearly linked to individual needs and well focused to support their work in the classroom. This has enabled the school to successfully raise standards since the last inspection.

117 The pupils in Key Stage 1 begin to know the position of letters of the keyboard and use these to type lists of compound words in their English work. They know that a red line under a word indicates that this word is spelt incorrectly and are able to correct both spelling errors and add capital letters appropriately. Pupils use the mouse well to create pictograms of different types of homes. Teachers made good use of a large interactive white board, linked to the computer, to teach Year 1 pupils how to use a paint program to fill different parts of a picture of the Pied Piper with different colours. They used the touch screen well, understand the tools needed to fill spaces with colour and successfully achieve this. Year 2 pupils look at the work of a range of artists including Mondrian. They extended their understanding of the paint program when they created a pattern in the style of Mondrian using vertical and horizontal lines. They know how to select the pen and various shapes and

how to draw a square on the electronic board by pointing at each corner. Pupils change these shapes by dragging to make a longer, different shape. They load programs without help and quickly achieve very successful patterns. Pupils use their computer skills to model maps for Barnaby Bear, creating roads and adding buildings and trees. By Year 2, they are confident to print out their work unaided.

118 Throughout Key Stage 2, pupils extend their computer skills by learning to change the colour and styles of fonts for example when making a group book about monsters in design and technology. They use a digital camera well to record the progress of their practical work and competently use their keyboard skills to fill in a questionnaire about their models. Pupils take each other's portrait using the digital camera and then create their own computer picture of themselves. The use of computers is planned carefully to support many areas of the curriculum. Pupils use ICT well in numeracy to create number patterns. They use the mouse well to control the cursor and drag and place shapes on the grid. Pupils use spreadsheets to record the results when measuring shadows at different times of the day and to record the best material for keeping water warm in their science lessons. Many pupils take data successfully from a prepared database about the ancient Greeks. By Year 6, many pupils can send and receive e-mails within school with confidence. The older pupils begin to create their own branching databases in numeracy when they list questions about a range of shapes, remembering that the answers to their questions can only be 'Yes' or 'No'. Pupils use a scanner to scan their own drawing of their hand into the computer. They look at 'pointillism' in the work of the artist, Seurat and use the dot tool to decorate their hand drawing in the style of the artist. Good use is made of word processing skills when pupils create their own newspaper report of their local brass band, writing as if it were 1901. They import pictures and create three columns for their report. This work is linked closely to the British Council Project with schools in Belgium, Norway and Sicily as the lesson plans are exchanged and pupils in Europe do similar work about their own locality.

119 By the end of Year 6 pupils also import pictures to illustrate their work in history and use clip art and word art to attract others to their writing. They create very detailed, colourful patterns and create their own music by adding rhythm, tunes, voice and types of sound, from classical to pop music. Pupils use compact discs confidently to find information about life in Egypt for their history lessons. Word processing skills were developed well when they created the story for their own pop-up books. The oldest pupils in school use computers very confidently for a range of activities. They planned a sophisticated presentation about animals, first on paper and then created a four-slide presentation using a design program. Pupils used a range of colour techniques for the background, added scanned pictures and selected and used a wide range of fonts and styles to create their presentation. During the inspection pupils wrote their own programs to control traffic lights using a control program. They have a very good understanding of switches, pressure pads and sensors and their use in controlling devices. For example, 'It's like the weather forecast when the screen comes on' was one pupil's response when a switch was pressed. Most pupils successfully wrote a program to work their lights and also instructed the computer to repeat the sequence three times. Pupils understand well the school's intranet system and use an internal program successfully to send and receive e-mail messages to computers in other classrooms. The school computer suite has only just been linked to the Internet but pupils have good skills to use this for sending e-mails already, using the computer in the head teacher's room.

120 Whole class teaching of ICT is timetabled throughout the school. Staff make very good use of the new projector and electronic whiteboard to explain to the class how to use various programs on the computers. Teaching is good and sometimes very good and excellent. Teachers use well focused questioning skills, which extend pupils' understanding of all aspects of their work. They have very good relationships with the pupils and know them well. Staff sensitively help those who find some aspects of their work difficult and challenge others to become more independent learners. Teachers have good subject knowledge as a result of very focused training and interact effectively with pupils to extend learning. Pupils' attitudes to their work with computers are very good. They concentrate,

listen well, are keenly interested and make very good use of the time available to them. Pupils confidently explain and demonstrate their knowledge and skills to visitors and make very good progress in developing their skills when using the computers.

121 The co-ordinator for ICT is very confident in this subject area. Other teachers are well supported by her through a weekly 'clinic'. However, the subject leader does not have opportunities to monitor other teachers' planning or observe them teaching lessons. A timetable for using the computer suite is in place and its use to support other subjects is also identified. ICT has a high profile in the school and every opportunity is taken to maximise the use of the computer suite. The improved resources have had a big impact on standards in this area. The range of opportunities planned for pupils to develop their skills is very good.

MUSIC

122 Standards in music are above the expected level for pupils at the age of seven and 11. The school has maintained this good position since the time of the last inspection. In class pupils can invent word rhythms and their aural skills are good. In a Year 1 and 2 class, for example, pupils could work out me-ray-doh on bar instruments and one spontaneously worked out the second line of 'Three Blind Mice' for herself. Many pupils showed a good sense of high and low and could sing up the steps shown on a diagram. They could also respond with appropriate body movements to show high and low sounds. Pupils throughout the school sing well in assembly; they sing sweetly and tunefully. The choir sings very well and this supports the singing in assemblies. Many pupils are in the choir and the tone of their singing is full, bright and well focused and the singing alert and rhythmic. Two-part singing is balanced and well in tune. Overall the choir would stand favourable comparison with the best nationally and frequently succeeds in competitions at local and national level. It was helped in the rehearsal seen by skilful piano accompaniment and energetic and obviously knowledgeable direction. Recorder work is not so advanced but a good number of pupils are working from traditional staff notation and the more advanced group makes a successful sound.

123 Teaching is good. Although there is some uncertainty about the technicalities of the subject, teachers have sufficient confidence and musical skill to lead pupils to make music. They organise lessons well and maintain a lively pace. This helps to keep pupils interested, busy and learning. They manage pupils well and this helps the good relationships between pupils and good behaviour that, in turn, enable pupils to work hard and to learn.

124 Pupils enjoy their music making. Year 6 pupils were full of excitement when the teacher told them what they were to do in their next music lesson, remembering with obvious pleasure similar work some time ago. In lessons seen pupils worked well. They co-operated in groups and supported one another. They also enjoyed discussing the work and how it could be improved. The school has developed this aspect of music making well since the time of the last inspection when it was criticised for a lack of opportunity for pupils to listen and talk about each other's music. By the end of Year 6 pupils have good skills in rhythm work. Extra-curricular groups are large and pupils are prompt for rehearsals. In lessons all pupils are well involved, the only example of them not taking a full and enthusiastic part is in assemblies where some of the older pupils do not always sing.

125 Visitors including a North American Indian musician, have come into school to make music for the pupils. Pupils play in assembly and the choir takes part in a great deal of local and regional music making. This provides very good social and cultural experiences for pupils and helps to develop their sense of responsibility since choir members have to be at rehearsals and performances as part of the team. The school has sent tapes to schools in Europe with which it has links.

126 Music is enthusiastically led and the co-ordinator gives much informal advice and help to colleagues. Although she has few opportunities to monitor teaching and learning in other classes she liaises with other staff to gain an overview of developments in the subject.

PHYSICAL EDUCATION

127 During the inspection it was only possible to observe dance, games and swimming lessons. Discussions with the co-ordinators, other staff and pupils, plus the examination of documents and teachers' records demonstrate that the physical education curriculum meets the requirements of the National Curriculum and the areas of physical education are taught according to the season. From this and lessons seen it is evident that by the ages of seven and 11 pupils attain standards that often exceed those expected for their age. This is an improvement on the last inspection. The school provides extra-curricular football and netball clubs and opportunities for football coaching for boys and girls. The after school clubs are very well attended. Many pupils play for local clubs in the town and apply the expertise they have gained to improving their performance in games lessons. Several of these pupils showed very good skills of trapping, controlling and directing the ball. Boys and girls are developing sound interception skills and are willing to 'have a go'. They dodged swiftly to evade an opponent and passed the ball with increasing accuracy. Older pupils have the opportunity to take part in a residential visit where they enjoy outdoor activities such as orienteering. The pupils use the skills taught in the after school clubs to improve their performance in lessons. Key Stage 2 pupils learn to swim at the local pool and by the time they transfer to secondary education standards in swimming are very good and most pupils can swim well beyond the National Curriculum requirements. This is because of the very effective teaching of both pool staff and teachers from the school, who take a full part in teaching pupils to swim. Pupils successfully participate in many tournaments, galas and events with other schools. This success enhances their self-esteem and pride in their school.

128 Teaching is good and sometimes very good. In a well taught Year 1 and 2 dance lesson, the teacher planned and joined in a vigorous warm up that ensured that the pupils took part enthusiastically. Her quiet, clear directions made them listen carefully and they responded quickly to her signals. The teacher used the taped programme well and paused the tape to clarify what pupils were expected to do. As a result the pupils interpreted the music and story of the Pied Piper imaginatively, with controlled movements to show whether they were townspeople or stall holders from Hamelin and scurried around the hall to show how the rats invaded the town. The teacher made good links to pupils' work on traditional stories in literacy and this reinforced their learning in both subjects. The pupils' personal and social education was enhanced as the teacher enabled them to explore the feelings the story inspired and they interpreted these well in their dance.

129 Pupils' skills are built on throughout the school and so they achieve well, whatever their ability. Pupils with special educational needs are encouraged to participate at the level at which they feel comfortable and make good progress because they are supported well. Teachers are confident in their work in physical education and so pupils make good progress throughout the school. By Year 6 pupils have good football skills and showed stamina as they warmed up for their after school club. In netball pupils passed the ball well using a good range of different passes. They dodge well to evade opposition and used space effectively. By the end of Year 6, pupils have good dance skills and are unselfconscious as they learn and perform their own imaginative sequences to interpret music. In a good Year 6 lesson, the teacher's very good subject expertise ensured a good balance of time between opportunities for pupils to plan together their own dance steps and to listen to and interpret the music. This was well chosen to enable pupils to learn about non-western music and dance as they worked with Ugandan music to develop a tribal dance. The teacher demonstrated well and used good examples of pupils' work to reinforce and refine the performance of others. He used very good questioning that reflected a clear appreciation of the maturity of this age group and so they responded

well. The teacher had firm control and ensured a good balance between direct teaching and opportunities for pupils to practise their skills. Pupils understand the need to warm up muscles and know the positive impact of exercise on the heart. Pupils clearly enjoy their physical education lessons and activities.

130 The teachers have good subject expertise and give willingly of their time and expertise in out of school clubs. The subject is co-ordinated by a group of teachers who also have oversight of several other subjects. However, this group contains senior staff from both key stages, including the head teacher, and so there are opportunities for staff to gain an awareness of work throughout the school. Lessons are planned carefully and take account of national guidance.

RELIGIOUS EDUCATION

131 Standards in religious education are in line with the requirements for pupils at the age of seven and 11 identified in the agreed syllabus taught in the local authority's schools. By the end of Year 6, there is some good discussion and some searching work where pupils think hard about important issues. This makes a very good link with their spiritual, moral, social and cultural development. Year 6 pupils thought hard and successfully about the content of their prayers for the following day's assembly. Orally standards are good in Key Stage 2 but books of the present Year 6 pupils show limited work for much of the key stage and standards could be higher. However, there is enough to show that the main strands of the agreed syllabus are taught. Pupils are now doing more written work. In Year 6, for example, both quality and quantity have improved recently. In Years 1 and 2 pupils do some written work but religious education is clearly taught mainly through discussion. By the end of Key Stage 2 pupils have limited background knowledge, shown for example in a Year 5 lesson where one pupil answered all the questions because no one else could do so. However, the teacher used the introduction skilfully and quickly to recap the basic material needed for the main part of the lesson.

132 Pupils talk willingly and enthusiastically in discussion. They behave and concentrate well. This enabled, for instance, Year 3 pupils to produce some good words about the symbolism of light in their lesson linked to Divali. The teacher created a thoughtful atmosphere through the use of candles and Indian music. A boisterous start at the end of the day quickly turned into a calm 'thinking' lesson. The lesson made a very good contribution to pupils' spiritual development.

133 Teaching is mainly good but teachers do not always ensure that pupils complete their written work, and the same work is often given to all pupils in the class, whatever their ability. Pupils with special educational needs make sound progress because they are supported well in lessons but work is often the same for all pupils in a class, whatever their ability. In lessons all pupils were very well involved and teachers questioned well leading pupils to think hard. Teachers arrange a good number of visits and visitors bring further expertise into the school. Pupils visit local churches; reception children saw a 'Baptism' at the parish church during the inspection and local clergy take assemblies. Discussion ranges over many topics and pupils learn well through these opportunities. Both help learning and widen pupils' experience. Teachers manage pupils well, very well in some lessons especially at Key Stage 2. This helps to make the positive atmosphere in which good discussion can take place. Pupils get on well with one another and the atmosphere in lessons supports their learning. There was a lovely spontaneous moment at the end of the Year 3 lesson when the teacher blew out the candles and the pupils sang 'Happy Birthday'. It changed the mood but showed confident children at ease with their teacher who had just led an intensive 'thinking' lesson.

134 Resources have improved since the time of the last inspection but the school still needs more. Work is now at an appropriate level although in many books there is unfinished work and all pupils

have tackled the same work in the same way in many lessons. The curriculum is managed by a group of teachers and so there is limited monitoring of teaching or pupils' work. This means that the coordinators have a limited grasp of what is happening in the subject. The way in which the school organises the co-ordination of religious education as part of a group of subjects does not enable the coordinators to have a full and therefore helpful grasp of the subjects, especially because the coordinators are all teaching in either the foundation stage or Key Stage 1 and there is no-one in the group with an overview of Key Stage 2. This limits opportunities to gain an overview of teaching and learning, and how standards could be improved at this key stage.