

INSPECTION REPORT

CAMBLESFORTH COMMUNITY PRIMARY SCHOOL

Camblesforth, Selby

LEA area: North Yorkshire

Unique reference number: 121441

Headteacher: Mrs R Coppin

Lead inspector: Mrs L J Traves

Dates of inspection: 24th - 26th May 2005

Inspection number: 274369

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: 146

School address: Mill Lane
Camblesforth
Selby
North Yorkshire

Postcode: YO8 8HW

Telephone number: 01757 618249

Fax number: 01757 618249

Appropriate authority: The Governing Body

Name of chair of Mrs K Derbyshire
governors:

Date of previous January 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

Camblesforth is a small primary school, situated in a semi-rural location, close to the town of Selby. There are currently 146 pupils on roll. The vast majority are of white, British heritage and all are English speaking. Numbers have fallen in recent years due to the changing nature of the population of the area. This poses a challenge for the school because, from year-to-year, the intake fluctuates and the make-up of classes has to change to respond to this. For example, at the present time, reception and Year 1 are taught together, there is a single age Year 2 class, a Year 2/3 class, a Year 3/4 class and single age Year 5 and Year 6 classes. This is not likely to remain constant. The current Year 6 class is taught by two teachers on a part-time basis. A further challenge is posed by the number of pupils in some years that join the school part way through because of some transience in the area. Pupils come from the village and from the surrounding area. Their social and economic circumstances are mixed but typical, overall, of the majority of the country. On entry to school, pupils' abilities are wide ranging, but the majority have skills that are as expected for their age. However, the profile has changed somewhat in recent years with a small, but significant, number whose language and personal and social skills are less well developed. The percentage of children having free school meals (8.6 per cent) is below the national average, whilst the percentage having special educational needs is average (16.4 per cent). Most special needs relate to learning difficulties. There are no

pupils with statements. The school achieved the North Yorkshire County Council Special Needs Quality Mark in 2004 for its good work in this area.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24039	Mrs L Traves	Lead inspector	The Foundation Stage Science Physical education Religious education
8988	Dr Joan Cross	Lay inspector	
18154	Mr S Rigby	Team inspector	English as an additional language English Information and communication technology Art and design Design and technology
30954	Mr B Ashcroft	Team inspector	Special educational needs Mathematics Geography History Music

The inspection contractor was:

CfBT Primary Associates
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. Pupils flourish here because of the very good care taken of them. Standards are above average by the age of 11 and pupils achieve well overall, as a result of good teaching. The school is well led and managed and gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher, senior teacher, other staff and governors work together effectively as a team to move the school forward;
- Pupils achieve well and reach above average standards by the age of 11, in response to good teaching, but standards in writing could be higher;
- Pupils get off to a flying start in the reception and Year 1 classes;
- The school creates a caring atmosphere which enables children to develop as mature, thoughtful individuals who respect themselves and others;
- Pupils with special educational needs are very well provided for;
- The school has worked hard to develop links with parents since the last inspection, but there is still more to be done to reach them all.

There has been good improvement since the last inspection. The most significant change has been in the quality of leadership and management. This was judged to be unsatisfactory last time and is now judged to be good. Information and communication technology (ICT) has improved, with better resources and stronger teaching leading to improved learning. The curriculum is much better and is planned to ensure pupils build progressively on their skills.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well, overall. Results in the national tests for 11-year-olds fluctuate from year-to-year because of the varying numbers of pupils taking them and also because of the differing numbers of pupils with special educational needs. In some years, the percentage of pupils who join the school part way through is high and has an impact. Results dipped significantly in 2002 and 2003 because of these factors, but also because there had been some staffing changes which affected progress. In 2004, there was a significant upturn, with the vast majority of pupils doing very well in relation to their results at the end of Key Stage 1. The English results were not as strong as those in mathematics and science, because not as many pupils achieved the higher level (Level 5) in this aspect. Inspection evidence indicates that the current Year 6 pupils are on course to reach above average standards in English, mathematics and science. Improvements in writing are evident, although standards are still lagging behind those in reading. Results at Key Stage 1 are affected by similar

fluctuations. In 2004, results dipped from the previous year when standards had been well above average in reading, writing and mathematics, to above average in reading and average in mathematics and writing. This was because of the high percentage who had special educational needs. The current Year 2 pupils are on course to reach above average standards in reading, and mathematics. As at Key Stage 2, writing results are likely to be average. Children in the Foundation Stage get off to a very good start and the majority are on course to exceed the goals children are expected to reach by the end of reception. Pupils with special educational needs achieve well in relation to their capabilities because they are very well supported in achieving their targets.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils are polite, well mannered and caring of others. Behaviour is very good in lessons and around the school. Pupils get on very well with each other and with their teachers. Attendance is excellent and has a very strong impact on learning. Punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, overall. It is of particularly high quality in the Foundation Stage (reception). There were examples of very good teaching seen across the school and, on occasions, teaching was excellent. Pupils with special educational needs receive very good teaching and support from all the adults who work with them. The teaching of writing is improving because the school is focusing strongly on this area, but the school recognises there is still more to be done. The curriculum is well planned and organised to meet the needs of all pupils, including those in the mixed age classes. Pupils' learning experiences are effectively enriched through the use of the high quality outdoor environment, visits and visitors.

Pupils are very well cared for. All staff know them very well and have their best interests at heart. The school has worked hard to develop its links with parents, but knows that there is still more to be done to draw some groups in. Links with other local schools and the community have a good impact on learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher gives good leadership. The head and senior teacher have formed an effective team and are moving the school forward rapidly. Governance is good. The governing body are strongly supportive and fulfil the role of 'critical friend' well. They also fulfil their statutory duties effectively. Other key staff play a strong part in school development by managing their areas of responsibility well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are mixed. Some are very positive about the school, whilst others have more reservations. The vast majority are happy that their children enjoy school, behave well and make good progress. However, there are some concerns over how effectively the school seeks their views and the level of information they receive. The inspection team found this area satisfactory. The pupils report that they enjoy school, like their teachers and feel valued.

IMPROVEMENTS NEEDED

In order to improve the school further, the school should now:

- Raise standards in writing;
- Develop further the partnership with parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall. They reach above average standards in English, mathematics and science by the age of 11. Children in the Foundation Stage achieve very well.

Main strengths and weaknesses

- Pupils achieve well overall to reach above average standards in English, mathematics and science at the age of 11, but more could be achieved in writing;
- The dip in standards at Key Stage 2 has been reversed;
- Pupils get off to a very strong start in the reception/Year 1 class;
- Standards in ICT have significantly improved at both key stages.

Commentary

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

Standards in:	School results	National results
English	27.0 (26.4)	26.9 (26.8)
mathematics	28.3 (26.1)	27.0 (26.8)
science	29.7(28.3)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
reading	16.7 (18.1)	15.8 (15.7)
writing	14.8 (16.4)	14.6 (14.6)
mathematics	16.5 (17.6)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

1. Pupils achieve well, overall. Results in the national tests for both 7 and 11-year-olds fluctuate from year-to-year because of the varying numbers of pupils taking them. In some years, the cohorts are small and the results of one or two children can skew the picture dramatically. Results also fluctuate because, in some year groups, the percentage of pupils with special educational needs is high. This was the case in Key Stage 1 in 2002, when results plummeted from being generally average to well above average, to being average and below. This meant that the school's trend in results over 4 years fell below the national trend. However, if this year was discounted, the trend would have been above the national. In addition, in some years, the percentage of pupils who join the school part way through is high and has an impact. These factors were largely responsible for the dip in results at Key Stage 2 in 2002 and 2003. However, the school also identified that some pupils did not do quite as well as they should because there had been some changes in teaching for these groups.

2. In 2004, there was a significant upturn in English, mathematics and science. The vast majority of pupils did very well indeed in relation to their results at the end of Key Stage 1. In mathematics and science, results were above average in relation to all schools nationally and well above average in comparison to those of schools in similar circumstances. The English results were not as strong, although they were average in relation both to the national picture and similar schools. Although results in reading were above average, overall, English scores were pulled down because the writing scores were not as strong, with far fewer pupils achieving the higher level (Level 5). The school's own robust data analysis indicates that the current Year 6 pupils are on course to reach above average standards in English, mathematics and science. Inspection evidence confirms this. Improvements in writing are evident, although standards are still lagging somewhat behind those in reading. Even so, it is clear that throughout the school, writing is starting to improve because the school has put effective measures in place to raise standards. However, the full impact of these has yet to be seen and the school recognises that there is still more to be done.
3. In 2004, results at Key Stage 1 dipped from the previous year, when standards had been well above average in reading, writing and mathematics. This was because of the high percentage of pupils in the class who had special educational needs. Although they did well in relation to their capabilities, they did not always achieve a solidly average Level 2. Consequently, results were average in mathematics and writing. More able pupils did well. The picture in reading was better, with results being above average in relation to all and similar schools. However, school data shows that these pupils achieved well, overall. Inspection evidence and the school's own data indicates that the current Year 2 pupils are on course to reach above average standards in reading and mathematics. Although most pupils will also reach average standards in writing and in the science teacher assessments, fewer are likely to reach the higher level (Level 3) than in reading and mathematics. However, standards in mathematics and science have improved since the last inspection, when they were judged to be below average.
4. When pupils enter the reception class, their skills are wide ranging, but generally as expected for their age. However, in recent years, the profile has changed somewhat, with more pupils starting school with personal, social and language skills that are weaker. Pupils get off to a very good start and the majority of this year's reception children are on course to exceed the goals set for pupils of this age in all areas of learning. Pupils with special educational needs achieve well in relation to abilities. They are very well supported by both teaching and support staff in achieving their individual targets.
5. Standards in ICT have improved at both key stages since the last inspection and are now as expected for pupils of this age. Pupils are learning rapidly and achievement is accelerating throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards their learning are very good and they are very well behaved throughout the school day. Provision for their spiritual, moral, social and cultural development is very good overall. Attendance is excellent and the vast majority of pupils get to school on time.

Main strengths and weaknesses

- Pupils' keenness to learn and work hard enables them to achieve highly;
- Staff have high expectations of pupils' conduct in lessons and around the school;
- Pupils' personal development is of a very high order;
- Pupils are rarely absent from school so their learning builds progressively.

Commentary

6. Pupils' attitudes, values and other personal qualities are better than at the time of the last inspection because staff have improved the climate for learning. Pupils enjoy school and are enthusiastic learners who work productively to please the staff. Their attendance has risen lately and is now very high compared with primary schools nationally. They say that they particularly like mathematics and 'hands-on' experiences that make learning fun. New computer technology, for instance, and the more frequent educational visits and visitors are proving very popular with them.
7. Many pupils have underdeveloped personal and social skills when they first start school in the mixed age reception and Year 1 class. Staff rightly place high emphasis upon encouraging the newcomers to build strong relationships. They teach them to share, take turns and behave acceptably so that all can learn and play effectively. Older pupils help by setting very good examples for them. Pupils, through the many structured opportunities to express opinions and share ideas, learn to listen carefully to others, respect their viewpoints and make appropriate responses.
8. Pupils throughout the school are delightfully amicable, well mannered and caring. They relate to others, including visitors, very positively and are respectful, eager to engage in conversation and considerate. Pupils with special educational needs are fully embraced into friendship groups and school life. Older pupils maturely help to look after younger ones, Year 6 relishing their new responsibilities as the school's first student councillors. Charitable fundraising successfully enables pupils to extend their care to the wider community.
9. Parents and staff, including the midday supervisors, concur that the school's assertive discipline policy works very effectively. This has been introduced since the last inspection. Pupils talk enthusiastically about the class treats that they earn through positive attitudes and behaviour. The few pupils who sometimes fail to be compliant are, on the whole, suitably deterred from spoiling the learning or play of others by much-disliked warnings and escalating consequences. Exclusion from the school is very uncommon but was necessary several times last year for a pupil who has since left the school. Bullying and harassment are rare according to parents who feel that any incidents are dealt with swiftly and effectively once staff are aware of the problem.
10. Trusting relationships throughout the school community enable pupils to discuss their innermost thoughts. During the inspection, Years 3 and 4 pupils, for example, shared their visions of a perfect world in a religious education lesson. They sensitively, and with much empathy, deliberated challenging concepts relating to life and death that significantly heightened their spiritual development.
11. Pupils' multicultural awareness is raised satisfactorily but more could be done in this virtually all white British community to prepare them for life in a multi-ethnic society. Pupils learn a little about the culture of the Travellers who have settled nearby, and

about the traditions of India and China. Work based upon pupils' visit to a local church is highly spiritual and cultural but it is some while since they linked, to any extent, with a different ethnic community.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.2
National data	5.1

Unauthorised absence	
School data	0.2
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	142	6	
White – any other White background	2	0	
Mixed – White and Asian	2	0	

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching is good overall and some very good and excellent teaching was also seen. Consistently very good teaching in the reception/Year 1 class ensures that the children get off to a flying start in their learning. Assessment procedures are good. This is an improved picture since the time of the last inspection.

Main strengths and weaknesses

- Teaching in the reception/Year 1 class is consistently very good and sometimes excellent;
- Teachers have high expectations of their pupils;
- Teaching assistants provide high quality support, especially for those pupils who have special educational needs;
- The very strong relationships between staff and pupils underpin learning very effectively.

COMMENTARY

12. Very good teaching in the Foundation Stage ensures that children make very good progress in most areas of learning. Both the teacher and classroom assistant have expert knowledge of how to meet the needs of children of this age. As a result, planning in all areas of learning is thorough and detailed. The staff know the children very well and are astute at pinpointing exactly the next steps in learning for them. Consequently, their skills are built on rapidly.
13. Throughout the school, there are very strong relationships between teachers and pupils. Teachers value pupils' ideas and responses and the vast majority of pupils want to please their teachers because they get on well with them. Teachers have high expectations of behaviour and manage the pupils well in the vast majority of lessons. As a result, there are very few occasions when learning is disrupted. Pupils collaborate really well with each other and, for example, enjoy working with their 'talking partners' to discuss their work. A good example was seen in the Year 2/3 class when the pupils were discussing their visit to the 'Sculpture Park'. The visit had obviously sparked off great enthusiasm and they were full of ideas. Teachers are working particularly hard to make lessons interesting and enjoyable for all pupils, in response to recent training. This is having a good impact on all pupils, but especially

on the many boys who enjoy a more 'hands-on', practical approach. For example, in a Year 6 science lesson, all pupils worked diligently on the experiment they were devising. Boys and girls showed equal interest and involvement, working together and sustaining their concentration very well.

14. Teachers plan lessons very well and try to challenge the pupils no matter what their ability. They know exactly what they want the pupils to learn during the lessons and share these objectives with the class. Teachers use resources well and pupils are motivated by this. The recent introduction of interactive whiteboards has brought learning to life for the pupils. This was seen particularly well in Year 6, when the pupils were calculating 'bearings' during a mathematics lesson. The challenging activity was made easier for the pupils because the teacher skilfully demonstrated how the directions could be calculated and measured, using the interactive whiteboard to illustrate.
15. In the excellent lessons seen, teaching is innovative, exciting and stimulating for all, leading to high quality learning. For example, in a Year 3/4 physical education lesson, excellent teacher control and pupil management, combined with high expectations of work and teacher expertise, resulted in the pupils learning rapidly, as they worked collaboratively to make their own body sculptures. Where teaching is satisfactory, it does not always catch pupils' interest or meet their needs as successfully as it could. There are some inconsistencies in expectations of presentation and recording of work that also need to be ironed out.
16. Pupils with special educational needs benefit from the high quality support they receive, both within classes and when they are withdrawn for individual and small group work. Staff ensure that these pupils have full access to the curriculum. Accurate individual education plans (IEPs) identify specific learning targets, enabling the teachers to plan accordingly to meet accurately pupils' needs. Teaching assistants have a significant impact on their learning. Extra support is given to pupils who are on the special needs register and the knowledgeable and experienced teaching assistant who works with these pupils, ensures that their previous learning is reinforced, thus raising their confidence and self-esteem.
17. Assessment procedures are good and have improved since the last inspection. Test results are analysed to highlight areas of strength and weakness and pupils' progress is carefully tracked in English, mathematics and science. In other subjects, pupils' knowledge and skills are assessed in relation to the topics they cover, following national guidelines. There are some inconsistencies in the quality of marking and the usefulness of this. Marking in some subjects would benefit from teachers placing more emphasis on giving pupils guidance on what to do next, so that they understand how to improve. The involvement of pupils in setting their own targets and evaluating their own progress, is at an early stage of development and is not yet consistent throughout the school. The school has firm plans in place to address this in the very near future.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (10)	10 (33)	12 (40)	5 (17)	0 (0)	0 (0)	0 (0)

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

The curriculum

The curriculum is good. It is enriched well. Accommodation and resources are good.

Main strengths and weaknesses

- Learning experiences are well planned to meet the needs of all pupils in the mixed age classes;
- The provision for pupils with special educational needs and those in the Foundation Stage is very good;
- The provision for personal, social and health education (PSHE) is very good;
- Visits, visitors and the use of the outdoor environment enrich learning well.

Commentary

18. The curriculum is both broad and balanced. It provides a wide range of opportunities for all pupils. There has been a significant improvement since the previous inspection, with much better planning to meet the needs of the pupils and, in particular, those in the mixed age classes. The school has thoughtfully and effectively used local and national guidance to ensure that pupils build progressively on their skills. This is a real challenge for staff because fluctuating pupil numbers mean that classes are not always combined or split in the same way each year. In addition, the school has recently followed the latest national guidance and seized the opportunity to make links between subjects. This is enabling teachers to present a curriculum that is relevant, enjoyable and challenging and which meets the specific needs of different groups of pupils. The school has identified clearly areas for further development, such as to improve opportunities for the use of ICT in other subjects and provide a wider range of writing opportunities. It has also identified the need to improve the currently satisfactory support for those with particular gifts or talents.
19. Innovative enrichment activities, such as whole school theme days, are organised throughout the year. These have covered such topics as the Tudors, India and the Vikings. The whole school becomes involved, with staff dressing up and the kitchen staff preparing relevant meals, such as an Indian feast. Visits and visitors are also used well to enrich learning. Different age groups have recently visited Drax Church, Eden Camp, North Yorkshire Sculpture Park and Filey. These visits have been used to stimulate learning across a range of subjects, for example, looking at sculptures using natural materials and the design and construction of air raid shelters in the Year 6 topic on World War II. The outdoor environment is used particularly well for science and environmental studies and good use is made of links with local schools and colleges to extend learning. For example, those with particular gifts and talents visit the local ICT college. The school organises an appropriate range of extra-curricular activities for junior pupils. These include a range of sports and music groups as well as an art club. These activities have a good impact on pupils' social development.
20. Provision for PSHE is very good. A new policy and programmes of work have been put into place since the last inspection. PSHE is linked, wherever possible, to other work. The school is following the nationally recognised 'Healthy Schools' programme, which is raising awareness of the benefits of a healthy diet and life style and has had a great impact throughout the school. For example, children are able to explain convincingly their meal choices at lunchtime.
21. The provision for pupils with special educational needs is also very good. Pupils' needs are identified early and their individual education plans contain clear and achievable targets that effectively address their learning needs. They are fully included both in lessons and other aspects of the curriculum. Very close links have been established with outside agencies who support learning and other needs. These ensure individual requirements are met.
22. Children in the Foundation Stage are also very well provided for. Staff set up a very rich range of practical, 'hands-on' activities in all areas of learning. They make very good use of activities such as role play to stimulate children's imaginations and enrich their experiences. A good balance is achieved between providing activities which children can investigate and explore by themselves and those more closely directed by adults.

23. The accommodation in the school is good; classrooms are of a good size and attractive. All areas are very well maintained by the site management team. The school grounds are excellent and used very effectively to support learning in many areas. Resources are plentiful and of good quality. The library has improved significantly with new books and a computer installed for research. Resources in ICT have also vastly improved since the last inspection and this has been instrumental in raising standards.

Care, guidance and support

Staff take very good care of the pupils and support and guide them effectively. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Very strong pastoral care helps pupils to feel safe and secure;
- Very effective support and guidance for pupils with special educational needs enables them to achieve highly;
- Trusting relationships within the school community enable concerns to be shared;
- Staff ensure that lunchtimes and playtimes are pleasant, sociable occasions for everyone.

Commentary

24. Parents, not surprisingly, are delighted with the level of care that their children receive and their happiness in school. They value the good induction arrangements that enable their children to settle in smoothly, whether admitted at the usual time or following transfer from other schools. Staff get to know the pupils very well and do all they can to tackle their personal needs and sensitivities. Boosting of self-esteem, for example, through praise and rewards gives pupils confidence as learners.
25. Many aspects of pupils' care, support and guidance have strengthened since the last inspection. Implementation of the assertive discipline policy, for instance, has improved behaviour, and pupils are more actively encouraged to share their worries. Pupils say that teachers and the newly introduced student councillors listen to them and are helpful. Almost all parents find the staff very approachable if they have any concerns about their child.
26. Teachers and highly trained teaching assistants skillfully help to remove barriers to learning of pupils with special educational needs. Those that have individual education plans are more involved in the target setting process, and have a better understanding of what is expected of them, than at the last inspection. Pupils who are particularly able and talented are starting to receive special provision.
27. Midday supervisors are adept at maintaining the same ethos at lunchtime as at other times of the school day by being friendly, firm yet fair. Older pupils maturely share responsibility for assisting younger ones in the dining hall and establish strong bonds with them. School meals, cooked on site, offer healthy options such as salads and jacket potatoes, some of which are freshly harvested from the school's garden. Pupils love their new gazebo in the grounds, with its tables and plentiful seating that can be used as an outdoor 'classroom', or for leisure activities. The well maintained spacious field and grounds enable them to spread out and play impromptu games without impinging upon others.
28. Pupils' welfare, health and safety are paramount. All staff have training in child protection, emergency first aid and dealing with specific medical conditions such as asthma. Staff and governors regularly undertake health and safety audits and risk assessments for the premises and the many off-site visits. Staff are very aware of their

roles and responsibilities because they are clearly explained in the school's comprehensive policies.

29. Staff successfully elicit pupils' views about the school and welcome their suggestions for improvement. Pupils have come up with many ways to improve their classrooms and the school's grounds, the gazebo being just one of the many that have been taken on board. Staff do not, as yet, involve pupils consistently enough in assessing how well they are getting on academically and in setting the next steps they need to take to improve their work. The school has identified this as an area for improvement.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory overall. Its partnerships with other schools and the wider community are good.

Main strengths and weaknesses

- The partnership with parents has improved since the last inspection through better communication, but more could be done to involve them fully;
- Visits and visitors help to bring learning alive for the pupils;
- Productive links established with local schools benefit pupils and staff.

Commentary

30. The school's partnership with parents was unsatisfactory at the time of the last inspection because communication, apart from in the reception class, was weak. Staff were judged not to be providing parents with enough information about their children's progress or what they were learning. Staff have worked hard to tackle these deficiencies and have made significant improvements. They now discuss pupils' progress with parents more frequently and provide brief outlines, target sheets and occasional meetings that explain the curriculum. A get together, focusing on how mathematics is taught nowadays, was much appreciated by the few who attended. Staff have also introduced class assemblies led by pupils of all ages. These popular, curriculum based presentations, draw many parents into school.
31. Staff are very approachable and make themselves available for brief chats at the start of the school day when many parents and carers accompany children to their classrooms. Longer discussions are welcome by appointment. Reading diaries also offer two-way communication, particularly useful for parents who cannot make personal contact. Online, parents can access a plethora of policies, governors' annual reports and general information about the school through its recently established, attractive website. Staff are trying hard to encourage more parents to join the greatly valued, small band of volunteers who assist them in class with extra-curricular activities and the parents, teacher and friends association.
32. The content of pupils' annual written reports on progress is currently under review. Whilst satisfactory overall, reports do not always pinpoint attainment in terms of national averages or set specific enough targets for pupils' development. Parents of children with special educational needs receive a useful pack of information that clearly explains how they are helped to overcome their difficulties. They are well informed about their children's progress and involved in reviews.

33. Parents' views about the school are satisfactory. Although there is rightly much that they praise, the strength of their dissatisfaction on some aspects of the school's provision has surprised senior managers. A quarter of parents returning the questionnaires, for instance, justifiably indicated that they would like to be better consulted. Although the school sought parents' opinions on a number of issues two years ago, these tended to relate to recent changes for the better. Parents were suitably notified about the outcomes, which were largely positive. It is too long since the headteacher and governors canvassed parents' views about the broader aspects of its provision for them to be fully in touch with their stakeholders.
34. Links with other schools have improved since the last inspection. Very close relationships with a local high school help to raise standards in mathematics, science and ICT. Older pupils, for example, visit the school for much-enjoyed sessions controlling robots. The school also clubs together successfully with others in the locality to fund staff training courses. The school uses local amenities and visiting professionals particularly effectively to enrich pupils' learning and personal development. Successful links with North Yorkshire Business and Education Partnership and a local horticultural centre provide many meaningful first-hand experiences.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is good. The leadership of other key staff is good.

Main strengths and weaknesses

- The headteacher has effectively tackled previous weaknesses and has moved the school on;
- There is strong teamwork between the head and the senior teacher;
- The governing body has a strong strategic role in developing the school;
- Subject leaders have a strong understanding of their roles and responsibilities and are a key factor in school development.

Commentary

35. The headteacher provides good leadership and management for the school. She has effectively tackled previous weaknesses head on, with the strong support of governors and other staff. As a result, there has been a transformation from the time of the last inspection, when leadership and management were judged to be unsatisfactory.
36. There are several key reasons for this improvement. Firstly, the head has shown quiet determination and diligence in overcoming the weaknesses identified last time. She has ensured that her own professional development and that of others has been a priority, in order that all have the skills to undertake their various roles. Secondly, she has also ensured that the workload of running the school is now effectively shared. All staff now have a larger part to play in ensuring that the work of the school is monitored and evaluated to bring about improvement. The impact of this can be seen in good subject leadership, which has significantly improved key areas such as ICT, mathematics and English. In addition, all staff are valued and have a strong part to play. For example, the school cook is also a governor and has been at the forefront of developing the school's healthy meals initiative.

37. A fairly recent development has been the appointment of a senior teacher, who is working very effectively and closely with the head. This arrangement is working very well because of strong teamwork and a shared vision for the future of the school. Together, the head and senior teacher have evaluated the work of the school, drawing in other staff and governors. The key priorities for development have been clearly identified and comprehensive action plans drawn up which underpin current and future work well.
38. Leadership and management of special educational needs is very good. The experienced special educational needs co-ordinator is skilled and knowledgeable. She works with staff to review pupils' progress and ensures their individual targets are met and new ones set on a regular basis. She liaises very effectively with parents, the special educational needs governor and all other outside agencies. The special educational needs governors play a strong role in ensuring pupils' needs are fully catered for.
39. Governors play a much stronger part in school development than they did at the time of the last inspection. They fulfil all their statutory duties well and are closely involved in setting the future direction of the school. The impact of their decisions can be clearly seen and is well monitored. For example, governors took the decision to use funding to ensure that the headteacher had sufficient time for her management duties. This has been instrumental in turning round the quality of leadership and management and its effect on teaching, learning and standards. Governors diligently review this situation, particularly in the light of falling rolls and a tight budget. Finances are managed well and the services of a local authority finance officer are used effectively in the planning and monitoring processes. Governors closely evaluate the effects of spending decisions. For example, they are very clear about how ICT has been transformed by the decision taken to purchase portable laptop computer stations. Several options were considered, and governors are able to demonstrate convincingly that the option chosen represents good value for money as well as making good educational sense. The office administrator manages day-to-day finances effectively and efficiently.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	418,896
Total expenditure	427,200
Expenditure per pupil	2,794

Balances (£)	
Balance from previous year	35,104
Balance carried forward to the next	26,800

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision in the Foundation Stage is **very good**. Teaching is very good, overall and is sometimes excellent. There are currently 15 children in the Foundation Stage. They are taught in a class with the Year 1 pupils. When they enter school, children's skills are wide ranging, but with the majority being as expected for their age. However, there is a small, but significant group in each cohort who have skills that are below those expected. Children achieve very well in most areas of learning and they do particularly well in their personal, social and emotional development because of the very strong emphasis staff place on this area. The curriculum is very good. An exceptionally rich range of practical learning experiences is provided in each area of learning. Role play and the outdoor area are exceptionally stimulating and exciting. Activities are very well planned to ensure that children have plenty of time to choose and explore for themselves, as well as work on activities with staff. This strong curriculum is a direct result of very good leadership and management. There is very good teamwork between the two staff, which has a strong impact on learning.
41. Children achieve very well in their **personal, social and emotional development**. Staff ensure that opportunities for personal and social development are threaded through all areas of learning. The majority of pupils have already exceeded the goals set for them. Children are very happy and secure, at both work and play. They co-operate very well with each other, for example, when building sandcastles at the 'beach'. They have very good listening skills for their age and are confident to speak to adults and share their ideas with the class. Staff have high expectations of children's behaviour and attitudes to work and they rise to this by working hard and being thoughtful of others. Children also benefit considerably in this area from the very good examples set by the older children from Year 1.
42. Very good teaching in **communication, language and literacy** ensures that children achieve very well. The majority of children are likely to exceed the goals set for them by the end of the reception year. A key strength is the children's enjoyment of writing and the very good progress they make in this aspect. A wide range of interesting writing activities is on offer for them. For example, they make books about their trip to Filey and share these with the Year 3/4 class. They see writing as a meaningful activity because of the expert way in which it is taught. The classroom environment really supports their learning well, because there are lots of prompts available, for example to support spelling. They develop a strong understanding of the link between reading and writing because staff are very careful to develop this. Children have very good opportunities to share their thoughts and ideas and use language to negotiate and reason with others, for example through the very good opportunities provided for role play, both indoors and outside. Staff use questions very effectively to draw out what the children already know and then encourage them to extend their explanations. All contributions are valued and, as a result, confidence in speaking is high. Children listen attentively, both to their teachers and to each other, which has a very good impact on their learning in all areas. Many opportunities are provided for children to share books, both for pleasure and for learning. Their reading skills are well developed for their age. They benefit from the good examples set by the older children in the class, for example in the shared part of literacy sessions.

43. Children achieve very well in response to very good teaching in **mathematical development**. Most are on course to exceed the goals set for them, by the start of Year 1. Children are provided with a rich range of practical activities and are encouraged to investigate and explore for themselves. They relish the 'challenges' set up for them, such as finding out how many objects they can fit into boxes of different sizes. Interactive displays around the classroom entice them to use their problem solving skills. Number skills are taught and reinforced expertly during shared class sessions. Here, children are really well supported in their learning because staff tailor questions accurately to their differing abilities. The more able are stretched through being able to join in with the Year 1 children and those who find number a little more difficult are sensitively encouraged and supported, so that they experience success. Staff also take every opportunity to involve children in practical mathematical activities. For example, they count the number of children present at register time.
44. An exceptionally rich and varied range of activities is provided in the area of **knowledge and understanding of the world**. This, coupled with exceptionally good teaching from both members of staff, ensures that very good progress is made. The activities on offer really encourage and stimulate children to explore and investigate their surroundings. As a result, all achieve very well and are on course to exceed the goals set for them by the end of the reception year. The outdoor area is used exceptionally well to support learning. The environment is exciting and stimulating. For example, during the inspection it was set up as a 'beach', complete with deckchairs, sand and water features, to link with the class visit to Filey. Children took on various roles, such as 'ice cream seller' or sunbather. They were thoroughly engrossed in learning. Indoors, for example, they explore how plants grow, as they plant and care for seeds, charting their progress. They bake and eat delicious pizzas, mixing and choosing ingredients and pack a suitcase for Barnaby Bear to take on holiday. A very good balance is achieved between children choosing activities for themselves and adults supervising them directly. Good use is made of the computer, for example, to reinforce mathematics skills. Children are adept at using the mouse to click on screen objects and make choices.
45. A good range of activities is provided in **physical development**, both indoors and outside to enable children to develop both their large movements and their manipulative skills. The majority of pupils are on course to exceed the goals set for them, by the end of reception. Children have regular, well planned and organised opportunities to develop their large movement skills outdoors, using wheeled toys and climbing equipment. Regular gymnastics sessions are held in the hall to develop and refine their movements indoors. Pupils' manipulative skills are also developed well through good opportunities, for example, to write, paint, colour and use a variety of tools and manipulative materials.
46. Children achieve well in **creative development** and are on course to exceed the standards expected by the end of reception. Teaching is good and plenty of good quality opportunities are provided for children to work with a range of tools, materials and media. For example, they build models using everyday materials and choose their own materials to add interest and texture to their collages. There are plenty of good examples on display of children's work. Role play is a strong feature and children's imaginations are developed very well through the opportunities to take on many different roles, for example, in the 'Filey Visitors' Centre'. They have regular, appropriate opportunities to respond to music, to sing rhymes and songs and to play instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in reading and speaking and listening throughout the school are above average;
- Teaching is good, overall;
- Standards in writing are not as high as those in other aspects;
- Good leadership and management are bringing about improvements.

COMMENTARY

47. Standards overall in English are above average at both key stages. Pupils achieve well in reading and speaking and listening. Their basic skills of spelling and punctuation are also well developed. However, standards in writing lag behind those in reading. At Key Stage 1 in the 2004 tests for 7-year-olds, far fewer children achieved the higher level (Level 3) in writing than they did in reading. In addition, a significant number of pupils only just scraped over the Level 2 'crossbar'. The present Year 2 pupils are on course to do better, but with results likely to remain around the average. Similarly, in the 2004 tests for 11-year-olds, significantly more pupils reached both the average and the higher level (Level 5) in reading than they did in writing. This year's Year 6 class are on course to do better, although again, their reading results are set to be stronger. Boys do not do as well as girls in writing.
48. Standards are beginning to rise throughout the school, due to a range of factors. Good leadership and management have identified clear priorities for action. As a result, staff training in writing and in motivating boys, in particular, is proving beneficial throughout the school. Improved systems for tracking pupil's progress now enables teachers to meet individual pupil's needs more accurately. Booster classes and additional literacy support programmes are now well established and are having a good impact. The subject co-ordinator has identified precisely the right areas for improvement. She is providing good guidance to colleagues in improving their practice and is supporting them well, for example, in developing teaching of writing.
49. Speaking and listening skills are a strength, with all pupils achieving well. Skills are promoted effectively in all classes and teachers have high expectations of pupils in this area. Teachers use good quality, open-ended questions and ensure that pupils have time for reflection and response. In many lessons, discussions and work with 'response partners', for example, enable children to freely offer opinions, share their thoughts and rehearse what they might write about. Pupils listen very attentively both to their teachers and their classmates and this has a strong impact on learning in all subjects.
50. Good standards are achieved throughout the school in reading. Year 2 children read with confidence and good levels of understanding. Most are able to use a glossary, index and contents pages effectively to locate information from a non-fiction book. They enjoy stories and have good opportunities to listen to them as well as read them. Reading diaries play an important part in involving parents in their children's learning. By the end of Year 6, pupils read with very good expression, taking full account of punctuation. They demonstrate the ability to 'read between the lines' in novels and search out facts from information texts. The school has developed a pleasant and useful library area, which is being appropriately stocked to reflect the needs and interests of all pupils, which supports learning well.
51. Writing is satisfactory but remains an area for improvement, particularly for pupils of average ability, who could sometimes achieve more. The school is working hard on this and improvements are starting to be seen. Natural links between subjects as well as visits and visitors are being used to stimulate high levels of interest across the curriculum and encourage reluctant writers to express themselves. In addition, the increased use of ICT for writing appeals to the boys. Purposeful opportunities for writing are set up effectively in some classes. For example, Reception/Year 1 and Year 3/4 are writing books and accounts of visits for each other. Some high quality

writing was seen in Year 1, where children had visited Filey. One child wrote in response, 'I was shokt at the cloths they wore in the past.....It was extremly exiting.' Spelling and handwriting are taught systematically and effectively. Good use is made of homework for practice. However, there are inconsistencies in the quality of presentation of work and what is deemed acceptable to different teachers, in this aspect.

52. Pupils with special educational needs are well supported and fully included in all lessons. Their progress is well monitored and work carefully planned. They have well managed and appropriate individual educational plans in place and are well supported by knowledgeable and well prepared support assistants. More able pupils are appropriately stretched and challenged in reading, but more could be done to enable them to reach higher standards in writing.
53. The quality of teaching is good, overall, with some very good features developing. Lessons are thoroughly planned and prepared and good subject knowledge is in evidence. The best lessons are delivered at a good pace with the levels of challenge appropriate for all the pupils. Very good relationships between children and staff create a good learning environment. The staff have high expectations regarding behaviour and work rate. Marking could be used more consistently to direct pupils towards the next stage of their learning.

Language and literacy across the curriculum

54. Good use is made of literacy skills across the curriculum. Good opportunities for discussion and research are evident in most subjects. Writing is now being used more extensively, although there is still scope for further development in some classes and subjects. In Year 6, pupils were enthusiastic about writing an interview outlining the outbreak of war in their history work on World War II. They made good use of spoken language in taped interviews. Links with ICT are developing appropriately with the regular use of word processors and the use of the computers for research.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- There is a strong focus on developing the pupils' numeracy and problem solving skills;
- Pupils achieve well because of the good teaching and reach standards that are above average throughout the school;
- Pupils with special educational needs achieve well because they are very well supported;
- Good leadership and management have helped to bring about improvements;

COMMENTARY

55. At the time of the last inspection, standards were below average in Key Stage 1. Standards have now improved and pupils throughout the school reach standards that are above average. Effective teaching is ensuring that pupils are appropriately challenged and very good quality support is provided for those pupils who need it.
56. In the tests taken in 2004, Key Stage 1 results were in line with the national average and similar schools. In Key Stage 2, the results were above the national average and well above those of similar schools. Inspection evidence and the school's detailed tracking procedures indicate that results should be very similar this year and the pupils should reach the high targets set for them.
57. There is no significant difference between the achievement of boys and girls and all pupils achieve well throughout the school. Pupils with special educational needs and

lower ability groups achieve well because work is planned at the right level for them and they receive very good support from the teaching assistants. Pupils carry out the main teaching points of the lesson practically, whenever possible. A good example was seen in a Year 3/4 lesson when pupils were learning the language of movement as they practised rotating shapes around a fixed point. Their confidence and self-esteem were raised as the teaching assistant skilfully questioned the group and reinforced their learning.

58. Pupils enjoy mathematics and join in the lessons with enthusiasm. This is seen to best effect in the mental part at the beginning of the lessons when there is always a good focus on number. Pupils gain great satisfaction playing the 'Countdown' game and explaining to the rest of the class how they obtain the target number. A child in Year 5 proudly explained, 'I subtracted 5 from 7, then multiplied the answer by 100, then added 75, then subtracted 4 to get my target number of 271!'
59. The quality of teaching is good overall, but very good lessons were observed in Year 6 and in the Year 3/4 class. In these lessons, the teachers had planned highly challenging activities that sparked the pupils' interest, keeping them motivated to work very hard for the whole lesson. The teachers had very good subject knowledge and understanding of the lesson content, using very effective questioning to check the pupils' understanding. Time was used very well and not a moment was wasted. A weakness in some lessons is that ICT is not always used to support learning. Marking is another area of inconsistency. At its best, it is evaluative and gives pupils guidance on how they could improve. However, on occasions, it is not so useful, consisting simply of ticks and crosses.
60. The subject is well led and managed. The curriculum is well planned and matched to the needs of the pupils, including those in the mixed age classes. Effective systems are in place for assessing, analysing and tracking pupils' progress. Pupils' work, test results and teaching are all carefully monitored to see where improvements can be made.

MATHEMATICS ACROSS THE CURRICULUM

61. This is good overall. Pupils are given good opportunities to use their knowledge and skills in other subjects. In science, pupils collect data and produce graphs and charts. They use their measuring skills in design and technology. In history, they use time lines to help them understand the chronology of events and, in geography, they use co-ordinates and directions in map reading. Although in ICT teachers use the interactive whiteboards imaginatively to bring the learning to life for pupils, opportunities are sometimes missed for pupils to use programs to develop their basic skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is well led and managed to bring about improvement;
- Good opportunities are provided for practical and investigative work;
- The science curriculum is effectively enriched through good use of the outdoor environment;

- More opportunities could be provided in some classes for pupils to record their work in different ways.

Commentary

62. Standards in science are above average at Key Stage 2 and average at Key Stage 1. Pupils achieve well overall. In the national tests for 11-year-olds in 2004, results were above average when compared to all schools. Pupils did particularly well in relation to their previous attainment in Key Stage 1 and in comparison with similar schools. This reversed the trend of results being below average over the last 3 years. The current Year 6 pupils are also on course to reach above average standards. Teacher assessments at Key Stage 1 in 2004 also showed results to be above average. However, the current Year 2 class does not have as strong a profile as last year's class and will not do quite so well. Results often fluctuate because of the numbers of pupils with special educational needs and the varying cohort sizes. Overall, however, there has been a significant improvement in the number of children achieving the higher level (Level 3) at Key Stage 1 since the time of the last inspection.
63. The dip in standards at Key Stage 2 has been reversed as a result of good leadership and management. The effective co-ordinator has ensured that the right priorities for improvement have been identified and implemented. For example, there has been an increased focus on science throughout the school. The curriculum has been developed to ensure a more practical, investigative approach to the subject. This is effectively deepening pupils' understanding of scientific concepts as well as increasing their enjoyment. A thoughtful approach to planning has been implemented, which takes into account the needs of the mixed age classes, to ensure that learning is progressive. The co-ordinator's own very effective teaching of science serves as a very good model for other staff to follow. She provides very good support and guidance for her colleagues.
64. Good use is made of the outdoor environment and of visits, visitors and local partnerships. For example, the school is involved in a local research project that has involved pupils in testing seeds and growing vegetables, which are later incorporated into the school's healthy meals project, as they become part of lunch! Innovations such as science theme days, which involve the whole school, are also used to good effect. The use of ICT in science is satisfactory and developing. The school has productive links with the local ICT college which undertakes projects with Year 6 pupils. Good use is made of computers for research purposes.
65. Teaching is good, overall. The school's practical, investigative approach was seen to good effect during the inspection. For example, in Year 1, pupils were busily engaged in observing plant growth and in Year 2, pupils were setting up experiments with seeds they had planted in different conditions. This was developing their understanding that in scientific tests, some things may need to stay the same and other things may be different. They were also studying seeds from different fruits using an electronic microscope, which provoked much excitement. In Year 6, pupils were devising their own experiments to test the effects of different types of plant foods on tomatoes. They were challenged hard to use all their previous knowledge about fair testing. They worked well collaboratively to plan their investigations, set hypotheses and choose the equipment and methods they would use.
66. There is an inconsistency between classes, however, in the way in which work is recorded. The very best examples show that children have recorded their work in a variety of interesting ways, for example, through charts, diagrams and reports.

However, there are more mundane examples to be seen, with too little work being recorded to provide an ongoing record for pupils. In Year 2, whilst work is of good quality, it is collected in a folder, which makes it very difficult for children to chart their progress.

67. Effective systems are in place for assessing pupils' progress at the end of each unit of work. The co-ordinator is currently working with staff to develop the system further to include pupils more fully in evaluating their own progress. Marking is an area that could be used more effectively in some classes to pinpoint the next steps in learning for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall provision in information and communication technology (ICT) is **good** and has improved significantly since the last inspection.

Main strengths and weaknesses

- The subject is well led with a good action plan in place to guide future development;
- Links with other subjects need to be developed further;
- The school has improved the quality and quantity of resources and has developed staff expertise.

Commentary

68. Achievement in ICT is satisfactory, overall, with pupils reaching the standards expected by the end of Year 2 and Year 6. The school has made significant improvements since the last inspection. Pupils now have greater opportunities to use ICT for learning. This is resulting in rapid progress being made in some aspects, although the full impact is yet to be seen.
69. Teaching and learning are good. By the end of Year 2, most children use a good range of both software and hardware with confidence. For example, pupils in Year 2 successfully programme a floor robot. By Year 6, children confidently use applications such as desktop publishing programmes. They also use the Internet effectively as a research tool. Good links with the local ICT college help all pupils, but the more able in particular, to refine their skills even further.
70. During the inspection, excellent teaching was observed in the Year 3/4 class, with pupils linking artwork and photography to a graphic software programme. This allowed pupils to redraw an original sketch of a piece of sculpture they had made on a visit to the North Yorkshire Sculpture Park. This was done with great effect and skill with children showing patience and high levels of concentration. In a Year 5 geography lesson, ICT was used well as pupils were provided with the opportunity to research mountain environments. They worked in pairs using another school's website to good effect. On occasions, opportunities to use ICT to support learning are missed. However, the use of computers to support learning for pupils with special educational needs is good. For example, individual children in the Year 2/3 class confidently undertook phonics work on the computers and were encouraged and well supported by the classroom assistant.
71. Leadership and management are good. The co-ordinator has firm development plans in place and a rolling programme for purchasing further equipment clearly outlined. All staff have successfully undertaken training and this has resulted in increased confidence in using the computer and interactive whiteboards. The decision to invest in laptop computers rather than develop a computer suite is proving to be a good one because it allows greater flexibility of use and better access for pupils. Assessment is satisfactory. The monitoring of pupils' progress is continuing to develop to make it more useful to teachers in meeting individual needs.
72. Resources have improved significantly. Since the last inspection, pupils have greater access to a wider range of computers and software. The library has a computer and Internet connection installed for independent research work. Teachers are also making good use of the interactive whiteboards in lessons to show pupils how to investigate the software to support their learning. The school also has a good range of other ICT equipment to meet the needs of the curriculum such as microscopes and programmable robots.

Information and communication technology across the curriculum

73. Use of ICT in other subject areas is satisfactory and improving. Staff plan for its use in some subjects, but this is not yet a consistent picture throughout the school. However, the new interactive whiteboards are being used effectively in many lessons. For example, in a mathematics lesson on symmetry, the whiteboard was used to good effect to provide examples of lines of symmetry in a range of natural objects. In

science, Year 2 pupils used a computer-linked microscope to look at fruits and seeds, which provoked awe and interest. There are also some excellent examples of ICT being used in art and design, for example for sculpture designs. Sometimes, opportunities are missed to use the classroom computers; for instance, for basic skills work in mathematics and English. The school has identified this area as the next stage in the development of the subject.

HUMANITIES

74. During the inspection, **history, geography and religious education** were sampled, but not examined in detail. Pupils' work was analysed and discussions took place with staff and pupils. Few lessons were seen, therefore no overall judgement is made on provision or standards.
75. In history, the curriculum has improved since the last inspection. It is effectively enhanced by the use of visits, visitors and theme days in school. These experiences have a strong impact on learning. For example, pupils and staff dress up to portray a topic they have been studying, such as Ancient Greece or the Tudors. Everyone in school is involved as the cook produces a Greek themed meal or a Tudor Feast. This fires pupils' imaginations and catches their interest. As a result, they enjoy history greatly. Year 5 and Year 6 pupils have recently visited Eden Camp as part of their topic on World War II, which significantly deepened their understanding of people's experiences at this time. In Key Stage 1, pupils enjoy looking at artefacts connected with their topic of 'At the Seaside'. They use timelines to help them understand chronology and can explain how things have changed over time. They were fascinated to look at how people dressed in the past, for example, during their visit to the museum at Filey.
76. In geography, pupils have covered an appropriate range of topics in sufficient depth. Good use is made of both the school grounds and the local environment to extend learning through fieldwork. Following their recent visit to Filey, Year 2 pupils were using photographs they had taken to compare the buildings and land use in Filey to their own town of Camblesforth. They showed a good awareness of their own locality.
77. Pupils also study places further afield. For example, Year 4 pupils have compared their own country to Sri Lanka, producing a good selection of work as they studied their own homes and those in Sri Lanka. In a lesson seen in Year 5, pupils were investigating a mountain environment. They were preparing a presentation and good use was made of ICT to support their investigative work.
78. Pupils achieve steadily in religious education and the standard of work seen in pupils' books meets the requirements of the locally agreed syllabus. Pupils are provided with appropriate opportunities to study a variety of religions, including Islam, Christianity and Judaism. They learn about the customs, beliefs and stories from these faiths. They also have good opportunities to discuss life's big questions and its mysteries. For example, in a very good lesson in Year 3/4, pupils discussed the meaning of the Creation story in the Book of Genesis. They explored various theories about how the world came into being and discussed and wrote about what 'heaven' meant to them. Their responses showed a great deal of thought and sensitivity for pupils of this age.
79. Visits and visitors enrich learning and often ensure that religious education is linked with other subjects. For example, pupils have visited the local church at Drax, learning not only about the religious significance of the church 'furniture' and artefacts, but also about its history and importance in the life of the local community. Such experiences add greatly to pupils' spiritual and cultural development.
80. The subject is led and managed effectively. The co-ordinator provides good support and guidance for colleagues, for example, in planning and delivering lessons. She has

identified the need to ensure that work is always pitched at the right level for different ability groups as the next development step.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Few lessons were seen in **art and design, design and technology** or **music**, therefore it is not possible to judge overall standards or provision in these subjects. However, displays and portfolios of work were examined, teachers' planning analysed and discussions were held with staff and pupils. Aspects of music were seen in assemblies.
82. Work on display throughout the school indicates that the pupils study a good range of topics in art and design and develop their skills progressively. They work with a good range of materials and media, producing some very pleasing results. The subject is well organised with good planning, co-ordination and assessment in evidence. Good links are made between art and design and other subjects. The school uses visits and visitors well to stimulate and enrich learning. Recent visits to Harewood House and the Yorkshire Sculpture Park had sparked much creativity. For example, in one lesson observed, the youngest pupils created sculptures of their own on the grounds outside the classroom. They worked in pairs, showing great enthusiasm and care in the task. They created sculptures using only natural materials that they collected themselves. From this work, productive discussion followed, with the teacher and classroom assistant encouraging the children to discuss and share in some detail their opinions and feelings about their work.
83. From photographic evidence and displays of work around the school, it was evident that in design and technology, children are able to use a range of construction techniques to good effect. These included examples of moving toys, paper constructions of Greek temples and decorative photograph frames. The subject has improved significantly since the last inspection. Work is well planned and links well with other subjects. The co-ordinator has ensured that the scheme of work used enables pupils to develop their skills appropriately from year-to-year. In addition, the school extends learning opportunities by organising an after school craft club. Samples of work show that some good quality soft fabric work, masks and paper modelling displays have been produced. These also link to current themes of work being studied in lesson time.
84. Teachers' planning shows that pupils experience the full range of the music curriculum. In assemblies, they sang tunefully and joined in enthusiastically. Pupils have the opportunity to join the school choir and growing number take it up. They also have the opportunity to take part in a variety of musical productions. In the lesson seen, Year 2 pupils were using percussion instruments appropriately to accompany a song that they had been learning. Resources are plentiful and of good quality.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards at Key Stage 1 are better than usually seen;
- Teaching throughout the school is good;
- Leadership and management are very good.

COMMENTARY

85. Pupils achieve well in physical education. Standards are better than usually seen at the end of Key Stage 1 and as expected by the end of Key Stage 2. Strong teaching, very good leadership and a well planned curriculum are accelerating progress throughout the school. The decision to allocate more quality time for physical education is paying dividends. Pupils report that they enjoy the subject and their keenness is evident in lessons.
86. Teaching is good and during the inspection, one excellent lesson, taught by the co-ordinator, was observed. One of the best features of teaching is that it stretches and challenges all pupils at the appropriate level. Lessons are carefully planned so that pupils can build progressively on their skills. For example, in a Year 2 lesson, the children moved through a series of throwing and catching tasks, which became harder as their skills were developed. In the excellent Year 3/4 lesson, pupils demonstrated very good control of their movements as they worked in groups to create 'body sculpture' dances. The end results were of excellent quality for children of this age, because the teacher's expectations of them were high and her teaching expertise was of outstanding quality. Those who need support in physical education lessons have this provided, not only through the tasks they are given, but also by the adults who work with them. Such support is provided sensitively in order to build confidence and self-esteem. Those who are particularly talented are recognised and challenged effectively. Teachers ensure that good attention is paid to health and safety. For example, every lesson starts with a warm-up and ends with a cool-down, with the reasons for this being clearly spelled out.
87. The physical education curriculum is appropriately enriched through the use of visiting sports people, such as members of the 'Leeds Rhinos' rugby league team and Leeds United football team, who take coaching sessions. In addition, the school joins with others in the area for joint sporting events. These have a good impact on learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Personal, social and health education and citizenship (PSHCE) receives a very high emphasis and underpins all that happens in school. At the time of the last inspection, there were not enough planned opportunities for pupils to air anxieties such as bullying. A co-ordinator for PSHCE has since been appointed and has put tremendous time and effort into auditing existing provision and plugging the gaps. Discussion times in lessons are now well established and trusting relationships enable pupils to open up about their worries. This was seen, for example, in a successful Year 2 lesson when pupils openly explored their feelings and came to realise that everyone is afraid of something, and that others share similar fears and nightmares.
89. Work towards gaining the 'Healthy School' standard is proving very beneficial. The student council is up and running now, for instance, and is giving pupils a chance to make a greater impact upon school development. Healthy life options, through diet and fitness, are strongly promoted. Healthy snacks such as fruit and vegetables are actively encouraged, as is the drinking of cool, filtered water throughout the school day. A training session by the visitor 'Freddy Fit' has also helped to raise pupils' awareness of health and fitness matters. Sex and relationships education, and drugs education are taught effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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