

INSPECTION REPORT

**CRAYKE CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Crayke

LEA area: North Yorkshire

Unique reference number: 121484

Headteacher: Mr Andrew Graham

Lead inspector: Mr John Brennan

Dates of inspection: 28th – 29th June 2004

Inspection number: 263629

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 Controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 90

School address: Easingwold Road
Crayke
York
North Yorkshire
Postcode: YO61 4TZ

Telephone number: 01347 821767
Fax number: 01347 821767

Appropriate authority: The governing body
Name of chair of governors: Mr N Jackson

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

Crayke Church of England Primary School is situated in the village of Crayke. Most pupils come from the village or the surrounding rural area. A growing proportion live in the nearby town of Easingwold. The proportion of pupils eligible for free school meals is well below average and all pupils are from a White-British background. The proportion of pupils who have special educational needs is average but, for the size of school, an above average proportion of pupils have a statement for their needs. These relate to general learning difficulties and emotional and behavioural needs. Generally speaking, children begin school with skills and knowledge that are above those typically found. The Local Education Authority awarded the school Highly Effective Status for the year 2002 – 2003 and it's Education Inclusion Quality Mark. The school received an Achievement Award in 2003 and is currently involved in the Talk for Learning Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2109 4	John Brennan	Lead inspector	English as an additional Language
			Mathematics
			Science
			Physical education
			Special educational needs
1251 1	Linda Buller	Lay inspector	
2754 5	Andrew Scott	Team inspector	English
			Information and communication technology
			Music
			Religious education
3082 7	Sandra Withnall	Team inspector	Art and design
			Design and technology
			Foundation Stage
			Geography
			History

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 Tyne & Wear
 NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which provides an effective quality of education and good value for money. The overall quality of teaching is good. Pupils achieve well in English, mathematics and science. Pupils show very positive attitudes to school and towards each other. The school is well led, although there is scope to improve aspects of management.

The school's main strengths and weaknesses are:

- The teaching of basics skills is very effective, pupils achieve well in acquiring these to reach standards that are well above average.
- Pupils' enthusiasm for school and the very good provision the school makes for their personal development results in very positive attitudes to learning, very good behaviour and very high levels of attendance.
- Provision for pupils who have special educational needs is very good.
- Not enough thought has been given to identifying and meeting the needs of pupils who are talented or gifted.
- Some opportunities for pupils to use and apply their key skills through an enriched curriculum are missed.
- The headteacher has created a strong sense of team and common purpose.
- Procedures to evaluate the effect of initiatives on standards or the quality of teaching, although recently extended, are not yet carried out with sufficient rigour.

The school has improved steadily since the last inspection. The school has rectified the major issues of the last inspection. Pupils now go swimming and the library has been improved. Facilities for information and communication technology (ICT) have improved and standards have risen. Outside play areas have also been added to. The school has maintained the very high standards pupils reach in English, mathematics and science.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A*	A
mathematics	A	A*	A*	A
science	C	A	A*	B

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

A - in the top 5% of schools nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

(Caution is required in interpreting the data. In years when there are 10 or fewer pupils, results may not be wholly reliable.)

Pupils' achievement throughout the school is good. Upon entry to the school, children have skills and abilities that are above those typical for their age. They achieve well in the reception class and, by the end of the year, they exceed the learning goals in their personal and social development, in literacy and numeracy skills and in their knowledge and understanding of world. It was not possible to judge standards in other areas of learning. Results in 2003 national tests for pupils in Year 2 were well above average in reading, above average in writing and average in mathematics. Whilst they compared well with similar schools in reading, they were well below similar schools in mathematics and on par with them in writing. Inspection findings paint a more consistent picture of standards which, for the

current Year 2 pupils, are above average in reading, writing, mathematics and science. Pupils achieve well in these subjects. In ICT pupils reach national expectations and in religious education meet the requirements of the Locally Agreed Syllabus. Results in the 2003 national tests for pupils in Year 6, placed the school in the top five per cent of schools nationally. Results also compared very favourably with similar schools. Inspection findings show that by the end of Year 6, standards are currently well above average in English, mathematics and science and pupils' achievement continues to be good. Standards in ICT exceed national expectations and continue to meet the requirements of the Locally Agreed Syllabus in religious education. Not enough evidence was gathered to be able to judge the overall quality of provision in other subjects, but the quality of work seen exceeded expectations. Pupils with special educational needs achieve as well as other pupils, with the achievement of pupils in the juniors very good.

Pupils' personal qualities are very good. Pupils get on very well with each other and work very hard and behave very well. Attendance is very good and the level of punctuality is good. The school makes very good provision for the pupils' spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The teaching for pupils who have special educational needs is very good and sometimes excellent. Throughout the school teachers are very good at teaching the key skills in English and mathematics. The teaching of investigational science is effective throughout the school. However, in mathematics pupils are not given enough opportunities to solve problems. The curriculum and additions to it through clubs, trips and visitors is satisfactory and parents appreciate the recently increased range of extra curricular clubs on offer. However, there is scope to strengthen the links between subjects so that pupils use and apply their English, mathematical and ICT skills in more thought provoking ways. The school provides very well for pupils who have special educational needs but has not given enough thought to meeting the needs of talented or gifted pupils, whose talents are not fully explored. The school takes good care of pupils and involves them well in the work of the school. The partnership the school has with parents and the community is good and with others schools is very good. The school actively seeks parents' views and acts on these. However, the reports parents receive about their children's progress are not tailored well enough to each individual.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is ambitious for the school and, aided by key staff and governors, has created a strong sense of team and purpose. The clear schedule of monitoring tasks developed by the headteacher means that more leaders now check up on the quality of teaching and learning. However, these are not always carried out with enough rigour and so the positive effect of monitoring on improving the quality of teaching and the curriculum is reduced. Governors are supportive of the school and join well with the headteacher in shaping the future of the school. They fulfil their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are very supportive of the school. Parents particularly like the 'family' atmosphere of the school. They are pleased with the attitudes the school fosters in their children and feel that behaviour is very good. Pupils feel that teachers are fair and help them to learn new things. A few pupils are less sure about how interesting work is. They feel that the

school listens to them and that they have someone to turn to if they are worried. Inspectors would endorse these views.

IMPROVEMENTS NEEDED

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

- How the curriculum and teaching enables pupils to use and apply their very good English and mathematical skills and their good skills ICT skills.
- Provision for pupils who are talented or gifted.
- The rigour with which the school implements its self-evaluation schedule.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils throughout the school is good. By the time they leave school, pupils' standards are well above average in English, mathematics and science. Achievement for pupils with special educational needs is good. High standards have been maintained since the previous inspection.

Main strengths and weaknesses

- Pupils acquire very good basic skills in English, mathematics and science.
- Standards are higher in the main subjects than in other key subjects.
- Standards in ICT are above those expected by Year 6.

Commentary

1 The attainment of children when they begin school is above that which is typical for their age. In the reception class, children achieve well because the teaching is consistently good. As a result, by the end of the reception year, the vast majority of children exceed the goals expected of five year olds in their personal and social development, in basic literacy and numeracy skills and in their knowledge and understanding of the world. The positive and supportive atmosphere in the classroom ensures that pupils' personal, social and emotional development is good. There is a good focus on basic skills so children develop good reading skills and are confident at using number to solve everyday problems. Children have a good awareness of the world around them and have good physical co-ordination. They paint imaginative, colourful pictures and sing well for their age.

2 Given the small number of pupils that take part in national tests at the end of Year 2 and Year 6, great care must be taken when interpreting results because one pupil accounts for a significant percentage of the results as a whole.

3 In the national tests of 2003, the standards of pupils in Year 2 were well above average in reading. A very high percentage of pupils achieved the higher levels in the tests. These results were above those of similar schools. Standards in writing were above average and on a par with similar schools. Standards in mathematics were similar to the national average, but well below those of similar schools because too few pupils achieved the higher levels in the tests. Teachers' assessments showed that pupils' standards in science were below average because not quite enough pupils achieved the expected levels. Standards, especially in mathematics slipped somewhat last year, having in previous years been well above average and often in the top five per cent of schools. However, the small number of pupils taking part in the tests and variations in the proportion of pupils who have special educational needs accounts for the variable nature of results. Inspection findings show that pupils' attainment in the current Year 2 is above average in reading, writing and mathematics. The achievement of all pupils in these subjects is good, including pupils with special educational needs. Standards in science are also above average and achievement is good. In ICT pupils' achievement is satisfactory and standards meet national expectations and in religious education they meet the requirements of the locally agreed syllabus. It was not possible to judge how well pupils achieve in the other subjects but the quality of work seen exceeded expectations.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.5 (18.9)	15.7 (15.8)
writing	15.5 (16.2)	14.6 (14.4)
mathematics	16.3 (19.1)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year

4 Pupils in Year 6 achieved very high standards in the 2003 national tests in English, mathematics and science. Indeed, the results put the school in the top five per cent of schools nationally. All pupils achieved the expected levels and many pupils achieved the higher levels, although significantly more pupils reached this level in reading than in writing. Standards in English and mathematics were well above those of schools whose pupils had similar results when they were in Year 2, and they were above similar schools in science. Standards have been rising strongly over recent years, above the national trend. Inspection findings show that this pattern is continuing. Standards in the current Year 6 are well above average in English, mathematics and science, with the school doing well to maintain the high standards from the last inspection. A significant percentage of pupils are working at high levels in all these subjects because of their very good basic skills. All pupils achieve well compared to their attainment when they began school, including pupils with special educational needs. Those pupils who are taught by special needs teachers in Years 3 to 6 achieve very well. Pupils achieve well in ICT and their attainment exceeds national expectations by Year 6. Standards in religious education meet the requirements of the locally agreed syllabus. It was not possible to judge how well pupils achieve in the other subjects but the quality of work seen exceeded expectations.

Pupils’ attitudes, values and other personal qualities

Pupils’ personal qualities are very good. Pupils’ attendance is very good and well above the national average. They have very positive attitudes to school and behave very well. Pupils’ spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The school does a very good job of teaching pupils the difference between right and wrong
- The school stimulates in pupils a strong desire to learn and develops their self-knowledge and belief effectively.
- Pupils’ multi cultural awareness is very well developed.
- The Christian nature of the school helps pupils develop an understanding of their place in the world.

Commentary

5 The very good behaviour of pupils is a notable feature of the school and reflects the very high priority the school places on developing pupils’ understanding of their responsibilities to each other as part of the school community. Much of this work is informal and is threaded throughout lessons and assemblies, but is very effective so that relationships between pupils are very good and there is no evidence of any bullying, harassment or racial tension.

6 Pupils are very interested in school and willingly take part in all the activities provided for them. As they move through the school they develop high levels of self-confidence and willingly take any responsibility that is offered to them. For example, this is demonstrated clearly in the reasons pupils have given for being members of the school council which include, helping to make the school a good place for all pupils and offering support and advice for those in need.

7 The school makes very good provision to develop pupils' multi-cultural awareness and understanding. A themed year, which includes opportunities for pupils to learn about major religions, ensures that assemblies make a strong contribution to pupils' knowledge of other cultures. This learning is explored in more depth in religions education lessons. Pupils also perform dances, listen to music, stories and poems from other cultures and begin to appreciate significant patterns and art from other cultures. Visits to a Hindu Mandir in Bradford and from a professional musician who helped pupils in each class to perform music from around the world, deepens their understanding of multi-cultural diversity. Each year pupils raise funds for international causes such as World Vision, to buy tools and seeds to help disadvantaged families in poor countries. Recently an important link has been forged with a school in Bradford where fifty percent of the pupils are from different ethnic backgrounds. The developing relationship is planned to enable pupils to explore values and concerns, which all human beings have in common. The school ethos engenders respect for all and pupils demonstrate a willingness and ability to respond positively to the different needs of all people. As a result of the school's provision, pupils are well prepared for living in a culturally diverse and integrated society.

8 This is a welcoming school where people look after each other. For example, dinner times make for a pleasant 'family' time in which older pupils serve dinners for all. At break times older pupils are often seen playing happily with younger ones, so that the school operates as a very strong social unit. This makes for a real sense of community where pupils can grow and reflect on their own and others' feelings and beliefs. Pupils' understanding of their place in the world is guided by the strong Christian ethos in the school. This is most usefully done in assemblies, where pupils have a chance to think quietly about their feelings and the feelings of others. However, this sort of reflection is not as prominent in the curriculum as a whole. Opportunities to foster curiosity, to encourage a questioning approach to learning, or to make connections across subjects are not as common as they might be.

Attendance

9 Levels of attendance are very good and well above the national average. This reflects both the pupils' enthusiasm for school and the good support from parents.

Attendance in the latest complete reporting year 2003 (96.4%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

No of pupils on roll
77

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall quality of teaching is good. The teaching for pupils who have special educational needs is very good. However, no specific provision is made for pupils who are talented and gifted. Since the last inspection, the school has been effective in making improvements to accommodation, although some difficulties still exist. The school listens, and acts on pupils' views and it works well with parents, the community and other schools.

Teaching and learning

The quality of teaching and learning is good. The quality of assessment is good.

Main strengths and weaknesses

- Teachers manage pupils very well, relationships are easy and pupils are very productive.
- The very good teaching of key skills in English and mathematics helps pupils achieve very well in these areas.
- Apart from in science, teachers do not provide enough opportunities for pupils to use and apply their good skills and knowledge in interesting enough ways.
- The teaching of pupils who have special educational needs is very good.
- Marking helps pupils to understand what they need to do to improve.

Commentary

10 A consistent strength of teaching is the quality of relationships teachers establish with pupils. These are characterised by mutual respect, which enables both teachers and pupils to go about their work in peace. Pupils feel able to give of their best and join in lessons well. Very little time is wasted and there is little need for teachers to admonish pupils. There is a high level of participation in whole class activities and teachers are able to work with chosen groups in the confidence that pupils working by themselves will make the most of the time. Good organisational skills and the careful deployment of teaching assistants help teachers overcome the problem of mixed aged classes. This is seen at its best in the afternoons when a teacher and an assistant are responsible for a large class of Year 4, 5, and 6 pupils. Here, the assistant plays a vital role in ensuring lessons run smoothly by working closely alongside particular groups of pupils.

11 The careful implementation of the national strategies for literacy and numeracy has led to very good teaching of basic skills. Planning sets out clear intentions, which are invariably shared with pupils and means that lessons have a very definite focus. However, writing targets specific to individual pupils are not commonly referred to in lessons and this reduces the impact as they are not at the forefront of pupils' thinking. Teachers' effective use of questions helps pupils of all abilities to join in lessons well and ensures they develop a deeper understanding of the main purpose of the lesson. In addition, demonstrations of what pupils are to do are explicit and, at their best, use ICT well to elicit a lively response from pupils and ensure that participation is high. For example, in a good literacy lesson in Years 5 and 6, the teacher's use of 'PowerPoint' helped pupils understand how captions are used to grab a reader's attention. This was backed up by probing questions which drew pupils effectively into suggesting ideas of their own. The accuracy of demonstrations succeeds in giving pupils a very clear framework to apply to follow up work and so pupils know what is expected of them.

12 The best teaching exploits the very good attitudes of pupils and their high level of competence in English and mathematics to set lively and interesting tasks. This is at its most

consistent in science, where, throughout the school, pupils are given plenty of opportunities to devise, carry out and record in their own way, a range of experiments. However, although there are examples to be found in other subjects, not enough thought has been given to linking learning across subjects in ways that help pupils to draw upon the skills they learn in English and mathematics lessons. In addition tasks are sometimes over restrictive and do not allow pupils enough opportunities to initiate and follow their own ideas. For example, in the Foundation Stage, after the imaginative reading of a book about Gerald the giraffe, pupils' writing was restricted to completing a sentence from words given to them by the teacher. Such teaching, also found in the lack of problem solving in mathematics, does not give pupils enough scope to put into practice the ideas they have or to use their good level of skills and, in particular, restricts the learning of more able pupils.

13 Pupils who have special educational needs benefit from help provided by teaching assistants and from the additional teaching they receive from special needs teachers. The latter is particularly effective, especially for pupils in Year 3. Achievement here is very good. This is because the special needs teacher brings her obvious expertise to bear and works very closely with the class teacher, who is skilled at involving pupils with special educational needs in everyday lessons. The amount of time spent on one to one sessions outside of the classroom is well judged. These short focussed sessions are expertly taught and combine the teaching of reading techniques very well with the development of speaking and listening skills. By the end of a particularly successful session one pupil was able to say why the character had acted as he did and was beginning to understand the inferences of such phrases as 'dirt cheap'. Younger pupils who have special educational needs achieve well but pupils in the mixed Reception/ Year 1 class are hampered by a lack of space in which to work. Pupils often trail around school looking for a place to settle and on occasions use the outside gazebo to work in. As they spend more time outside of the classroom than older pupils this makes learning particularly difficult.

14 Good procedures for assessing the progress that pupils are making provide a secure base for teachers to plan the next steps for pupils' learning, particularly in English and mathematics. However, most importantly this information is used constructively. For example, the school has put in place a very clear system for marking pupils' work, which is consistently applied and understood by pupils. In all subjects teachers ensure that pupils' efforts are encouraged and that they receive guidance about what they need to make their work even better. This leads to good achievement in basic skills. Work marked in science, for example, may point to improvement in how pupils write. As a result, pupils know what they need to improve and older pupils say that they find this useful. Marking helps engender a positive attitude to work in pupils.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	10	3	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

The school provides a satisfactory curriculum. Opportunities for enrichment activities are satisfactory. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The school's use of the national guidance for teaching literacy and numeracy is very good.
- A well thought out curriculum for science results in effective teaching of investigation skills.
- The provision for pupils with special educational needs is very good. However, the school does not have similar procedures to ensure that the needs of pupils with particular gifts or talents are met.
- Enrichment of the curriculum is not systematically planned for.
- The school does well to make best use of accommodation not designed to house the number of pupils currently on the school roll.

Commentary

15 The curriculum is soundly planned to meet all statutory requirements. This is a good improvement since previous inspection when the requirements for the teaching of swimming were not met. The curriculum for English and mathematics continues to be particularly effective because of the very good implementation of the national strategies for literacy and numeracy. In line with the guidelines for numeracy, teachers ensure that each lesson begins with short sessions for pupils to practice their mental and oral skills and show pupils different ways of working with numbers that mirror those recommended. In English, pupils are taught to read through well planned group reading sessions and develop a wide vocabulary to write, in English lessons, with interest and flair. Opportunities for pupils to make decisions and shape their own response to teaching are most commonly found in science, with pupils being given every chance to investigate and develop practical and analytical skills. A significant recent addition to the curriculum is the provision for pupils personal, social and health education. This is thoroughly planned to include the teaching of health education, sex and relationships and the misuse of drugs. These lessons also provide good opportunities for pupils to consider how to live harmoniously with others by becoming good citizens.

16 The school provides very well for pupils who have special educational needs, but has not given enough thought to meeting the needs of talented or gifted pupils. The needs of those pupils requiring extra help are identified very quickly and the school ensures that additional teaching and teaching assistant support is provided. Very clear targets are set within individual learning plans. For older pupils in particular, a very good balance is struck between times pupils study their own individualised programme and those where they work alongside the rest of the class. In contrast the school is yet to make any systematic provision for pupils who have particular talents or gifts. The school's policy is still in draft form and, as yet, the school has no register of pupils. Extra curricular music lessons provide some outlet for pupils with a talent in this area, but gaps still exist in provision for pupils with other talents. For example, in mathematics records show that one pupil is very gifted, but occasions for her to use and develop this talent are not well planned for.

17 The curriculum is enriched with a satisfactory range of visits and visitors, which provide pupils with first hand learning experiences. For example, in a religious education lesson for pupils in Year 3 and 4 the knowledge gained from a recent visit to a Hindu Temple was used well to develop pupils understanding of Hindu festivals. However, there is no whole school curriculum map and planning for enrichment activities is not systematic. As a result opportunities are missed to use these experiences to extend pupils learning across a range of subjects. Curriculum innovation has been concerned with improving provision within subjects and comparatively little thought given to the development of the curriculum as a whole. As a result planning across the curriculum does not give sufficient attention to how pupils are to use key skills imaginatively in other subjects. Parents are particularly pleased with the recent improvements to the range of activities offered to pupils at lunch

times and after school. Pupils, staff and parents talk with great enthusiasm for instance about the street dance sessions led by a local dance specialist.

18 The school works hard and, in the main successfully, to overcome the barrier to learning presented by the accommodation, which was designed to take a much smaller number of pupils than are currently on the school role. Staff are well deployed to make effective use of the school hall for the teaching of pupils in Years 3 and 4 during morning sessions and to extend the learning space for pupils in Years 4-6 during the afternoons. The success of this organisation is only possible because of the very good mature attitudes to learning displayed by pupils who clearly understand the school routines and maintain concentration whatever distractions there are around them and because of the well-considered use of teaching assistants.

Care, guidance and support

Provision for care, welfare, health and safety is good. Pupils are provided with good quality support, advice and guidance and there are good systems to seek and value their views.

Main strengths and weaknesses

- Effective day-to-day routines ensure pupils work in a safe environment.
- The support and guidance for pupils with special educational needs contributes very well to their good achievement.
- Relationships throughout the school are very good.
- The school council is a good system for seeking pupils' views.

Commentary

19 There are good procedures for ensuring pupils' welfare and safety, including child protection arrangements. All staff understand the agreed systems and are clear about their responsibilities. The school works in partnership with the designated governor and local education authority representative to make sure that the whole school community is safe from potential hazards. Procedures for fire safety, accidents and emergencies are in place, however records do not always contain sufficient detail to enable the school to review and improve its practice.

20 The staff set very good examples for pupils to follow, and treat all pupils fairly and equally. As a result, the very good relationships seen at the time of the last inspection have been maintained. When pupils have a problem either academically or personally they know that staff will provide them with good quality support and guidance. Pupils who have special educational needs are very well cared for. For example, younger pupils have all learned a sign language to ensure that a pupil with speech and language needs can work and play with them. The special needs co-ordinator ensures that there are very good systems in place for managing the ongoing needs of pupils, for drawing on outside expertise and for ensuring all who have responsibility for particular pupils adhere to a common approach.

21 Pupils know that their ideas are listened to and taken seriously. The school council is effective in providing pupils with the opportunity to make suggestions and influence school issues. All pupils have a chance to contribute before council meetings through the use of a suggestions box. As a result pupils are happy in school, have few worries and are confident that concerns will always be thoroughly addressed.

Partnership with parents, other schools and the community

Links with parents and the community are good. Links with other schools are very good.

Main strengths and weaknesses

- The local community is used well as a resource for learning.
- The school has good systems to seek and act upon parents views.
- Good quality curriculum information is provided for parents.
- Annual reports to parents are not tailored well enough to each individual pupil.
- Very good links with other schools contributes well to staff development.

Commentary

22 The school works well to involve parents in its work. It determines their views on different issues by sending out questionnaires and takes the replies very seriously. For example, parents had concerns about the amount of information they were given about the curriculum. Very good information is now provided at the beginning of each term regarding what their children will be learning. Parents receive advance notice of school events and there is a good display of information for them in a designated area in the school foyer and on the notice board, recently purchased by funds raised by the home/school association. Annual reports to parents are less effective. Although reports appear to provide a wealth of information regarding the progress pupils have made and what they understand and can do, each report often contains the same information and is not tailored well enough to the individual.

23 Good links with the local community are used well as a focus for pupils' work especially in subjects such as history, geography and art and design. For example, members of the local community are regular visitors to school to share their experiences of life in the village in the past. Pupils are fascinated to see old pictures and to identify those buildings which still exist today. These are a significant contributory factor in pupils' enjoyment of school and to their very positive attitudes to all that school offers.

24 The school works in close partnership with other schools in the local area in order to share good practice and resources. Through a series of regular meetings and joint involvement in special projects, for example in subjects such as mathematics and ICT, staff are able to improve their subject knowledge. Links with the secondary school to which most pupils transfer are also very good and provide well for pupils' transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher leads the school well and is helped in this by the good leadership of key staff and governors. The quality of management is not as strong and is satisfactory overall. On the whole the school overcomes well the barrier to learning created by accommodation which was not designed to accommodate this number of pupils.

Main strengths and weaknesses

- The headteacher is ambitious for the school and to this end has created a strong sense of team and common purpose.
- Procedures to evaluate the effect of initiatives on standards or the quality of teaching, although recently extended, are not yet carried out with sufficient rigor.
- Arrangements for the performance management of staff are well thought out.

Commentary

25 The recently appointed headteacher has done much in a short period of time to ensure that all sections of the school community are drawn into a partnership with the common aim of building on current strengths. To this end, the views of parents and pupils have been actively sought.

Suggestions and concerns such as, for example, over homework have been included in the schools future plans and thoroughly investigated. Aided by the headteacher's open and empowering leadership, governors and staff also contribute strongly to shaping the future direction of the school. The School Improvement Plan is a collectively written document that successfully brings together the views of all staff. As a result, there is a high degree of consensus about what needs to be done in driving key priorities forward.

26 The School Improvement Plan is prefaced by a very clear schedule of key monitoring tasks. These have been successful in broadening the range of methods by which the school evaluates its performance and has increased the number of individuals charged with monitoring responsibilities. Key actions are clearly referenced to subject leaders, governors or the headteacher. Roles and responsibilities are therefore explicit and, governors in particular, feel that the plan gives them a clear agenda to guide their work. Although the School Improvement Plan is successful in broadening leadership and clarifying the actions of leaders, shortcomings in how leaders go about their monitoring and evaluation work undermines the overall impact of the plan on improving the quality of teaching and learning. There are three main reasons for this.

- Although the plan outlines a wide range of self evaluative tasks, the checking up of these is overly concerned with seeing that tasks have been completed rather than considering the impact of actions and identifying further areas for improvement. For example, all governors have a copy of the School Improvement Plan and use this well at meetings to satisfy themselves that key actions have taken place, but as yet they are not questioning what has been achieved by these. This is not helped by the overfull nature of the plan which mixes routine tasks, such as analysis of test results, with key actions needed to make identified improvements.
- Although the plan contains clear success criteria, these are not used with sufficient rigour to guide monitoring work. For example, the school has implemented a process for setting targets for writing linked to clear success criteria. However, monitoring by the subject leader has been too general and although lessons have been observed and work looked at, it has not specifically evaluated the impact of this new development.
- Teachers with responsibilities for specific subjects carry out direct monitoring of teaching and there is sharp analysis of data. This is one reason, for example, why the provision for pupils who have special educational needs is so good. However, the monitoring of teaching does not consistently identify or follow up on necessary changes to teaching with sufficient rigour. Some of the monitoring of lessons is not searching enough, describing what the teacher does rather than the effect on the quality of learning. There are exceptions to this and some of the monitoring by the headteacher accurately identified aspects of teaching that needs developing. For example, his monitoring of teaching in the Foundation Stage indicated that, on occasions, children spent too long listening to the teacher rather than engaging in activities. However, not enough has been done to see that changes are subsequently made and inspection findings show that, on occasion, this is still the case.

27 Performance management arrangements for teachers are well thought out. Individual targets are closely linked to the School Improvement Plan and help guide future training. The ongoing monitoring of progress against objectives is good. The headteacher has usefully extended procedures to non-teaching staff and to this end a number have attended courses about helping pupils with particular learning and emotional needs. These have usefully included visits to other schools to see how pupils are managed. This helps staff learn from the practise of others. Although there has been some training for teachers, past financial uncertainties have limited the opportunities teachers have to see how other schools and teachers go about their work. Teachers have attended some courses and conferences but these have not been linked closely enough to the School Improvement Plan or to the outcomes of monitoring. Visits to other school and centres of excellence are not a routine part of the development of teaching

28 Governors offer the school good support and fulfil their statutory duties. Governors have been particularly effective in helping to make improvements to accommodation. They have

vigorously pursued external funding and have marshalled their own resources well to help overcome past shortcomings and have been central in ensuring important improvements to the library and the ICT suite. Governors manage finances well. The budget is carefully planned and linked to key priorities. However, although the monitoring of spending is good, not enough is done to check the school gets best value from its spending decisions. For example, governors know that funds allocated to improve resources in mathematics have been spent as indicated but assessment of the effect of this on teaching and learning are not followed through with the same degree of care. Governors' regular visits to school give them an informal view of how well the school operates and provide opportunities to talk to co-ordinators about their work. Governors are well aware of the schools approach to race equality and keep a close eye on how well the schools' policy is implemented. However, visits with intent particularly in relation to priorities in the School Improvement Plan are less common. The work of governors is helped by the close links they have with the local community. Many governors themselves are drawn from the immediate community and bring with them a range of expertise. Under the guidance of the headteacher, and following a survey of parents' views, they have strengthened their links with parents. The termly governors' newsletter, for example, acts as a good vehicle for communicating directly with parents.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	279,424
Total expenditure	283,593
Expenditure per pupil	3,349

Balances (£)	
Balance from previous year	36,601
Balance carried forward to the next	32,432

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good** overall.

29 Assessments carried out in the children's first term in school indicate that the majority of children enter the Foundation Stage with attainment, which is above that which is expected nationally. All children achieve well as a result of good and sometimes very good teaching and effective leadership, so that by the end of the reception, most exceed the goals set for them. The staff work well as a team to ensure that children settle to their learning and that all have equal access to the range of experiences on offer. Provision for children who have special educational needs is good.

30 The children are taught with a similar number of pupils who are in Year 1. They share common themes and topics for learning. The teacher plans in detail with specific learning objectives linked to the national guidance for the Foundation Stage. Day-to-day assessments are used effectively to inform the next stage of planning for each child's work. The teacher has high expectations for each child's progress, but on some occasions children are expected to sit for too long. When this happens some children become passive and switch off. The teacher and support staff work well together, which enables support staff to have a positive impact on children's achievement. All staff know individual children very well and relationships are very good.

31 Although the teacher uses children's work well to make the classroom a bright and stimulating place to work, it is quite small and this restricts opportunities to set out activities which represent each area of learning, so that children can engage in independent activities, by following their own lines of enquiry. However, good use is made of the school hall, enabling all of the children to enjoy dance and physical education lessons. The outdoor area offers good opportunities for learning, with a grassed area near to the classroom door, an enclosed garden, an adventure and climbing area and a large field.

32 It was not possible to see children being taught in all of the areas of learning, therefore areas of learning relating to physical development and creative development were sampled.

33 Teachers provide children with plenty of activities to practise and develop their physical skills. For example, they learn to use a range of small tools when they are using modelling clay and also to use knives safely to prepare fruit. The outside play area is a major factor in helping children to make good progress in their **physical development**. It is well resourced with wheeled toys and a climbing frame. Children enjoy using this equipment and learn to pedal, push, climb and balance.

34 The teacher plans a good range of activities including art, dance, music and imaginative play which all contribute well to their **creative development**. They learn a broad range of different art techniques and skills such as drawing, painting, and collage. They use them to support their work in other areas of learning, for example, children draw careful diagrams of a daffodil, or a laden charabanc, on its way to the seaside, whilst working in the area of knowledge and understanding of the world. Children are given a good introduction to music, enjoying frequent opportunities to listen to the music of well known composers in assembly. They are enabled also to work with professional musicians who visit the school to play and teach. Each day they sing, or make dramatic responses to stories or poems, all of which make a good contribution to children's cultural development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good.
- Children learn at an accelerated rate because teaching in this area of learning is very good.
- Very clear routines are understood by the children, enabling them to grow in confidence and become independent.
- On occasion children are not given enough opportunity to make choices about how to set about their work.

Commentary

35 Pupils behave very well. Most children are confident and they follow well-defined routines without difficulty. All staff have high expectations of the children, all of the time. They remind, encourage, model and reinforce how children should treat each other and behave. Staff use praise to good effect, raising children's confidence and self esteem. As a result, children learn to value themselves and relate well to adults and to each other. As a result of their teacher's frequent comments of reinforcement they learn to respect and celebrate the contributions of others. For example, during a speaking and listening activity, a child was asked who her best friend was. She replied that everyone in the class was, to avoid hurting anyone's feelings. Children show interest and excitement, they initiate their own learning when opportunities are provided and they can sustain interest while working and playing and are capable of making choices and exercising independence. However, partly because of restrictions in the building but also because opportunities are not always taken, opportunities for choice and independence are sometimes missed. On the whole, the positive classroom ethos supports and promotes the good achievement of all children, with the result that by the end of the Foundation Stage the standards children achieve in personal, social and emotional development exceed national expectations.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Literacy skills are carefully and thoroughly taught.
- The teacher carefully tracks children's progress.
- Opportunities are missed for children to write freely, constructing their own sentences and trying to spell words themselves.

Commentary

36 All children, including those with special educational needs, achieve well. Skills in language and literacy are developed systematically through carefully planned activities. A strong emphasis is placed on the development of speaking and listening skills. These skills are fostered successfully through purposeful and imaginative play, singing songs and rhymes and through opportunities for children to talk in front of the group. Whilst most children speak confidently, using good vocabulary, for a few, this is very difficult. Despite this, they are willing

and encouraged well by adults to have a go. The teacher makes this easier by choosing big books which feature repeating lines and choruses, encouraging children's interaction and group responses. The children's enjoyment is obvious as they enter into the telling of "Giraffes Can't Dance." During these activities children learn that print is different to pictures and that it carries meaning. They learn to recognise letter names and sounds and how to form the letters. From the beginning they are taught how to write sentences with appropriate levels of support, matched to their differing needs. However, for the more able children, the continued control over what they write restricts them from making even better progress. Most children make good progress in reading. Parent helpers in class provide additional opportunities for children to practise their skills. The classroom is set up to promote literacy skills. Labels, captions, books and displays surround children with words, and the development of literacy skills pervades all of their learning. By the end of reception the majority of children exceed expected goals, although the proportion exceeding them in writing is less than in other areas of literacy.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a strong emphasis on the acquisition of number skills.
- Activities are well matched to children's needs.

Commentary

37 Most children achieve well due to the strong emphasis placed on the acquisition of number skills and the opportunities the teacher seizes in other areas of learning to promote and develop mathematical links. An interesting range of activities is used well to introduce mathematical concepts and to help children gain confidence with numbers. Many of the activities are oral and practical, which makes mathematics fun for young children. Children learn a lot from singing songs such as "Baa Baa Maths Sheep" and from number rhymes. These help children count up to and back from a given number and many can do this while counting in twos. Daily routines such as changing the date help children learn to order the days of the week, to understand which comes before or after and to recognise two digit numbers. On some occasions, children benefit from being with Year 1 pupils. For example, in a very good lesson, children were introduced to pictographs by two of the boys in Year 1, who explained how they had devised their graph and recorded their data. The children in reception went on to design a pictograph and to record the data they would collect from a bag of coins. They decided to use a coin as the key, even though one child was concerned about the appropriateness of this, pointing out that twenty pence coins were a different shape to the others. Children excitedly waited their turn to draw a coin from the bag, identify it and say where it should be recorded on the graph. They were able to answer question about the graph in order to answer the teacher's challenging questions. Such mathematical activities presented in a practical and lively way, hold children's interest and ensure that they achieve well, with the vast majority exceeding the goals set for children of this age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The use of practical experiences enhances children's understanding.

Commentary

38 Children benefit from the broad range of activities that are planned to help them understand the world about them. For example, children use the computer regularly and most are able to use the mouse to click and drag, or to draw simple shapes. They practise these skills while reinforcing what they have learned about in other activities such as data handling in mathematics. Children learn to compare their lives with those of children who lived a hundred years ago by finding out about seaside holidays in the past. They look at photographs, listen to visitors and watch with interest as classmates try on clothing, which children would have worn on an outing to the beach. This typifies an approach which bases learning on practical activities. At its best it combines learning outdoors, fires children's imagination and gives them control over learning. For example, in a very successful outdoor learning session children became very animated and organised themselves very well. Three children used puppets to perform a Punch and Judy show, using good dialogue and actions. Two boys chose to draw a map to help them to get to the seaside. The activity captivated their interest and they quickly

became absorbed. Other children dressed up in period costume and organised a picnic. Two children searched for shells in the sand, while two more experimented with floating and sinking. Behaviour was very good despite the high level of excitement. Children directed themselves well requiring only the minimum of adult intervention. In school, children do not have the opportunity to mix with children from a wide range of different backgrounds and cultures, nevertheless their understanding and respect are nurtured well through carefully planned assemblies which focus on the lives and faiths of others.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The standards pupils attain are well above average by the end of Year 6.
- Pupils achieve well because essential literacy skills are well taught.
- There are good systems for checking teaching and the progress pupils make.
- Teachers do not maximise opportunities to develop literacy across the curriculum.

Commentary

39 The school has done well to maintain high standards since the last inspection. Standards have slipped a little in Year 2, although remain above average, but standards in Year 6 have risen steadily. Pupils are interested in their lessons, and so their concentration and listening skills are very good. Pupils have a wide vocabulary and speak confidently. They are very competent readers and their enthusiasm for books is kindled by the school's good range of books. Pupils write maturely, expressively and, occasionally, somewhat bloodthirstily!! 'The horse's hooves cut through the boy like a knife through butter,' wrote one Year 6 pupil in her legend of a nightrider.

40 The quality of teaching is good, particularly in Years 3 to 6, where it is sometimes very good. Teachers have high expectations of their pupils, and insist on regular practice and development of key grammar and other skills. Pupils respond well to this discipline and, as a result, become very competent at punctuation, spelling and handwriting, as well as, for example, using paragraphs appropriately. Teachers make the aims of lessons very clear, and so pupils are able to focus very precisely on the specific learning points. Teachers also correct pupils' work rigorously, so that pupils are clear about what they have done well, where they have gone wrong and how they might improve weaknesses. There are some good chances for pupils to develop their creative writing. For example, the visit of the children's author, Penny Dolan, succeeded in motivating all pupils to delve excitedly into legends and ghost stories as a stimulus for writing their own highly imaginative stories. However, there are fewer opportunities for pupils carry out their own research.

41 The leadership and management of the subject are good. The co-ordinator has done well to keep standards high and monitors teaching on a regular basis. However, some of this has been rather general and while it confirms the careful implementation and accurate teaching of the national strategy for literacy, it does not closely assess the impact of actions contained in the School Improvement Plan. For example, the use of individual targets, a recent addition to provision for writing, is not consistently implemented. There are good assessment systems in place to enable teachers to check how well pupils are progressing.

Language and literacy across the curriculum

42 Although there are some examples of teachers requiring pupils to write in imaginative ways in other subjects, for example, by placing themselves in the shoes of a particular character from history, these are not as extensive as they might be and are not systematically planned for. As a result, work does not always present pupils with writing tasks that match the capabilities their work in English lessons reveals. This is because not enough thought has

been given to making links across subjects or to planning particular purposes for writing. For example, older pupils writing in religious education is sometimes the same regardless of ability. When worksheets are used, as is sometimes the case in history and geography, pupils have too few choices to make about the structure of their writing and at its worst restricts writing to finding the answers to questions. Pupils are given some opportunities to use ICT in English lessons but these are often restricted to improving the presentation of work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Careful implementation of the national strategy for numeracy has equipped teachers with very good techniques for teaching key mathematical skills.
- Teaching assistants make a telling contribution to pupils' achievements.
- Pupils are not given enough opportunities to carry out mathematical investigations or to use their mathematical skills in other subjects.
- Good quality marking helps pupils see what they need to do to improve.
- The co-ordinator has put in place a good system for monitoring teaching and learning.

Commentary

43 Effective implementation of the national strategy for numeracy is to be seen in teaching which accurately reflects recommended approaches. Throughout the school, teachers involve pupils fully in mental and oral sessions. On the whole, teachers use these sessions well to ask pupils to justify answers and to test understanding. Most lessons include a high level of pupil involvement. However, on occasions teachers can become drawn into too many one to one conversations with pupils about their answers, giving other pupils too little to do.

44 Teachers also use openings to lessons well to remind pupils about the techniques needed to carry out mental calculation. In a good lesson in Year 3 and 4 the teacher's knowledge of methods for addition was used to good effect to remind the pupils how to break numbers down into manageable 'chunks'. Teachers' good subject knowledge is also evident in the very clear demonstrations of how pupils are to go about completing work on the main focus of the lesson. These are helped by the very good attitudes of pupils, who are keen to join in and listen with intent. Little time is wasted and pupils are well prepared for the work they are to do in groups. This enables the teacher to work with a chosen group in the full confidence that others will continue to work hard. The best teaching maximises pupils' participation during these demonstration sessions. This was clearly evident in a very good opening to a lesson in a class of mixed Year 2 and 3 pupils. Each pupil had a number fan to hold up. This ensured that all pupils had a role to play in answering questions that were interspersed with the teacher's very clear demonstration of how to build graphs from the totals of rolled dice. Throughout the school, as a result of this carefully crafted and accurate teaching, pupils achieve well, particularly in their knowledge of mathematics and in their ability to calculate, measure with accuracy and in their understanding of the properties of shape. Standards by the end of Year 2 are above average and because an increasing proportion of pupils reach higher levels of attainment as they move through the juniors, are well above average by the end of Year 6.

45 The main weakness in teaching is the restricted nature of the work pupils do following on from the opening of lessons. Work in books shows an over emphasis on finding the answers to sums and in completing exercises. In the main, pupils are not given enough opportunities to investigate, learn by trial and error and to decide for themselves how best to go about finding the solution to problems. Pupils therefore, do not have a vehicle for using the very good level of basic skills they have developed in an interesting or challenging enough way. Teachers tend to intersperse routine work with the occasional lesson on problem solving, often related to money problems, and do not weave problem solving into everyday teaching. For example, in a lesson on shape in Years 5 and 6, the teacher was overly concerned with showing pupils how to rotate a shape around a point and missed many opportunities for pupils to think for themselves about how this might be done and to apply this skill to solve real life problems. Pupils' learning therefore was largely restricted to watching what the teacher did and then repeating this themselves for several other shapes.

46 The school succeeds in helping pupils who have special educational needs achieve a basic level of competence in mathematics and almost all pupils reach at least the national average. This is largely because teaching assistants and special educational needs teachers are deployed well to help pupils in need of extra help and because of the careful tracking of performance which helps identify pupils. Additional help concentrates on key skills and on developing mathematical vocabulary and is successful in helping all pupils reach a point where they are able to join in with the rest of the class.

47 Teachers mark pupils' work conscientiously and strike a good balance between encouraging pupils' efforts and in giving them advice about future improvements. This succeeds in helping pupils see for themselves what they need to do to improve. Pupils invariably respond well to this. Work is carefully completed and there is little sign of mistakes occurring over time.

48 The subject leader has a well developed schedule for monitoring provision in mathematics and carries this out systematically. For example, each teacher has been observed and pupils' books scrutinised. However, these have not been carried out with enough rigour, and although a comprehensive plan of action has resulted, it does not tackle the main issue of problem solving in a direct enough way. For example, in response to challenging the high proportion of able pupils the school has invested heavily in new textbooks, however, there is scope to improve teacher expertise in problem solving. This misses the key point that it is teachers' ability to teach problem solving that needs improving. This undermines the impact of the good leadership shown by the co-ordinator.

Mathematics across the curriculum

49 On the whole not enough thought has been given to how other subjects might provide a context for pupils to use and apply the skills they develop in lessons. The exception to this is science and to a lesser extent ICT. In science in particular, pupils in Years 4, 5 and 6 regularly have opportunities to measure, draw graphs, tables and charts for themselves.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching helps pupils carry out practically based activities and so pupils enjoy science.
- Teaching assistants help overcome some of the organisational difficulties associated with mixed aged classes.
- There are good links between science and other subjects.
- The co-ordinator has developed good systems for assessing pupils.

Commentary

50 The teaching of science is consistently good. Throughout the school it is firmly based on investigation and gives pupils every opportunity to develop the practical and analytical skills scientists need, as well as developing their knowledge and understanding of a wide range of scientific issues. As a result pupils' achievement is good and standards are above average at the end of Year 2, and well above average at the end of Year 6. The investigational approach was typified by a very good lesson with a large class of mixed Year 4, 5 and 6 pupils. Here, the teacher's quiet prompting and considered questions, such as 'what variables are you going

to control?' gave pupils just enough guidance in which to plan an experiment about the most suitable habitat for woodlice. Intensive discussions and co-operative group work ensued as pupils decided what materials they would use, how they would set up the experiment and how they would record their findings. Their response to the challenge was animated and several said how much they enjoyed the practical nature of the lesson. This approach helps pupils to develop logical thinking and to develop a liking for science.

51 The deployment of a teaching assistant to the mixed Year 4, 5 and 6 class has a strong impact on pupils' achievement. She is able to work alongside younger pupils, giving them some personal attention and enabling them to join in with the same areas of study as older pupils. The careful thought given to organisation, and to providing younger pupils with some additional guidelines, means that the teacher here is able to successfully embark on practical tasks with a large group of thirty six pupils.

52 Work in books shows that older pupils in particular are given good opportunities to use their literacy and mathematical skills in science. There is little evidence of worksheets being used, so pupils decide for themselves how to write up experiments and whether or not graphs and tables would help make their findings clear. Teaching of younger pupils is not as successful in this, and, with the use of worksheets more common, makes too many decisions for pupils about how to set out their thoughts. Although there are examples of ICT being used to support science, for example, younger pupils have used an electronic microscope to enlarge views of insects, this is not given as much thought and there is scope for further development.

53 Good leadership by the co-ordinator has devised a simple assessment system which includes key assessments tasks being built into units of work. This enables teachers to pitch work at the right level and is instrumental in helping teachers meet the needs of pupils in mixed aged classes. Although monitoring is somewhat informal, the co-ordinator has a good idea of strengths and weaknesses in science and has used her own knowledge to good effect in encouraging the investigational approach evident in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in Information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above those expected, and pupils are achieving well.
- Pupils acquire good basic skills, but do not have enough opportunity to learn for themselves.
- The improved resources have had a positive impact on pupils' learning.
- Teachers do not develop ICT skilfully through other subjects.

Commentary

54 Standards are in line with those expected in Year 2, as they were at the last inspection. However, standards in Year 6 have improved and they are now above expectations. By the time they leave the school, all pupils are confident on computers. They word-process capably and they access programmes smoothly. They know how to create a spreadsheet and use the data to present the information as graphs and pie charts. They access the Internet and are able to locate and interpret information. More able pupils have a swifter pace of work and awareness of computer operation. For example, more able pupils in Year 6 rapidly appreciated how to insert a hyperlink into a slide presentation about the village of Crayke.

55 Teaching is good. Teachers are methodical in their approach, are confident in the subject and explain new learning clearly. As a result, pupils can put theory into practice within a short time. Teachers' planning is comprehensive and ensures that the full curriculum is taught and that lessons have a clear sense of purpose. The atmosphere in lessons is very positive because teachers have high expectations of pupils and praise their efforts. As a result pupils progress well in picking up key skills. However, pupils do not have enough time to explore what computers can do, for example, to help them conduct their own research in databases or on the Internet. Teaching about the application of skills is not as strong as that associated with the acquisition of them.

56 The school has done well to upgrade its ICT facilities. This reflects the good quality of leadership and management in the development of the subject. The new computer suite allows pupils to have regular use of computers, not just to learn ICT skills but also to support other subjects. For example, Year 2 lessons on literacy and numeracy are occasionally spent entirely in the suite. Pupils have ample hands-on practice because, although pupils mostly share a computer, they are considerate and very co-operative in taking turns and giving one another advice. A good range of software and other resources also supports good learning.

Information and communication technology across the curriculum

57 Teachers are increasingly using ICT in subjects like English, mathematics and history. For example, all pupils in Years 3 to 6 have word-processed their own poems or favourite poetry. Pupils in Years 5 and 6 have improved their mapping skills by designing a new layout for the school using computer graphics. However, pupils' work over the year shows that such activity is not a regular and intrinsic part of learning.

HUMANITIES

58 There was insufficient evidence to make secure judgements on the provision for **history** or **geography**. However, evidence from pupils' work, two lessons seen and discussion with the subject leader, indicate that the curriculum meets the requirements of the National Curriculum. Pupils learn about ancient civilisations and compare their own lives to children's lives a hundred years ago. They study other countries, comparing and contrasting physical and commercial features, as well as differences in daily life. Pupils use their own village and local environment as valuable resources. There are examples of both subjects promoting the development of pupils' literacy skills. For example pupils in Year 3 were asked to imagine that "they were there" and become a newspaper reporter on the scene of Howard Carter's amazing Egyptian discoveries. However, this has not been systematically thought through and is not, as yet, part of planning across subjects. The subject leader is keen and enthusiastic and maintains a clear overview of the subjects, prioritising developments and resource issues.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Although elements of teaching are good, teaching overall is satisfactory.
- Pupils have very good attitudes to learning.
- Pupils do not have enough opportunities to learn and present work in their own way.

Commentary

59 Standards in Years 2 and 6 are in line with the expectations of the locally agreed syllabus. Pupils have a satisfactory knowledge of Christianity and other faiths. Teachers are knowledgeable and so provide pupils with a good range of facts. Pupils in Years 3 and 4, for example, know about the various Hindu gods and festivals, and pupils in Year 6 are familiar with the crucifixion and resurrection of Jesus. Teachers encourage pupils to interpret religion through role play, and organise visits to churches and temples to put religion in context.

60 The good relationships in lessons ensure that pupils enjoy the subject and work hard. Pupils are keen because teachers use discussions skilfully to include all pupils and value their contributions. Pupils listen attentively because they are eager to learn about traditions and beliefs which are different from their own, and teachers make learning interesting. Pupils in Year 6 talked happily about the symbols of hope they designed during the year, such as a cross featuring light shining through dark clouds, and the precision of their pictures showed the level of their interest.

61 Teaching is well structured but there is not enough scope for pupils to learn for themselves. Over the past year for example, pupils in Year 6 have not produced much written work of their own. They have conducted some research into Hinduism, but some of their work is based on worksheets and, occasionally, copied. Pupils certainly develop speaking and listening skills through frequent discussions, but teachers do not make the most of lessons to develop pupils' broader skills. The leadership and management of the subject is satisfactory, but does not do enough to analyse the strengths and weaknesses the subject, so that further improvement could be made.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62 During the inspection art and design and design and technology were sampled through looking at pupils' books, work on display and by talking to pupils and the subject coordinator. No judgements were made about provision in these subjects.

63 Good quality displays in classrooms and around the school, celebrate pupils' achievement and enhance the learning environment. Teachers' planning for **art and design** and **design and technology** is supported by nationally recognised guidance, which ensures that pupils' knowledge and skills are developed systematically and that they enjoy an interesting and relevant curriculum. They learn to use and control a range of media, including paint, pastel, clay and fabric. Good use is made of the local environment to aid study in art and design, with pupils producing very good watercolour paintings and clay plaques of houses in the village. In design and technology pupils use design sheets to plan their work and evaluation sheets afterwards to help them to review and improve it.

64 Provision in **music** was sampled and so no overall judgment can be made. In the assembly seen, pupils sang very well, with good expression and tempo. Pupils benefit from many opportunities to perform, especially as a significant number of pupils learn to play the recorder. Pupils who learn other instruments out of class have a very good chance to play with others in the school orchestra. The school choir performs on a regular basis.

65 It was not possible to make a judgement about provision in **physical education**. Since the last inspection, the school now ensures that it meets its statutory responsibilities to take pupils swimming. The school thought hard about the arrangements for this, making the best use of time by keeping travelling time to a minimum. Although the hall is small, the school

has made sensible decisions which maximise its use. This involves taking smaller groups of pupils into the hall while a teaching assistant works with the remainder of the class. The co-ordinator has written an extensive action plan for physical education, which will help raise the profile it has in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66 Not enough evidence was gathered to make an overall judgment about provision in **personal, social and health education**. This area of the curriculum links to work in religious education. The use of class discussions and time for reflection are helping pupils to think carefully about their actions and the actions of others. For example, in a good lesson with a class of Year 2 and Year 3 pupils the teacher's lively reading of 'The Enormous Turnip, and perceptive questioning helped pupils discuss the merits of working together. The school fulfils the requirement to have a programme in place for sex education and for drug education.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	3
The leadership of other key staff	3
The effectiveness of management	4

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