

INSPECTION REPORT

**ROECLIFFE CHURCH OF ENGLAND (VOLUNTARY
CONTROLLED) PRIMARY SCHOOL**

Roecliffe, Boroughbridge

LEA area: North Yorkshire

Unique reference number: 121583

Headteacher: Richard Knowles

Lead inspector: John Heap

Dates of inspection: 26th - 27th April 2005

Inspection number: 267576

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 years
Gender of pupils:	Mixed
Number on roll:	95
School address:	Roeclyffe Boroughbridge York North Yorkshire
Postcode:	YO51 9LY
Telephone number:	01423 322302
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Philip Smith
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

Roeclyffe Church of England Primary School caters for pupils between the ages of 4 and 11. It is situated in the village of Roeclyffe, which is about three miles from Boroughbridge. This is a smaller than average primary school, with 95 pupils on roll, 48 boys and 47 girls. The roll has significantly increased since the last inspection. Children arrive at school reflecting the full range of attainment levels but, currently, attainment on entry is broadly average. Pupils are organised into four classes, three of which have more than one age group. There is also a pre-reception class that meets each morning. French is taught by specialist teachers to Years 5 and 6. Most pupils come from the surrounding rural area and there are very few signs of deprivation. It is a school with relatively low pupil and staff mobility. All pupils are white. A well below average proportion of pupils is entitled to free school meals. Thirteen per cent of pupils are on the list of special educational needs. This is below the national average. Four pupils have a statement of special educational needs which is above the national average. The range of needs includes specific learning difficulties, communication and hearing impairment, and autism. The school has received the following awards:

- Basic Skills Quality Mark - 2004
- School Achievement Award - 2004
- Inclusion Quality Mark - 2004
- OFSTED 'honours list' of highly effective schools - 2005

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19446	Sue Wood	Lay inspector	
14591	Richard Perkin	Team inspector	Special educational needs Science Information and communication technology Music Physical education
34178	Elaine Maloney	Team inspector	The Foundation Stage Mathematics Art and design Design and technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that promotes high academic standards and personal qualities. These standards and the excellent attitudes that underpin them, are promoted by very effective teaching, leadership and management. In all that it does, the school's ethos and practices ensure that all pupils benefit equally from what it has to offer. As a result, the school gives very good value for money.

The school's main strengths and weaknesses are:

- By the age of 11, pupils' achievement is very good and standards are high;
- Pupils with special educational needs make very good progress in relation to their prior learning;
- Provision for pupils' personal development is very effective;
- The curriculum is very broad and challenging; and is enhanced and well supported by ICT;
- Achievement in developing and using pupils' library skills is only satisfactory;
- Provision in French is strong and, by the end of Year 6, pupils' skills are well developed for their age;
- Links with parents, the community and other schools are very good.

Overall, improvement since the last inspection is very good. The school has maintained the high quality provision found at the time of the last inspection and there have been further significant improvements in the standards and provision in information and communication technology (ICT). The school continues to pursue improvements in standards, with some particularly strong work in English. The school is well placed to improve further because of its highly effective leadership and management.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A	A	A
mathematics	A	A*	A	A
science	A*	A	A*	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; A indicates a result in the top 5 per cent.*

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

Overall, pupils' achievement is very good. Children enter the reception year with levels of attainment that are average overall. Children achieve well and by the time they enter Year 1, most will exceed the goals they are expected to achieve by this age in personal, social and emotional development and knowledge and understanding of the world. They will meet the expected goals in communication, language and literacy, mathematical development, physical development and creative development. By the end of Year 2, standards seen are above average in reading, writing and mathematics. However, the results of the national tests in 2004 were well above average in reading and writing and above average in mathematics, when compared to all schools. Furthermore, the proportion of pupils reaching the higher than average Level 3 was well above average in reading and in the top 5 per cent of schools nationally in writing. Girls do better than boys at Year 2 but the inspection did not provide secure evidence to say why. By the end of Year 6, standards seen are well above average and confirm the picture presented in the 2004 national tests for English and mathematics. However, the standards and results in science are even higher, because the proportion of pupils attaining the higher Level 5 was close to double the national figure. Pupils with special educational needs make very good progress towards their set targets. There is

little difference between boys' and girls' standards. Targets are challenging and met. The trend in results is high. Pupils' skills, knowledge and understanding in how to use the library to find information are satisfactory but could be higher. Standards in ICT are above average in Year 2 and well above average in Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attitudes and behaviour are very good. Pupils like school and this is very much appreciated by the parents. Attendance is very good.

QUALITY OF EDUCATION

Overall, the quality of education is very good. Teaching and learning are very good. Across the school, the proportion of good and better teaching is high, with particular strengths in Years 3 to 6. In a number of subjects, the use of ICT by teachers in lessons has added to their classroom skills and further promoted pupils' learning. Assessment procedures are very effective. Teachers use the information very well and this leads to pupils being given strong challenges, for instance higher attaining pupils in mathematics and science investigations.

Overall, the curriculum is very good. Provision for pupils with special educational needs is very strong and promotes their very good progress. The programme is very well enriched by activities outside the classroom and the normal school day. The quality of care is very good and very warm relationships are fostered between adults and pupils. The school has excellent practices for involving pupils through seeking, valuing and acting on their views. Links with parents, the community and other schools and colleges are very effective.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governors provide effective support and guidance for the school. The headteacher provides very good leadership and receives very strong support from staff, who successfully manage subjects and show initiative. This is particularly strong in English, science and ICT. Parents appreciate their hard work and expertise. Management of the school is very good and there is a refusal to rest on the very significant strengths the school has displayed for many years.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. Parents recognise that the staff work extremely hard for their children.

IMPROVEMENTS NEEDED

The most important thing the school should do now is:

- Improve the development and use of pupils' library skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is very good, including those pupils with special educational needs. Standards are average when pupils join the reception year and above average when they begin Year 1 and at the end of Key Stage 1. Standards are high in Year 6. Children in the Foundation Stage (reception) achieve most in personal, social and emotional development and knowledge and understanding of the world. Results in national tests are consistently high.

Main strengths and weaknesses

- In ICT, standards have risen sharply since the last inspection;
- Standards in science are very high in Year 6;
- Pupils with special educational needs make very good progress towards their targets;
- Pupils' knowledge and understanding of library systems are not good enough.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.5 (29.7)	26.9 (26.8)
mathematics	29.5 (30.8)	27.0 (26.8)
science	32.0 (31.4)	28.6 (28.6)

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

1. Results in national tests at Year 6 were well above average in 2004 for English and mathematics, and very high in science when compared with all schools, those with similar proportions of free school meals and those which had a similar profile of results when these pupils were in Year 2. Overall, results were very high in comparison to all schools and well above average on both similar school measures. The proportion of pupils attaining the higher Level 5 was well above average in English and mathematics and very high in science, when compared to all schools. In comparison to similar schools, results were above average in English, well above average in mathematics and very high in science. Over three years, results have been very high in all three subjects. There was little difference in the attainment of boys and girls.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.5 (19.2)	15.8 (15.7)
writing	16.5 (18.8)	14.6 (14.6)
mathematics	18.4 (18.3)	16.2 (16.3)

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

2. Standards in the 2004 national tests for Year 2 pupils were well above average in reading, writing and mathematics when compared with all schools. Compared with schools having a similar proportions of pupils entitled to free school meals, reading results were above average and writing and mathematics results were well above average. Compared to all

schools, proportions of pupils attaining the higher Level 3 were well above average in reading and mathematics, whilst writing results were very high (top 5 per cent of schools in the country). Science results were well above average. Compared to similar schools, results in reading and writing were well above average. Mathematics results were above average and science results were well below average. Over the last three years, results in reading, writing and mathematics were very high. Girls do better than boys in writing and mathematics. The trend in results is in line with the national one.

3. By Year 6, standards in English are seen to be high across most of the pupils' work. Very good skills of speaking and listening support effective class discussion in most subjects, while pupils' very good reading skills are often put to good use, and consolidated, as they research information in support of work, for example in history or geography. However, the classification system in the library is not sufficiently challenging for these older pupils. Pupils' writing in English and in other subjects is often of high quality and there are good links with ICT, most particularly in the word processing of pupils' work. Pupils show very good skills of spelling, punctuation and handwriting. Good quality presentation of written work is a consistent feature of the school. Pupils develop very good numeracy skills and numeracy pervades the school curriculum. Pupils frequently use their skills in other subject areas, such as making timeline calculations in history or conducting science investigations. This increases pupils' knowledge and understanding and enhances progress. Very good progress in science leads to good understanding and investigative skills, which ultimately help pupils to test hypotheses they have made by designing their own experiments, which show a good understanding of the ideas of fair testing.
4. By Year 2, standards in English are above average in all aspects of the subject. Higher attaining pupils have high standards in speaking and listening, reading and writing. Opportunities for higher attaining pupils to develop very good writing skills are taken very well and this leads to mature handwriting, punctuation and spelling. Pupils make good progress in speaking and listening, reading and writing. In mathematics, pupils make good progress throughout Years 1 and 2. In science, pupils gain further direct experience in experimental and investigative science. In this Year 2 group, most pupils' standards are above average and even the lower attaining pupils are successfully reaching the average level. Pupils make good progress throughout the key stage.
5. In ICT, standards by Year 2 are above average and are well above average by Year 6. Pupils throughout the school and of all abilities achieve well. Standards and achievement are suitably enhanced by the use and development of ICT skills across a wide range of subjects. Pupils throughout the school have very good attitudes to the subject and this highly positive situation owes much to the successful efforts made by governors and management to improve teaching, learning and provision.
6. Owing to the need for subject sampling, it is not possible to make secure judgements about standards and achievement in art and design, design and technology, geography, history and physical education. Standards and achievement in religious education will be discussed in a separate inspection report.
7. In the reception year, standards on entry are broadly average. Children gain from the part-time experience that many receive in the pre-reception group and they make good progress upto the time they enter Year 1. The main reasons for this good picture are:
 - good teaching by staff who have successfully formed an effective team;
 - a curriculum that is well planned to meet the varied needs of the children.By the end of the reception, standards exceed the expected goals in personal, social and emotional development and knowledge and understanding of the world. Children will meet the expected goals in communication, language and literacy, mathematics, physical and creative development.

8. Very good individual education plans are implemented very effectively by teachers. Support staff ensure that pupils with special educational needs, particularly those with statements of special educational needs, make very good progress against their targets. Pupils identified as being gifted and talented are very well provided for and make very good progress. For example, talented flautists have lessons from the peripatetic teacher and are part of an orchestra, and gifted mathematicians are given advanced work that matches their needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are very good. Behaviour is very good throughout the school day. This is the result of very good provision for pupils' spiritual, moral, social and cultural development. The school has high attendance rates.

Main strengths and weaknesses

- Pupils are very keen to learn and enjoy coming to school;
- Pupils are prepared exceptionally well to accept responsibility in the world in which they live.

Commentary

9. The attitudes, behaviour and personal development of pupils are judged by the school to be a strength; parents, pupils and the inspection team agree. This has been maintained since the time of the last inspection. Pupils are very keen to attend school and enjoy their learning. They arrive at school in good time to enable a smooth and uninterrupted start to the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.1	National data	0.4

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

10. The pupils say that teachers make their lessons exciting and interesting and they are confident in asking questions when they are unsure of what to do or if they are eager to discover more about the work they are doing. They work hard and take pride in what they do and this is reflected in the good quality displays of their work that are seen throughout the school to celebrate their achievements.
11. The behaviour of pupils is so good because pupils very clearly know what is expected of them. There are notably few recollections of inappropriate behaviour, bullying or racial harassment in the school.
12. Parents are pleased with the values and attitudes promoted by the school and they have a very good impact on the development of pupils' qualities. The Christian ethos of the school is obvious and influential. The curriculum provides many opportunities for reflection on values and beliefs, such as listening and responding to carefully chosen stories, and pupils' thoughts are valued. Older pupils are practised in expressing their feelings, and show empathy with people of other places and other times. Assemblies are well used to develop reflection and gain insight into feelings. Relationships throughout the school are very good, with all staff acting as good role models. Pupils respond well and show respect for each other, the resources and buildings. Pupils are very polite to visitors and they are keen and enthusiastic to show their work and share their experiences at the school. The school uses personal, social and health education and citizenship (PSHCE) to further develop pupil's knowledge and understanding about right and wrong, their independence, and their

responsibilities to themselves and the community. The very good relationships that exist between adults and pupils, and between pupils, ensure that those with special educational needs are enabled to play a full part in the life and work of the school. They have positive attitudes and enjoy their lessons. Teachers encourage their independence very effectively.

13. Many opportunities are given to pupils to develop their sense of citizenship through the school council and through many fund raising events, often suggested by the pupils, for those less fortunate than themselves. An example of this was the 'R Factor' (a school talent show) and 'Who Wants to be Headteacher'. Money raised went to the Tsunami appeal and other charities. They also take part in community events, such as performing at Aldbrough Church for Palm Sunday, the school production of The Sound of Music for the village and the founding of the village pond.

Exclusions

14. There have been no exclusions in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is very good, including the quality of teaching and learning. The curriculum promotes pupils' learning very well. The school has very good procedures and practices for care, welfare, health and safety. The links with parents, the community and other schools are very good and productive.

Teaching and learning

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	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.

Overall, the quality of teaching and learning is very good. Assessment is very good, particularly in Years 3 to 6.

Main strengths and weaknesses

- Teaching is best in Years 3 to 6;
- Improvements in the use of ICT are having a positive impact on teaching and learning;
- The provision and support for pupils with special educational needs is highly effective.

Commentary

15. Very good teaching and learning is a major factor in the school's successful achievement and maintenance of high standards over several years. Teaching in the school shows all round strengths and no weaknesses. Throughout the school, the particular strengths are:
- the very effective use of teaching assistants and other support, such as parents and other volunteers;
 - the very good promotion of equal opportunities results in very good progress, both in pupils' academic development and in their personal qualities, as well motivated and independent learners.

16. Teaching and learning for pupils with special educational needs are very good. The assessment of the needs of these pupils, particularly those with statements of special educational needs, is very good and is used very effectively to ensure very good progress. The quality of support provided for these pupils is invariably very good and sometimes excellent.
17. In the reception year, teaching and learning are good. Children arriving in the reception class at age four bring a range of skills and experiences. The majority have experienced the pre-reception group. All children make good progress in the reception class because there is an appropriate range and balance to what is taught. Almost all of the teaching was good and a good proportion of lessons were very good. All staff have a good understanding of the needs of young children and the importance of giving them a secure and stimulating environment. They manage pupils well. Staff focus on what they want children to learn and on how they can help them become enthusiastic and independent thinkers and learners. They ask open-ended questions which stimulate children's thinking and they offer them options so that children become independent and willing to make their own choices. They expand the number of words children know by introducing appropriate new vocabulary. However, they also focus on the development of basic literacy and numeracy skills. Staff have high expectations for children's personal, social and emotional development and their knowledge and understanding of the world, and the children make the most progress in these areas.
18. In Years 1 and 2, teaching and learning are good. In the best lessons, teachers' planning and preparation is meticulous. As a result, teachers match activities carefully to their stated learning objectives and to the prior attainment of the children. Furthermore, they pinpoint the roles of support staff and use a mixture of organisational methods to create teaching opportunities with individuals. Resources are well prepared and teachers give clear initial explanations, which often involves helpful open-ended questioning. These lessons proceed at a brisk pace, with staff keeping an overview of events and learning, while giving positive help and encouragement to groups and individuals that receive their focused attention. Teachers bring these lessons to a close with a summary of what has been achieved or a sharing of some successful work. They encourage children to be responsible for tidying materials and equipment. The best lesson observed was in science, where the main strengths were:
- the thorough planning that caters for pupils at all levels of prior attainment, leading to very good learning because the highest attaining pupils were stretched and the lower attaining pupils were supported very well;
 - the way that the teacher provided the task and resources, but allowed the pupils to come forward with their suggestions for working out the solution;
 - high quality explanations about careful measuring led to accurate work and clear understanding.
19. In Years 3 to 6, teaching and learning are very good. The main strengths include:
- very effective lesson planning and subject expertise, leading to clear definitions of exactly what new knowledge, understanding or skills pupils are intended to acquire. As a result, teachers very successfully provide focused explanations and questioning to reinforce pupils' learning in these pinpointed areas;
 - the very good checking of the progress pupils are making. Teachers know their pupils well as individual learners;
 - very high expectations of what all pupils can learn, which are accurately related to the different levels of their prior learning. This is true for pupils with special educational needs whose teaching is very well based on their individual education plans and very effectively supported by support staff operating either alongside the class teacher or separately.
- The effectiveness of lessons is also much helped by very good management of pupils. Teachers establish very good relationships with pupils and encourage very positive

attitudes. They also encourage pupils to be responsible and independent. Consequently, no time is wasted with matters unconnected with learning and a very happy, relaxed, yet entirely purposeful atmosphere provides an ideal setting for learning. Lessons are often given a lively impact by highly effective use of ICT, particularly the use of the interactive whiteboards. This is a big improvement on the last inspection.

20. Teachers make good use of homework to support learning. It increases appropriately in scope and scale as pupils get older and is a good preparation for secondary school. Tasks range from regular structured learning of spellings or tables to long-term research tasks for older pupils, which develop their independence as learners.
21. A high standard of planning, firmly based on previous assessments, ensures that, within each class, individual pupils' learning is pitched to the correct level. Each pupil's progress is then carefully monitored and half termly reviews of targets are made to assess their progress. The use of target books in numeracy also encourages the children to comment upon their own progress and set their own targets.

The curriculum

The quality of the curriculum is very good. The school has developed a curriculum that provides for the individual needs of all pupils and the quality of provision for those who have special educational needs is a particular strength.

Main strengths and weaknesses

- The positive developments in the ICT curriculum since the last inspection have raised standards significantly;
- The curriculum is varied and interesting and offers a wide range of opportunities for linked work across several subjects;
- The quality of resources is very good and staff make very good use of the satisfactory accommodation;
- The school library needs to be developed still further to cater for a wider breadth of children's reading.

Commentary

22. The very good quality of curriculum provision has been maintained since the last inspection and forms a very good basis for teaching and learning. The school works hard and successfully to provide a programme that caters equally for the needs of all its pupils. The school has achieved the Inclusion Quality Mark and has achieved a range of other awards, including the Basic Skills Quality Mark and a Schools Achievement Award. The activities related to these initiatives strongly enrich the curriculum and promote pupils' learning.
23. The ICT curriculum has been impressively improved and has made a significant impact on learning. For example:
 - the acquisition of laptops as well as the investment in smart boards in most of the class bases fosters co-operative learning and has provided pupils with the opportunity to enhance their own skills;
 - pupils have been able to increase their knowledge and understanding of how the subject affects the entire school's curriculum;
 - teaching, display, communication and information gathering have all been improved.Parents are particularly pleased with this aspect of the school's work.

24. There is a broad and varied curriculum in which all National Curriculum subjects and religious education are taught. Extra interest and breadth are introduced through, for instance:
- the very imaginative use of visits and visitors, which has significantly enriched the curriculum and particularly benefited pupils' personal development;
 - the wide variety of after school clubs that are run by teachers, learning support assistants and other adults and are well attended. These clubs are regularly supported by experts and enthusiasts and allow pupils to improve, practice and develop their interests in areas such as art, music, sports and dance;
 - the specialist teaching of French in weekly lessons for Years 5 and 6. Furthermore, in Years 1 to 4, a large number of pupils attend an after school German club;
 - the local environment, which is used effectively to support and develop pupils' knowledge and understanding. Pupils undertake a wide range of highly valued visits to places of local interest.
25. The Foundation Stage curriculum is very well designed to cater for the needs of the youngest children and to prepare them for work in the National Curriculum. There is a particularly strong emphasis on children's communication skills in the pre-reception and reception classes, which is enhanced by the strong support of the classroom assistants.
26. The provision for pupils with special educational needs is very good. Pupils' progress is monitored and individual educational programmes are put in place to support pupils' learning. A wide range of strategies are employed in the core curriculum to support learning. These include booster groups for high and low attainers. The school has invested heavily in training and deploys teaching assistants and learning assistants very effectively throughout the school. They make a positive and valuable contribution in addressing the individual needs of pupils. Work is very well geared to the needs of pupils with statements of special educational needs and they receive high quality support. The curriculum enables pupils identified as gifted and talented to achieve very well. For example:
- two talented flautists receive tuition from specialists who go from school to school and they perform in the orchestra;
 - two talented mathematicians are given challenging work that properly extends them.
27. Since the last inspection, the accommodation and resources have improved. The resources in school are very good and the creation of the outdoor play area for the Foundation Stage is undoubtedly a much needed addition for the provision of the curriculum. Staff make very good use of the limited space available. The use of the village green as an outdoor area does mean, however, that much emphasis is placed on the issue of health and safety of the children when in use. The new headteacher's office and additional classroom have improved the building still further. The library area is a good resource for the children but would benefit from further resources and a new classification system. Every opportunity is taken for the staff and children to display their work to the highest standard. The playgrounds and outdoor areas are very well maintained and care is taken to ensure the safety of the children at all times.

Care, guidance and support

The school provides a very caring learning environment for the pupils, where they are very happy safe and secure. Pupils are given very good support, advice and guidance as a result of monitoring their achievements. Excellent opportunities are given to pupils to enable them to share their views and ideas which are acted upon.

Main strengths and weaknesses

- The school promotes trusting relationships and, as a result, is very caring and supportive of pupil's individual needs;
- Excellent systems are in place to gather the views and opinions of pupils.

Commentary

28. Pupils and parents say this is an area of significant strength and the inspection team agrees. The high quality of the work has been maintained since the last inspection. Pupils feel very confident that they can approach any adults with concerns and worries. These are listened to and dealt with sensitively. The clear procedures for the health, safety and welfare of all the children, including those for child protection, ensure the school provides a very caring and safe environment. As a result, pupils can learn at the right pace and develop into mature young people. The school has developed very good links with a range of external agencies to help support the pupils and their families appropriately.
29. The school council works hard to ensure the views of the pupils are listened to and acted upon. Recently, a box was added to the library for 'anything that is bothering you'. The pupils themselves act as peer support to help sort out worries or concerns. The friendship bench and buddy systems help support new pupils as they enter the school, and older pupils are often seen supporting the youngest children during lunch and playtimes. The use of questionnaires is also a regular feature and they enable pupils to give honest opinions about the school. This is an important source of evidence for the headteacher, governors and staff to evaluate the work of the school and its successes.
30. The needs of pupils with special educational needs are identified very early on and high quality individual education plans are written with parental involvement when possible. These plans are carefully reviewed and the pupils' progress tracked thoroughly. Outside agencies are effectively involved in provision for pupils with special educational needs from a very early stage.

Partnership with parents, other schools and the community

The majority of parents have very positive views about the work of the school. There are very good links with parents, the local community, industry and other schools, that encourage the taking of an active part in children's learning.

Main strengths and weaknesses

- Many opportunities enable parents to become actively involved in the life and work of the school;
- Very good links with a school in a contrasting area are developing greater understanding of society and providing pupils with very strong learning experiences.

Commentary

31. Most parents continue to be highly supportive of the school and the work it does. This is because relationships with them and a range of other important partners have been maintained and further developed since the last inspection. Pupils appreciate the support that parents give to the school, both within and outside the school day.
32. A wide range of regular and very well presented information is provided for parents on the everyday routines of the school, events in the school and the progress their children make during their time at the school. They have many opportunities to share in their children's learning and achievements, which include homework, consultation evenings and productions. Sufficient written information is sent home regarding topics and areas of the curriculum being studied to enable parents to help support their children from first-hand experience to lending the school relevant artifacts. This is strongest in reception and pre-reception. A small number of parents are seen supporting in classrooms and many help on trips out of school. Parents of pupils with special educational needs are regularly consulted and involved appropriately in plans and reviews.

33. There are several parents who help and provide support for the school in its programme of out of school activities, such as the sports clubs and musical activities. The Friends of Roecliffe School, (FORCES) are hard working and committed to providing a wide range of social and fundraising events for the families and children of the school. They have recently purchased a television, video and DVD, alongside additional playground equipment. The school appreciates all that the parents and friends do to contribute to the life of the school.
34. The school has developed excellent working partnerships with several schools in the area and, in particular, Boroughbridge Secondary School. Visits to the high school are made throughout the year for the older pupils for music, dance, drama and ICT. The school has also developed links with a primary school in Sunderland, which helps raise the pupils' awareness of the diversity of the world in which we live. The school is rightly proud of the links it has established in the local community. Alongside joint school and community events, it hosts church services and the local Women's Institute meetings and events. Links with local industry are also well established, enabling pupils to take part in The Great Yorkshire Show for cheese judging and public speaking, or visiting the local Pizza Express.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. Governance is effective. The headteacher leads the school very well. Key staff make a very good contribution to leadership. Management is very good.

Main strengths and weaknesses

- The school continues to seek improvement, even though standards and provision are at a high level;
- The governing body plays a full part in identifying and implementing projects for improvement;
- Financial planning is prudent and targeted at the priorities identified in school improvement planning.

Commentary

35. Since the last inspection, effective leadership and management has been the most important reason for the maintenance of high standards, high achievement and the very good quality of education provided. The headteacher sets a very good example of commitment to quality. Most of the parents attending the pre-inspection meeting rightly identified the qualities of the headteacher as being at the heart of the school's all round strengths. For example:
 - the school has a very good ethos which reflects the headteacher's very close and constructive relationships with staff, pupils, governors and most parents;
 - the headteacher is very effectively supported by his colleagues. Subject co-ordinators often show very good leadership in promoting close staff collaboration in planning and supporting the teaching by sharing individuals' expertise;
 - the effective way the school implements plans is very well illustrated by the way that the school is looking at ways of improving pupils' writing that is already of a high standard. Thorough and imaginative planning has been allied with careful monitoring of the way pupils write and helpful conclusions have been drawn.
36. The governing body plays an effective part in supporting the leadership of the school. Governors are effective in ensuring the school provides equal opportunities and meets statutory requirements. They are very well informed about both the day-to-day life and the long-term development of the school. Through visits to lessons and detailed discussions with subject co-ordinators, they help to monitor the teaching and curriculum provided. Governors have also closely monitored progress in bringing about improvements since the school's last inspection, most particularly the highly successful development of ICT.

37. The school has very good and effective processes for monitoring the quality of the teaching and the curriculum provided. The headteacher is personally and directly involved with the day-to-day work in classrooms, because he teaches for a large proportion of the week. He has his finger very firmly on the pulse of the school. The school has very good processes for planning its development. Planning is based on a sure sense of priorities that reflect both national priorities and school initiatives. The effectiveness of the school's planning and implementation is seen in the good level of improvement achieved since the school's previous inspection. Although the school was judged very positively before, and few recommendations for improvement were made, good progress has been made in maintaining, and often further enhancing, school strengths. Most of the areas of relative weakness at the last inspection are now areas of substantial strength. The school's commitment to improvement, and successful ways of bringing it about, give the school a strong capacity for further improvement, although it now shows little in the way of significant weaknesses that needs to be improved.
38. The school's financial planning is very good and there is a strong connection between the school identified priorities and the allocation of funds and resources. The school improvement plan sets out, in detail, clear targets for the future development of the school. A thorough audit is undertaken and then finance is carefully prioritised and channelled into areas such as teacher training, resources and the monitoring processes. In all of these areas the school seeks and achieves value for money, because it has policies and processes that are highly effective. The governing body is fully informed of financial developments through the work undertaken in the delegated finance committee.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	283868
Total expenditure	290629
Expenditure per pupil	3092

Balances (£)	
Balance from previous year	20688
Balance carried forward to the next	13927

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is **good**.

39. The high level of support for children observed during the last inspection has been maintained. There are very good procedures to ensure that the children enter the pre-reception class with confidence and eager anticipation. Parents feel secure and have many opportunities to speak with the reception staff when they bring their children into the classroom. They enter the pre-reception once they are aged four and attend part-time. In the reception class, the children are taught in a single age group, but the curriculum is differentiated to allow for the progress of higher attaining children. All children are prepared well for their transfer to Year 1. Throughout the Foundation Stage, children achieve well because the teaching is good and the curriculum is appropriately planned. This provides a wide range of interesting and relevant activities, which are well matched to children's needs. All the adults set excellent role models for the children and manage them well. There is a good ratio of adults to children, ensuring that all children receive sufficient attention. Staff work very well as a cohesive team, carefully monitoring children's progress. The accommodation overall is satisfactory, although the inside facilities are too cramped to be able to accommodate all the children of reception age comfortably. Provision for outside play is good, offering a variety of experiences and opportunities to include outdoor play in all other areas of learning. However, because of the nature of the building itself, it is not possible for the children to have continuous free access to the outside play areas. Nevertheless, the staff do their best to compensate for this in focused group activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and the high expectations set by staff;
- Every opportunity is taken to enhance children's development and children are in line to reach or exceed the expected goals by the end of the year;
- Supportive relationships are being established so children feel confident and happy.

Commentary

40. Standards in personal, social and emotional development are high. The children make very good progress towards, and for many beyond, the nationally expected Early Learning Goals. The clear boundaries and consistent role models set by adults throughout the Foundation Stage ensure that the children know what is expected of them, and most quickly learn the correct way to behave. The children in the pre-reception class know the routines well, settle to tasks with a minimum of fuss and behave sensibly. The excellent teamwork of the adults in both classes gives the children superb role models for co-operation and a calm, but enthusiastic, approach to work. Almost all children show a positive interest in what they are doing, concentrate well even when not directed by adults and are eager to learn.
41. Children are constantly encouraged to feel confident about what they achieve. They are friendly and take a pride in their work. They often play collaboratively and, by the time they reach the reception class, they share, take turns amicably and put their hands up when they are answering a question. Children are expected to clear up for themselves, which many do without prompting. They feel secure and confident to ask for help when required, because they know and trust the adults who work with them. The good gains in learning already

evident in this area are the result of constant reinforcement of the rules by the adults, who treat each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.

Commentary

42. Although some children enter the pre-reception class with under developed speaking and listening skills, most children are on course to meet the expectations in this area of learning. Already children are making good progress, as a result of the many opportunities they are given to talk and listen. All staff take every opportunity during all activities to develop children's vocabulary through probing questions and insistence that the children listen to the contributions of others. Adults work hard to help children extend their spoken sentences by asking them to elaborate their talk, to become more descriptive and analytical. For example, in a communication, language and literacy lesson, the children were pressed by staff to describe more closely the way that rough and smooth things feel.
43. Children enjoy books and listen attentively when a story is read to them. All children regularly visit the book corner, where they can look at books for themselves. These they handle with care, appreciating that text is read from left to right. Other reception age children write notes and compile lists of items purchased as part of their role play in the 'Vets surgery'. Appropriate ICT programs, which assist the teaching and learning of initial sounds and blends with illustrations, make a very good contribution to children's early phonic development. Children in the reception class are beginning to benefit from 'Guided Reading' techniques. They carefully follow text in a book, understand that words carry meaning and are developing a good visual memory of words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning and this ensures that children achieve well;
- Good opportunities are identified in all activities to promote children's mathematical development well.

Commentary

44. Teaching and learning are good and this promotes the evident good achievement of most pupils. Teachers plan an interesting range of activities to promote mathematical understanding and, by the time children reach the reception class, most are working at levels expected for their age. Children are already beginning to count up to five in the pre-reception class and adults use a variety of number rhymes and songs to help them count. Good development of children's mathematical language is achieved through adult involvement in children's play. Here children are encouraged to order and put into sets the items needed for the care of various animals for the ongoing topic. They learn other mathematical vocabulary and compare the weights of different ingredients as they work with recipes, benefiting from practical experiences by counting out spoonfuls of the ingredients that they are to stir and mix to make a cake.

45. The more mature children in reception count accurately to 20 in ones and twos. Reception children show a good understanding of the concept of hours in a day. The daily routine includes clock games and times of the day games, when the support staff showed good questioning skills in consolidating the children's knowledge. Higher attaining children in reception were beginning to order numbers to 50 and apply the concept of 'more' or 'less' accurately, when comparing number values. They could recognise common two-dimensional shapes and some simple three-dimensional shapes. Lower attaining children, effectively supported by learning support assistants, achieve well. Good use is made of ICT in mathematics, with children in pre-reception and the reception class using number and counting programmes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of interesting activities is planned to promote this area of learning;
- Staff carefully intervene to enhance children's knowledge and understanding of the world;
- This area of learning effectively supports other areas such as mathematical, physical and language development.

Commentary

46. Teaching and learning are good and children achieve very well. Many are beginning to work at levels above what is expected for their age, particularly when they use the class computer to help with their investigations. A very good variety of appropriate and interesting learning activities is planned to stimulate children's experiences and enhance their learning. For example, the reception children completed a treasure hunt around the school grounds, as part of their investigation into the letter received in class from the hedgehog that they met the day before! The introduction of the metal detector by the teacher to find the buried treasure enhanced the children's learning on materials in science. The children practised with the detector on metal and plastic items before the hunt and were confident in its use. The children used their observational skills and counting skills to track down the buried treasure. They were so excited when they unearthed the treasure that all sorts of suggestions were forthcoming as to what might be in the box. This gave the adults a very good opportunity to introduce new knowledge and vocabulary about hidden and useful treasure. Very good use is made of cooking activities, where children gain introductory insights into scientific concepts of change, for example how the ingredients of a cake fuse together when they are cooked. They use ICT successfully to record these activities and experiences, so that they can be relayed to parents as part of their communications programme.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outside play area is planned well to link children's development to other areas of learning;
- Children in the pre-reception and reception class do not have continuous access to the outside play area, but the very good use of support staff and planned group activities help to make the best use of the space available.

Commentary

47. Teaching and learning are good. Pupils make good progress and are on course to meet the expectations for this area of learning. Very good opportunities are planned and prepared for children to develop their manipulative skills through the use of a full range of model making tools. Children use pencils and paintbrushes confidently to create line and colour patterns where they demonstrate creativity and individuality. In ICT, they use a mouse carefully to access various programs and discuss them with each other and the staff.
48. Children use the outdoor play area and the resources well. They collaborate well together to pedal their bikes across the 'zebra crossing' when instructed by the 'lollipop lady'. Bigger movement skills are encouraged by the staff and any children experiencing difficulty pedaling their bikes are included and praised for their efforts. Very good intervention by an adult carefully directs this activity to helping the bike and tractor up the hill whilst stopping the traffic. Good use of suggestions and questioning ensure that language skills are also developed.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A full range of interesting activities is planned to promote learning in this area;
- There are good connections between children's creative development and other areas of learning.

Commentary

49. There are good opportunities for children to take part in role play, such as being a vet, receptionist or a member of the public bringing their sick animal to the surgery. Children experiment with language and gain insights into many adult roles. Children are often involved in creating puppets and creatures from papier-mâché. Opportunities are provided for the younger children to create creatures in clay and choose a variety of materials to finish the product. Other direct teaching includes very good opportunities for the development of painting techniques. Other creative experiences are typical of what is seen in many Foundation Stage classrooms. Often teaching is of very good quality, although occasionally classrooms are too small to ensure that all children can easily observe, for example, a demonstration. Many children are on course to meet and, for some, to exceed the expectation for this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

Provision in English is **very good**.

Main strengths and weaknesses

- The co-ordinator is always seeking to improve pupils' achievement, regardless of the consistently high standards;
- High quality basic literacy skills are used as a very good foundation for ongoing progress;
- The library classification is too simple and does not prepare pupils well for further learning and research using this resource.

Commentary

50. Pupils' standards and achievement have been maintained at a high level since the last inspection. Results in national tests have been consistently high over many years and the evidence from the work seen during the inspection confirms this highly creditable position. The main reasons for this very good picture are:
- the high proportion of good and very good teaching which leads, overall, to pupils making very good progress;
 - the very good climate for learning that has been fostered by the leadership and management of the school;
 - very strong subject leadership and management that continues to seek improvement and successfully moves pupils' skills forward.
51. Standards in both Years 2 and 6 are well above average. Throughout the school, pupils' basic skills in speaking, listening, reading and writing are very strong, with even the lower attaining pupils reaching the level of attainment typical for their age. Pupils listen well and the quality of discussion is high. The very good reading standards are supported by work at home and most pupils of all ages have very good attitudes to reading. However, there is an area for development here, because pupils' achievement in the development and use of library skills is only satisfactory. Greater emphasis on teaching pupils how to use the Dewey (numerical) classification will help to prepare them better for future study. In writing, pupils have highly competent and mature basic skills of handwriting, spelling and punctuation. Throughout the school, the majority of pupils have mature styles of writing that provide the reader with interesting texts to read. Although lower attaining pupils' work is not as interesting to read, their basic skills are strong.
52. All pupils achieve very well. Their progress is evident in the work that they do at their level. Higher attaining pupils have excellent expression when reading, a very strong vocabulary when writing and speaking and they pick up the main points of a discussion when listening. Teachers, particularly of the older pupils, insist on pupils using a wide variety of words, for instance 'sinister', 'grim' and 'bleak' when describing 'Coketown'. Pupils with special educational needs make very good progress towards the targets set for them because the support, matching of work and their own confidence directs them very well. For example, in a Year 5/6 lesson about Charles Dickens' 'Hard Times' staff did not do too much for the pupils but allowed them to work independently and well. Teachers are adept at drawing all pupils, including those who are reticent, into the discussions going on in the classroom.
53. The quality of teaching and learning was never less than good and was mostly very good. The highest quality work was seen in Years 3 to 6. Whilst there were no significant weaknesses in teaching and learning, it is clear that the improved provision in ICT has added further value to the work in classrooms. Assessment is highly influential in lesson planning and matching work accurately to pupils' individual needs. Pupils have a very clear view of what they need to do to improve.

Language and literacy across the curriculum

54. Overall, pupils use their very good speaking and literacy skills in a wide range of subjects. This work helps skills and competencies develop well. The strongest area is writing, where the links with ICT have meant that much of the work has been word processed. Other subjects where pupils' extensive literacy skills are employed well are religious education, science, geography and history. Although pupil' skills in finding information is strong, the method of library classification is too simple and does not prepare pupils well for their future learning requirements.

French

55. This subject was sampled. Two halves of two lessons were seen, one in Year 5 and one in Year 6. From these, it is clear that pupils acquire a good grounding in French and, by the end of the second year of study, their skills in speaking, listening, reading and writing are very well developed for their age. The teaching in both lessons incorporated a good blend of listening, repeating, trying out newly learnt phrases and using what pupils knew to extend their answers to questions. In Year 6, for example, pupils quickly learnt to add adjectives relating to size and colour in the correct place when describing the amusing selection of clothing the teacher drew out of a suitcase. In both lessons, the teaching was very effective. Lessons were largely conducted in French and the pupils had a lot of fun working out what was being said. The teachers are skilled at breaking up the lesson into smaller units, so as to maximise concentration. They use songs and games very well to add to pupils' enjoyment and to reinforce what they have learnt. In Year 5, for example, the lesson ended with a song which revised the different times of day, as well as reinforcing how to tell the time, a skill they had just been learning. By projecting the words on to a large screen, the teaching also helped pupils who find it easier to learn visually rather than aurally.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards in mental calculations are very good;
- ICT is used very well to support teaching and learning;
- Marking in mathematics does not always make it clear to pupils how they can improve.

Commentary

56. Current inspection evidence clearly shows that pupils are in line to achieve standards above expected levels in Year 2 and well above average in Year 6. These findings are confirmation of the picture from national test results over several years. The reasons for these highly positive judgements are:
- the quality of teaching is very good overall and means that pupils are learning and progressing very well;
 - the very effective leadership and management ensures the school is continuing to work hard at raising standards in mathematics throughout the school, despite the consistently high standards;
 - the arrangement for teaching pupils in groups according to their prior levels of achievement and maturity is successful. As a result, standards are rising. These groupings are based on assessments of the pupils work and are regularly monitored to ensure that appropriate progress is made;
 - the mental mathematics and oral starters, where pupils are able to give rapid and accurate responses to questions and problems set, are highly effective. Pupils throughout the school are encouraged to use accurate mathematical vocabulary.
57. By Year 2, pupils are working at least to the levels that are typical for their age. Their developing knowledge and understanding of number is good. Pupils recognise number patterns and use different strategies to solve number problems. This is greatly helped by the use of ICT and the interactive whiteboards in particular, which the pupils use competently and confidently themselves. As pupils move up the school, the speed and range of calculation increases rapidly. Year 4 pupils are able to calculate money problems involving addition and subtraction, and interpret timetables. Pupils show increasing logic in their work. For example, they identify possible solutions when interpreting a table of priced activities,

such as death slides and abseiling. By Year 6, pupils have very good number skills, which they employ effectively to solve problems using large numbers. Pupils regularly use calculators, computers and interactive white boards to practise and develop their numeracy skills. The use of laptop computers is a particular help to the lower achieving pupils.

58. Overall, teaching and learning is good and often very good. Where it is very good:
- teachers develop clear learning objectives;
 - the lessons grab the attention and interest of the pupils and good emphasis is placed on teaching a range of methods of calculation;
 - learning support assistants are very well briefed and often lead groups on specific tasks. Clear explanations are given to pupils and questioning is used to support and challenge their thinking.
59. Teachers' planning makes effective use of the National Numeracy Strategy to help raise standards. Although assessment procedures are positive and there are target books used to set general targets for improvement, marking does not always help pupils understand what their next steps in learning should be. Pupils are supported well by skilled and effectively deployed learning support assistants, ensuring that all pupils achieve as well as can be expected. The school is aware of the varying ability levels of pupils with special educational needs.

Mathematics across the curriculum

60. Pupils use mathematics very effectively to support their work in other subjects and, consequently, develop an appreciation of the practical uses of these skills. For example, in science they use graphs and tables of results to record and analyse data. In history, they make effective use of timelines and in food technology, they use weights and measures with accuracy. They use ICT data handling software very effectively as a tool of analysis. There are good links with geography, as older pupils study co-ordinates, linking well with map reading skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high by the end of Year 6;
- Pupils of all abilities achieve very well;
- The subject is very effectively led and managed;
- Teaching is consistently very good.

Commentary

61. Very strong leadership and management have ensured excellent standards in the subject. Pupils' performance in the national tests has been consistently high or very high over the past few years for pupils in both Year 2 and Year 6. In 2004, all Year 2 pupils reached the nationally expected level in the teacher assessments, which was well above average. However, because of a clerical error, none were recorded as working at the higher level. All Year 6 pupils attained the nationally expected level for their age and a very high proportion gained the higher level. The results were in the top 5 per cent, both nationally and in comparison with similar schools.

62. Standards in the present Year 2 are above average, with even the less able pupils on track to reach the expected level for their age by the end of the year and a good proportion likely to exceed it. Standards for pupils in Year 6 are very high. This marks a good improvement from the high standards seen at the last inspection. Teachers consistently encourage pupils to make their own judgements and decisions and to investigate and report their findings independently. Consequently, pupils are confident investigators, able to hypothesise and, in many cases, justify their hypotheses convincingly. They have a well developed understanding of what makes a test fair, for example, when the Year 6 pupils were carrying out experiments to judge the relative strength of different magnets. Most can articulate the process and their findings clearly using appropriate scientific language that shows very good knowledge and scientific understanding.
63. Pupils of all abilities achieve very well throughout the school because of the strong commitment to the inclusion of all pupils, whatever their needs. This is reflected in very positive relationships and a strong sense of teamwork between teachers and support staff. More able pupils are presented with challenging activities and very high expectations. Pupils with special educational needs, particularly those with statements, are very effectively supported so that they can play a full part in the lessons and consequently make very good progress. For example, the level of questioning is matched very well to the pupils and enables them to answer fully and with understanding. Both girls and boys show high levels of interest in the stimulating activities that the teachers present them with.
64. Teaching is consistently of a high quality and is characterised by very secure subject knowledge and very effective planning that is based on careful assessments of pupils' previous work. There is a strong emphasis on investigation and experiment and pupils in all classes have many opportunities to experience and observe at first-hand. The subject is very well resourced and teachers take every opportunity to make imaginative use of ICT in catching pupils' interest and enhancing their learning.

Information and communication technology

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

Main strengths and weaknesses

- The leadership and management of the subject are very good;
- Pupils achieve high standards by the end of Year 6;
- Teaching is very good;
- ICT is used very well to enhance learning in other subjects.

Commentary

65. Very strong leadership and management have ensured very good improvements in most aspects of the subject since the last inspection. A significant increase in the number of computers and software has meant that all pupils now have much more hands-on experience of using a wide range of programs to develop their learning, both in ICT and in other subjects. Consequently, standards are well above those expected by the end of Year 6 and pupils of all abilities achieve very well. Very good and sometimes excellent support allows statemented pupils to make very good progress and ensures that they are fully included in all lessons.
66. The very good teaching promotes pupils' independence very well. Teachers' practice is improved by the new resources that the leadership has acquired. As a result, staff are becoming more confident in using this new equipment that they have available and the use of interactive whiteboards and digital cameras, for example, enhances the pupils' learning considerably. Pupils have very positive attitudes to the subject and enjoy using the

resources for a variety of purposes. Younger pupils, for instance, show great pleasure when they control the programmable robot in its wanderings across the floor and older pupils take great pride in sharing the PowerPoint presentation about the school that they have produced for parents.

ICT across the curriculum

67. A major strength of the subject is the very effective way in which ICT is used in almost all other subjects. For example, pupils use PowerPoint to instruct others about how to make an egg sandwich in design and technology, they use the Internet to gather information about the population of British towns and cities and they email pupils in other schools to find out more about the areas in which they live. The presentation of pupils' work benefits greatly from their use of word processing and desktop publishing and their studies in mathematics and science make considerable use of data processing and charting software. Pupils also use ICT for the benefit of other aspects of school life, such as producing posters to advertise events and the activities of the Friends of Roecliffe.

HUMANITIES

68. Work in **geography** and **history** was sampled during the inspection by looking at pupils' books and talking to staff and pupils about teaching and learning. As a result, it is not possible to make secure judgements about provision, standards, achievement, teaching and learning and leadership and management.
69. In geography, Year 1 and 2 pupils are clearly aware of the local area and its landmarks. They know about important environmental issues, such as litter, transport and the accessibility of shopping facilities. By Year 6, pupils are clear about the different countries that make up the British Isles and the positions of some in Europe. They can talk about similarities and differences in climate in the different regions of the world. They are also very keen about the work done in conjunction with the school in Sunderland, which they have paired with. Some useful literacy work has also come out of this contact, for example letters to their friends at the other school.
70. In history, younger pupils recall events and characters in a detailed and vivid way. Their writing makes a good contribution to their use and development of literacy skills. By Year 6, pupils have a good understanding of life in Victorian times and World War II. They are particularly knowledgeable about what it would have been like to have been an evacuee and, as in other subjects, show a clear insight into the thoughts and feelings of people of the time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Work in **art and design**, **design and technology**, **music** and **physical education** was sampled during the inspection by looking at pupils' books and photographic evidence, if appropriate, and talking to staff and pupils about teaching and learning. No lessons were seen in music, art and design and design and technology and only two games lessons in physical education. As a result, it is not possible to make secure judgements about provision, standards, achievement, teaching and learning and leaderships and management.
72. It is evident from the school programme of study and the range of exhibits displayed around the school that work planned in art and design is varied and interesting. This is a similar picture to that at the time of the previous inspection. The art gallery in the hall, displaying work from throughout the school shows that good attention is paid to observational drawing and the development of line, colour and shading. Display around the school celebrates the pupils' creativity, as seen in their artistic creation of the painting on silk-screen in the hall. Other displays include paintings in the style of well known artists, experimenting with colour mixing and cross-curricular displays of the Chinese Garden in the school library.

73. In design and technology, examples of pupils' work show that they are gaining experience in a range of materials and techniques and are developing the expected subject skills through designing and making a variety of products. The youngest pupils created hinged puppets to use in their storytelling and show an understanding in their correct choice of materials. The oldest pupils are very inventive in their construction of imaginatively designed 'seating'.
74. In music, the singing in assemblies was tuneful and wholehearted. The music curriculum is very well enriched by activities such as the school orchestra, the regular musicals that pupils take part in and lessons by visiting teachers in flute, violin and recorder. Gifted musicians benefit from this extra provision and from opportunities to perform, such as when the flautists played in assembly.
75. In physical education, the school makes the best use it can of the limited inside and outdoor accommodation that is available. Where there are potential health and safety issues, these are rightly overcome by sensible teaching and very good co-operation from the pupils. The curriculum is significantly strengthened by the provision of weekly swimming lessons for all pupils from Year 1 to 6. Separate swimming baths are used for younger and older pupils, so that the latter can learn to dive as well as swim. A very good range of sporting activities outside of school time makes very good use of the expertise of parents and volunteers as well as staff. The subject makes a significant contribution to pupils' healthy lifestyles.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- Personal development permeates all aspects of school life;
- Many opportunities are provided for pupils to discuss issues and share their feelings;
- The school council provides very good insights into citizenship.

Commentary

76. PSHCE is a central feature of school life. The results show in the very positive attitudes of staff and pupils and the harmonious, inclusive and tolerant atmosphere. The school provides many opportunities for pupils to discuss issues that 'bother them'. The school council provides a box in the library for pupils to post their 'troubles'. The pupils show excellent understanding and appreciation of the needs of others, such as the deaf. All pupils have the opportunity to learn sign language in lessons and assemblies, where all pupils sign 'Good Morning'.
77. Multicultural displays enhance the provision for religious education, teaching tolerance and understanding. English lessons explore ideas and feelings through the study of literature and through focused work on life in the time of Charles Dickens. In science, pupils are taught about the need for healthy eating and the school is working towards a 'Healthy Eating' award. The school also provides many practical opportunities for the older pupils, in particular, to take responsibility and to learn the importance of consulting other people. For instance, class and school councilors take carefully considered decisions that affect other pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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