

INSPECTION REPORT

ALL SAINTS RC PRIMARY SCHOOL

Thirsk

LEA area: North Yorkshire

Unique reference number: 121657

Head teacher: Mr Terry Starr

Lead inspector: Mr Andrew Clark

Dates of inspection: 15th – 17th September 2003

Inspection number: 255330

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:	Voluntary aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	88
School address:	Green Lane East Thirsk North Yorkshire
Postcode:	YO7 1NB
Telephone number:	01845 523058
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Marie Cartwright-Terry
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than average. It serves the small town of Thirsk and neighbouring villages. The children's attainment on entry to the school is wide ranging and varies from year to year because of the small numbers. It is generally above average. The percentage of pupils eligible for free school meals is well below average at 2 per cent and socio-economic circumstances are positive. Approximately 10 per cent of pupils have special educational needs which is below average. The percentage of pupils with a statement of special educational needs is average. The pupils' needs are largely moderate learning difficulties. Almost all the pupils are from white British backgrounds and there are no pupils with English as an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Andrew Clark	Lead inspector	Mathematics
			Science
			Art and design
			Design and technology
			Music
			The Foundation Stage
9572	Kitty Anderson	Lay inspector	
18819	John Atkinson	Team inspector	English
			Information and communication technology (ICT)
			Geography
			History
			Physical education
			Special educational needs
			English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. The school is well led and managed and good teaching ensures pupils achieve well. Standards are well above average by Year 6.

The school's main strengths and weaknesses are:

- Well above average standards and good achievement by end of Year 6.
- Very good views of the school by pupils and parents.
- Attendance and pupils' enthusiasm for school.
- Provision in the Foundation Stage.
- Provision for special educational needs and the inclusivity of the school.
- The commitment towards achieving a shared vision by staff, governors and parents.
- Too few opportunities for pupils to show enterprise and initiative or undertake greater levels of responsibility.
- The pupils are not sufficiently involved in planning what they need to do to improve because standards of marking vary.

There has been good improvement since the school was last inspected. Standards have risen significantly in core subjects. The use of assessment to guide learning is now good and information for parents is very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A	A
mathematics	C	B	A	C
science	A	A*	A*	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**The number of pupils is small and caution should be shown in interpreting the results.*

Children achieve well in the Foundation Stage (reception class). A high proportion of children exceed the goals they are expected to reach by the end of the reception in communication, language and literacy, personal and social development and mathematical development.

Pupils' achievement in the infants is good. It is above average for the current pupils in reading, writing and mathematics. Recent test results are well below average against similar schools because of an increasing percentage of pupils with special educational needs who do not attain the expected levels and this has a significant impact because of the small number of pupils taking the test. Standards in ICT, history, geography and music are good.

Pupils' achievement in the juniors is good. Standards are well above average in English, mathematics and science. In science they are in the top five per cent in the country. Standards in ICT, history, geography and music are good. Pupils with special educational needs make good progress. Both boys and girls achieve well.

Attitudes are very good. Pupils love school and are eager to work. **Behaviour is very good.** The pupils are polite and thoughtful. They care for each other at break and playtimes. Attendance and punctuality are excellent. Pupils are very prompt and rarely absent. **The pupils' spiritual, moral, social and cultural development is good.** Children are given very good guidance on right and wrong. They do not have enough opportunities to take responsibilities around school and this adversely affects their social development. Although pupils are largely from white British families, they have a satisfactory understanding of other cultures represented in Britain.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good throughout the school.

Children are well taught in the reception class because staff make learning fun and plan work well to individual needs. The teaching of English and mathematics is good in the infants and juniors as teachers consistently develop reading and writing skills in other subjects. The pupils are curious and persistent in their work because lessons involve pupils in investigations and experimenting. Occasionally, teachers do not demand enough from pupils during lessons. There are many good examples of marking, but this is not consistent and pupils do not always know what they need to do to improve. Pupils with special educational needs are well taught because work is individually planned and teaching assistants give good support.

There is a good curriculum which is broad and relevant to pupils of all ages. It is very good for reception children because all activities are stimulating and well planned to develop basic skills. There is a good range of extra-curricular activities.

Care, guidance and support for pupils are very good and are reflected in the positive views of pupils. However, there are no systems for pupils to express their views and be involved in organising school life.

The partnership with parents is very good. Links with the community are good. Links with other schools are very good. Parents are very well informed and contribute well to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

Leadership is good. The headteacher takes a strong lead through his teaching and leadership of English. All staff make a good contribution to improving standards.

The management of the school is good. The staff use the strengths of a small school well to share good practice and monitor the standards of pupils' work. The school improvement plan is a whole team responsibility and is very focused on priorities for improvement. Systems to regularly gather parents' views are not yet in place.

The work of the governing body is good. They have good procedures for ensuring policies are up to date and for monitoring their implementation. The governors' level of commitment to the school is high and financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views are very good. They have no significant concerns and feel there are very good relationships with the school.

The pupils love their school and are very proud of it. They feel they are well taught and cared for.

IMPROVEMENTS NEEDED

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

- Involve children more in understanding what they need to do to improve their work by providing more guidance through marking.
- Allow pupils more opportunities to take responsibility and show enterprise in their school life.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall. It is satisfactory for mathematics in Year 2. Standards in the core subjects are well above average.

Main strengths and weaknesses

- Well above average standards in English, mathematics and science by Year 6. Pupils achieve well.
- There has been a strong trend of improving results in national tests and pupils' progress from the infants to the juniors is better than average.
- Above average standards by Year 2.
- Children make very good progress in the Foundation Stage.
- Pupils with special educational needs achieve well and meet their targets.
- The most able pupils and those with a gift or a talent make good progress.
- Standards in ICT are above average.
- The development of pupils' literacy and numeracy skills is achieved well through all subjects.
- The school sets challenging targets for achievement in national tests and successfully meets them.
- The progress pupils make in mathematics in Year 2 is slower than in other subjects because the lessons are not always challenging enough to each pupil.

Commentary

1 The children get a very good start in the reception class. Many children exceed the expected goals in personal and social development, communication, language and literature and mathematical development. They are enthused to learn by the knowledgeable staff and by well-planned activities in all areas of learning.

2 The current pupils in the infants achieve above average standards in reading, writing and mathematics. However, there has been a decline in test results in recent years so these have fallen well below those of similar schools. This is because the results for such a small number of pupils are affected by an increasing number of pupils with special educational needs. The schools' own thorough tracking system shows that pupils are achieving well against their earlier standards. The pupils' progress, while satisfactory, is not as good in mathematics since work in Year 2 is not always as challenging as it could be.

3 There has been a good trend of improvement in national test results for Year 6 over the last three years and results have been above or well above average. By the time pupils leave school they are achieving very high standards in the core subjects. For example, most pupils read very well. They read challenging books with fluency and lively expression. Pupils' writing is also very good. They write for many different purposes with a good command of language usage. This is particularly effective because of the good use made of writing skills in subjects such as history, geography and science. By Year 6 pupils have effective numeracy skills. They make quick mental calculations to a good standard. Science results are in the top five per cent in the country because of the high proportion of pupils at higher levels. This is a result of the open ended, investigative approach, typical of the very good teaching. Data handling skills are particularly well developed through science work involving graphs and charts. Learning in ICT is also integral to other subjects and this provision leads to good standards.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	15.7 (17.6)	15.8 (15.7)
writing	14.7 (15.9)	14.4 (14.3)
mathematics	15.7 (17.0)	16.5 (16.2)

There were 12 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	30.2(30.7)	27.7 (27.0)
mathematics	28.9(27.9)	27.6 (26.6)
science	31.7 (31.2)	29.1 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attendance is excellent. Attitudes and behaviour are very good. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Levels of attendance are well above the national average.
- Attitudes to school are outstanding. Pupils love their lessons.
- Behaviour is very good. The staff promote moral development very well.
- Relationships between pupils and with adults are very good.
- Pupils have high self esteem, particularly those with special educational needs.
- Children in reception achieve very well in personal and social development.
- Pupils are not given enough opportunity to show enterprise and responsibility.

Commentary

4 The pupils are very eager to come to school. There are no unauthorised absences and the secretary promptly contacts parents when a child is not in school. The excellent attendance is a consequence of the very good partnership with parents, the positive ethos through the school and the pupils' very good attitudes.

5 In lessons and around the school behaviour is very good. Teachers and non-teaching staff have high expectations for good behaviour. This starts in the reception class. The children quickly learn to move around school in an orderly way, without fuss. They learn to listen to each other and take turns in games or when reading in a group. Pupils play very well with others in the playground. There is no aggression and older pupils take good care of younger ones. The staff promote this through praise and support well. However, in a small proportion of lessons the teachers allow the pupils too long to settle to their work, which wastes time. They emphasise the 'family' ethos through assemblies and personal and social and health education and pupils respond well.

5 The pupils' attitudes are very good. They feel their lessons are very interesting and that the teachers take good care of them. They are eager to take part in the many practical activities in science and design and technology lessons for example. They take pride in presenting work neatly and working hard. The pupils with special educational needs have particularly high levels of self-esteem. They are very willing to have a go and explain their ideas to classmates even when the task

is physically or mentally challenging. This leads to good achievement. The very good relationships with the teachers and support assistants encourage all pupils to feel confident and have no fear of failure.

6 Personal development is good. The school promotes spiritual development well. Pupils are encouraged to be curious about the world around them through assemblies and in lessons. There are good opportunities for prayer and reflection. Pupils are not given enough opportunities to take responsibility or show the enterprise that their maturity and positive attitudes suggests they are capable of. For example, they have no school council to involve them in decision making nor take part in simple administration tasks such as setting up the equipment for assemblies. The pupils do, however, feel very confident that the staff will listen to them and act on suggestions or concerns. Cultural development is good. They learn about the multi-cultural nature of contemporary Britain through lessons in personal, social and health education and the religious education curriculum. They have a good knowledge of their local culture and history.

7 Overall, this small school uses the opportunities for close relationships and a good knowledge of individual pupils very well to promote good attitudes, behaviour and personal development. The pupils have very positive views of the school and feel a part of the community.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black African
Chinese
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
64	0	0
1	0	0
1	0	0
1	0	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

The quality of education provided by the school is good. Teaching and learning and the curriculum are good.

Teaching and learning

The quality of teaching and pupils' learning is good. The quality and use of the assessment of pupils' work is good.

Main strengths and weaknesses

- The teaching of English and mathematics is good.

- The teachers have high expectations for good behaviour linked to very good relationships. Occasionally this is hindered when the teachers expectations for pupils to settle and get on with their work are not clear enough.
- Very good teamwork by teachers and teaching assistants helps pupils with special educational needs learn well.
- The teachers use assessment well to match work accurately to pupils needs. The brisk pace of lessons ensures time is used well.
- Pupils enjoy what they learn and have a desire to learn more, because of the practical nature of much of their work.
- Planning in the Foundation Stage is very effective so children learn through play and discovery.
- Pupils are not always sufficiently aware of what they need to do to improve their work.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	12	5	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.

8 The children make a strong start due to the good teaching in reception. The teacher and support assistant are a very close team and provide challenge and life in lessons. Their very good knowledge of children's needs means that all areas of learning are well planned. Good opportunities are taken to teach basic skills through all areas of learning. The lessons are practical and fun, for example mathematics lessons involve running and jumping games. As a result the children are eager to learn and show good levels of independence in their work. The reception teacher carefully observes and records children's achievements and uses this information very well to plan for future learning.

9 Reading and writing skills are taught well throughout the school. This allows pupils to work independently by researching information or using reference material such as dictionaries and thesaurus. This has a good impact on standards, particularly in history and geography. The teaching of mathematics is good. Learning is based on solving problems and looking for number patterns, which engages the pupils' interest and encourages them to persevere.

10 Teachers make good use of assessment. As a result, pupils are considered as individuals, so younger pupils will work with older ones in the class if that is felt most appropriate. This is particularly effective for those with special educational needs. The individual education plans are precise and accurate and all staff have a very good idea of the pupils' learning priorities. For example, in design and technology in Year 6, the teaching assistant chose questions that prompted the pupils to describe the puppet he was making and to spell out the relevant key words. Pupils with a gift or a talent for a particular subject often work with an older class for that lesson. For all pupils, work is marked regularly. In English, there is often marking of a high standard where teachers give pupils strong points for improvement and engage in a dialogue about their work. However, this is not consistently applied in all classes. Teachers do not make as much good use of marking in other subjects and do not involve pupils enough in deciding what and how they need to improve.

11 There are very good relationships between pupils and their teachers and this is leading to high standards of behaviour and hard work in most lessons. In the best lessons, such as science in Year 5 and 6 and mathematics in reception, the teachers set a very good pace for pupils to work at and the pupils rise to the challenge. Occasionally, the teachers allow pupils too long to settle and fulfil their tasks and this leads to a little time being wasted.

12 A key element in the good teaching is the practical nature of much of the work. In humanities pupils research their own local environment through visits and reference material. In science and technology, the pupils regularly plan and initiate their own investigations and experiments.

The curriculum

The good curriculum is broad, balanced and well planned to meet the needs of classes with pupils of different ages. Accommodation and resources are good. The school meets the requirement to teach the National Curriculum and, even though it is a small school, offers a good range of extra-curricular activities.

Main strengths and weaknesses

- The provision for special educational needs is very good.
- Many extra-curricular activities and visits enhance the curriculum.
- The emphasis in the curriculum on promoting pupils' personal development is very effective.
- The small size of the school has limited its attempts at innovation in the curriculum.

Commentary

13 The school is very successful in meeting the needs of pupils because of the attention that all staff give to ensuring that all pupils are given the opportunities to reach their potential. Pupils with special educational needs receive extra help from talented, committed support staff, therefore they are always included in the activities that their class is doing. Teachers take many opportunities to promote pupils' personal and social skills through the curriculum. Pupils are required to participate in discussions, work in groups and teams, share ideas and listen to the opinions of others. Teachers regularly use the curriculum to make pupils aware of what is going on in the world outside of school and how it is important it is to consider events from other people's points of view.

14 The relevance of many topics that pupils are learning in certain subjects is brought to life by visits and visitors. For example pupils conducted a traffic survey in Thirsk as an extension of their geography work, visited an outdoor education centre as part of the physical education curriculum and visited a local museum in history. The school extends the curriculum through clubs, musical activities and sports teams and pupils of all ages are very keen to join in. Not only does this encourage a desire in pupils to learn as much as they can but it also helps the school to establish an atmosphere where learning is seen by pupils to be exciting and enjoyable.

15 The school has just improved its accommodation for the under fives and there is now a safe area where children's physical development is fostered. The school uses all the available space to good effect and computers are available in every classroom. Because the school is small and the number of staff relatively low, there are pressures on staff to manage the many changes that schools face. This has led the school to focus on responding to changes rather than having the confidence to initiate changes that would further improve the curriculum in school.

Care, guidance and support

Standards of care, guidance and support are very good. However, the school does not seek pupils' views sufficiently.

Main strengths and weaknesses

- The school has a very caring ethos. All pupils are valued as family members.
- There are good procedures to protect pupils' welfare, health and safety.
- There are too few opportunities to seek pupils' views and involve them in school decision making.

Commentary

16 Since the previous inspection the school has continued to provide a very caring and supportive learning environment. Teachers use appropriate varied teaching strategies, so individual pupils are focused on their class work. As a result the pupils' self-esteem is raised and they feel valued. Many parents have expressed their appreciation of the quality of care their child receives to ensure progress is made.

17 The headteacher is the designated member of staff for all aspects of Child Protection. He is himself fully trained and ensures that all members of staff are suitably trained too. The school has adopted locally agreed procedures. First aid and health and safety issues are taken seriously. The governing body is very thorough in ensuring there are regular health and safety checks. Health and safety and child protection are standing items on the agenda for staff meetings so all adults in the school are well briefed as appropriate.

18 The pupils have very positive views of the school and feel that they are listened to and their concerns addressed. This is a direct result of the very good relationships between all members of the school community. However, there are no direct methods for pupils to have a say in decision making or show enterprise and initiative towards daily routines.

19 The pupils' support and guidance through assessment and monitoring is very good. Both academic and personal development are tracked as pupils progress through the school forming the basis for good personal and social achievement. Pupils are fully involved in target setting in curriculum areas and through the home-school diaries or the annual report. For those few pupils presenting behaviour or non-academic concerns, the headteacher carefully monitors their progress. All parents are confident that any issues are promptly dealt with.

Partnership with parents, other schools and the community

The partnership with parents is very good. Links with other schools are very good and there are good links with the community.

Main strengths and weaknesses

- Parents are very pleased with all aspects of the school.
- The regular information they receive is helpful for supporting their children. However, they are not fully involved in setting targets for future learning.
- Very good use is made of links with other small schools to provide training for staff and visits for pupils. There are effective procedures for transfer to secondary school.
- Although parents are very comfortable about approaching the school there are few systematic ways to ensure their views are fully represented in school planning.

Commentary

20 The school has improved its communication with parents since the previous inspection and they are now very good. They make a significant contribution to improving the quality of education by supporting teaching and learning in a number of ways. Many help in and around the school by reading with pupils or assisting in cooking. The home school diaries are linked with homework and are used effectively. Parents make written comments and feedback is usually given. As a result parents can easily monitor and support their child's learning. Almost all parents are confident that they have noticed real progress in their child's education. Overall, the majority of parents were happy with the quality and quantity of homework. The very good weekly newsletters from the headteacher are a strength of the information, although pupils are insufficiently involved in its production.

21 Parents' views are gathered in a number of ways, including occasional specific questionnaires. The parent governors actively seek information from parents. However, the

systems for gathering and responding to parents' views are not as rigorous and systematic as they could be. The parent governors play a strong role in managing and challenging the school, particularly in improving the accommodation.

22 Overall the quality of information is of a high standard. The annual reports are specific to each pupil and targets for improvement clearly set out. There are regular parents' meetings when progress is discussed. Although parents of pupils with special educational needs are fully involved in setting new targets for their children, this process is not well established for other pupils.

23 A wide variety of specialist visitors come into school to support specific aspects of the curriculum. A variety of school trips are linked to curriculum areas. Very effective links exist with other small schools and the head has a leading role in this. Events such as the pupils' residential visits and some key training activities for teachers are substantially developed through this co-operation.

24 Links with the local secondary school are very good. There are good relations between staff and regular, constructive visits. The parents are very happy with the preparation their children undergo for their next stage of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and key staff is good. There is good management. Standards of governance are good.

Main strengths and weaknesses

- The headteacher sets a good example through his good teaching and calm leadership.
- The staff work very well as a team contributing well to the management and leadership in subjects.
- Teachers make good use of detailed analysis of test results and other assessment criteria to raise standards in the core subjects.
- The development and management of the foundation stage is very good.
- The management of pupils with special educational needs is very good.
- The governors challenge the headteacher and staff by setting and monitoring rigorous targets for improvement.
- The governors fulfil their statutory duties well and monitor improvements closely. This has contributed to good improvement since the last inspection.
- Financial management is good. The school improvement plan is central to guiding school improvement and is accurately costed.

Commentary

25 The headteacher leads the school in a calm and thorough manner, which extends from his own good teaching. He teaches for over half the time but also supports colleagues well. He has established good procedures for monitoring the quality of teaching and learning and this has had a significant impact on securing high standards. There is a lot of mutual respect amongst staff and this contributes to effective management. Performance management procedures are established well so all staff have good access to training and development activities.

26 All teachers take leading roles and fulfil these roles well. The monitoring of teaching in the core subjects is used well to identify strengths and weaknesses. However, not much time is available for teachers to observe each other. Very effective use is made of analysis of tests and assessments to improve standards. For example, weaknesses in problem solving in the infants led to a stronger emphasis in the planning and assessment. The whole staff often address issues by developing strategies together and reporting back regularly on their impact. This has been particularly effective for design and technology and ICT.

27 The governors are well organised through a good programme of regular activities which ensures that all policies are up to date and actively used. They supplement the clear and concise information from the headteacher's report to governors through regular monitoring that is recorded and fed back to staff and governors. There are good relationships between staff, parents and governors based up on good, frequent information. Finances are carefully managed and regularly monitored. There is currently an underspend in excess of the recommended five per cent which has arisen from staff changes and grants received. The planned expenditure for the current year is designed to reduce the underspend significantly. The school improvement plan is now costed in more detail and is focused clearly on change.

28 The special educational needs coordinator works closely with the governing body to make certain provision is effective. There is good early assessment of pupils' needs and very good use of support staff. They achieved a Quality Mark award for this area. The Foundation stage coordinator has built well on earlier improvements so that the provision for reception is now very good.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	250008
Total expenditure	248417
Expenditure per pupil	2561

Balances (£)	
Balance from previous year	38866
Balance carried forward to the next	40457

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is very good. The 10 children in reception had their first two days in school during the inspection and were only in part time on the third day. It was, therefore, not possible to gather sufficient evidence on some areas of learning such as physical and creative development to form an overall judgement. However, a scrutiny of the work of children who have just started in Year 1, in the same class, and analysis of the teacher's thorough records of progress confirmed the overall judgement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children quickly settle into school.
- They feel very confident with adults and enjoy talking about their work and play.
- The children learn to make choices for themselves and to persevere for extended periods.
- They are thoroughly engaged in role-play in the classroom's fairytale castle and chat and play happily together.
- They learn to care for others through well-planned activities such as washing a baby and learning about animals and vets.
- By time they start Year 1 the children sit and listen to the teacher for suitable periods of time and follow instructions carefully.
- The children's personal development is carefully tracked and recorded as they progress through reception.

Commentary

29 The teaching is very good because the teacher and nursery nurse work closely as a team putting the children's needs at the heart of learning. For example, routines are simple and quickly established so children feel confident in the classroom. Activities are arranged well so children have easy access to them and know how many work on one task at a time. There is a good balance between listening and following instructions and choosing their own work. The sessions often finish with songs or a period of reflection which prepares children for the next lesson or going home. As a result of the effective provision children are well prepared for Year 1. The Year 1 pupils in the class act as good role models and take this task very seriously. Learning is often fun and adults and children laugh a lot, for example by playing chasing games as part of reading activities. This helps them to develop a sense of humour and establishes good relationships. The classroom is very attractive with children's work forming the basis of stimulating displays

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are good.
- The children make very good progress in their writing skills. The majority write sentences independently by the time they start Year 1.
- They write for a good range of interesting purposes based on all areas of learning.
- Children enjoy listening to stories and achievement in reading is good.
- Children enjoy rhymes and poetry and are increasingly adventurous in their choice of words.

- Less able children and those with special educational needs achieve very well because work is adapted for their individual needs.
- The teaching of language activities is very good.

Commentary

30 The curriculum is well planned so that the children build up the skills they need for reading and writing systematically at a pace to suit them. For example, they start writing about themselves and their families using photographs and pictures. Many children have good letter recognition when they start school. Fun activities based on letter sounds reinforce this and the children quickly learn to link sounds and form words. The majority of children enjoy 'writing' for many different reasons and quickly progress through writing over the teacher's words to underwriting and attempting their own words. The staff skilfully guide children in their reading and writing, placing just the right emphasis on free expression and structured activities. The teacher and nursery nurse are superb storytellers engaging the children through long pauses and good eye contact. The teacher makes very good use of stimulating cardboard characters to bring books to life. Stories are well chosen to make children laugh or engage their emotions. For example the children love finding rhyming words for 'Fred likes...bread.' The teacher models neat writing well on the white board and on classroom wall displays displays. Children make good use of computers for reinforcing the learning of letters and linking writing and pictures. Parents also make a very good contribution to learning by reading with and to their children and learning new words at home. They make very good use of reading diaries to communicate with parents.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The children count confidently to 20 and many write numbers carefully.
- They identify properties of rectangle, square, circle and triangle.
- They learn well because of the emphasis given to investigation and games.
- Children are highly motivated, enthusiastic and enjoy learning.
- Children of all abilities achieve well.

Commentary

31 The teaching is good. In the lessons, lots of opportunities are provided to practise basic skills in different and challenging ways. So the children search out hidden numbers in the sand tray and place them in order; match numbers to a given number of pegs and thread beads to the required number. The very good teamwork among staff means children work consistently towards clear learning goals through the full range of activities. Good use is made of all areas of learning to develop mathematical skills. For example, children make symmetrical patterns based on trees and estimate their size. They use computers to draw shapes and play a good range of games to reinforce mathematical learning. Attractive resources, often made by the teacher, engage the children in their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- Children have a good knowledge of regular events including the days and the seasons because of daily routines.
- They have a good knowledge of growth and change and show this through their pictures and labels.
- Children use computers well. They use the mouse and keyboard purposefully and plan routes for a floor robot.
- Children learn about geography through making detailed maps of a fictional island.

PHYSICAL DEVELOPMENT

During the inspection work was under way to create a separate play area for the reception children. It was not possible to inspect outdoor play.

Main strengths and weaknesses

- There is a good range of outdoor play toys which is a good improvement since the last inspection.
- Children's skills with handling small objects such as pencils and pens are good. They mould dough and handle sand with increasing dexterity.
- In the playground children run and jump into hoops as part of their literacy lesson. They do this with a good awareness of each other.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- Children are quick to learn songs, such as counting and activity rhymes. The older Year 1 pupils in the class are eager to teach them their familiar songs. As a result, in the two days the children had been in the school they had learnt a good range and sang tunefully.
- The children show at least satisfactory control of paint brushes. Many children are already drawing faces with key features such as eyes and noses. The more able pupils mix their colours well.
- Photographs show that pupils have a wide range of experiences in creating 3 dimensional models using cardboard and fabrics.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- By the end of Year 6 pupils achieve standards that are well above the national average.
- Pupils are enthusiastic and fluent readers.
- Pupils write accurately and imaginatively with high standards of presentation.
- Pupils are confident in expressing opinions and keen to contribute to discussions.
- Pupils work hard and enjoy their lessons.
- Provision for pupils with special educational needs is very good
- The marking of pupils' work is not consistent in stating what pupils need to do to improve.

Commentary

32 Since the last inspection standards of attainment have improved and pupils are achieving what they are capable of. By the end of Year 6 most pupils achieve at least the national expectation and many achieve level 5. The very high standards are reached for three main reasons. First, literacy skills are practised and developed in subjects other than English, particularly history and science. Second, there is a very structured approach to reading. Third, the teaching of writing is extremely thorough and complemented with a good range of opportunities to practise writing in different contexts.

33 Pupils are enthusiastic and skilled readers because reading skills are taught systematically from Year 1. This helps pupils to develop an appetite for reading that is fostered through the availability of a good range of books and the close links between home and school. The outcome is that by Year 6 pupils are fluent and independent readers who read for pleasure. They carefully

choose the books that they read, know who their favourite authors are and can explain why they like particular books.

34 The quality of teaching is good. Teachers are very successful in questioning pupils and encourage them to contribute their ideas and voice their opinions. This means that pupils are confident and articulate in expressing themselves. They listen attentively to their teachers and show very good social development in listening carefully to each other and respecting the different views and opinions that other pupils have. The teaching of writing is a major strength. Pupils are taught how to structure their writing and use vocabulary effectively. Teachers provide many opportunities for pupils to write for different purposes and have high expectations of what pupils will achieve and how they present their work. By the end of Year 6 pupils write very imaginative stories and drama scripts. They are accurate in writing instructions and very persuasive when formulating arguments about issues such as 'Are school holidays too long?' Teachers have a good knowledge of what pupils are capable of because they assess pupils regularly and monitor their progress closely. In Years 2 and 6 the marking of pupils' work is extremely thorough and written comments make it clear what pupils have to do to improve. However this is not consistent for all pupils and therefore some are not being as well informed about what they need to do achieve better.

35 The leadership is very good and results in staff being well supported in implementing new developments and initiatives. In a small school this is particularly important and the overall outcome is that staff are united in taking a common approach, sharing ideas and supporting each other. The use of support staff is very well organised and results in pupils with special educational needs receiving high quality support. The outcome is that these pupils make very good progress, develop very positive attitudes towards learning and work hard to reach the targets that are set out in their individual education plans.

Language and literacy across the curriculum

36 The provision is very good. Pupils have many opportunities for improving their writing skills in other subjects. In science pupils write up their investigations and set out work in a structured manner using the language that is appropriate to the work. In history they have regular opportunities for extended writing such as when Year 6 pupils write about 'A day in the life of a mill worker'. Pupils are constantly encouraged to spell accurately and use punctuation properly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6 and they are above average by Year 2.
- There has been a good trend of improvement in national tests. The pupils' achievement is good overall.
- Pupils' calculation skills are very good.
- Pupils' data handling work is very good.
- There are good opportunities for pupils to learn through investigation.
- The pupils make good use of mathematical skills in science and design and technology.
- Pupils' work is well presented and this helps them organise their ideas. In the Year 2/3 class the work is not so well organised and this means pupils do not always make the good progress they do in other classes.
- The quality of teaching is good.
- Teachers mark work accurately but do not always give guidance for improvement and involve the pupils enough.

Commentary

37 By the time pupils leave school a high percentage of pupils are working at higher levels than normally expected. This is a direct result of a well-planned curriculum, careful tracking of progress and good teaching. So by Year 6, pupils have a very quick grasp of how to calculate in fractions and how to produce the inverse operation. They are particularly good at explaining the mental strategies they use in multiplication and division sums involving two or three digits. Pupils with special educational needs, although working at a lower level, achieve well in lessons because support is very focused on their needs and the work is broken into simple units. By Year 2, pupils are counting in tens from a given number, for example 22 to 32, with speed. However, the teacher lost some momentum in the lesson because the explanation linked to an abacus is over-complicated. Many of the pupils count beyond a hundred and match the numbers to written digits. In most classes, the more able pupils rise to the challenge of demanding open-ended tasks. Teachers generally set tight time limits so that pupils are always thinking and involved.

38 There is particularly good teaching and learning of data handling. Pupils make good use of data handling to complement their work using spreadsheets on computers to organise information and produce calculations. In Year 2, computers are used well to complement work on place value and basic skills.

39 The quality of teaching is good. Teachers are enthusiastic and this spills over to the pupils in their mental and oral work. Teachers expect high standards of presentation. Although work is marked accurately there is little evidence that pupils share in setting targets for improvement in their work. In Year 2/3 the teachers' management of the pupils is not always consistent and she gives them too much time to settle.

40 The subject is led well. There has been good improvement since the last inspection. There has been regular detailed analysis of national test results and areas of weakness have been quickly addressed. Focused monitoring of teaching and analysis of pupils' work in books support this. The governing body is well informed on progress in the subject through their own monitoring and discussions with coordinators.

Mathematics across the curriculum

41 This provision is good. Pupils make good use of data handling skills in science. For example, they collect their own data on pulse rates and exercise and calculate averages. They then present this in line graphs and analyse the outcomes well. In design and technology pupils draw plans to scale of their local environment. They use accurate measures in puppet designs and in food technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The standard of work by Year 6 is well above average and above average by Year 2.
- Pupils show curiosity in their work and enthusiasm to learn.
- They use a precise scientific vocabulary in their work.
- They record their experiments in logical and interesting ways.
- Good use is made of literacy and numeracy in the subject. However, there is not a lot of use of ICT.
- The pupils work well in pairs and groups and take responsibility for organising their work.
- Pupils with special educational needs make good progress because teachers and support staff ask probing questions to help them develop their understanding.
- The pupils' develop good basic skills and the teachers employ good strategies enabling pupils to use them.

- There is little evidence of the use of the local environment in the older pupils' work.

Commentary

42 A key strength of the work throughout the school is the practical approach and regular open-ended investigations, which challenge pupils of all abilities. By Year 2 pupils have a good knowledge of life and living processes and show this through well-drawn diagrams. They make accurate predictions based on a good knowledge of light and shadows. Devising their own charts, for example when investigating different habitats, often challenges the more able pupils. By Year 6 pupils use their initiative well to devise their own investigations for testing the stretching properties of elastic bands or measuring evaporation of different solutions. Pupils measure temperatures carefully and produce accurate line and frequency graphs. They do not use ICT for scientific measurements but make effective use of spreadsheets and word processing.

43 The curriculum is broad and exciting and learning is often related to real life situations. The teaching observed in the juniors was very good because of the fast pace at which pupils built on their earlier experiments and the high quality of ongoing recording. Throughout the school, work is well presented with a good balance between recording to a given framework and the pupils' own ideas. The pupils make good use of their reference skills in researching subjects such as earth and space or the habitat of insects, using books and computers. Although some use of the fields and grounds is made in work on insects and different habitats, some opportunities are missed for extended work on the changes through the seasons or studying the flora and fauna in more detail.

44 The subject is well led and managed. The coordinator uses detailed critical observations of teaching and learning to improve standards alongside close analysis of tests and assessment results. Standards have risen well since the last inspection and achievement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- By Year 6 pupils achieve high standards in ICT
- Pupils have good skills in a range of technologies.
- Teachers use ICT as part of their everyday teaching.
- From the age of 5 pupils develop their ICT skills successfully and build upon them each year.
- ICT skills are developed through most subjects that are taught
- Standards have improved well since the school was last inspected.

Commentary

45 Teachers plan to use ICT in most subjects that they teach and this means that pupils practise and develop their skills on a regular basis. The ICT resources in each class are good and encourage pupils to use a range of technologies. As a result pupils in Years 1 and 2 use the computer to develop their art and design skills, to word process their stories and to produce graphs and bar charts in mathematics. They use a digital camera to photograph the vehicle that they made in design and technology and use the tape recorder to listen to stories in English and religious education. Pupils at this age also use the Internet to find out information and pictures about the topics that they are doing in geography and history. Because the teachers are confident in the use of ICT, pupils have good role models and become confident themselves.

46 This confidence is further developed in the juniors and, because the teachers' planning is very thorough, pupils are regularly using ICT in a range of subjects. Pupils use the Internet to research topics in science and history, such as the Tudors. Pupils therefore develop the desire to discover more about their work and become increasingly independent of their teacher. Pupils know

how to use spreadsheets and use this skill effectively to record their findings on healthy eating. Pupils' ICT skills are best demonstrated when they produce multi-media presentations about their residential visit to Beverley Park Outdoor Education Centre. Here pupils bring together many skills that they have acquired and use them creatively to combine text, graphics and sound.

47 The beneficial effect of the good teaching and use of resources is that pupils achieve high standards and a full understanding of how ICT can help them in their learning.

Information and communication technology across the curriculum

48 Information and Communication Technology is used well across the curriculum and is a significant factor in the high standards that pupils reach.

HUMANITIES

49 Only one history lesson and one geography lesson were observed during the inspection but inspectors looked at a sample of pupils' work in the juniors. Religious education was not inspected.

History

Main strengths and weaknesses

- By Year 6 pupils know how events from the past influence what happens today.
- The curriculum is well planned and pupils have good opportunities to study a wide range of topics.
- Pupils' understanding of historical events is enhanced through visits to places of significant historical importance
- Pupils develop well the ability to evaluate evidence to inform their personal judgements of events in the past.
- Pupils have a good understanding of their own local area.
- Teachers use artefacts and resources effectively to capture pupils' interest.
- Pupils use ICT effectively to research topics.

Geography

Main strengths and weaknesses

- By year 6 pupils have a good understanding of their local environment and the effects of environmental change.
- Pupils have a good understanding of the similarities and differences of their own locality with other parts of the world.
- The curriculum is well planned and pupils have good opportunities to study a wide range of topics.
- Teachers use the local area as a good resource for teaching geographical skills.
- Pupils are able to locate places on maps using 6-figure grid references.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

50 Only one lesson was observed in art and design and one lesson in design and technology and it was not possible to make an overall judgement in these subjects.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils have a good level of fitness and play team games with enthusiasm.
- Pupils reach a good standard of swimming.
- The curriculum is broad, covering dance, gymnastics and games.
- Extra-curricular activities provide frequent additional opportunities for pupils to participate in team games.
- A residential visit to an outdoor adventure centre extends pupils' physical skills and experiences.

Commentary

51 The school places an importance on physical education that results in a good level of fitness, agility and coordination amongst the pupils. Teachers are enthusiastic in their teaching and motivate pupils to participate energetically. Pupils enjoy the competitive element of games but always play with fairness and celebrate each other's achievements. Older pupils benefit substantially from the additional sporting activities and develop skills in team building and problem solving. The school's accommodation for physical education is good and enables pupils to play games such as football, netball and basketball as well as athletics in the summer term.

Music

Provision for music is **good**.

Main strengths and weaknesses

- The pupils are very enthusiastic and enjoy their lessons.
- By Year 6, the pupils have a good understand of rhythm patterns and keep a beat well. Achievement is good.
- The pupils create their own compositions in groups and individually using the pentatonic scale. They create and read their own notation and many pupils have a good understanding of standard musical notation.
- Pupils in both the infants and juniors are quick to learn new songs and sing with clear diction and tuneful expression.
- The pupils sing accurately in two or more parts.
- Teaching is good and the staff's enthusiasm rubs off on the pupils.
- Good use is made of ICT in composition and in accompanying the pupils' singing and rhythm work.
- Pupils with special educational needs participate fully and achieve sound standards.

52 The subject is well led by the headteacher who uses his good subject knowledge well. The lessons are active and well paced so that pupils are fully engaged. The pupils' repertoire is wide including religious songs, current popular music, folk tunes from England and many other countries. Other cultures are represented well in the curriculum. By Year 6, the pupils produce complex rhythm patterns for others to follow and build on. They incorporate this into their own compositions and collaborate well on group tasks. They make good use of computers to aid their compositions. There are opportunities for many pupils to learn instruments in school and the recorder group makes a very good contribution to assemblies.

In art and design

Main strengths and weaknesses

- Pupils interpret the work of established artists such as Monet and Miro well.
- They make a good range of three-dimensional designs using clays and dough. The quality of finish is often very good.

- They make sound use of ICT to create patterns and designs. They use clip art features well to enhance their power point presentations
- Pupils develop a good understanding of perspective.

In design and technology

Main strengths and weaknesses

- Standards of evaluation are good throughout the school. Pupils assess their work as they go along and make good suggestions for further improvement.
- Pupils in Year 6 work at a fast rate to develop their puppet designs from rough sketches to detailed sewing patterns. This is because of the teachers' knowledge and enthusiasm.
- The pupils use a good technical vocabulary, discussing the 'seam allowance' for example.
- Good links are made between studies on forces and the work on design and making buildings of the local area.
- The pupils show good cutting skills. They understand that different joints need different fixings.
- The quality of finished products is often good because pupils take care when paintings show imagination and humour.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

53 The overall quality of personal, social and health education is good. It is very good in the reception/ Year 1 class. The school makes good use of the guidance for teaching health, drugs and sex education provided by the religious education scheme of work and other advice from the diocese. The good ethos of the school promotes pupils' self esteem and self-awareness very well. For example, in subjects such as mathematics, science and design and technology pupils discover things for themselves and test out their beliefs and ideas. This is fun and pupils are not afraid of failing. This is particularly effective for pupils with special educational needs because of the knowledgeable support given. However, pupils are not given enough responsibilities that reflect their maturity, in every day school life. In reception the curriculum is very well planned to give pupils significant responsibility for tidying and organising from the start of their time in school and to learn about healthy living and caring for others.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
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	5
The effectiveness of the school's links with parents	2
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	3
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).