

## INSPECTION REPORT

### **SCOTTON LINGERFIELD COMMUNITY PRIMARY SCHOOL**

Lingerfield, Knaresborough

LEA area: North Yorkshire

Unique reference number: 121413

Headteacher: Miss G Huyts

Lead inspector: Mr M J Mayhew

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> March 2004

Inspection number: 264006

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	66
School address:	Market Flat Lane Lingerfield Knaresborough North Yorkshire
Postcode:	HG5 9JA
Telephone number:	01423 862209
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs R Burns
Date of previous inspection:	30 <sup>th</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Scotton Lingerfield School is a much smaller than average primary school that is housed in a recently extended building on the edge of Lingerfield, a village close to Knaresborough, North Yorkshire. There are 66 pupils (39 girls and 27 boys) on roll, who all attend on a full-time basis. Pupils live in or near one of five local villages, or in Knaresborough itself. Most live in privately owned accommodation. None of the pupils are known to be eligible for free school meals. There are no pupils from ethnic minority groups, and all speak English as their first language. Five pupils are on the school's register for special educational needs. At 7.5 per cent of pupils, this is well below average. No pupils have been assigned a statement of special educational need. Three pupils joined the school at other than the usual times of admission, and no pupils left at such times. Due to small numbers in each age group, the range of ability on entry to the school varies from year to year. Attainment on entry of those children currently in the Reception year is judged to be about average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22197	Mr M J Mayhew	<i>Lead inspector</i>	Foundation Stage, Mathematics, Science, Art and design, Design and technology, Music, Citizenship.
11468	Mrs J Menes	<i>Lay inspector</i>	
14842	Mrs S Cook	<i>Team inspector</i>	Special educational needs, English, Information and communication technology, Geography, History, Physical education, Religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory and improving school**, with some good and very good strengths. Most pupils achieve satisfactorily over time. Standards by Year 6 are currently average overall in the core subjects, though reading and speaking and listening standards are good. Teaching observed is good, and the school provides an interesting curriculum that is strong in the area of creative skills. The school is satisfactorily led and managed, and provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- There is very good provision, in most areas of learning, for children in the Foundation Stage.
- Pupils' attitudes, behaviour and personal development are all very good, and are encouraged well by the school's consistently calm and caring ethos.
- The quality of assessment, including marking of pupils' work, is not always good enough to promote higher achievement well enough for all pupils.
- The curriculum for the arts is very good and makes good use of constructive links across subjects.
- Action taken as a result of monitoring and evaluation of school performance is not sufficiently rigorous.
- Standards in science and information and communication technology (ICT) are not as high as they could be mainly because there is not enough time given to teaching these subjects.
- Pupils take pride in their work and present it well.
- In partnership with the school, parents contribute well to pupils' learning.

There has been satisfactory improvement since the previous inspection, with pupils' attitudes, behaviour and relationships much better than they were as a result of the headteacher's leadership and high expectations. Lesson planning nearly always takes account of each pupil's needs. Planning for school improvement is constructive, although there is a need for more robust action to deal with identified priorities. Pupils achieve as well in English, mathematics and science as at the previous inspection, but not as well in ICT.

### STANDARDS ACHIEVED

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

*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.*

Published results in comparison with all schools, and similar schools on the basis of prior attainment, are unreliable. This is because there were only ten pupils in each of the two year groups assessed in the 2003 summer term. **Pupils achieve satisfactorily over the time they attend the school.** Pupils' attainment on entry to the school varies considerably from year-to-year because of the small numbers in each year group. The attainment of the current year's intake in the Reception year is about average. Achievement in the Foundation Stage is good, because the teaching is consistently good, and ensures that children benefit well from working in the same room as Year 1 pupils. By the time they start on the Year 1 curriculum, most children have reached at least the goals expected of them in most areas of learning. Current standards in Year 2 are well above average in reading, and above average in writing and in speaking and listening. In Year 6, standards

are average in English, with higher than expected standards in reading, and in speaking and listening. Standards in mathematics and science are at nationally expected levels in both Year 2 and Year 6, although there is scope for a higher proportion of Year 6 pupils to reach the higher than expected Level 5 in science.

Standards in ICT at Year 2 and Year 6 are below expectations, mainly because pupils do not have enough experience of, or learning about, all the designated aspects of the subject. Pupils make satisfactory progress in religious education and reach the levels expected in the locally agreed syllabus. Not enough work was seen in other subjects to make a judgement, although pupils achieve well overall in the creative aspect of learning. Pupils with special educational needs achieve well.

**Pupils' spiritual, moral and social development is very good overall. They behave very well and have very good attitudes to their work.** Levels of attendance are very good.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. Teaching and learning are good in lessons** but, except in the Foundation Stage, assessment and marking are not used well enough to track pupils' progress or to set them realistic targets to achieve over specific periods. However, the teachers' good quality lesson planning, very good insistence on good behaviour and very good relationships contribute significantly to pupils' learning. The school makes good provision for pupils with special educational needs.

The satisfactory curriculum gives pupils learning experiences that meet national requirements. It is enriched by learning experiences that help pupils to achieve well in the creative subjects. However, there is not enough time given to teaching pupils in Years 3 – 6 about science and ICT. All pupils are fully included in what the school has to offer them. The school cares well for its pupils, and has good links with parents and the local community.

## **LEADERSHIP AND MANAGEMENT**

**The school is led and managed satisfactorily.** The headteacher leads the school satisfactorily, and has developed a calm and purposeful ethos. Other staff and the governors support her well, and all are committed to pupils achieving as well as they can. The governing body has improved its expertise and effectiveness since the previous inspection, and fulfils all its statutory responsibilities. Nevertheless, although there is some improvement, the school still does not monitor its performance and take decisive action as well as it should.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The school has a good partnership with the parents, who are pleased with what the school provides for their children, and are happy with the progress they make. Pupils like coming to school and say that they find the work interesting.

## **IMPROVEMENTS NEEDED**

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

- Give more time on a regular basis to teaching science and ICT in order to raise standards in these subjects.
- Put into effect current plans for improving the quality and effectiveness of assessment in mathematics, science and ICT, and in marking in these three subjects, and English.

- Make better and more regular use of the school's system for tracking pupils' progress, and act more rigorously on evaluations of the school's performance.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Children in the Foundation Stage **achieve well** in relation to their abilities. Standards in Year 2 are **above** average in writing and **well above** average in reading. In Year 6, standards are **average** in writing, and **above** average in reading. Speaking and listening standards are **above** average both in Year 2 and Year 6. Standards throughout the school are **satisfactory** in mathematics and science.

#### **Main strengths and weaknesses**

- Children in the Foundation Stage achieve very well in their personal, social and emotional development.
- Standards in reading and speaking and listening are at least good because of the close attention that teachers give to pupils to help them develop these skills.
- Standards in ICT are below average.

#### **Commentary**

1. The children currently in the Foundation Stage reach good standards by the time they become Year 1 pupils at the end of their Reception year. It is not possible to make secure judgements about standards in creative and physical development, but children achieve well in the other areas of learning, and particularly well in their personal, social and emotional development. Children do so well because the teachers use their considerable experience of this age group skilfully. They know each child's capabilities and needs because they assess their progress closely, and plan work that caters very well for their needs. Children feel secure in the work that they do, enjoy school, and gain much from working and playing both with other children of their age, and with those who are in the next age group, who also work in the same classroom.
2. At the end of Year 2, in the 2003 national assessments, pupils scored well above average levels in reading and writing, and above average levels in mathematics. There were only 10 pupils in the year group, so a comparison with national figures is not truly valid. Overall standards from year to year vary because the attainment of one pupil can make a considerable difference to the score for the year group. Similarly, only ten pupils took the national assessments in 2003 for pupils aged eleven. Here, standards in English were above the national average, but below them in mathematics and science.
3. Current pupils in Year 2 are doing well in English and read at a standard that is well above what is normally expected. Their writing standard is above national expectations. Standards in mathematics match the average. Similarly, their knowledge and understanding of science is about what one would expect for their age.
4. Pupils in Year 6 meet expectations overall in English. They read at above average standards, and their standard of writing is average overall. The quality of presentation of work is good, as is the standard of grammar, spelling and punctuation. When pupils write at length, most do so with an interesting quality of content, that makes their work both interesting and, often, imaginative. Most pupils successfully transfer their handwriting skills from practice sessions to written work across the curriculum. Standards of speaking across the school are good. This is because the teachers are skilled in encouraging pupils to express their ideas and to talk about their knowledge, often to a whole class.
5. Standards in mathematics at Year 6 are also average. They are not as high for some pupils as they could be because they do not have enough chances to apply their mathematical skills and

knowledge to solving problems that require a range of skills in a number of aspects of the subject. Whilst most pupils have these skills to a reasonable standard, they have difficulty in using them in everyday situations.

6. Standards in science at Year 6 are average. They are not as high as they could be because science is not taught in the juniors as often as it should be. One hour per week is not enough for pupils to learn about scientific concepts and processes in enough depth in order to reach the higher levels. The way that the curriculum is arranged means that it is too long between the times that pupils learn about and then add to their knowledge of certain aspects of the subject. As a result, pupils forget much of what they have learnt some time ago.

7. Attainment in ICT is below expectations, although pupils do achieve well in some aspects of the subject, notably word processing and researching for information. As with science, not enough time is given to teaching pupils the skills of the subject, although they do make satisfactory use of their ICT skills in most other subjects, such as in art or English. Additionally, staff do not have sufficient confidence to teach all aspects of the subject.

8. Pupils achieve well in the creative and aesthetic area of learning because the school makes good use of individual teachers' expertise. Also, the way that the curriculum makes good use of connections between subjects helps pupils to see the relevance of their learning, and to develop skills and knowledge in a more interesting way. For example, learning about other countries is more interesting for pupils when they learn about a country's culture through hearing typical instruments playing local music, and construct representations of ethnic art.

9. Pupils with special educational needs are well supported in class, and occasionally on a one-to-one basis. Parents are pleased with the attention that their children get to support their needs. As a result, they achieve well in relation to the targets in the individual education plans (IEPs).

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance, attitudes, behaviour and personal development are **very good**. Pupils' spiritual, moral, social and cultural development is also very good.

### **Main strengths and weaknesses**

- The quality of relationships in school has a positive impact on pupils' learning and personal development.
- Pupils' behaviour has improved since the last inspection and is now very good.
- The school provides very well for pupils' social and cultural development.
- Very good levels of attendance support pupils' achievement.

### **Commentary**

10. There is a strong family ethos evident in the school. Relationships between pupils and with all staff are very good and characterised by respect. Older children mix well with younger ones and take an active role in helping pupils new to the school to settle in. Pupils are friendly and polite, and gain in confidence as they move up the school. Children in the Foundation Stage of learning achieve very well in their personal, social and emotional development, and are on line to easily attain the goals in this area of learning by the time they leave the Reception year. Pupils are attentive in lessons and keen to participate in activities. They take a pride in their work and are very enthusiastic about some aspects of it, such as art. Pupils are proud of their school and willingly take on responsibilities to enable it to run smoothly, such as helping with lunches and putting out equipment at break time. They co-operate and work together well at these tasks and during lessons. The school provides well for social development through the curriculum, such as in an assembly devoted to conflict resolution, but there are no opportunities for residential visits.

11. Pupils respond very well to the high expectations for behaviour in the school. They behave well in lessons and move purposefully and sensibly round the building. Behaviour in the playground is

very good and there is little bullying or harassment. Pupils are involved in framing school rules and have modified these to deal with aspects of behaviour they felt were inappropriate. Parents are pleased with the high standards of behaviour achieved and there are no exclusions.

12. The curriculum is enriched by opportunities for pupils to learn about other cultures in countries such as Peru and South Africa, and to experience something of their music, dance and art. Pupils respond with enthusiasm and produce very good work, which shows that they have some appreciation and respect for lives that are very different from their own. They learn about differences in culture nearer home, such as in Welsh mythology, and over time such as life under Queen Victoria. They respond well to the spiritual element present in assemblies, art and music, and learn about world religions and to respect different beliefs.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.4	National data	0.4

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

13. Pupils like school, and their attendance is well above the national average. This ensures that they have every opportunity to achieve well from what the school provides for them. Parents inform the school when they keep them at home because of illness, and there is no unauthorised absence.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **good** overall. There was no unsatisfactory teaching in lessons. Assessment is **satisfactory** overall. The curriculum meets pupils' needs **satisfactorily** and is **good** in the Foundation Stage. Care, welfare, and links with the parents and community are **good**. The school makes **good** provision for pupils with special educational needs.

### Teaching and learning

All the teaching observed during the inspection was at least satisfactory. It was good in most lessons in all classes. Evidence from scrutiny of pupils' work this term indicates that the teaching seen is a fair reflection of previous work. The teaching has improved from the last inspection, when there was a lower percentage of good teaching and some unsatisfactory teaching.

### Main strengths and weaknesses

- Teaching is good in all year groups and is sometimes very good in the Foundation Stage.
- Teachers are skilled in their questioning of pupils and challenge their thinking but do not always use time to the best advantage.
- Teachers lack confidence in the teaching of ICT and not enough time is devoted to the teaching of this subject or to science.
- Teachers manage their classes very well to maintain good behaviour and encourage enthusiastic attitudes to learning.
- The marking of pupils' work does not consistently indicate how it could be improved.
- The teaching for pupils with special educational needs is good.
- The school does not use assessment well enough to track pupils' progress accurately.

## Commentary

### *Summary of teaching observed during the inspection in 13 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	11	1	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

14. The teachers of the children in the Reception year, the Foundation Stage, know them well because they use very good assessment systems. Additionally, they are skilled in their interpretation of the Foundation Stage curriculum, and ensure that children are always engaged on tasks that take their learning forward at a good pace. Consequently, teaching is never less than good, sometimes very good, and children achieve well in their care and that of the part-time teaching assistant.

15. Teaching for pupils in Years 1 – 6 was mostly good in the lessons observed during the inspection. There were examples of good teaching observed in each class and in English and mathematics. This reflects the positive views shown in the parents' and pupils' questionnaires. Teaching is better than it was at the last inspection, when a lower proportion of the teaching was good.

16. Teachers manage their classes very successfully to sustain pupils' interest and attention. They use a good range of strategies to ensure that pupils behave well. This was consistent in all classes and is an important factor in maintaining pupils' concentration and involvement. Teachers use questions effectively to encourage all pupils to participate in class discussions. They ensure they ask questions of pupils of all abilities and are skilful in the way they build on pupils' answers and encourage pupils to think deeply. The work set for pupils is usually well matched to their capabilities, which is an improvement since the last inspection when higher-attaining pupils were not challenged. Occasionally, the time allowed to complete a task is too long. Teachers do not encourage pupils enough to finish their work within a given time and this means that pupils' productivity sometimes slows towards the end of the lesson.

17. Teachers have good subject knowledge in most subjects and this is used to good effect when teachers swap classes and teach their subject specialism or interest. For example, in physical education and art and design, pupils benefit from individual teachers' particular expertise. Pupils produce finished work in art that is of high quality, and is often based on the teachers' specific experiences, for example from visiting Peru. However, despite having received training in ICT, some staff are not confident in teaching the subject. The specialist technician clearly contributes well to the teaching and staff monitor effectively pupils' progress during lessons. Nevertheless, this provision is not good enough because not all pupils receive regular teaching each week, and neither do pupils receive enough teaching time for science. Pupils are taught all aspects of the science curriculum but the intervals between the teaching of some elements, for example of life processes, is too infrequent for pupils to gain deep enough knowledge and understanding.

18. The teaching of pupils with special educational needs is good. The school uses its teaching assistant effectively to support pupils with special educational needs and for small group activities. The teaching assistant questions pupils well and works in an effective partnership with the class teacher. She treats pupils with respect and helps them to make good progress towards their learning targets.

19. The quality of assessment is satisfactory overall, although the marking of work is inconsistent and does not inform pupils how to improve. There is very good monitoring of children's progress for the Reception children, but the present procedures that the school uses to check on pupils' progress are inconsistent. The school analyses the test results for English and mathematics and uses the information gained to inform future planning. However, science results are not analysed in a similar way, which is a missed opportunity to find out where there are gaps in pupils' knowledge and understanding. Assessment systems are good for religious education and satisfactory for ICT, but there is no formal assessment in the foundation subjects. The school has a system for tracking pupils' progress that is based on their test results each year but this is not rigorous enough to be an effective tool to keep account of pupils' progress. The school is poised to introduce a target-setting

system that will be shared with parents and pupils. It is intended to provide the school with more accurate information about pupils' progress and achievement.

## The curriculum

The provision for meeting the curricular needs of pupils is **good** overall in the Foundation Stage and **satisfactory** for other year groups. The enrichment of the curriculum is good. Accommodation and resources are **satisfactory** overall and are used effectively.

## Main strengths and weaknesses

- The indoor curriculum in the Foundation Stage is rich and varied.
- The curriculum is broad and provides well for pupils' personal and social development, but not enough time is devoted to the teaching of science and ICT.
- The school provides very well for the creative areas of learning and makes good links between these and other subjects.
- The time allocated to the junior curriculum is below the recommended minimum.
- Curriculum planning has improved since the last inspection.
- The provision for pupils with special educational needs is good.
- There are no extra-curricular activities out of school time.
- The accommodation is somewhat cramped, and the small hall space available restricts indoor physical education activities. Additionally, there is limited provision for outdoor activities for Reception children and there are shortages of equipment for ICT.
- The school has only one classroom assistant, who works on a part-time basis. This is not enough for a school of this size.

## Commentary

20. The curriculum for the Foundation Stage is good overall. The indoor curriculum provides a good balance between activities chosen by the children and those directed by adults. Children have good opportunities to explore and experiment with a variety of materials and equipment. Many of the activities are based on first-hand practical experiences that are motivating and stimulating. Children have some opportunities to play outside but there is no designated area for them to play and there are insufficient resources for them to use.

21. The school teaches all subjects required by the National Curriculum for primary schools, and religious education. However, the balance between subjects is uneven, particularly in the juniors, where the school has an hour less teaching time per week than most schools. Too little time is devoted to science. The school does cover all the elements of the science curriculum. However, there is little time for revisiting regularly and building on previous learning in some aspects, such as learning about life and living processes, although there is a planned programme of revision before the end of key stage tests. Additionally, the time allocated to the teaching of ICT is not enough for all pupils to gain an in-depth knowledge of all the elements of the ICT curriculum. Staff lack confidence in the teaching of ICT. The school employs a specialist to come in once a week and pupils have regular access to computers during the day, but this is not enough to fully provide for pupils' learning across the recommended programmes of study. The school is also hampered in its teaching of the subject by the lack of enough hardware to teach more than small groups at a time. The school has as many computers as is practical in the classrooms but has few laptops to enable larger groups to be taught together.

22. The long- and medium-term planning, which was weak at the time of the last inspection, has improved and now covers all the elements of the National Curriculum, and religious education. Short-term planning is good. It is sufficiently detailed, indicates what is to be learned in each lesson and includes some opportunities in some subjects for teachers to assess how well pupils are achieving.

23. The personal and social development of pupils is integral to the ethos of the school. Staff know the pupils well and act as good role models. Pupils are taught good social skills and are, consequently, polite and helpful. The school provides a suitable programme of lessons dealing with health and sex and relationships education, and drugs awareness. Considerable efforts are made to develop pupils' self-esteem by giving them responsibilities and providing opportunities for them to reflect on their actions.

24. The very good curriculum for the creative arts greatly enhances and enriches the school's overall curriculum. Pupils from an early age have many exciting opportunities to learn about art, and to explore and develop their own skills and creative expertise in interesting ways, allowing them to succeed at whatever level of capability.

25. Provision for pupils who have special educational needs is good. Teachers identify at an early stage those pupils giving cause for concern. They keep parents well informed about their concerns. The extra attention given to these pupils means that many problems are solved before they become too big. When pupils need more focused help, teachers write good IEPs to help them overcome their problems. These pupils receive good support from the teachers and teaching assistant, and all are successfully included in all aspects of the curriculum.

26. The school does not provide any clubs or regular sporting events outside school hours and most parents accept that it is difficult for such a small school to provide these. However, the curriculum is further enriched by a good range of visits to support pupils' learning in a range of subjects. For example, pupils visit the church, a local farm, museums and places of interest. A satisfactory range of visitors to the school also enhances the curriculum, and pupils have a few opportunities to participate in village and sporting events.

27. Whilst the accommodation is still rather cramped, despite recent very attractive and useful extension to one classroom, the school uses available space well. It compensates for the smallness of the hall in physical activities by providing activities outside and occasionally using the local secondary school hall for gymnastics. Resources for learning are satisfactory overall, although there is scope for pupils to have better access to computers. The curriculum is good for swimming and pupils in all year groups have the opportunity to swim at some time during the year. This ensures that nearly all pupils can swim 25 metres for the end of Year 6, and many exceed this target.

28. The one classroom assistant is effectively deployed but schools of this size would be expected to have more non-teaching assistants, especially as there are currently 12 Reception children taught in the same class as Year 1 pupils.

### **Care, guidance and support**

The school provides a **high level** of care for the physical and emotional needs of its pupils. It provides **satisfactory** support, advice and guidance on how to improve. There are **good** opportunities for pupils to become involved in the life of the school.

### **Main strengths and weaknesses**

- Assessment and marking are not used well enough to provide effective academic guidance for pupils after they leave the youngest class.
- There are good opportunities for pupils to express their views, which are respected and taken into account.

- The school provides well for pupils' health and safety through established routines.

### **Commentary**

29. There are good procedures to ensure pupils' protection and health and safety. Staff ensure that lunchtimes and playtimes are well organised and safe. Pupils are taught to look after themselves and to choose a healthy lifestyle. However, traffic moving past the school too fast on narrow roads is a hazard at the beginning and end of the school day. The school takes every precaution, and is doing its best to bring this matter to the notice of the local authorities.

30. The ethos of the school supports pupils very well and helps them to feel secure and happy. Teachers listen to parents and get to know pupils very well as individuals. They praise their achievements and encourage them to do better, and to grow in confidence. Pupils respond well to this and are confident that they can approach staff with problems. Assessment and marking are used very well in the Foundation Stage to monitor the progress of individual children and to show them what they need to do to improve, but this is not developed well enough in the rest of the school. Pupils joining the school in Reception class are introduced to school gradually and well supported. Older pupils play an important part in this through the mentor scheme, which helps all new pupils to get to know the school and make friends.

31. The school values pupils' views and gives them opportunities to be involved in the life of the school. All pupils have been involved in devising school rules, and they write down ideas for discussion by the school council and place them in the suggestion box. Issues raised are taken seriously by staff and pupils, and pupils understand the reasons if suggestions are not taken up. The school council offers opportunities for some pupils to discuss school issues but is not yet fully developed to involve all pupils in the decision-making process.

### **Partnership with parents, other schools and the community**

The school has developed **good** links with parents and the community and **satisfactory** links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents provide very good support for the school and their children's education.
- Parents find staff very approachable, which builds good relationships and communication between home and school.
- The school has developed good links with the community to support pupils' learning and personal development.
- Written reports to parents do not consistently identify what each pupil needs to do to improve.

### **Commentary**

32. Parents are very pleased with the school and the care and education their children receive. They support school events and fund-raising activities organised by the parent/teachers' association, and respond well to teachers' requests to borrow items for topic work. They listen to their children read at home and encourage them to do their homework. Parents are made very welcome in school and a few help regularly in class. They like how teachers are available for consultation at the beginning and end of the school day. Teachers listen to parents' concerns about their children's progress and take them seriously. Regular formal meetings inform parents about their children's progress and give them opportunity to view pupils' work. Written reports offer useful information on what pupils can do. Some include helpful guidance on what pupils need to do to improve, but this practice is not consistently applied across the school. The school has consulted parents about specific issues and used questionnaires to find out their general views of the school.

33. The school takes part in community events such as the Scotton Feast. It uses the village hall for school productions, which are open to the whole community, and there is a special grandparents' afternoon at Christmas. The football team is based in the village and well supported by the school. There are good links with the parish church and local Methodist chapel, which support pupils' spiritual development and religious education. Pupils make visits in the village, such as to a farm, and in the wider community to museums and places of interest, while visitors to school make an important contribution to the curriculum.

34. Liaison with local secondary schools eases pupils' transfer at eleven. The school benefits from the provision of weekly ICT technical support from the local technology school, and use of its gym facilities helps with the provision for physical education. Links with other primary schools support staff development well and enable small schools to share enrichment activities.

## **LEADERSHIP AND MANAGEMENT**

Both leadership and management of the school are **satisfactory**. The headteacher provides **satisfactory** leadership, and the governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher has successfully led and helped to create a school that has a firmly rooted ethos based on very good relationships and very good behaviour.
- The staff and governors are committed to ensuring that each pupil has access to all that the school has to offer them.
- The monitoring of the performance of the school, though better than it was, is still not rigorous enough.
- Science and ICT are not given sufficient attention because time is not managed as well as it could be.
- School improvement planning clearly lays out the school's priorities for development, but does not define the most pressing strategies or actions necessary to achieve consistently higher standards.
- The school's available finances are well managed.

### **Commentary**

35. The school has successfully developed and maintains a calm, caring and purposeful ethos. Much of the reason for this achievement is because of the headteacher's high expectations of pupils' behaviour, and the support she gets from her staff in this respect. Additionally, all teachers strongly encourage each pupil's full involvement in lessons, which are, as a result, enjoyable learning times. All pupils, of whatever level of prior attainment and ethnic background, benefit from what the school has to offer them. Most pupils achieve satisfactorily over their time in the school, and often they achieve well in lessons. The leadership and management of special educational needs by the co-ordinator are good, and these pupils often achieve well. Lessons now take better account of the needs of the higher-attaining pupils, an improvement since the previous inspection. This is because the headteacher now monitors, evaluates and then gives teachers feedback about their lessons.

36. The headteacher, who was appointed to the school two years ago, has developed a strong, positive partnership with the parents. As a result, they appreciate her openness, and support her ideas for improvement.

37. The governing body fulfils all its statutory responsibilities. The governors have recently improved on their effectiveness in the strategic management of the school, and their formation of specific committees is a positive step towards increasing their involvement with regard to setting standards. For example, more governors now regularly visit the school, gain important information, and are in an improving position to critically analyse the school's performance.

38. The school has improved its overall planning for the longer term as a result of some evaluation of its performance. However, the monitoring of performance is not rigorous enough to effect rapid change. This is partly because of some inexperience on behalf of both the headteacher and the governors in analysing in detail the standards that the school achieves, and the use of assessment and pupil tracking systems that are not fully established, either in breadth or in detail.

39. The school improvement plan is a good document in that it rightly focuses on standards, and identified means to raising them. The headteacher, in conjunction with the staff and governors, has identified a wide range of priorities that need to be addressed in order for standards to reach a consistently high level. However, the list of priorities is not honed enough to ensure that the most important are addressed as a matter of urgency, for example the need to extend and improve the school's tracking system of pupils' progress, and to find the time to teach science and ICT more regularly and, in the case of ICT, more confidently. The governors have not investigated how they intend to increase the weekly amount of teaching time for the juniors, by one hour, to the nationally recommended minimum. Teachers set pupils targets to achieve in English and mathematics, but this initiative is only recently implemented. Consequently, most pupils do not know what their targets are, and so do not have a clear enough picture of what they need to do to improve. The school is aware of this factor, and is about to act on already acquired published material to effect improvements.

40. The school is managed well on a day-to-day basis, and all staff are diligent in carrying out their duties, including the non-teaching staff. Subject co-ordinators are beginning to have opportunities to observe lessons in the subjects they co-ordinate. However, with such a small staff, the co-ordination responsibilities are onerous. The headteacher manages to combine her considerable teaching role in the Years 4, 5 and 6 class with her whole-school management duties. However, she was not well experienced in these year groups on her appointment. Her experience and effectiveness are now better but she is looking forward to being more effective when teacher/class allocations are redefined shortly. Good use is made of individual teacher's specific subject expertise across the school. For example, one teacher is responsible for art and design, and teaches this subject to a good standard in each class.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	184,078	Balance from previous year	25,658
Total expenditure	185,606	Balance carried forward to the next	24,130
Expenditure per pupil	2,856		

41. Financial matters are dealt with efficiently by a bursar to whose services the governors subscribe. This is an efficient way of working, particularly in light of the headteacher's considerable other duties. The governors make good use of available funds to provide sufficient resources to carry out its plans, including building alterations. Indeed, much of the current balance carried forward is designated to provide for further improvements to the accommodation, and to extend teaching assistance in the classrooms. The governors do not fully implement the principles of best value. Good use is made of funds raised by the parent/teachers' association, for example to purchase tables for a recently refurbished room.

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

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

Provision in the Foundation Stage is **very good** and children achieve well.

#### **Main strengths and weaknesses**

- Teaching is consistently good or better.
- Assessment is very good.
- Provision is led well by the co-ordinator.
- Provision for physical development is limited by the lack of secure outside play facilities.

Time limitations mean that it is not possible to make secure judgements on standards and provision in **creative development** and **physical development**, but all activities are planned in such a way that all areas of learning are interwoven, making learning relevant and fun. Teaching and learning are never less than good. The partnership between the teachers, who share responsibility for the mixed Reception and Year 1 class, and the part-time teaching assistant, is a strength. All adults working with these youngest children have a good understanding of how they learn, and are adept at engaging them in thinking and talking about what they are doing as they work and play. Adults work hard to include all children in each activity. Those with special educational needs are supported well and make good progress in line with their peers. Lesson planning is of a high standard, and ensures that children benefit greatly from working in the same classroom with pupils in Year 1. Sessions are well planned to cover the six recommended areas of learning in a relevant and stimulating way. Provision is led well by an experienced co-ordinator, who is supported very well by her experienced colleague. Thorough assessment, which all adults carry out regularly, ensures that each child's needs and progress are fully documented. Good resources, apart from a lack of outdoor play equipment, are used well to ensure that sessions are packed with exciting opportunities. The staff do well to overcome considerable accommodation difficulties with regard to available classroom space.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children have good attitudes to learning and achieve very well.
- Teachers have high expectations of children's behaviour and their ability to co-operate with each other.
- Children very successfully work in the same room and often together with pupils in Year 1.

#### **Commentary**

42. Standards by the end of the Reception year are above what is normally expected and children achieve well by the end of their Reception year because teaching is never less than good. Children enjoy their work because the teachers and classroom assistant work very well together to make it interesting and relevant. All staff have very good relations with the children, who each receive individual attention. This gives children confidence, and they respond by developing a sense of responsibility for their learning. The teachers successfully encourage children to be independent in

the choices they make, and offer them a range of tasks to tackle in each session. As a result, children do work that they find challenging, knowing that there is always an adult on hand should they have difficulties. Children do their work with enthusiasm, are happy, and learn how to work alongside others, some of whom are older and in the Year 1 group of pupils.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The consistently high focus placed on developing children's communication skills.
- Children make very good progress in speaking and listening.

### **Commentary**

43. Children's ability to communicate develops so well because teachers consistently and successfully encourage them to listen to each other and to speak. From the beginning of each day, children confidently answer questions, even responding in a selection of languages when their name is called for registration. Children's language develops well through very good question and answer sessions that build well on their understanding of a wide vocabulary. Teachers helpfully extend children's answers to questions in order to build on their vocabulary. Many planned activities help children to learn to read and write. For example, they use computers to read simple words, and they listen to tape recordings of stories and follow them in books. When the Year 1 pupils are reading text together, the Reception children follow. The teachers always take into account Reception children's needs when they plan lessons, such as when children begin to learn that pairs of letters make certain sounds. The good support from the teacher and teaching assistant result in children achieving well in the early stages of reading and writing. By the end of the Reception year, most of the current Reception age children will exceed the expectations of this area of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Very good teaching that focuses on the skills of counting.
- The good range of activities to promote learning.

### **Commentary**

44. The teaching of mathematics has particular vitality, to which the children respond with enthusiasm and a determination to learn. The teachers build on the very good relationships they have with the children, and arrange lots of activities in which all children can take part purposefully. They make, for example, good use of song to promote learning of counting and sequence, such as the days of the week. Practical activities help children to understand the passage of time and how to measure it, such as individually stamping and cutting out a clock face, drawing in the hour and minute hands, and making a simple watch from it that they can wear. Indeed, many children can read their 'watches' and recognise '9 o'clock'. Most children confidently count to ten and beyond because there are so many ways in which they have learnt to do so. Often the mathematical activities also help children to learn other skills, for example when they have to 'read' labels and match them to numbers. On questioning, most children already correctly name shapes such as a square, an 'oblong' and a triangle. By the end of the Reception year, most of the current year group will exceed the standards that are normally expected.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is a wide range of activities to help develop children's knowledge.
- Teachers have high expectations for children to work independently.

### Commentary

45. Children learn well about the world around them because teaching is good and the teachers plan interesting activities and lessons that inspire. Children know that there are places that are far away from where they live, such as the Antarctic, and that life there is very different from their own. They know that people in other parts of the world speak different languages, and delight when they use some words from other languages to respond to the teacher at registration. Children learn much from their role-play activities, such as when they pretend to be on safari, driving their 'jungle' car in the class 'rainforest'. They can name and describe a number of the wild animals they might see, and some talk about and carefully build 'roads' through the jungle in the sand tray.

46. Children use computers to help them with their work, and control the mouse well when they need to 'build' a house on the screen. Although teachers make suggestions about what activities the children should do, they also expect them to decide for themselves about what order the activities are undertaken. This successfully encourages children to work and play independently, so that they find out for themselves, and extend their learning, such as through researching books about animals, or looking at and matching pictures. By the end of the Reception year, most children achieve well and their knowledge and understanding of the world is in line with what is normally expected, including their religious understanding.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good overall**.

### Main strengths and weaknesses

- Standards are well above average in reading at the age of seven, above average at the age of eleven, and pupils achieve well.
- Standards in speaking and listening and the technical skills of writing are good.
- Pupils' research skills are good.
- Marking does not consistently inform pupils how to improve their work.
- Pupils do not write at length regularly enough, and occasionally draw pictures when they would be better engaged in writing.

### Commentary

47. Pupils' standards in the 2003 national tests in English were well above average in reading and writing in Year 2, and above average in Year 6. However, this data relates to small numbers in each year group, and the capabilities of pupils in each year group vary from year to year. The inspection judges that all the pupils currently in Year 2 are likely to attain the expected standards at the end of the year and a significant proportion should reach the higher levels, particularly in reading. The current Year 6 has more lower-attaining pupils than last year but the majority of pupils are on track to attain the expected standard. Around a third are expected to attain the higher than

nationally expected Level 5. Pupils' achievement is good in reading and satisfactory in writing. Standards are similar to those found at the last inspection but higher-attaining pupils are doing better. Boys and girls make similar progress, and pupils with special educational needs achieve well because of the targeted support they receive.

48. Standards in speaking and listening are good. Pupils are articulate speakers who explain their reasoning and give opinions at length because staff ensure there are many opportunities for pupils to answer questions and to discuss issues in small groups. Teachers promote good listening skills and, as a result, pupils are active, attentive listeners who listen very well to each other and to the staff. Pupils with special educational needs put forward their views and add to focused discussions because staff and other pupils value their contributions.

49. Standards in reading are good throughout the school. The teacher in Year 1 builds well on the good start made by the Reception children. Staff provide ample opportunities for pupils to practise their reading, and often hear them read individually as well as in small groups. Older pupils behave sensibly when reading independently in small groups whilst the teacher is involved with other pupils. Pupils enjoy their reading and are keen to talk about the books they have read. They are particularly enthusiastic about researching for information from books and using computers, and are clear about how to take notes. All pupils are taught clear strategies to decipher new words and to read with expression and, as a result, pupils in Year 2 and Year 6 read fluently, accurately and with expression. Lower-attaining pupils read less difficult material accurately. Most reading materials are well matched to pupils' reading capabilities. Parents of younger pupils are committed to hearing their children read and their reading diaries show there is good communication between the school and parents. The support parents provide, both with reading and other homework, has a positive effect on developing pupils' literacy skills.

50. Pupils in all year groups have good skills in the technical aspects of writing. They present their work neatly, attain good standards in handwriting, spelling, punctuation and grammar, and use them appropriately in their written work. Samples of pupils' work kept for assessment purposes are above average. Pupils prove they can write at great length with coherence and a logical structure. However, the lessons observed and the current work in pupils' books indicate that the opportunities for pupils to write long stories or reports are too limited.

51. Teaching is mostly good. All teachers have good subject knowledge, and this leads to interesting, skilled questioning and pupil participation during lessons. This is a strong feature of all lessons, as is teachers' high expectation of pupils' behaviour. Teachers are well organised and prepared, and what is to be learned is communicated to pupils well. Their detailed planning ensures that tasks are mostly challenging and relevant to the needs of individual pupils. Higher-attaining pupils are suitably challenged, which is an improvement since the previous inspection. The end part of lessons is satisfactorily used to assess what pupils have learned, and the teaching assistant is used well to support the learning of pupils with special educational needs. Occasionally, the pace of lessons slows when teachers do not set a time limit in which to finish work, and the time spent on drawing pictures could be put to better use. The marking of work is inconsistent and does not inform pupils about how to improve their work.

52. The co-ordinator leads the subject well. She has observed lessons, monitors teachers' planning and has looked at pupils' work. As a result, she is able to provide information to colleagues about how provision can be improved and standards raised. There has been a satisfactory level of improvement since the previous inspection.

### **Language and literacy across the curriculum**

53. English skills are mostly used well across the curriculum to extend learning in subjects such as geography, history, religious education and ICT, and some of these subjects provide at least some opportunities to write at length. Researching for information from a variety of sources is an aspect that is used very well. For example, pupils in Years 2 and 3 researched enthusiastically and successfully for information about animals that live in Peru.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teachers plan well for the needs of a wide range of age and ability in each of the three classes.
- Teachers make good use of available teaching assistance.
- Pupils take a particular interest in mathematics lessons.
- Older pupils do not have enough practice in solving mathematical problems.
- Pupils present their work neatly.

### Commentary

54. Results of statutory assessments at Years 2 and 6 since the previous inspection have varied year-on-year, mainly due to the small numbers in the year groups. The performance of one pupil can make a considerable difference to the overall attainment of the whole group. In most years, nearly all the pupils achieve satisfactorily and reach the expected levels for their age. Pupils with special educational needs also achieve satisfactorily. Most of the pupils currently in Years 2 and 6 are attaining at levels that meet national expectations for their ages.

55. Teaching and learning seen in the inspection were good. However, there are considerable difficulties in meeting the needs of all pupils in each of the three classes because there is always more than one year group and a wide range of attainment and capability in each class. Teachers plan well to overcome the difficulties. For example, a competent part-time teaching assistant works well with small groups of pupils, both in the juniors and the infants. Whilst she oversees the few mostly Year 4 pupils, the class teacher supports Year 5 and 6 pupils with related but more challenging work. Indeed, it is conceivable that some pupils might achieve better if more such good quality teaching assistant time were available to the school.

56. Most pupils have very good attitudes to the subject because lessons are interesting, and teachers use question and answer sessions very well to enliven and make the subject relevant. For example, pupils in one lesson in Years 5 and 6, about areas of complex shapes, eagerly tackled increasingly challenging problems. They successfully used deduction and their good numeracy skills to work out the answers. Similarly, pupils in Year 2 quickly learned how to use two-digit co-ordinates on grids because the teacher's explanation was lively, and the tasks challenged them to work both independently and co-operatively. Indeed, across the school, most pupils develop a good ability with number operations. However, despite these examples of good practice, a scrutiny of past work shows that pupils in Years 4 to 6 do not apply their numeracy skills often enough to problem solving. As a result, some pupils at Year 6 are not sufficiently adept at applying their mathematical skills to real life situations. Pupils quite often use computers as part of mathematics lessons, to good effect, for example to produce graphs. Pupils in Years 2 and 3 use floor robots well to promote their learning about co-ordinates.

57. Pupils nearly always take pride in presenting their work neatly and in a well-organised way. This is because teachers have high expectations for them to do so, and regularly remind the pupils. The co-ordinator leads the subject satisfactorily, and ensures that each pupil's progress is tracked by recording the results of annual tests. However, the results are not analysed sufficiently to identify where individual pupils are having difficulties, or where there is a need for intervention. A target-setting system is just started, but this is not carried out on an individual basis. Overall, there has been a satisfactory level of improvement since the previous inspection.

## Mathematics across the curriculum

58. Pupils use their mathematics skills satisfactorily in other subjects, for example when using force meters in science, or when measuring and recording on graphs the temperature of different materials.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Pupils enjoy their science lessons, especially those that include scientific investigations.
- There is too little time given in the juniors to teaching science.
- Marking of pupils' work does not give them enough guidance about how to improve, and useful assessment is at an early stage of development.
- Writing in science is of a good standard.

### Commentary

59. Because of the way the school's timetable is arranged, and the particular days that the inspection took place, it was not possible to observe any science lessons. Evidence about standards is drawn from a scrutiny of pupils' past work, teachers' planning and from detailed discussions with pupils and staff.

60. Standards were below average overall at the end of Year 6 in the 2003 national assessment tests, although nearly all pupils scored the nationally expected Level 4. A lower than the national proportion of pupils scored the higher than expected Level 5. With only ten pupils in the year group, drawing comparisons with national figures must be treated with considerable caution. Inspection findings are that pupils, including those with special educational needs, achieve satisfactorily in science, but that there is scope for a higher proportion to reach the higher than expected levels at the end of both Year 2 and Year 6.

61. Pupils say that they enjoy learning about science because their teachers make lessons interesting. They particularly like thinking about and arranging investigations. Pupils in the infants make a good start, for example when they test different kinds of paper for their ability to absorb water. In this way, they begin to learn about how to conduct experiments fairly, and to set and test hypotheses.

62. The curriculum for science fulfils the requirements of the National Curriculum, but aspects of the subject are not revisited as often as they should be because there is only one science lesson each week, too few for a core subject. This results in a lack of depth in learning, and pupils forget what they have learnt some time ago. For example, pupils in Year 6 do not know enough about life and living processes to reach more than the expected level in the forthcoming statutory tests.

63. Pupils generally write in sufficient depth and clarity about science. Usually their writing is original work, especially when they write about investigations they have carried out. As in other subjects, their writing is presented well, and they neatly form drawings and graphs. Teachers mark pupils' work, but their occasional comments generally give only praise. They do not give pupils guidance about how to improve, or set targets against which pupils' progress can be measured. The school is aware of this and has recently formulated a revised marking policy.

64. Leadership of the subject is unsatisfactory because there has not been enough monitoring and evaluation of the school's performance, nor necessary action taken to raise standards. There has been some monitoring of teaching, in accordance with the school's policy, and this has succeeded in raising the profile of the subject. Pupils in Years 4 to 6 are assessed after completing each unit of

work, but this is only a recent initiative, and there is not yet enough useful data on which to accurately track pupils' progress or to set suitably challenging targets for them to achieve. Improvement in the subject since the previous inspection is no better than satisfactory, and there is scope for better use to be made of ICT to enhance learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory overall**.

### **Main strengths and weaknesses**

- Pupils do not achieve high enough standards in some elements of the subject and are not achieving as well as they could.
- Good standards are attained in word processing, researching for information and in using art programs.
- Pupils use computers regularly in lessons.
- Staff lack confidence in the teaching of the subject.
- Not enough time is devoted to the subject and the school does not have enough computers to teach large groups of pupils at a time.
- Pupils are very keen to use computers.

### **Commentary**

65. Standards by the end of Years 2 and 6 are below those expected, and below those found at the previous inspection. Pupils, including those with special educational needs, achieve well in word processing, researching for information using computers and in using art programs, but they underachieve in the other strands of the curriculum. Standards have slipped because of a variety of reasons. Last year the school was in the throes of building work and, as a result, the computers in the Years 4, 5 and 6 class were mainly unavailable for use for a considerable time. This meant that pupils had too big a gap in their learning, which they have not been able to make up. Additionally, the school does not have enough computers or laptops for staff to use to teach large groups, or for pupils to get sufficient time to practise their skills. The staff lack confidence in teaching the subject. Although the specialist technician, who spends time with groups of pupils one morning a week, is clearly knowledgeable, not all pupils benefit from this teaching every week. As a consequence, not enough time is given to the teaching of the subject.

66. Pupils have very good attitudes to ICT and are keen to use computers at every opportunity. They are very keen and enthusiastic to demonstrate their skills and are skilled in their use of the keyboard and mouse. They quickly access different programs, and their work shows a good level of competence in word processing, combining text and graphics, and in using art software to produce complicated pictures and patterns. Many pupils develop their skills at home and are keen to help each other learn new skills. Pupils in Year 2 enjoy researching for information from encyclopaedia type CD-ROMs and bring from home copious notes they have researched using the Internet. Enthusiasm for researching for information is promoted well by staff, and the juniors are very competent at accessing information from software and the Internet. Computers, including the one laptop, are freely available during lessons and are used as much as possible by staff to support learning in other subjects.

67. No lessons were observed and the teaching of the subject is not timetabled, apart from the weekly lesson by the technician, who teaches small groups of pupils. The time the technician spends with the pupils is sufficient to teach them new skills but not all pupils in each class benefit from this each week. For example, Year 6 pupils report that it is some time since they received specific teaching of new work. Teachers try to compensate for this lack of formal teaching by being on hand in lessons in other subjects to offer support and guidance. However, pupils have not yet

covered enough work in some elements of the subject, such as data handling, control technology and multi-media presentations. Nevertheless, the school's planning indicates that pupils will have opportunities in the future to undertake some work in these elements of the curriculum.

68. The co-ordinator for the subject is aware of the shortcomings of the curriculum and is anxious to improve the provision. However, the subject has not been rigorously monitored or enough action taken to bring about significant improvement in standards. Improvement since the previous inspection is unsatisfactory.

### **Information and communication technology across the curriculum**

69. Staff try hard to use ICT in as many subjects as they can but a lack of relevant software and hardware makes this difficult. Nevertheless, at least satisfactory use is made of ICT in most subjects, making a positive contribution. For example, pupils in Years 2 and 3 use computers to compose music, using pre-prepared phrases. They proudly play their compositions to their classmates, who evaluate their effectiveness.

## **HUMANITIES**

70. Insufficient work was seen in **history** and **geography** to form overall judgements about the current quality of provision and standards. Pupils achieve a satisfactory standard of written work in both subjects. Occasionally, work is of a high standard and is often beautifully presented. Pupils' attitudes are good and they are knowledgeable about their current studies. The Years 2 and 3 pupils were very interested in their geography work about Peru, and were intrigued and excited to see a chinchilla at close quarters. Older pupils recall with enthusiasm their work on the Ancient Greeks, and enjoy using maps and atlases to find mountainous regions of the world. The curriculum is planned to take account of classes having mixed ages and key stages. The school provides a suitable range of visits to enhance the curriculum in both subjects. Procedures for measuring pupils' progress on a regular basis are lacking. The marking of pupils' work is inconsistent and does not inform them how to improve their work. The co-ordinators have not monitored the subjects recently to find out what improvements need to be put in place.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils successfully learn about major world faiths.
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- The subject is monitored well, and assessed according to the local education authority's criteria.

### **Commentary**

71. Standards are in line with the expectations of the North Yorkshire Agreed Syllabus, and this reflects the judgement made at the time of the last inspection. Pupils with special educational needs make similar progress as all other pupils. No lessons were observed. However, analysis of the available work and talking to pupils indicate that throughout the school achievement is satisfactory.

72. By the end of Year 2, pupils have a satisfactory knowledge of Christianity and Judaism. They are aware of the teachings of Jesus and know some Bible stories well. By the end of Year 6, pupils have a reasonable understanding of facts about different religions and how these facts relate to people's lives. They know how the Bible is divided into different books, and that other major religions have special books. On occasions, they write their own long stories that are based on stories from the Bible, which demonstrate their understanding of the significance of what they have

learnt. Pupils' understanding of people's values and beliefs is promoted in assemblies when they consider moral issues and have time to reflect on these.

73. Pupils say they enjoy their work and appreciate the time given to discussion and role-play. Infant pupils are enthusiastic about their visit to the Church and learning about Christening ceremonies.

74. Although much of the work is taught through discussion, the subject makes a good contribution to developing pupils' writing skills, and teachers' planning shows that pupils use CD ROMs for researching information.

75. The co-ordinator leads the subject well. She has observed lessons and monitored and evaluated pupil's work. Plans for action are prepared and the co-ordinator keeps good assessments of pupils' progress.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

76. Due to timetabling arrangements and the particular days that the inspection took place, there were no lessons seen in **art and design**, or in **design and technology**. Only one full lesson was seen in each of **music** and **physical education**. Evidence for work in all these subjects is taken from an evaluation of the curriculum, discussions with staff and pupils, and from looking at pupils' work.

77. Despite seeing results of pupils' creative work on display and in portfolio collections, there is too little evidence overall to judge standards, achievement or progress in these subjects because there were so few lessons timetabled during the time of the inspection. Consequently, it is not possible to make judgements about provision or any improvements since the last inspection, when pupils' progress was judged satisfactory.

78. The curriculum for the creative and aesthetic area of learning is well planned, and makes good use of relevant links across subjects. Teachers clearly plan for pupils to experience a wide range of **art and design** techniques, and to develop their creative skills imaginatively and independently. Scrutiny of work on display and in portfolios shows that pupils study the work of some famous artists, and often work together in creating visual representations of ideas explored in other subjects. For example, recently completed paintings in the style of Kandinsky show the thought that junior pupils gave to the relationships between shape and colour shading. Pupils in Years 2 and 3 take care to present their printed shapes carefully and attractively. Past work inspired by a study in geography on indigenous Canadian customs resulted in some fine models of facemasks.

79. Good connections with **history** are made when pupils co-operatively create attractive representational collages, about Tudor life, or produce pen and ink sketches of characters arranged in the style of Victorian photographs. Similarly, computers are used satisfactorily to enhance the resources with which pupils can produce individual works of art.

80. Of the work observed in **design and technology**, vehicles made from balsa, and powered by electric motors, stand out as good examples of pupils planning and skilfully constructing working models.

81. In **music**, pupils across the school sing with vigour and clarity, and enjoy performing together, especially in assembly. They hear a range of music from around the world, such as from Peru, and realise that each culture has its own distinctive style and popular instruments. In lessons, pupils of all ages enjoy using simple percussion instruments. Even pupils in Year 1 learn quickly to play a sequence, rhythmically and predominantly all together. It is at this early stage that pupils learn how music can represent different features, such as emotions or, specifically, different animals, as part of a study of rain forests. Pupils in Years 2 and 3 use computers to good effect when they 'compose' their own musical pieces. Of note is the way that even pupils of this age quite

constructively discuss their compositions in terms of whether or not they have chosen beginning and ending phrases that 'sound right'.

82. In **physical education**, the school works hard to overcome the limitations imposed by its accommodation. Pupils have the opportunity to use the secondary school's facilities for gymnastics for a half term. All pupils benefit from weekly sessions at the local swimming baths for a term each year and nearly all swim 25 metres by the time they leave the school at the end of Year 6. Many of the pupils are very competent swimmers, gaining awards for significant achievements in swimming. The school takes every opportunity to teach games outside and the teaching in the one lesson observed for the older junior pupils was good. The teacher ensured the pupils were active throughout the entire lesson and gave the pupils plenty of chances to improve their performances in invasion skills. Skills build on previous work, with the result that girls are often as skilled as boys in such activities as dribbling and passing mini footballs. The teacher is knowledgeable about the subject and ensures that skills are built upon incrementally. Pupils greatly enjoyed the lesson and make good gains in their skills. The adventure playground apparatus within the school precinct allows pupils chances to engage in adventurous activities. However, there is no residential visit to promote a wider range of such activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

83. Only one lesson was seen in this area of learning so no judgement can be made about provision. Pupils achieve very well. Weekly sessions in personal, social and health education are timetabled in each class, with additional time provided in the Reception and Year 1 class. Topics of learning are planned well to help pupils to look after themselves, understand their feelings and those of others, and to make informed choices. There is provision for sex and relationships education for the older pupils and healthy eating is covered through design and technology and religious education.

84. There is a family atmosphere in the school that is friendly and welcoming, and which helps pupils to relax and grow in confidence. Pupils develop positive relationships and are successfully encouraged to become responsible and mature within the setting of the school community. Teachers use assemblies and acts of collective worship sessions effectively to promote good personal and social education. Older pupils undertake many responsibilities that help the school to function as a well-ordered community and promote good social attitudes. They each take on the role of mentor to a child new to the school and help them to find their way round and settle in. This promotes good mixing and friendships across age groups. Pupils set tables for lunch and hand out plates of food, and take responsibility for equipment at playtime. Before collective worship begins they set up the overhead projector screen and operate the projector when hymn singing begins. They learn to collaborate well and work together productively in class. Class representatives are elected and participate with enthusiasm in the school council, but this does not yet involve all pupils in the decision-making process.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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