

INSPECTION REPORT

ALANBROOKE SCHOOL

Topcliffe, Thirsk

LEA area: North Yorkshire

Unique reference number: 121326

Headteacher: Mrs Elaine Bean

Lead inspector: Ian Nelson

Dates of inspection: 19th - 20th January 2004

Inspection number: 255302

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	51
School address:	Alanbrooke Barracks Topcliffe Thirsk North Yorkshire
Postcode:	YO7 3SF
Telephone number:	01845 577474
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Tate
Date of previous inspection:	2 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Number on roll	51 (well below average)
Pupils entitled to free school meals	0.0% (well below average)
Pupils whose mother tongue is not English	0.0% (well below average)
Pupils on the register of special educational needs	15.6% (below average)

Alanbrooke Primary School is a very small school serving the army barracks at Alanbrooke. All the pupils are children of army personnel at the adjacent barracks. None of the pupils stay long enough to go through from Reception to Year 6 and few complete a full key stage because families are posted elsewhere at frequent intervals. A high number of pupils enter or leave the school during the school year for the same reason. Some pupils have attended six or seven schools before they enter this one. The school suffered a flood in November 2000 and was housed temporarily in army buildings inside the camp while the building was refurbished and redecorated. The special educational needs of pupils include emotional and behavioural and speech and communication difficulties. Two pupils have statements of special educational need. The school achieved a Schools Achievement award in 2001, the Investors in People award in 2002, and the Basic Skills Quality Mark in 2003. Most pupils who enter the Reception class at the start of the year have attended a local Nursery. School records show that attainment on entry to Alanbrooke is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2220	Ian Nelson	<i>Lead inspector</i>	Mathematics; Science; Information and communication technology; Art and design; Design and technology; Music; Physical education.
11468	Judith Menes	<i>Lay inspector</i>	
19765	Pauleen Shannon	<i>Team inspector</i>	The Foundation Stage; Special educational needs; English; Geography; History; Religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school. The very good leadership of the head ensures an ethos where all pupils feel welcome, cared for and included, however long or short their stay at Alanbrooke. Teaching is consistently good throughout the school so that pupils make good progress and achieve well. This good achievement is not always reflected in the results of national tests because of the short length of time many of the pupils spend at Alanbrooke. Standards in English, mathematics and science are broadly average in the current Year 6. However, younger pupils' listening skills and ability to concentrate on routine classroom tasks are generally below average. The school does not make effective enough use of computers in lessons. Parents and pupils have positive views of the school. Although spending is high, the good progress pupils make in their learning, behaviour and attitudes while at Alanbrooke means the value for money is good.

The school's main strengths and weaknesses are:

- The head provides very good leadership with a very clear sense of direction that is shared with all staff and governors.
- Care for individuals is central to the very good ethos of the school and ensures that all pupils are fully included in all aspects of school life.
- Teaching is consistently good throughout the school so that pupils make good progress and achieve well.
- Pupils with learning or behavioural difficulties are supported well so that they make good progress towards their targets.
- The school does not make effective enough use of information and communication technology (ICT) in lessons.
- Pupils' abilities to listen and to concentrate and persevere on more routine classroom tasks are below average, particularly for the younger pupils.

Improvement since the last inspection has been very good. At that time there were significant concerns over leadership, management and governance, health and safety issues, and links with parents and the community. The school has now addressed these issues and turned some of them into significant strengths. The issue of strengthening parental links is likely to remain an ongoing one as the mobility of families means there are always parents new to the school. Teaching was judged satisfactory last time and is now judged to be good. There were concerns over financial management and school development planning and these have been resolved. The school still does not make effective enough use of computers in lessons.

STANDARDS ACHIEVED

Achievement is good throughout the school. Children enter Reception with below average standards and make good progress but few attain the expected standards in all areas of learning by the time they enter Year 1. Pupils currently in Years 2 and 6 achieve well and attain broadly average standards in their work in English, mathematics and science. The results of national tests at 11 have fluctuated over recent years from very low to average. However, given that in some years as few as two pupils have taken the tests and that no pupils spend all their primary schooling at Alanbrooke, these results do not necessarily reflect the true achievements of pupils while they are at the school. The work of the current Year 6 pupils shows that they all are on track to attain at least the expected Level 4 in the national tests in English, mathematics and science, with a good number predicted to attain the higher Level 5. The school has set challenging targets for the 2004 national tests to reflect these potential achievements. The results of the national tests at seven have also fluctuated over recent years but show signs of improving since 2001 when they were very low. They have ranged from very low in reading, writing and mathematics to well above average in writing,

average in reading and above average in mathematics. The current Year 2 pupils are nearly all on track to attain at least the expected Level 2 in all three areas in the 2004 national tests. While overall standards in English are broadly average, listening skills are below average for the younger pupils. Although writing skills are generally average in terms of the content, the care with which pupils present their written work is not always good enough. Pupils with special educational needs (SEN) achieve well and make good progress towards their targets.

Pupils' attendance and punctuality and their attitudes towards their learning are **good**. Pupils' behaviour is **satisfactory** overall, and **good** in the Foundation Stage. The school provides **well** for pupils' spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The overall quality of education is good. Teaching is consistently good throughout the school so that pupils learn effectively and make good progress. Systems for checking how well pupils are doing in English, mathematics and science are good. The school provides a good curriculum that covers all National Curriculum subjects and religious education. It is enriched by visits to places of interest and by visitors to school. However, not enough use is made of computers in pupils' learning to reinforce skills in ICT. The school makes good arrangements for pupils with SEN and the code of practice is fully implemented. The quality of care of pupils is very good with a clear focus on meeting the needs of each individual, including them all in the whole life of the school and giving them good support and guidance. The school has good links with parents and the community and very good links with other schools.

LEADERSHIP AND MANAGEMENT

Governance, leadership and management are good. The head provides **very good** leadership with a very clear vision for the future of the school. The governors fulfil their duties well and their impact is much improved since the last inspection. The school has created an ethos of care for each individual so that all are fully included in the life and work of the school. The carry forward in the budget is much larger than it should be. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are good. Some parents feel that the school does not consult them effectively enough, although the majority feel that this is an open and welcoming school. Pupils could find little of any significance that they would like to see improved.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Make more effective use of ICT, particularly computers, in all subjects.
- Help pupils to improve their listening skills and their concentration levels on more routine classroom tasks.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards and achievement are **good**. Most pupils enter the school with below average attainment. Standards in English, mathematics and science are broadly average at Year 2 and Year 6. Pupils make good progress and achieve well while they are at Alanbrooke. Pupils with SEN make good progress and achieve well in lessons.

Main strengths and weaknesses:

- Pupils achieve well and make good progress in English, mathematics and science.
- Pupils with SEN achieve well in lessons.
- The quality of written presentation is not good enough and pupils' listening skills, particularly among younger pupils, are below average.

Commentary

1. The school's records show that most of the children enter the Reception class with below average standards for their age. The good teaching and support they receive ensures that they make good progress. The strong emphasis on personal and social development and on basic skills in literacy and numeracy help children to achieve well. Consequently they show increasing independence and confidence in these areas. However, despite this good progress, few are likely to attain the expected standards in all areas of learning by the end of the Foundation Stage because they start from such a low base in some areas.

2. The standards of the pupils currently in Year 2 and Year 6 are broadly average in English, mathematics and science. All of the Year 6 pupils and most of the Year 2 pupils are on track to attain the expected levels in their respective national tests in 2004. A good number of Year 6 pupils are predicted to attain the higher Level 5 in all three subjects, based on their performance in class work and on school assessments over their time at the school. The school has set challenging targets for Year 6 pupils in the national tests based on this assessment information.

3. Standards in the national tests at both seven and eleven have fluctuated over recent years because of the small numbers taking tests and because of the numbers of pupils arriving and leaving part way through a year or a key stage. No pupils stay at the school all through their primary school years and few stay through a whole key stage. This makes target setting difficult in that few of those upon whom the targets are based actually stay long enough to take the tests.

4. School records show that most of those arriving at Alanbrooke, including those entering the Foundation Stage, come with below average standards. Although pupils achieve well many are not at the school long enough before taking the national tests to have turned this good achievement into good standards. Consequently, results at 11 have fluctuated between average and very low in English and mathematics and between below average and very low in science. Results at seven have fluctuated between above average in mathematics to very low, between well above average in writing to very low, and between average and very low in reading. However, given that the national test results are based on as few as two pupils in some years this is not surprising.

5. In the national tests at 11 over recent years girls have done better than boys in English and boys have done better than girls in mathematics. There were no significant differences in science results. These gender differences were not evident in the class work of pupils in school at the time of the inspection.

6. Overall achievement is good in English, mathematics and science. Pupils arrive at the school with below average attainment and often with poor attitudes to work. Listening skills remain below average, particularly among the younger pupils. The ethos at Alanbrooke of focusing upon meeting individual needs, of setting challenging targets for individuals to aspire to and of providing a lot of practical activities ensures that pupils make good progress during their stay, grow in confidence and achieve well in their learning. The school's records of pupils' achievements show that most pupils make good progress while they are at the school and this is also borne out by the work in their books and by the parents' views of how well their children are doing.

7. Although they learn effectively, pupils are less enthusiastic about more mundane and routine tasks like recording their findings and so do not take as much care with presenting their work as they might. Consequently, although what they write might be lively and interesting, the way they present it is too often untidy and a little careless. The school is addressing this issue by encouraging pupils to take more pride and finding interesting ways in which they might present their work, including getting pupils to make their own books on given themes. Some of the books in history, geography and science demonstrate the success of this strategy. The school does not make effective enough use of computers in other subjects or to encourage pupils to record work so they miss opportunities to develop computer skills.

8. Pupils with SEN achieve well in relation to their targets. Some of these pupils have behavioural difficulties and the school goes out of its way to manage this behaviour within classes so that all pupils can be included in all activities. It has been very successful with this approach, which is fundamental to the ethos of the school. Some pupils with behaviour plans make very good progress in their learning.

9. Little work was seen in ICT, religious education, art, design and technology, history and geography, and no secure judgement can be made on achievement overall in these subjects. Where work was seen pupils achieved standards around the levels expected of their ages. No lessons were seen in music or physical education so it is not possible to judge standards or achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Pupils' attitudes towards their learning are generally **good**. Their behaviour is **satisfactory** overall. There has been one pupil excluded in the last year. The school provides **well** for pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses:

- Pupils like school and are enthusiastic about the practical activities it offers, though some find it difficult to concentrate when listening to instructions and when recording work in books.
- Standards of behaviour get better the longer pupils stay at Alanbrooke because staff expect good behaviour and manage pupils effectively.
- Very good relationships promote pupils' personal development and self esteem.
- Most pupils behave well in lessons but the behaviour of a small number, who have significant behaviour problems, occasionally interferes with their learning and that of their classmates.

Commentary

10. Pupils want to come to school and levels of attendance are above average, although there is some unauthorised absence. Pupils like their school and compare it favourably with others they have attended. They like and respect the staff and value the help and support they receive. Most

pupils have positive attitudes to their work and participate fully in lessons. This is particularly true of the youngest children. Pupils respond very well to opportunities to engage in practical activities in lessons, such as building electrical circuits, but some find it less easy to apply themselves to routine tasks such as recording work in exercise books.

11. Staff set high standards for relationships in the school through the value and respect accorded to all individuals including pupils and parents. Pupils know that the school expects them to behave well, work hard and respect other people. Pupils respond well to the clear and structured system of rewards and sanctions which are consistently applied through the school. Many pupils have already experienced several moves and changes of school, and some arrive at Alanbrooke needing help with behaviour problems and lack of self-discipline. The longer these pupils stay at the school the more their behaviour improves. A small number of pupils with quite challenging behaviour problems have not been at the school long enough to benefit fully from this kind of improvement and occasionally disrupt their learning and distract others from theirs. Most pupils, however, behave well most of the time. The school suspended one pupil in the last year as part of its agreed behaviour policy. The consistent implementation of the policy has led to improvements in the behaviour of even the most challenging pupils.

12. The school places a strong emphasis on the personal development of pupils. Staff create opportunities for quiet reflection in assemblies but many pupils have not yet learned to respect these and are inclined to chat. Teachers give pupils the opportunity to express their feelings and understand how others feel through circle time sessions and pupils respond well to these. Pupils are aware of the difference between right and wrong but some have difficulty in realising that they can choose which way to take. Older children discuss their work and their experiences in school in a thoughtful and reflective way, relating well to each other and showing respect for each other's point of view. They learn to mix well with children of all ages and to take some responsibility for tasks in the classroom. Older pupils work well together in pairs and small groups, and often help and play with younger children. The school provides good opportunities for pupils to learn about their own and other's cultures and the quality of work that results shows that they are interested and receptive to different lives and cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.9
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
39	0	0
3	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

13. The overall quality of education is **good**. Teaching is consistently good throughout the school so that pupils learn effectively and make good progress. Systems for checking how well pupils are doing in English, mathematics and science are good and enable staff to set targets for pupils to aspire to. The school provides a good curriculum that covers all National Curriculum subjects and religious education. It is enriched by visits to places of interest and by visitors to school. However, not enough use is made of computers in pupils' learning. The school makes good arrangements for pupils with SEN. The quality of care of these pupils is very good with a clear focus on meeting the needs of each individual and including them all in the whole life of the school. The SEN code of practice is fully implemented. The school has good links with parents and other schools.

Teaching and learning

Teaching, learning and assessment are **good** overall. Teachers understand that pupils like to learn mainly through practical activities and provide plenty of these to capture pupils' interest. They also know that pupils are more reluctant when it comes to recording findings and encourage them to present their work neatly but do not always succeed in this. Assessment is used effectively to set pupils targets to aspire to and to check regularly whether they are doing as well as they might.

Main strengths and weaknesses:

- Teaching is consistently good throughout the school.
- Teaching assistants support pupils well.
- Staff recognise that pupils prefer to learn through stimulating, practical activities and make effective use of this information in planning learning.
- Marking is good and tells pupils how to make their work better.
- Teachers check systematically and regularly how well pupils are doing and set them clear targets for improvement.

Commentary

14. Teaching has improved since the last inspection and is now consistently good across the school. Children enter the Reception class with below average skills in personal, social, literacy and numeracy skills. Teaching in the Foundation Stage places a strong emphasis on helping children to improve in these areas so that they achieve well and make good progress. This helps children to settle quickly into school routines and grow in confidence. Lessons are planned to give a good balance between teacher directed and self-chosen activities although occasionally opportunities are missed to encourage pupils' independence through choosing activities. Teaching assistants make a good contribution to children's learning through their effective support of individuals and small groups.

15. All pupils are taught in mixed age classes and teaching focuses on meeting the needs of individuals. Because teachers have a clear understanding from assessment and marking records of how well each pupil is doing they are able to target work appropriately. In whole class sessions, for example, teachers pose questions to individuals or groups at a level that challenges them without being unrealistic. This is particularly good in mathematics during opening sessions on the rapid recall of number facts. Teachers also set tasks within a common theme but at varying levels of difficulty to cater for the wide age and ability range within the class. They make good use of teaching assistants who form an integral part of the teaching team and support groups and individuals effectively so that they achieve well in lessons and make good progress.

16. Teachers have high expectations of how well pupils should behave in lessons and apply the behaviour policy consistently. In this way pupils quickly learn what will be tolerated and what will not. Even those with significant behaviour problems soon understand where the boundaries are and begin to respect them, although this takes time and effort from the staff. Some pupils are particularly proud of their achievements in modifying their behaviour to meet the school's high expectations.

17. Most pupils at Alanbrooke like to learn through doing things. They are rather less keen on routine recording or rote learning. Teachers, therefore, plan a good variety of practical activities wherever possible to encourage pupils' interest and enjoyment in learning. In science, for example, they set tasks that involve pupils exploring and discovering things through practical investigations like the links between sound and vibrations. In mathematics, they make good use of resources like dice and dominoes to help pupils to learn basic number facts. The pupils say they enjoy these activities and the evidence from watching them in lessons confirms this.

18. The scrutiny of work in pupils' books confirms their reluctance with recording of work and some of the more routine and less practical tasks. Some of the work in their books is untidy and is not presented well. Teachers are addressing this issue by looking at ways of encouraging pupils to take pride in the way they present their work. For example, they encourage pupils to create their own books, as in Year 1 in science, for example.

19. Marking is good. Teachers tell pupils what is good about their work and how to improve it. These written comments sometimes extend to written dialogues between teacher and pupil. In one case, for example, the teacher commented on an error and the pupil responded with 'Oops, I must have misread it...!' In this way pupils know precisely what they need to do to make their work better. In the case of the youngest pupils, where there is less recorded work, the teachers often write in the pupils' books precisely what they have done and learned. This makes it much easier for pupils, parents and other teachers to know what learning has taken place and what should follow.

20. Pupils with SEN are well taught in lessons. Teaching assistants support them very well throughout the school. Support staff are well briefed and know the children really well. They are particularly skilful at helping pupils with behavioural needs overcome their difficulties and return to their tasks. Their positive manner often encourages pupils to persevere with their learning. Assessment information is used well to plan the next steps of learning.

21. The school has good systems for checking how well pupils are doing. These include the results of national tests at seven and eleven, the use of the optional tests at Years 3, 4 and 5, a range of standardised tests, and recording what pupils have achieved in lessons and units of work against National Curriculum Levels. Older pupils evaluate their achievements by checking how well they think have done against statements of what they should have achieved. Assessment information is used effectively to set targets for pupils, particularly in English, mathematics and science.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	13	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

THE CURRICULUM

Curriculum provision is **good**. The school provides a relevant and interesting curriculum, which is delivered through many practical first hand experiences. There are very good links with local schools to enhance pupils' access to sports and artistic activities.

Main strengths and weaknesses:

- The school provides a broad curriculum with a good level of enrichment.
- Children in the Reception class get off to a good start with their learning.
- The staff work hard to include all pupils, including those with SEN, in the whole life of the school.
- Personal, social and health education (PSHE) is well promoted.
- Opportunities for pupils' to extend their writing and computer skills throughout the curriculum are underdeveloped.
- While accommodation is generally very good, the outside area for the Reception children is too small and the school is not yet fully accessible for pupils with a disability.

Commentary

22. From Reception onwards pupils benefit from regular visits to places of educational interest. These help make learning relevant. Pupils talk enthusiastically about their trips. An annual residential visit for older pupils provides good opportunities for pupils' personal development. The school works closely with local schools to provide additional activities in sports, music and the arts. While there is no additional instrumental music tuition all pupils have benefited from the expertise of a singing teacher.

23. The curriculum is firmly based on the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. All pupils have swimming lessons. The strategies for literacy and numeracy are well used by teachers as the basis for their planning. The long term planning caters very well for the needs of the different groups in the mixed age classes, with skills built on progressively. The school tries new ideas in order to improve pupils' skills. For example, it has introduced philosophy lessons to help extend pupils' thinking skills. The school is currently reviewing its curriculum to link subjects further. Pupils' do not have enough opportunity to use their writing and computer skills throughout the curriculum.

24. All pupils have good access to the curriculum whatever their ability, disability, gender, cultural or social background. Provision in the Foundation Stage is good. Children are helped to settle in very quickly and learn to develop the necessary social skills to learn. Provision for children with SEN is good and ensures they achieve well. Governors ensure that all statutory requirements are met and that the code of practice is fully implemented.

25. The school provides effectively for PSHE. The school makes every effort to let pupils know that they are valued as individuals. Parents are pleased with the care taken to help new pupils settle quickly. Time is allocated for pupils to talk and reflect on issues that matter to them. Although there is no school council, pupils say they enjoy school and are listened to. Pupils are very well prepared for later stages of education through the school's very good links with the local secondary schools.

26. The spacious accommodation and grounds are well used. Staff make the school bright and attractive with interesting displays in classrooms and corridors. While the accommodation is generally very good, the outside area for the Reception children is too small and needs further development to enable children to enjoy the full range of physical activities. The school is not yet fully accessible for pupils with a disability and governors are trying to address this issue. Resources have improved significantly since the time of the previous inspection. There are a good range of resources to support subjects, with a spacious computer suite and well stocked library area. The pupils benefit from relatively small classes and a good ratio of teachers and teaching assistants to pupils.

Care, guidance and support

The school takes **very good** care of its pupils. Staff provide very good support and guidance for pupils to help them learn and overcome difficulties. Involvement of pupils in the work and development of the school is satisfactory.

Main strengths and weaknesses:

- A strong ethos of care is evident; there is very good provision for pupils' welfare, health and safety so that they feel secure and comfortable in school.
- New pupils and their parents are made very welcome in school so that pupils soon settle in.
- Teachers know pupils well and provide very good support based on their differing needs.
- The school does not yet consult pupils regularly on all aspects of school life.

Commentary

27. The school's aims and values are based firmly on a very strong ethos of caring for each individual and meeting their needs. The school makes very good provision to ensure pupils' welfare, health and safety. Communication with parents and links with the camp Families Welfare Officer helps the school to have a full understanding of pupils' needs and to provide very good care. Health and safety issues from the previous inspection have been fully addressed through the refurbishment of the building.

28. The school welcomes all pupils very warmly, at whatever age they arrive, and teachers do all they can to help them settle down and make friends so as to minimise the disruption that transfer brings to their lives. When pupils arrive in school, teachers assess their attainment through their work in class and ensure that they are given support to catch up if necessary.

29. Teachers know the children very well and develop very good relationships with them so that pupils have the confidence to ask for help if they need it. There are good systems to assess pupils' achievement and track the progress of individuals, so that teachers have a clear understanding of what each pupil can do and how to help them progress. Teachers and teaching assistants provide very good support for pupils in lessons and give them individual help where necessary, such as with poor handwriting. Pupils have personal targets that support learning and personal development, and these are shared with parents and reviewed regularly. The school supports pupils' achievements through the reward system and recognition in assemblies, and pupils value the rewards they receive.

30. The school takes great care to ensure that pupils with SEN are fully included in all activities. The school has very good systems for identifying, assessing and supporting these pupils when they enter school. The targets, in the pupils' individual education plans are written by the teachers and are specific, suitably challenging yet realistic. Staff work very hard and successfully to help pupils with emotional and behavioural needs.

31. The school involves pupils in determining school rules and seeks their views on some school developments, such as improvements to the playground. They have the opportunity to express views in circle time in class, and feel that their views are listened to. However, the school does not routinely and regularly consult pupils on all aspects of school life or give them a formal role in influencing the work of the school. This is included as an issue in the school development plan.

Partnership with parents, other schools and the community

Partnership with parents is **good** and has improved since the last inspection. The school has developed good links with the community to support pupils' welfare and the curriculum. There are very good links with other schools.

Main strengths and weaknesses:

- Parents find the school to be very approachable so that pupils' education and welfare benefit from the sharing of information.
- Very good links with other schools have a positive impact on pupils' personal development and transfer to secondary school.
- Some parents feel they are not consulted often enough on school issues.

Commentary

32. The headteacher offers parents a very warm welcome when their children join the school, and she listens to their views about their children so that they can be given appropriate support. Parents feel they are given the information they need about the school, how their child is settling in and the progress they make. Reports are informative and pupils' targets and progress are shared with parents. Teachers are friendly and approachable, and parents are confident in expressing their views or concerns about their children, or asking for further information on their progress. The school has sometimes invited parents' views, such as over a change in the sex education policy, and has identified consultation with parents as an area for development.

33. Parents of pupils with SEN are kept well informed regarding any new targets so that they can help their children at home. Good use is made of homework books to share information on a regular basis. Parents are invited to attend review meetings and the pupils' targets are sent home, with suggestions for how parents can further help their children.

34. The school has a very good relationship with the camp authorities who provided free accommodation after the school was flooded, and often provide assistance to help the school extend the learning opportunities for pupils. Visits within the local area support the curriculum, for example to Ormesby Hall during a study of the Victorians, and there are good links with the church.

35. The school has developed very good links with others in the area, mainly but not exclusively through the local cluster of schools. These links are particularly helpful for a small school in sharing provision for sport and activities such as music, and widening the opportunities open to pupils. They have enabled pupils of all ages to meet children who have a variety of backgrounds in civilian life. Those who are about to move on to secondary school have the opportunity to get to know more of their future classmates. There are very good links with the secondary school to support the transfer of pupils at the end of Year 6.

LEADERSHIP AND MANAGEMENT

The head provides **very good** leadership with a very clear vision for the future of the school. The governors fulfil their duties well and their impact is much improved since the last inspection. The school has created an ethos of care for each individual so that all are fully included in the life and work of the school. Overall management, including financial management, is good but the carry forward in the budget is much larger than it should be.

Main strengths and weaknesses:

- Leadership, management and governance are much improved since the previous inspection.
- The leadership of the head is very good.
- There is a very strong ethos of meeting the individual needs of all pupils.
- The impact of the governors on the life and work of the school is much improved.
- Staff and governors have a very clear understanding of how well the school is doing and what it needs to do to improve further.
- The school has a large financial surplus to carry forward.

Commentary

36. The previous inspection made several criticisms of leadership, management and governance and these have been addressed very effectively. Progress on these issues since then has been very good.

37. The governance of the school is good and is much improved since the previous report when it was a key issue. Governors are keen and committed and fulfil their duties well. They know how well the school is doing and what it needs to do to carry on improving. They have a good committee structure so that they can work efficiently and effectively. They regularly seek training to ensure that they have the skills and knowledge to remain effective. Governors are confident with the performance information supplied to the school about how well it is doing. They are also very aware of the limitations of such information when pupils move in and out of the school so frequently. They visit the school regularly to see for themselves how well it is doing. The governors ensure that the school is fully complying with all statutory requirements.

38. The head shows very good leadership. She has a very clear vision for the future of the school and she shares this effectively with staff, governors and parents. The head is still restructuring the leadership and management roles of teachers and it is too early to be able to judge the impact of that restructuring. The new systems are innovative and designed to make the most effective use of each member of staff's skills and expertise while also providing them with opportunities to learn and develop by working alongside others in areas where they feel less confident. Teaching and support staff are very supportive of these changes. Parents think the school is well led and managed.

39. The school has a very caring ethos. Staff know the pupils well and all are treated as special individuals with their own needs. The school makes every effort to include all pupils in all activities so that they all achieve well. This sometimes involves staff in helping pupils with behaviour problems to overcome them in order to be able to play a full part in school activities. This is something the school has been very successful at in recent times. The school is well thought of by parents and pupils who describe it as warm and welcoming.

40. The school is managed well. The management of SEN is very good. The co-ordinator gives clear leadership. She has worked with staff to improve support for special needs within classes. She liaises regularly with external agencies as necessary. She guides staff by having good systems in place and by providing useful materials. The special needs co-ordinator (SENCO) regularly discusses pupils' progress with the teachers and support staff. The support staff are confident, knowledgeable and a real asset to the school. At present the school is not fully accessible for disabled pupils, but the Governing Body has a disability plan in place.

41. The school has good systems for checking how well it is doing. It makes effective use of performance information on national test results and on its own internal assessment arrangements. The head observes teachers at work and staff routinely check pupils' books to gauge the quality of teaching and learning. In this way the staff know how well they are doing and what they need to do to make the school even better. This information guides the school development plan. This is drawn up in consultation with all staff and governors though pupils' views are not routinely taken into account. The school makes very effective use of ICT to generate the school development plan.

42. Financial management is good. The school is expensive to run because of its size. It is housed in a large building, given the number of pupils on roll, and so overheads are high. It has a large surplus currently, partly due to having been located in temporary buildings within Alanbrooke camp while its own building was repaired after the flood. During this time expenditure was very limited because the army covered many of the accommodation costs the school normally has to pay and the insurance money paid for a complete refurbishment of its own building. The governors and staff are well aware of the surplus and are seeking the most sensible ways to use it to the best advantage of the pupils. The head and governors have a clear understanding of the principles of best value and of the importance of getting the best quality they can rather than simply going for the

cheapest options. They interpret a good value for money decision as one that impacts effectively on standards and achievement. They check regularly how well their school is doing in financial terms with other similar schools and continuously seek greater efficiencies. Despite the high costs of the school it provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)	
Total income	291,813.00
Total expenditure	227,540.00
Expenditure per pupil	4,063.00

Balances (£)	
Balance from previous year	8,451.00
Balance carried forward to the next	72,727.00

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. Children are taught well and as a result achieve well with their learning. They settle in very quickly and work on an interesting range of topics. This is an improvement from the previous inspection when provision and teaching were satisfactory.

The main strengths and weaknesses:

- Teaching is good and as a result children work hard and achieve well.
- Induction arrangements are very good and help children to settle easily into school routines.
- The support staff are a real asset.
- Children's personal and social skills are well developed in the Foundation Stage.
- The Foundation Stage is well led and managed.
- The outside area is underdeveloped; therefore, children do not have daily access to a further range of outside curriculum activities.

43. Admission arrangements are very effective and ensure children settle easily. Parents are very pleased with how well children settle. There are good links with the local Nursery. Home visits and pre-school sessions also help staff establish children's needs before they start. Staff quickly help children establish known routines which give them confidence. Parents are invited to bring their children into the classroom daily and staff are available for discussion. Parents' views are valued and they are provided with useful information. The activities planned, cater well for the mixed age class of Year 1 and Reception children. As a result, the work is well matched to the different needs of individual children. This ensures that all children have work with the right amount of challenge.

44. The management of the Foundation Stage is good. The new co-ordinator plans effectively a coherent curriculum. Interesting topics such as the current one on *Fun and Fantasy* link the different areas of learning so that the children have an imaginative curriculum. This makes them keen to learn. In the mixed age class, care is taken to ensure the children complete their early learning goals before starting the National Curriculum work.

45. Accommodation, while satisfactory, has some weaknesses. The classroom is stimulating and used well to support learning. However, the outside area needs further development. The very small separate area is inadequate and children do not have a daily opportunity to use it, although they do have daily access to the larger playground both by themselves and with other pupils. Plans are in place to address this issue.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses:

- Achievement is good because teaching and learning is focused on promoting children's confidence and independence.

Commentary

46. Teaching is good and as a result children make good progress and achieve well in their social development. Most children are on course to achieve their early learning goals by the end of their Reception Year.

47. Most children enter Reception with a wide range of ability and experience. Reception staff establish secure routines so that children feel safe and confident. This particularly helps less confident children. Children who join later in the year are very well supported so that they settle easily. The staff are very caring and use every opportunity to praise children's independence. As a result, many children work successfully both alone and in small groups and take responsibility for the classroom equipment. Occasionally opportunities are missed for children to decide what activity they will undertake. Staff have high expectations of children's behaviour. When children do not do as expected they are dealt with firmly but fairly so that they learn how to appreciate the needs of other children. Children respond very well to this and their behaviour and attitudes to school are good. The children who find it difficult to stay at their tasks are given extra help and encouragement. Older children play with and help Reception children. For example, Reception children eat their dinner with children of all ages. This helps them develop their social skills and gain confidence. As a result, Reception children enjoy school and show real interest in what they are doing. Children are eager to start the day and learn.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses:

- Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- The teaching and support staff take every opportunity to develop the children's language skills.
- There is no comfortable seating area for children to sit and read quietly.

Commentary

48. Children enter Reception with a wide range of ability and experience. Many children enter with skills well below expectation in their ability to express their ideas. Most children will not achieve all their learning goals by the end of the year. Nevertheless, as a result of good teaching, a significant minority of children will achieve them and a few exceed them by the end of Reception.

49. Many children have difficulty with listening. Staff work hard to develop their listening skills. Staff encourage less confident children to talk in sentences and more fluent communicators to extend their vocabulary. Support staff make a big contribution and are used well to extend children's communication skills. For example, when children were learning to match words to pictures of cars and helicopters, the teacher and classroom assistant continually talked with them. They asked them questions, so that children had time to choose the vocabulary they needed to express their ideas. Very good relationships between the children and adults mean that less confident children gain confidence. They know that the adults are genuinely interested in what they are saying.

50. The teacher consistently establishes good reading habits. She helps children enjoy books by using appealing stories with familiar characters such as *The three bears*. She shares interesting and humorous *books* such as *Mr Magnolia*, in a lively way, which helps children extend their ability

to concentrate and listen. The use of characters from the *Letterland* scheme helps children remember their sounds. While a good range of books is available, there is no attractive seating area for children to just sit and look at books. As a result, when children have choice time, few children actively chose to look at book.

51. Daily opportunities are provided for children to write for a range of purposes and they have regular opportunities to practice their handwriting skills. Children are encouraged to record ideas. They know that the staff value their efforts to write by the way that their writing is displayed on class walls. While every effort is taken to develop writing skills, a number of children have difficulty forming their letters fluently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.
- Every opportunity is grasped in all activities to promote children's mathematical development.

Commentary

52. Children enter Reception with a wide range of skills in mathematical development. Many have limited experience in using and applying mathematical knowledge. This area is well taught, with a focus on first hand practical activities and attractive resources. Most children will not achieve all their learning goals by the end of the year. Nevertheless, as a result of good teaching, a significant minority of children will achieve them and a few exceed them by the end of Reception.

53. Reception staff take every opportunity to reinforce and extend children's mathematical skills and language. For example, children daily take an active role in counting numbers for the register. Number awareness is often promoted through number rhymes and games. This engages the interest of boys and girls, most of whom join in enthusiastically. In a well taught lesson the teacher made learning about weighing objects relevant and fun. The staff made sure the children had plenty of time to handle and explore *sock fishes* they made of different weights. A range of sand and larger mathematical equipment is in constant use so that children extend their mathematical language. All these practical activities prepare them well for future learning. Staff sustain children's interest well, although some children still find it very difficult to stay with an activity when they are not with an adult.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses:

- Children achieve well because of good teaching which is focused on developing their skills through a practical, imaginative curriculum.
- There is no investigation area set up for children to explore informally.

Commentary

54. Children enter Reception with differing knowledge and understanding of the world. Many have limited experiences to draw on and find difficulty expressing their ideas. This area is well taught, with a focus on first hand practical activities. Most children will not achieve all their learning goals by the end of the year. Nevertheless, as a result of good teaching, a significant minority of children will achieve them and a few exceed them by the end of Reception.

55. Curriculum plans show that staff provide an interesting range of first hand practical experiences through topics such as Bears in School and Ourselves. Examples include, going on a bear hunt with Barnaby Bear, making sandwiches for Paddington bear, and designing chairs for Goldilocks and the three bears. In a well taught lesson, children explored and made predictions about the weight of different objects. This lesson emphasises the way that all areas of learning are developed effectively alongside each other through topics. The children learned about pulling and pushing objects through the story of *The Enormous turnip*. Regular use is made of good quality information books. However, within the classroom there is no investigation table with objects, such as kaleidoscopes, colour paddles or magnifying glasses, for children to handle informally. Staff extend children's knowledge of different cultures, through resources, books and toys. Computer skills are well taught on a daily basis.

PHYSICAL DEVELOPMENT

There is no judgement about the overall provision in teaching and learning, standards or achievement as no lessons were seen. Planning is good.

Commentary

56. The teacher plans regular sessions in the school's hall and extensive grounds, to help children develop their physical skills and to learn to respond to music. While the school has a range of three-wheeled vehicles, these are not in daily use. Children benefit from regular swimming sessions.

CREATIVE DEVELOPMENT

There is no judgement about the overall provision in teaching and learning, standards or achievement as no lessons were seen. Planning is good.

Commentary

57. There are many opportunities for children to develop their creativity and skills. There is daily access to a good range of materials, with many planned opportunities to paint, draw and make models. Staff develop children's skills and creativity through a range of interesting topics and imaginative play experiences. Children have many opportunities to sing rhymes and explore and record using musical instruments. The imaginative play area is changed regularly.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**. Overall, the quality of the teaching and the work planned for pupils are good and this ensures that they achieve well.

Main strengths and weaknesses:

- Teaching and learning are good and pupils achieve well.
- Marking is good and helps pupils have a clear picture of what they need to do.
- Girls attain higher results than boys in the national tests at seven and eleven.
- Younger pupils' listening skills are below average.
- The presentation of pupils' work is often untidy
- The leadership of the subject is good.

Commentary

58. The quality of teaching is good. This is an improvement from the time of the previous inspection. All lessons seen were good. Teachers know their pupils very well and use assessment information to plan work. This is particularly effective for the many pupils who join and leave the school at different times. In a well taught lesson the teacher provided a good level of challenge to all pupils. She used a poem as the starting point and then used focused questioning and different tasks. Although test results show that girls attain higher results than boys, teachers work hard to motivate boys and girls equally and these differences were not obvious in class work.

59. Records and marking are detailed and helpful. The 'best work' books give very clear guidance to pupils and parents on the progress pupils are making. As a result pupils know their targets and understand what they need to do to improve. Very good use is made of teaching assistants to support pupils with special needs, who consequently achieve well.

60. Pupils' standards in Year 2 are average in speaking but below average in listening. Many younger pupils entered school with a restricted vocabulary. The school extends pupils' vocabulary well and by Year 2 their speaking skills have significantly improved. Speaking and listening skills are generally average in Years 3 to 6. Most pupils speak confidently and make themselves understood. A minority of pupils in Year 3 also has difficulty concentrating, particularly in lessons that are not practical. Their listening skills remain below average. The school works hard to improve pupils listening and concentration skills. All classes have regular drama sessions and allocated times when pupils can talk and listen to each other. Some pupils need opportunities in smaller groups to further improve their listening skills.

61. Pupils achieve well in reading because of the good teaching they consistently receive. Standards are average in Year 2 and Year 6, with a high proportion of pupils above average. A small number of pupils remain below average. The school has targeted most Year 2 and all Year 6 pupils to attain the national average by the end of the year.

62. The school has good systems in place to develop pupils' reading skills. There is a carefully structured reading programme for younger pupils. There are regular opportunities for pupils to undertake individual, group and silent reading. Pupils with special needs are given good support and regularly use computer programmes to extend their skills and progress towards their targets. The more able pupils are well challenged. Good use is made of reading diaries by parents, pupils

and teachers. However, older pupils do not make enough use of dictionaries. Boys and girls in Year 6 are equally interested in reading and have clear preferences for various authors such as JK Rowling and Jacqueline Wilson. Pupils are exposed to a wide range of fiction, including Lewis Carroll, Dickens and Shakespeare; however, they do not study a wide enough selection of poetry. While there is a very good range of books, younger pupils do not have attractive reading areas where they can read comfortably.

63. All Pupils achieve well in their writing skills because of the consistently good teaching they receive. Standards are average in Year 2 and Year 6, with a high proportion of pupils above average. A small number of pupils remain below average. Most pupils in Year 2 and all pupils in Year 6 are targeted to attain the national average in the 2004 national tests.

64. Teachers provide a wide range of writing opportunities. There is a clear focus on basic skills such as spellings, handwriting and grammar. Most pupils spell well. Special needs pupils have good support and more able pupils are well challenged. However, although pupils have many opportunities to practice their handwriting, presentation in books is often poor. Teachers encourage younger pupils to write imaginatively. Older pupils are encouraged to write extended pieces of work and often write in a creative and lively way.

65. The leadership of English is good. The co-ordinator is a good role model for staff and provides clear guidance and support on using the literacy strategy to raise standards.

Language and literacy across the curriculum

66. There are opportunities to use language and literacy skills in other subjects. However, pupils' use of writing skills throughout the curriculum is underdeveloped. This is a school priority. Although pupils have regular opportunities to practice their handwriting, many do not transfer these skills to their work. Consequently, presentation is often poor. When pupils are particularly motivated their presentation is much better. For example pupils produced attractive, topic folders on the Vikings and Victorians. There is some evidence of using ICT but this needs further development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Pupils achieve well and standards of the current Year 2 and Year 6 are broadly average.
- Teaching is good.
- The school has good systems for checking how well pupils are doing and setting individual targets for improvement.
- Too little use is made of ICT in mathematics lessons.

Commentary

67. The work of the current Year 6 and Year 2 pupils shows standards that are broadly average as they were at the time of the previous inspection. The results of the national tests at seven and eleven over recent years have shown standards well below average. The school has set targets for Year 6 in the 2004 tests that are much higher than those achieved in the past. The targets are based on how well the pupils are doing in their class work and in tests at the end of each year. They are challenging but achievable on the evidence of the work seen during the inspection. The results of national tests at eleven show that boys have achieved better than girls in the past but there was no evidence of a significant difference in the work seen during the inspection.

68. The school has good systems for checking how well pupils are doing. They show that most of them arrive at Alanbrooke with below average standards. They achieve well and make good

progress so that all are on track to reach at least the expected standard of Level 4, with a good number predicted to attain the higher than expected Level 5 in the 2004 national tests for 11 year olds. The school uses its assessment systems well to set pupils targets to strive for. This is an improvement since the last inspection. Marking in pupils' books tells them what they need to do next to improve their work and make progress.

69. Pupils achieve well because teaching of mathematics is good throughout the school. This is an improvement since the last inspection. Teachers know what each pupil needs to learn next to make good progress. They teach basic skills well with a strong focus on learning number facts. In whole class sessions, teachers aim questions at individuals and groups of pupils according to their different abilities so that they are all challenged appropriately and no-one is left out. Teachers know that most pupils at Alanbrooke like to learn through practical activities so they provide plenty of these to catch and hold pupils' interest. Consequently pupils enjoy their lessons and learn effectively. For example, in Years 4, 5 and 6 they use dice and dominoes to generate fractions, order them by size and check which are the same. In the Year 2 and 3 class pupils use nail boards to make shapes with a given number of sides before recording them in their books.

70. A small number of pupils present some challenging behaviour. This is generally managed effectively so that other pupils do not suffer unduly and that those with behaviour difficulties can be included in all the lesson's activities. On rare occasions the behaviour of the most challenging pupils slows the pace of the lesson so that learning dips from good to satisfactory. The teaching assistants work well alongside teachers to ensure that all pupils are effectively supported. As a result pupils with SEN achieve well and make good progress towards their targets.

71. The co-ordination of mathematics has been effective in ensuring that pupils make good progress. The school is reviewing and revising leadership roles to ensure that it makes the most effective use of its available expertise.

Mathematics across the curriculum

72. The use of mathematics in other subjects is satisfactory. Pupils use mathematics in science investigations when they need to measure distance, temperature or time, for example. They also use their measuring skills in design and technology when planning and making things. However, there was little evidence of the planned and systematic use of ICT to enhance learning in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Pupils achieve well and standards at Year 2 and Year 6 are average.
- Teaching is good.
- Pupils thoroughly enjoy the practical tasks but are less enthusiastic about writing up results.
- There is little evidence of the use of ICT in science.

Commentary

73. The work of the current Year 2 and Year 6 pupils shows broadly average standards. This is much the same as at the time of the previous inspection. The results of the national tests at 11 have shown standards well below average over recent years. All of the current Year 6 pupils are on track to achieve at least the expected Level 4, with a good number predicted to gain the higher Level 5, in the 2004 national tests. There was no evidence of differences in achievement between boys and girls.

74. The school has good systems for checking how well pupils are doing in science. These show that most pupils arrive at Alanbrooke with below average standards. Because teaching is consistently good across the school, pupils make good progress and achieve well. They thoroughly enjoy the practical activities that teachers set them. Pupils in Years 4, 5 and 6, for example, concentrated well on investigating the links between sound and vibrations. Those in Years 2 and 3 enjoyed finding out about teeth. Pupils are less enthusiastic about recording the results of their work. Consequently some of the work in their books is not presented as well as it might be. This is being tackled effectively with Year 1 pupils through making books in pairs on particular topics including butterflies, weather, eating plants, and dinosaurs.

75. Teachers know their pupils well. They make good use of assessment results to set tasks that they know will motivate individuals and help them to achieve well. They set clear targets so that pupils know how to improve their work. In the books of the younger pupils, where there is little recorded work, teachers note concisely and clearly what the child has achieved and what they need to do next. Comments in the books of the older pupils tell them what was good about their work, how to make it better and what they need to do next. Older pupils are expected to assess their own progress by checking how they well have achieved against what they have should have achieved.

76. Some pupils with SEN present very challenging behaviour at times. This is managed effectively so that, despite their behaviour problems, these pupils achieve well within lessons and do not distract others excessively.

77. The work in pupils' books shows that they cover all the areas required by the National Curriculum. The emphasis on practical investigations ensures that pupils know about conducting a fair test. Science is well resourced so that there is always plenty of equipment for pupils and a good range of books. There is little evidence that pupils make effective use of ICT in science lessons. Co-ordination has been good in ensuring that pupils achieve well. The school is currently reviewing and revising subject leadership roles.

INFORMATION AND COMMUNICATION TECHNOLOGY

There was not enough evidence to be able to make a judgement on provision within ICT. Only a single ICT lesson was seen so no secure judgements about the quality of teaching and learning can be made. No lessons were seen on teaching computer skills.

Main strengths and weaknesses:

- Where teaching was seen it was good.
- Discussion with pupils indicates broad coverage of most aspects of ICT.
- There is little evidence of ICT being planned for systematically and used effectively in other subjects.
- Some staff consider their own confidence with ICT to be lacking.
- Self-evaluation has correctly identified ICT as a priority for development in the school development plan.

Commentary

78. Only a single ICT lesson was seen. In some other lessons computers were used appropriately for individuals or pairs of pupils to reinforce the main focus of the lesson. Where ICT was seen in use teaching was good. For example, Year 1 pupils enjoyed using tape recorders. They learned what the symbols on the buttons meant and were successful in recording and playing back a variety of sounds. Pupils achieved well and made interesting sound stories using musical instruments. In an English lesson on using labels, Year 1 pupils worked individually on a computer arranging the letters of various words correctly. In an English lesson some Year 2 and Year 3 pupils practised their word processing skills, achieving standards appropriate for their ages.

79. Discussion with pupils in Years 4, 5 and 6 indicated that they use the computer suite regularly and cover most aspects of the National Curriculum ICT requirements. They displayed appropriate knowledge and understanding of computer skills in the use of word processing, including importing pictures and changing text, in using spreadsheets, databases and the Internet. They were less secure on control technology.

80. Discussions with staff indicated some lack of confidence with ICT. However, the school has also identified where staff skills and confidence are good and that improving ICT provision is a priority for development. The school development plan shows how provision is to be improved through a combination of support from outside experts alongside support from school staff with expertise and confidence in this area. Staff feel that their confidence has improved since they completed their core training on ICT.

Information and communication technology across the curriculum

81. There was little evidence of ICT being planned for systematically in all subjects. Discussion with pupils suggests that working on classroom computers is sometimes undertaken once initial tasks have been completed rather than as an integral part of the learning in most lessons. In lessons where computers were used, teachers ensured that activities related well to the lesson and pupils enhanced both ICT skills and knowledge and understanding in the main subject of the lesson.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were sampled.

RELIGIOUS EDUCATION

There was not enough evidence during the inspection to make an overall judgement about the provision, teaching or achievement of pupils in religious education. There is every indication from pupils' work and discussion with pupils that standards are broadly average. This is the same picture as the time of the previous inspection.

Main strengths and weaknesses:

- Religious education makes a good contribution to pupils' understanding, respect and interest in different faiths and beliefs.
- Some opportunities are missed for pupils to record their work in depth, extend their writing skills and improve their recording skills.

Commentary

82. Religious education lessons contribute well to pupils' personal, spiritual and cultural development. Discussion with older pupils shows they have an appropriate understanding of the religions they have covered. They talk with enthusiasm about their visits to a Hindu temple, a local church and a visit to school by a Buddhist monk. Younger pupils learn about the religious customs of Christianity and Judaism. These experiences considerably widen the pupils' understanding of different faiths and cultures.

83. Writing and art skills are made use of to support the subject. There are regular planned opportunities for pupils to discuss moral issues and to act out important events and religious stories. While there are opportunities to use computer skills for research, this could be further developed. There is a limited amount of recorded work in books. Some pupils have poor presentation skills. Some opportunities are missed to extend pupils' writing skills.

History

84. No lessons were seen in history so it is therefore not possible to form an overall judgement about provision. There is every indication from pupils' work and discussions with pupils that standards are broadly average. This is the same picture as at the time of the previous inspection. Trips such as those to the Jorvik Centre when studying the Vikings, and to Ormesby Hall when studying the Victorians provide stimulating starting points for pupils' work. Younger pupils acted out life in Victorian times during a visit to Ripon workhouse. While there are opportunities to use computer skills to research in history, this could be further developed. There are some opportunities to write expressively about the experiences of people in the past. However, many pupils have poor presentation skills and do not take enough care in their written work.

Geography

85. No lessons were seen in geography so it is therefore not possible to form an overall judgement about provision. There is every indication from pupils' work and discussions with pupils that standards are broadly average. This is the same picture as at the time of the previous inspection. Pupils talked with great enthusiasm about the visit by Chris Brown, the mountaineer as part of their geography topic. The school also provides the older pupils with a residential experience to further their skills. While there are opportunities to use computer skills to research in geography, this could be further developed. There is a limited amount of recorded work. Many pupils have poor presentation skills. Some opportunities are missed to extend and improve pupils' writing skills. When pupils produce work on displays and in topic books, the presentation is much better.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art, and design and technology. No lessons were seen in music and physical education so no report can be made on these two subjects.

86. A scrutiny of displays around the school showed a varied and interesting selection of work in **art and design** with standards at the levels to be expected of the pupils' ages. The work included some good examples of observational drawing and painting as well as imaginative work, and included a range of techniques and materials. This is much the same as at the time of the previous inspection. There was also evidence of pupils learning about, and reflecting on, the work of artists from a wide range of cultures around the world. One display was based on aboriginal art for example.

87. In the single lesson seen in **design and technology** pupils in Years 4, 5 and 6 made fairground rides. The older pupils included electric circuits, building upon their work in science, while the younger pupils made mechanical devices. Achievement was good and the pupils thoroughly

enjoyed the practical nature of the activity. They concentrated well and worked effectively in pairs. Work on display showed that junior age pupils had also made purses while infant pupils had made chairs as part of their work on the Goldilocks story. In the work seen standards were around the level to be expected of the pupils' ages.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Only one lesson was seen in this area so no judgement can be made about provision. The school places great importance on this aspect. Much is covered through other subjects. For example, science includes a study of healthy eating and lifestyles. Circle time is a regular feature that gives pupils a chance to discuss issues of importance to themselves. Philosophy lessons encourage pupils to think through issues like gender stereotyping and to challenge traditional and outdated attitudes. Sex education and drugs awareness are covered with the support of outside agencies and in line with governors' policies. Visits out of school and working in small groups within lessons help to improve pupils' self esteem and social skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).