

INSPECTION REPORT

CASTLETON COMMUNITY PRIMARY SCHOOL

Castleton, Whitby

LEA area: North Yorkshire

Unique reference number: 121376

Headteacher: Mrs C M Bennett

Reporting inspector: Mr K F Saltfleet
22291

Dates of inspection: 17 – 19 September 2001

Inspection number: 194115

Full 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
School address:	38 High Street Castleton Whitby North Yorkshire
Postcode:	YO21 2DA
Telephone/fax number:	01287 660496
Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Fawcett
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22291	Keith Saltfleet	Registered inspector	English Information and communication technology Art and design Geography History Foundation Stage Special educational needs Equal opportunities	The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9777	David Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21193	John Lea	Team inspector	Mathematics Science Design and technology Music Physical education Religious education	How well are pupils taught? How good are the curricular and other opportunities offered children?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Castleton Community Primary School is situated in the North Yorkshire Moors National Park, between the market town of Guisborough and the popular seaside resort of Whitby. Its catchment area includes the village itself, and the nearby villages of Westerdale and Comondale. Due to the rural nature of the area, a significant number of children are brought to school by car or bus.

The school is set within a strong local community and parents take a keen interest in the progress of their children. The number on roll in January 2001 shows that the school is much smaller than other primary schools, with 51 pupils compared with the average size nationally of 243 pupils. Over the past five years the number of pupils attending the school has steadily fallen, mainly due to the depopulation of the area. At the start of the new school year in September 2001 this had dropped to 44.

The percentage of pupils eligible for free school meals is below the national average. Attainment on entry represents the full ability range. Most children have attended the village playgroup and, when they start school, approach it confidently.

The percentage of pupils identified as having special educational needs is below the national average and there are no pupils with a Statement of Special Educational Needs. The school admits children to the reception class in the September and January of the school year nearest to their fifth birthday. Currently there are two children in the school who are under five.

HOW GOOD THE SCHOOL IS

Castleton Community Primary School is a school that has been through a turbulent period. Nevertheless, it provides a sound education to its pupils with the capacity to improve now there is a settled staff in place. The majority of pupils at age seven and 11 attain the standards in English, mathematics and science expected of their age with a number achieving a higher level. There are some identified areas for further development, in writing, spelling and information and communication technology. Teaching and learning are consistently good. Pupils are interested in school and show positive attitudes, with very good behaviour and good all round relationships. The headteacher has a clear idea of which direction the school should take in the future. The school gives satisfactory value for money.

What the school does well

- By the time they leave school most pupils reach the expected levels for their age in English, mathematics and science.
- The school encourages positive attitudes and values.
- Relationships and behaviour are strengths of the school.
- Attendance is very good.
- The school makes good provision for pupils' spiritual, social and moral development.
- The quality of teaching and learning is consistently good.
- The care and good personal support for all its pupils.

What could be improved

- Some aspects of writing and spelling.
- Assessment and recording of the progress pupils make in reading.
- Information and communication technology.
- Homework.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, there have been many changes. These have been considerable, particularly the number of different headteachers in this period, which led to a period of instability. The arrival of a newly appointed headteacher in September 2000 gave the school permanence. However, her six-month absence until June 2001, due to a major illness, brought a temporary halt to her leadership. To compound matters, the number of pupils in the school had been steadily falling over the past five years and this culminated in the reduction in the number of teaching hours and subsequent reorganisation of the classes in the school. Despite these considerable setbacks and disappointments, parents acknowledge the all round improvements in the school since the last inspection and are looking forward to a more settled period.

All the key issues from the last report have been addressed. The quality of the learning environment has been improved and the available space used more efficiently. Teachers now plan work together to ensure that there is consistency in methods of recording. There are daily acts of collective worship and the school follows the North Yorkshire guidelines for religious education. A policy and scheme of work are in place for physical education and pupils take part in a wider range of activities. The curriculum for pupils under five is more suitable to their needs based on the recommended Early Learning Goals.

Pupils' overall attainment in English, mathematics and science at age 11 has remained in line with the national average.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	B	A	B	well above average A above average B average C below average D well below average E very low E*
Mathematics	C	B	E	E*	
Science	A	B	A	B	

Attainment at Key Stage 2 in the 2000 tests, in comparison with all schools, in English and science is well above average and when compared with similar schools, above. In mathematics the percentage of pupils attaining Level 4 was just below that nationally and

no pupils attained Level 5. However, there is a positive picture as trends of improvement over time for English, mathematics and science are in line with that nationally.

Comparing attainment against national benchmarks can be unreliable when small numbers of pupils are involved. It has to be remembered that small year group sizes mean that there is considerable year to year variation in pupils' overall ability. It follows that the assessment of pupils does not, for any one year represent a full and accurate picture of the school as a whole.

Evidence from the inspection indicates that most children in the Foundation Stage achieve the Early Learning Goals. At ages seven and 11, in English, mathematics and science, most pupils attain the expected level for their age whilst a number of these pupils reach a higher level. For most pupils, including those with special educational needs, this represents satisfactory achievement. This reflects the attainment of the ten pupils who took the 2001 Statutory Assessment Tasks. At age 11, the percentage of pupils attaining Level 5 in mathematics shows an improvement.

Although standards in information and communication technology are steadily improving, they are not yet high enough. There is a need for pupils in all classes to have more opportunities in using art packages, and CD-ROMs for research. In addition, pupils in the juniors should have more opportunities to build on their knowledge of control, gained in the infants, to use the Internet and e-mail, monitoring and simulations. At ages seven and 11, pupils attain the appropriate standards for their age in design and technology, geography, history, music, religious education and physical education. There were similar standards in art and design at age 11. There was insufficient evidence to make a secure judgement about attainment in this subject at age seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in lessons and in the playground is very good. There have been no recent exclusions.
Personal development and relationships	Pupils' personal development is good. They are respectful to adults and the relationships with each other are very good.
Attendance	Attendance levels at the school are very good and there are no unauthorised absences.

Pupils' attitudes, behaviour and relationships are strengths of the school and these make an important contribution to their learning. Most parents confirm that their children enjoy coming to the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good, and sometimes very good, and makes a significant contribution to pupils' learning. Teachers have a good subject knowledge and understanding and teach the basic skills of literacy and numeracy well. However, the school sees the need for teachers' skills in information and communication technology to be further extended. Classroom management is strong and support staff are used effectively. Pupils work hard and are interested in what they do and as they move through the school, learn to think for themselves. The current arrangements for homework are inconsistent and the school should review its provision so that all pupils are set work on a more formal basis to effectively build on their work in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is fully inclusive and matched to the needs of all pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral and social development is good. Pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care for all its pupils in a calm and purposeful atmosphere.

Most parents are looking positively to this new school year, the first full one under the present headteacher's management. They overwhelmingly agree that their children like school, and the majority like the progress they make. This substantiates the basis of their disappointment and their wish for a settled staff, even if pupil numbers are falling. The governing body and headteacher are very aware of parents' concerns and wish to re-establish the former strong partnership. A start has been made with the re-issued home-school agreement and the recent meeting of the Parents, Teachers and Friends Association.

The school has a programme of personal, social and health education but there is a need to put the current programme on a more formal basis so that all pupils effectively build on their earlier experiences as they move through the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	The school benefits from the clear leadership of the headteacher and is well supported by a hard-working and enthusiastic staff. All staff and other adults make a good

key staff	contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. There are some minor details, which need further attention.
The school's evaluation of its performance	The school is developing effective procedures for evaluating its performance.
The strategic use of resources	There are sufficient well qualified staff with useful classroom support. Resources are generally satisfactory, but in many subjects they can be improved. Accommodation is satisfactory overall, but space is at a premium.

The governing body is kept informed about the strengths, developmental needs and day-to-day workings of the school by the headteacher. They are now in a position to build on this good work to help further shape the direction of the school. Procedures for monitoring pupils' attainment and progress as they move through the school are being developed. Nevertheless, more should be done to diagnose and assess pupils' progress in reading. The school recognises that the next step is to use all this information more rigorously in more formal target setting and to provide links on which to base future work and further raise standards.

The lack of a school hall means that pupils use the village hall for many physical education activities and this journey involves crossing the busy main street. There is an outside space for use by children in the Foundation Stage, but the times that they can use large-scale physical activities are restricted. The school recognises the need to provide more large-scale apparatus such as wheeled vehicles. In addition, there should be a separate area to ensure that these children can use outdoor equipment in safety.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The good behaviour. • That the school expects children to work hard and do their best. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Information about pupil progress. • The way the school works with parents. • Homework.

The ten parents who attended the meeting with the registered inspector expressed their disappointment with the instability during recent years and falling role. This is reflected to a certain extent in the returned parent questionnaires. The inspection found a settled school with a clear set of aims for future development. The range of activities outside lessons is increasing. Inspectors agree that homework provision could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the Foundation Stage is in line with that expected of children rising five years of age, with the full range of ability represented. Inspection evidence indicates that most of the children are likely to achieve the Early Learning Goals. They are developing their communication, language and literacy skills and are becoming comfortable with numbers and shapes. In other areas of the curriculum children are acquiring creative skills, developing physically and finding out about the world in which they live.
2. The number of pupils who took the statutory tests at the end of Key Stage 1 in the past three years are too few to make valid comparisons with national and local figures.
3. When the results of national tests taken by 11 year olds in 2000 are compared with all schools, standards in English and science are well above average, whilst in mathematics it is well below. Almost half of the pupils attained Level 5 in English, whilst exactly half did in science, both well above average when compared nationally. No pupils reached this higher level in mathematics, very low when compared with other schools. When a comparison is made with similar schools, English and science scores are above, whilst mathematics is very low. Trends over time for English, mathematics and science are in line with that nationally. There are no discernible differences in attainment between boys and girls.
4. Comparing attainment against national benchmarks can be unreliable when small numbers of pupils are involved. Differences in ability between year groups can have a distorting effect. It has to be remembered that small year group sizes mean that there is considerable year to year variation in the pupils' overall ability. It follows that the assessment of pupils does not, for any one year, represent a full and accurate picture of the school as a whole.
5. Evidence from the inspection indicates that at ages seven and 11, in English, mathematics and science, most pupils attain the expected level for their age whilst a number of these pupils reach a higher level. For most pupils, including those with special educational needs, this represents satisfactory achievement. This reflects the attainment of the small number of pupils who took the 2001 Statutory Assessment Tasks and Tests. At age 11, the percentage of pupils attaining Level 5 in mathematics shows an improvement. These scores also serve to highlight the lower attainment in writing and spelling at age seven and reinforce the school's identification of pupils' writing skills as the weakest element in English.
6. Although standards in information and communication technology are steadily improving, standards are not yet high enough. There is a need for pupils in all classes to have more opportunities in using art packages and CD-ROMs for research. In addition, pupils in the juniors should have more opportunities to build on their knowledge of control gained in the infants, use of the Internet, monitoring and simulations, so those standards can rise further. Standards in religious education are in line with expectations of the locally agreed syllabus and by the end of Year 6 most pupils reach the expected standards. Most 11 year olds have a

secure knowledge of the Christian faith, and can make comparisons with other major religions. At ages seven and 11, pupils attain the appropriate standards for their age in design and technology, geography, history, music and physical education. There were similar standards in art and design at age 11. There was insufficient evidence to make a secure judgement about attainment in this subject at age seven.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour and personal development are strengths of the school and these make an important contribution to their learning. Most parents confirm that their children enjoy coming to the school and pupils show their eagerness by arriving early to use the school's computers. At lunchtime they eat their meals quietly enjoying conversation with their friends and play together amicably during the morning break. Older children like to use their initiative and take responsibility. For example, during wet playtimes they enjoy setting up the TV and video-recorder so that all pupils can watch a cartoon. There were no instances of bullying seen during the inspection and there have been no exclusions in the last year.
8. Pupils show interest and maintain their concentration during lessons and respond well to the teachers' questioning. A good example was seen in a Year 5/6 science lesson where pupils showed a good deal of interest during their work on circuits.
9. Pupils are respectful to adults, and the relationships with each other are very good. Pupils of all ages move around the school with confidence. The older pupils are good role models and they help their younger schoolmates.
10. Attendance levels at the school are very good and there are no unauthorised absences. The recommendations from the previous report on the completion of registers and meeting the statutory requirements with regard to attendance have been addressed.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching and learning throughout the school is consistently good and examples of this were seen in all classes. This consistency contributes to the standards attained and the progress made by pupils. Teachers have a good knowledge of individual pupils and generally succeed in matching work to the wide age range in their classes. This is a distinct improvement on the last inspection when there were a number of shortcomings in the teaching of skills and in the planning of work. A feature of teaching throughout the school is the good management of pupils particularly during the literacy and numeracy hours when introductory and plenary sessions move at a good pace. Appropriate reference is always made to previous work, a feature clearly demonstrated in both the literacy and numeracy hours when pupils talked about the previous lesson and at the end discussed what they had achieved.
12. Pupils' work is regularly marked and this is becoming increasingly effective. This helps pupils to be clear about what they are doing, how well they have done and how to improve. The planning of lessons with learning objectives designed to stimulate and motivate pupils' learning is particularly well developed in the junior classes and this is having a strong impact on pupils' learning. From this, teachers assess what pupils have or have not learned in the lesson and use it when planning

the next lesson. All teachers use a range of approaches to classroom organisation. In most lessons, teaching is clearly focused on the skills to be taught together with a range of well thought out strategies and activities. A good example was seen in science when pupils were presented with challenges to encourage discussion, investigation, recording and drawing conclusions.

13. Teachers are confident in teaching phonics and the basic skills of numeracy. Subject content is clear using explanation and demonstration to involve all the pupils and subject knowledge, particularly in the core subjects, is good. However, the school sees the need for teachers' skills in information and communication technology to be further extended. All pupils have equal opportunities. The needs of the small number of pupils with special educational needs are clearly identified and implemented through their individual education plans. A good example was seen in literacy with a Year 3 pupil working with a classroom support assistant using a talking word-processing program, giving him access to the same work as his classmates. Non-teaching staff and other helpers in the classroom are made fully aware of the aims of each lesson and give good support to both teachers and pupils. This valuable contribution makes a positive impact on the school. Resources are used well to support all areas of learning.
14. Pupils benefit from this good teaching and make the progress expected. They work hard and are interested in what they do and as they move through the school, learn to think for themselves. The inconsistent setting of homework is an issue mentioned by the parents at their meeting and through their answers in the returned questionnaires. In response, provision is being reviewed throughout the school to ensure that pupils are set work on a more formal basis to effectively build on their work in school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

15. The school has made a good start on implementing the Early Learning Goals for the small number of pupils in the Foundation Stage. It provides a fully inclusive curriculum which is broad and balanced with a range of opportunities to meet the interests and needs of all its pupils. Religious education follows the locally agreed syllabus. All subjects are supported by policies and together with long and medium-term plans ensure that subjects are studied progressively as pupils move through the school. An appropriate cycle of review is in place. All pupils have equality of access to the curriculum and the school is very aware of the needs of pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The Code of Practice has been fully implemented and the school's policy is clear and informative. The school has made sure that all subjects retain their importance through a proper allocation of time. Literacy and numeracy are taught using the appropriate framework.
16. The curriculum is enriched by other activities, for example, visits to Eureka! in Halifax and the National Photographic Museum, Bradford. The school has good links with other Esk valley schools where pupils compete in sports such as football, netball and cricket. There is a popular residential visit to East Barmby and to Bradford although the Bradford visit had to be postponed this year due to unforeseen circumstances. The resources of the village and surrounding countryside are used to provide relevant first hand experiences, especially in history, geography and religious education. Links with the wider community include

the local church and chapel. Of particular note is the impressive Castleton History trail, on sale in village shops to visitors, written by pupils from the school and produced by local businesses.

17. The school has a programme of personal, social and health education. Health education, including the awareness of drugs is to a certain extent covered in the school's science curriculum. There is a need to put the current programme on a more formal basis so that all pupils effectively build on their earlier experiences as they move through the school. Sex education is not formally taught until pupils reach Year 6. Their questions in these areas are dealt with sensitively and appropriately as they arise.
18. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. The majority of parents agree that the school promotes positive attitudes and values. There are many examples of spiritual awareness through daily acts of collective worship, hymn singing, the annual harvest festival and through subjects such as art, physical education, religious education and poetry. The school's promotion of moral education is reinforced by the example of all staff and other adults in the school. The high expectations of the teachers and the ethos of the school provide good guidance in fostering values such as honesty, fairness and respect. Pupils are polite, courteous and well behaved and are a credit to the school and their families. They are given sufficient opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
19. Pupils learn how to learn from their mistakes and to be responsible for their own behaviour. Parents value this approach and the majority rightly believes that the school is helping their children to become mature and responsible. Overall, relationships between pupils themselves and between pupils and adults around them are good with many opportunities for pupils to take on responsibility and use their initiative. For example, raising money for charities such as 'Jeans for Genes', looking after younger pupils and taking part in class conferences.
20. Pupil's cultural development is satisfactory. They are taught to appreciate their own cultural traditions and those of others through visits out of school and subjects such as religious education, art and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

21. Since the last inspection the school has improved the monitoring of attendance. The registers are well kept and up to date, and links with parents are very helpful in the case of absences. The school has good procedures in place for promoting and monitoring behaviour as shown in the orderly behaviour around school and in lessons. The small classes in the school results in the teachers being able to give each pupil more attention. This successfully creates an environment which contributes to the personal development of pupils of all abilities, by teaching them to respect other people's feelings and to care for each other. Teachers monitor pupils' personal development informally. The headteacher is considering whether to record this more formally.
22. Procedures for assessing and monitoring pupils' attainment and progress are mainly satisfactory. Baseline assessments, statutory and non-statutory assessment tasks and tests are providing useful information in this respect. However there is still room for improvement. The school is looking to develop these further during the

current year, for example, using standardised reading tests to assess pupils' progress. The next step is to make more effective use of all this information in order to target areas for improvement, to benchmark pupils' progress as well as to guide curricular planning, ultimately to raise standards of attainment.

23. The school nurse visits on a regular basis for pupils' medical checks and to talk to them about healthy eating, and, to the oldest pupils, sex education. Close attention is paid to pupils' health and safety and a review is currently underway, for example, the recent installation of a handrail to the stone stairs leading from the playground. The child protection policy follows the local authority guidelines with the headteacher as the named responsible person.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

24. At the last inspection the school's links with parents were reported to be a major strength. This inspection took place right at the beginning of a period of instability in staffing. It records that pupil numbers are falling and indeed expected to fall further. A number of parents have been concerned about their children's education since then, particularly the changes in staffing. During this time the school has had a succession of headteachers and the absence, due to a major illness, of the current postholder in the first two terms of her first year in autumn 2000 resulted in difficult staffing arrangements for the governors. To compound their difficulties, the school's roll has dropped markedly as forecast, from 68 pupils in 1997, 51 in January 2001 to 44 at the start of this academic year. The result is a reduction in the number of teaching hours and the need to reorganise the school. The findings of the inspection team support the action of the governors who have worked hard to ensure that pupils receive the best education possible in the circumstances.
25. Most parents are looking positively to this new school year, the first full one under the present headteacher's management. They overwhelmingly agree that their children like school, and the majority like the progress they make. This substantiates the basis of their disappointment and their wish for a settled staff, even if pupil numbers are falling. The governing body and headteacher are very aware of parents' concerns and wish to re-establish the former strong partnership. A start has been made with the re-issued home-school agreement and the recent meeting of the Parents, Teachers and Friends Association.
26. Parents are kept informed by the school prospectus, the annual governors' report and regular newsletters. These have been recently extended to tell parents what their children are being taught each term. Annual reports to parents about their child's progress are informative and the school holds consultation meetings termly. Parents are generally supportive and come into school on a regular basis to help with classroom activities. They help on school visits and with the swimming programme. Some parents recorded disappointment with the range of activities outside lessons. There are plans to increase these in the near future.

HOW WELL IS THE SCHOOL LED AND MANAGED?

27. The school benefits from the clear leadership of the headteacher who enjoys the good support of a hard-working and enthusiastic staff. All staff and other adults who work in the school make a valued contribution to pupils' learning. During the period since the last inspection in 1997, there have been considerable changes in staffing, particularly the five different headteachers, resulting in a period of instability.

The arrival of the current headteacher in September 2000 gave the school permanence. Unfortunately, her six-month absence due to a major illness brought a temporary halt to her leadership. To compound matters, the steady fall in numbers forecast in the previous report culminated in a reduction of the number of teaching hours and subsequent reorganisation to three classes in the mornings and two classes for four afternoons. Parents' valid concerns are reflected in their returned questionnaires.

28. In spite of these setbacks and disappointments, parents acknowledge the all round improvements in the school since the last inspection and are looking forward to a new start. Indeed, the inspection found a settled school with a clear set of aims for future development.
29. All the key issues from the last report have been addressed, notably in planning, resources and accommodation. A lot of hard work has been put into improving the quality of the learning environment and using the available space more efficiently. There are daily acts of collective worship and the school follows the recommended guidelines for religious education and in physical education pupils have a wider range of activities. The curriculum for children in the Foundation Stage is more suitable to their needs based on the recommended Early Learning Goals.
30. The statement of intent in the school prospectus shows a commitment to inclusion for all and this is reflected in the everyday work of the school. With a fresh start, in many ways, there is clear evidence through talking to teachers and governors of shared aims for improvement and to succeed. They are very confident in the ability of the 'new' headteacher and her commitment to high standards in a climate of teamwork, enjoyment and challenge.
31. The headteacher teaches for four days of the week in addition to her management role and so the sharing of responsibilities is very important. However, with only two full-time teachers and a newly appointed part-time teacher, its impact must be kept in perspective. They all co-ordinate at least one subject area and make a useful contribution to the school's management. Their general overview is sufficient to the school's needs at present but there is recognition that the co-ordination role should be extended when the time is right. As teachers' job descriptions need to be reviewed, this will be a useful starting point. The headteacher carries out formal lesson observations with useful opportunities for feedback and to discuss professional development. This is complemented by visits to school by local education authority advisory staff who provide a useful wider perspective.
32. The governing body fulfils its statutory responsibilities. There are some minor details, which need further attention, for example, the adoption of a curriculum statement, which takes account of statutory requirements. Subject committees and regular meetings ensure that important decisions about the future of the school are made carefully. The governing body is kept informed about the strengths, developmental needs and day-to-day workings of the school by the headteacher. They are now in a position to build on this good work to help further shape the direction of the school through a deeper understanding of the school's strengths and needs. In order to do this they recognise they have to become more 'hands on' through planned visits to the school and to classrooms.
33. The school is staffed by the equivalent of 2.8 teachers who are qualified to teach the subjects of the National Curriculum and the Foundation Stage. They relate well and offer support to each other. There are effective, informal procedures for the

induction of new teachers and these have been very useful in helping the recently appointed part-time teacher to settle easily into school life. There is recognition of the need to put these procedures on a more formal basis in advance of any new appointments. Teachers' professional development is linked to the school improvement plan. The school is not in a position to provide Initial Teacher Training although it is looking to offer teaching practice placements in the near future. Classroom support assistants and adult volunteers make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute to the smooth running of the school.

34. Performance management is in place and as part of this the headteacher is looking towards school self-evaluation in identifying priorities for action. Procedures for monitoring pupils' attainment and progress as they move through the school are being developed. Useful information for setting individual and group targets and tracking pupils' progress is gathered from baseline assessments and statutory and non-statutory assessment tasks and tests. Nevertheless, more should be done to diagnose and assess pupils' progress in reading. The school recognises that the next step is to use all this information more rigorously in more formal target setting and to provide links on which to base future work.
35. The principles of best value are important in this small school, particularly when the budget is tight and financial considerations are vital. The school uses the services of a peripatetic bursar to ensure that spending is reviewed regularly; governors are kept fully aware of the school's budget position. With the prospect of numbers falling further, money can be targeted to best effect. The school improvement plan is central to the school's work and is becoming a useful working document. It lists priorities, although these are not always linked to costings. A recent audit has been completed and the school is working on its recommendations. There are established internal financial procedures to ensure the reliability and accuracy of spending and day-to-day management is carried out effectively by the school's administration assistant. They use new technologies, for example, the computer link to County Hall enables her to communicate quickly and to easily access to up-to-date budget information. The school uses additional funds from specific grants for their designated purposes.
36. The accommodation of the school is satisfactory but space is at a premium. There are two internal classrooms, which are used for assemblies and at lunchtime. Externally the school has a mobile classroom and a hard surfaced play area. The village playing field, reached by a walk through the village, is the nearest access to a grassed area suitable for games and athletics. There have been some good improvements to the accommodation since the last inspection. For example, the permanent partition of the main room into two separate teaching areas, and a small staff room, adding much to the quality of the working environment. The library, although small, has a range of fiction and non-fiction material. The lack of a school hall means that pupils use the village hall for many physical education activities and this journey involves crossing the busy main street.
37. There is an outside space for use by children in the Foundation Stage, but the times that they can use large-scale physical activities are restricted to days when the weather is fair. The school recognises the need to provide more large-scale apparatus such as wheeled vehicles. In addition, there should be a separate area to ensure that these children can use outdoor equipment in safety.

38. Resources are generally satisfactory but in many subjects it could be improved, for example, to widen the range of reading books for younger pupils. All this being said, many of the resources to support the literacy and numeracy strategies are new, such as a wide range of big books and guided reading material. Provision for information and communication technology is very good with eight multimedia computers with access to the Internet.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Raise standards of attainment in pupils' writing further by:
 - (i) Providing more opportunities for extending pupils' writing so that in Key Stage 1 they write with confidence, fluency and accuracy by planning, reviewing and developing their ideas.

In addition, at Key Stage 2, allowing pupils to:
 - a) draft their work by developing ideas into structured written text and changing and improving it where necessary;
 - b) check their work for mistakes in spelling, punctuation, and to make sure nothing has been left out or repeated;
 - c) present a neat, correct and clear final copy.
 - (ii) Further developing a structured approach to the teaching of handwriting and spelling.

(Paragraphs 5, 52, 53, 54, 55)

2. Build on the good work so far in information and communication technology by:
 - (i) Giving pupils more opportunities in:
 - a) making more use of art packages and the use of CD-ROMs for research in both key stages;

and at Key Stage 2:
 - b) providing more opportunities to build on pupils' knowledge of control gained in Key Stage 1, use of the Internet and e-mail, monitoring and simulations.
 - (ii) Improving staff expertise.
 - (iii) Auditing current software and identifying opportunities to develop the subject across the curriculum.

(Paragraphs 6, 13, 77, 81, 82, 85, 86, 87)

3. Put in place procedures to assess and record the progress pupils make in reading.
(Paragraphs 22, 34, 51)

4. Improve homework provision, particularly for the older pupils.
(Paragraph 14)

Other minor issues the governors may wish to consider

For the governing body to build on their good work by planning a series of visits to school in order to gain a deeper understanding of the school's strengths and areas which could be further developed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	16	1	0	0	0
Percentage	0	15	80	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	43
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.2
National comparative data	5.2

School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Results not published due to the small number of eligible pupils.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	9	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	83 (82)	67 (82)	92 (91)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	83 (82)	75 (90)	83 (91)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	42
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.8
Number of pupils per qualified teacher	15.4
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	17

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	148,669
Total expenditure	149,602
Expenditure per pupil	2,721
Balance brought forward from previous year	8,705
Balance carried forward to next year	7,772

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	64	7	0	0
My child is making good progress in school.	25	39	18	11	7
Behaviour in the school is good.	39	39	11	0	11
My child gets the right amount of work to do at home.	14	43	18	14	11
The teaching is good.	25	46	14	7	7
I am kept well informed about how my child is getting on.	14	46	25	14	0
I would feel comfortable about approaching the school with questions or a problem.	29	36	21	11	4
The school expects my child to work hard and achieve his or her best.	29	54	18	0	0
The school works closely with parents.	11	32	43	14	0
The school is well led and managed.	21	25	25	18	11
The school is helping my child become mature and responsible.	14	57	25	0	4
The school provides an interesting range of activities outside lessons.	14	18	39	18	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

39. Children enter the reception class in the September or January nearest to when they become five. Parents are happy that their children settle easily into school. Most children make satisfactory progress and are on course to achieve the Early Learning Goals by the end of the Foundation Stage and are taught the National Curriculum when it is judged to be appropriate.

Personal, social and emotional development

40. Many children have good skills in this area and are keen to learn. They have positive relationships with each other and with their teacher and other adults in the classroom. Children play happily together and with some of their older infant classmates, and this helps them to learn to respect others. There are many opportunities provided to develop their self-confidence and independence and they show this when asking lots of questions. The school's daily routines and rules help children to develop their understanding of living in a wider community. They are confident as they move around the classroom and share equipment and wait their turn patiently.

Communication, language and literacy

41. Children talk confidently about their drawings and listen carefully to the teacher in the early part of the literacy lesson. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with the teacher. They love books and use a growing vocabulary to retell stories they have heard. At this early stage in a new school year, children in the Foundation Stage can copy write their names and recognise a significant number of the letters of the alphabet.

Mathematical development

42. Most children make satisfactory progress in developing their numeracy skills and are developing an understanding of basic mathematical concepts. Many activities are practical. For example, children learn to count out money to pay for items in the class shop and sort and compare objects according to number, their colour, shape and size. Stories and rhymes are used effectively to extend children's mathematical language. By the time they are five, most children can write simple addition sums and add correctly single-digit numbers to record answers up to ten. Children recognise and can draw some two-dimensional shapes, such as a circles and squares.

Knowledge and understanding of the world

43. The children are finding out about the world around them in and beyond their own environment. For example, they have a keen interest in the local environment and develop a sense of the past and how their own lives are different. They learn about how different animals live by observing the class gerbil and goldfish, and about forces by pushing and pulling toy cars. They quickly establish skills in their use of

technology, for example, becoming familiar with the computer keyboard and the mouse. They learn about important events in the Bible, such as the Great Flood through listening to stories both in the classroom and during assembly. They learn about the simple properties of materials by sorting clothes in the dressing up box and which will keep them warm, cool or dry.

Physical development

44. Children learn to move confidently, control their bodies and handle equipment, for example, using scissors to cut out shapes. They use space well with control and co-ordination and confidently take part in catching and throwing activities. Fine motor skills are successfully developed in activities using pencils, crayons and brushes. There is an outside space for use by children in the reception class, but the times that they are able to use it are limited. The absence of a school hall means that opportunities for children to enjoy large-scale physical activities are confined to days when the weather is fair. There is a limited range of large outdoor equipment to allow children to develop their physical skills and strength. The school recognises the need to provide more of these opportunities to fully meet the objectives of the Early Learning Goals, for example, wheeled vehicles. In addition, there should be a separate area to ensure that children can use outdoor equipment in safety.

Creative development

45. Children are encouraged to listen carefully to music from different parts of the world and enthusiastically join in with action rhymes and songs. There are good opportunities for them to participate in imaginative play; they have lively conversations and take on a variety of roles. Good opportunities are provided to experiment with colour, texture and shapes in their art and design work using a variety of tools and materials. Most children recognise and name the primary colours, and some can name correctly a few of the secondary colours.
46. The quality of teaching is consistently good, based on the belief that young children need to develop thinking skills, to formulate ideas and opinions through first hand experience. The use of praise and acknowledgement of the children's good behaviour, plays an important part in the growth of children's self-esteem. The teacher's calm manner brings out the best in the children and when they make mistakes they are encouraged to persevere. There is a secure and caring atmosphere where the contributions of all the children are valued. Classroom routines are planned clearly and groups are managed effectively. Children in the Foundation Stage are taught together with the rest of Key Stage 1 pupils. When they start full time, later in the term, they are also taught with Year 3 in the afternoon. Although numbers are small, the headteacher acknowledges that planning for this wide range of age and ability is a challenge and that lesson objectives need to be very specific to ensure inclusion for all pupils so they are given work to meet their individual needs.

ENGLISH

Speaking and listening

47. Throughout the school, pupils' oracy skills are good; they are confident when speaking and by the time they leave the school are articulate. In the infant class,

pupils listen to their classmates and talk about things that interest them such as items they have brought to school. When they work in groups, ideas are shared and at the end of lessons they talk about what they have learned, for example, that when they jump, gravity pulls them back down. At the end of their time in the infants, pupils can talk and listen in different situations and show an understanding of the main points. In the juniors, pupils join in discussions and listen carefully to each other and their teachers. For example, in class assembly they talk about how being disabled can have limitations on people's lives. They ask thoughtful questions and are confident to express their own opinions in a wide range of subjects.

Reading

48. Standards of reading throughout the school are at least satisfactory, with most pupils attaining the expected levels appropriate to their ages. Indeed, there are a number of pupils who achieve a higher level. A feature of reading in the school is their enjoyment of books both at school and at home. At this early stage in the school year, most pupils in Year 1 are confident and understand how reading works. They read simple texts aloud and recognise familiar words easily and accurately whilst more able pupils are reading more difficult material. By the end of Year 2, reading of simple passages is usually accurate with those pupils reading at a higher level, well on the way to becoming fluent and confident readers.
49. By the age of 11, most pupils are independent readers who read fluently and with interest and are beginning to understand that what they are reading is not always straightforward and that sometimes they have to read between the lines. Most pupils have their favourite authors and can talk about the characters they have met and about how the plot is developing. For example, a Year 6 pupil explained why she likes the Harry Potter books, "with lots of twists and never knowing what's coming next".
50. Those pupils who reach a higher level read with accuracy, fluency and an understanding beyond the literal. They choose to read more demanding texts, often short novels, poetry and non-fiction. Pupils are developing a range of research skills. They find information using the contents and index, know that a glossary can be helpful and use skimming and scanning techniques in their research.
51. The school acknowledges that more should be done to diagnose and assess pupils' progress in reading, particularly useful to target work for those pupils having difficulties. For example, screening and recording which letter sounds and blends pupils know, the high frequency words they have mastered, particularly in the infants or using a standardised test to assess overall progress.

Writing

52. Attainment in writing is identified in the school improvement plan as the weakest element in English and the raising of standards has a high priority. Although a useful start has been made, particularly in improving pupils' handwriting and presentation skills, it is still in the early stages.
53. By the age of seven, most pupils are writing stories with properly organised sentences and simple structure. The meaning is clear and basic grammar and punctuation are generally used correctly. Most pupils can write in story form

showing a clear development but they are seldom given the opportunity to do so at length so that they can experiment with their ideas and use of vocabulary. Correct spelling is generally limited to the most commonly used words. Handwriting shows inconsistencies in letter formation with a lack of pupils using a legible joined style, useful to enhance their achievement at a higher level.

54. In the juniors, most pupils are developing a sound understanding of grammar and punctuation. They are confident when writing for different purposes with a particular audience in mind, for example, when writing persuasively about the merits of keeping animals in zoos. However, as they move through the junior classes they are not given sufficient opportunities to develop their own 'style' of writing or to fully understand the writing process. Spelling of the most commonly used words is generally accurate but there are many simple mistakes in their writing. Although pupils have the basics to write in a joined style, they are more secure in their everyday work to use a combination of joined and print styles.
55. The school recognises that to improve pupils' all round writing skills they need more opportunities to plan and review their writing. A culture of evaluating their work and being self-critical is equally important. In Years 1 and 2, developing their ideas will greatly improve its quality and enable pupils to write confidently, with fluency and accuracy. When they move into the juniors, their ideas should be further developed and written down, for example, in brainstorming sessions. Pupils should evaluate what they have written and make changes if necessary to improve it, and further check for mistakes in spelling and punctuation to ensure accuracy. Their writing should be presented as a neat, correct and clear final copy. Finally, pupils should talk about what they have written with others and be critical of their work. Complementary to this is the need for all pupils to be taught spelling and handwriting through a structured approach thereby enabling them to take full advantage of the increased opportunities.
56. The quality of teaching and learning is consistently good. Lessons are well introduced ensuring that pupils know what they have to do. Work is well planned and taught using the framework of the literacy hour and wherever possible links are made with other subjects. An interesting example was with religious education when pupils studied the life of Mother Teresa whilst developing note-taking skills as a part of writing her biography. Questions are used well to test pupils' previous learning and to check their understanding. Pupils work hard and show interest in the work. In whole class and guided group work they make useful contributions and work well in the independent sessions. Assessment of what pupils can or cannot do in their lessons enables teachers to plan future work effectively. A very good example was seen in a lesson with the oldest pupils, where the class teacher quickly revised common spelling mistakes made by pupils in their previous day's work.
57. Classroom support assistants and other helpers make a valuable contribution. This plays a particularly significant part in teacher's management, for example, in Years 3 and 4 with a class of mixed age and wide ability. This allows the teacher to plan effectively for pupils with differing abilities, including those with special educational needs, access to work at their own level. Information and communication technology plays an increasingly important part in developing pupils' literacy skills, for example, in word processing and to give the younger pupils good phonic support when practising their letter sounds.

MATHEMATICS

58. The majority of pupils attain the expected level for their age in mathematics. By the age of 11, there are some pupils who attain a higher level. All pupils including those with special educational needs make at least satisfactory progress, and for some pupils, progress is good.
59. Pupils in Year 1 use number fans to show number pairs to 20 and by the end of Year 1, confidently read and write two digit numbers. They investigate totals to 100 and spot number patterns and explain them. All pupils sort and organise information and understand coin combinations to 50p. By the time they are ready to move into Year 2, most pupils are relating addition and subtraction to a given task, of buying and selling. They use and apply these skills practically in role situations, for example, working in a toy shop. By the end of Year 2, pupils have a sound knowledge of two and three-dimensional shapes and can name their properties. Their use of specific language, for example, to describe triangles, squares, rectangles and circles is good. Most pupils add, subtract and multiply numbers satisfactorily. They sort, classify and organise information and interpret data presented in a simple way, for example, constructing graphs of favourite foods, pets and colours. They have quick recall of addition and subtraction facts to ten and 20. Most handle money with confidence and understand concepts of simple fractions such as a quarter and a half.
60. In the junior classes, pupils' mental strategies continue to develop well. For example, pupils in Years 3 and 4, can calculate money problems quickly and confidently. They are beginning to use mathematics in real life situations. Their understanding of shape, space and measurement is very sound. They can, for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved. They are building up a good working knowledge of multiplication tables and by the time they leave the school these are well developed. Pupils carry out relatively complex calculations accurately. The way in which they explain their answers to these calculations shows a clear understanding of what they are doing. A good example was seen when pupils predicted the missing operation from a calculation and explained that they arrived at an answer by reading the question, looking at the numbers involved and finally choosing the correct one. In their investigative work they compare, contrast and draw conclusions from their findings such as in science finding patterns in the brightness of bulbs in a circuit. Higher attainers calculate the mean, mode and median when working on range and averages. They confidently check the credibility of their answers, for example, when measuring time, length, and capacity. By the age of 11, pupils' are fast becoming independent learners whose mathematical skills in number and problem solving are well established.
61. Pupils enjoy mathematics, particularly the challenges set in the numeracy hour relating to mental recall. They listen carefully to their teachers and share ideas when working in groups. Levels of concentration and response are good. This is because teachers give pupils sufficient time and encouragement to think through their answers and judge whether they make sense.
62. The quality of teaching seen in lessons is mainly good. Lessons are planned using the framework of the National Numeracy Strategy. This planning is generally satisfactory with enough detail to make clear to pupils what the main learning points are. This shows an improvement at Key Stage 1 since the last inspection when objectives were not always clear and short-term targets were not sufficiently helpful.

Introductions to lessons are usually well structured and lively so that they keep pupils interested. Teachers use effective questioning and imaginative individual teaching, often changing tasks to maintain interest. They also give pupils opportunities to apply acquired skills in mathematics in practical ways, for example, the change from a £1 when shopping. Regular use of teacher assessment is developing and ensures that work is matched to the needs of all pupils including those with special educational needs. This is important in classes of mixed age groups and mixed abilities. Relationships between teachers and pupils are good and this is evident in the way that teachers deal positively with pupils' answers and in the use of praise to motivate them and build up their self-esteem.

SCIENCE

63. Pupils' attainment in science is at least in line with national levels at the end of both key stages and for a small number of pupils' attainment is better and they reach a higher level. All pupils, including those with special educational needs, make satisfactory progress.
64. Pupils in the infant class are beginning to understand that the body needs food and exercise to live. They identify the properties of common materials and know they have uses according to their properties. Most pupils have a basic understanding of gravity and use a variety of objects to show how its pull attracts both heavy and light objects to the ground. By the age of seven, most pupils can carry out a fair test and construct a simple electrical circuit. They know that sound travels through the air and becomes fainter the further it travels from the ear and most pupils accurately name and describe some of the main organs of the body.
65. In Years 3 and 4 pupils' understanding of forces is well developed. Pupils know, for example, that force is measured in newtons and set up practical activities to demonstrate this. They understand that the shape of an object will determine its rate of movement. A good example of this was seen when pupils used a water jar and blue tack to show the effect of streamlining. They understand the importance of conducting fair tests and use these to arrive at conclusions on friction. All pupils can identify a range of materials and have a good understanding of how materials change under certain conditions. They are able to chart objects under material headings and record their results in a number of ways. By the end of the key stage pupils have a good knowledge of circuits and can design a traffic light system where lights come on and off in the correct sequence. Their knowledge of the human body, its main organs and circulatory system is well established and most pupils have developed a good scientific vocabulary to explain these functions.
66. The quality of teaching is good. Teachers have good subject knowledge and consequently encourage pupils to investigate their scientific ideas. Explanations of the work to be covered are always clear and build on pupils' prior knowledge. Pupils are encouraged to reflect on what they have achieved during lessons and to use specific scientific vocabulary when discussing and recording work.
67. Pupils enjoy science and show curiosity and interest. This is because they are taught the right things in the correct sequence and at the right pace. They listen carefully to their teachers and give clear and sensible answers to questions. The majority of pupils discuss and share ideas, respect the views of others, and work with a good degree of independence.

ART AND DESIGN

68. There were no opportunities to see art being taught during the inspection. However, there was sufficient evidence available to judge standards in the junior classes and conclude that these pupils attain standards appropriate to their age.
69. Pupils in Years 3 to 6 develop their brushwork and use families of colours as contrast, for example, when exploring the use of light and shade. They collect examples of every-day patterns and use these as a starting point in their work. In their three-dimensional work they make tiles of shapes that can be printed in relief. Pupils study the work and techniques of other artists such as William Morris and Euan Uglow. They build on their close observational skills using pencil in their drawings of still life. Art makes a useful contribution to pupils' cultural development and to other subjects. For example, in history, they make masks as part of their work on ancient Greece and in mathematics, rotational and reflective patterns.
70. It is not possible to draw conclusions about the quality of teaching. Lessons are based on the Qualifications and Curriculum Authority guidance. Medium-term plans are clear with learning objectives used to provide a focus for individual lessons and to ensure progression throughout the school. Pupils are given first hand experiences through visits out of school such as their environmental art at Runswick Bay. From looking at their work it is apparent that they enjoy art. Sketchbooks are used in a limited way to develop ideas but at the moment they are not effective in showing how pupils' work is progressing.

DESIGN AND TECHNOLOGY

71. Although no lessons were seen in design and technology during the week of inspection, it is possible to judge standards of attainment in the school. Conclusions were drawn through discussions with pupils and their teachers, and looking at samples of pupils' work. From this evidence it is clear that most pupils reach the standards appropriate to their age and make satisfactory progress.
72. The youngest pupils in the infants develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. Older pupils use a variety of materials, for example felt, wood, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials when making puppets. By the age of seven, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
73. In the juniors, the youngest pupils design and construct a fairground ride using bulbs and switches connected with their work on electricity. Older pupils cook food and design and make musical instruments. By the age of 11, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design and have a good understanding of the processes involved. For example, pupils designed and made packages for biscuits and evaluated them on appearance and fitness for purpose.
74. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. The quality of finished products shows that pupils take a pride in their work. Resources are sufficient with

a good selection of large and small commercial construction kits together with a range of tools for measuring, marking, cutting and joining.

GEOGRAPHY

75. Geography was not a focus in this part of the term and therefore insufficient evidence was seen for an informed judgement of teaching and learning to be made. However, evidence from a scrutiny of pupils' work makes it possible to draw positive conclusions that their attainment is appropriate to their age and they make satisfactory progress.
76. In Years 1 and 2, pupils' first hand experiences are used effectively as an important resource to develop their early geographical skills. Pupils investigate problems such as litter and pollution and ways in which they can improve their own environment. In their wider studies they look at the rain forests of Africa.
77. Older pupils build on these foundations. They look at the effects man has on the landscape such as when visiting Runswick Bay. To contrast with their own lives they look at the everyday life of people in an Indian village. To broaden their experiences they compare landscapes in South America and Australia, for example, mountains, grasslands, forests and deserts. In their mapwork they use atlases to locate features such as the Equator, the Tropics, the continents and major oceans and seas. The local area is rich and pupils regularly explore their local environment, for example, visiting Danby Lodge National Park Centre. Unfortunately the foot and mouth outbreak has curtailed these outings. Pupils are given other first hand experiences whenever possible, for example, visiting Runswick Bay to look at features of coasts such as stacks and arches. Opportunities to use information and communication technology are underdeveloped.

HISTORY

78. There were no opportunities to see history taught during the inspection. However, evidence from a scrutiny of pupils' work makes it possible to draw positive conclusions that attainment for all pupils is appropriate to their age and they make satisfactory progress.
79. Pupils in Years 1 and 2 develop an understanding of chronology and use their own lives as a starting point. For example, they compare Castleton today with its Victorian past and how the lives of children have changed. They study the lives of famous people such as Louis Braille and Grace Darling.
80. As they move through the school planned opportunities help them build up a sound historical knowledge, skills and understanding. Timelines are used effectively to allow pupils to build up a 'time map' of what happened when. They confidently compare the similarities and differences between their own lives and those in Tudor times. Pupils know about the major events of this period, for example, the Spanish Armada and the life of Henry VIII. Studies of ancient civilisations such as the Greeks helps pupils understand how their legacy continues through the spread of their principles of democracy and stories of heroes such as Theseus.
81. There is insufficient evidence to make a firm judgement on the quality of teaching and learning. History is seen as an opportunity to involve other subjects, particularly

in literacy. A good example was seen where junior pupils took on the role of a foot soldier on a trireme and wrote of their adventures. There is little evidence of information and communication technology being used to develop pupils' historical enquiry skills and so opportunities to simulate the past and bring it to life are missed.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. Opportunities to see direct teaching were limited although pupils were seen working on computers, mainly in Classes 1 and 2. From evidence gathered from talking to pupils and teachers, and by looking at pupils' work, it is clear that standards are steadily improving, particularly in the communication element. However, the school recognises that standards are not as high as they should be in some areas and that there is still much to do to further improve. The potential is there. Since the school was last inspected, the quality of resources is much better through the grant from the National Grid for Learning. Indeed, the ratio of pupils to computers is better than in many schools. A scheme of work is now in place based on the Qualifications and Curriculum Authority guidelines.
83. Pupils in Years 1 and 2 use art packages to control the mouse accurately, using the toolbox to draw a tractor in circles and squares. When word processing, pupils can highlight and alter text, and save and print their work. Information about their favourite colours is collected in a database and with help the results are printed in a graph. By the time they are seven, pupils confidently program a floor turtle to move forward, backward and turn through a right angle.
84. In the junior classes, pupils continue to make steady progress in their word processing skills. For example, they change the font, and its size and colour, when typing out their stories and older pupils scan book covers for including in their reviews. They use databases to collect and present the results of their questionnaires about Ryedale Museum and in science, draw line graphs. Older pupils have limited experience of using CD-ROM encyclopaedias and the Internet for research. Similarly e-mail has been used to contact a local school and one in Norfolk. Information and communication technology is used effectively to help pupils with special educational needs, for example, using a talking word-processing program to ensure inclusion in the same work as the rest of the class. Pupils in Years 5 and 6 use the computer to practise their multiplication skills.
85. It is not possible to judge the quality of teaching overall. However, there are some areas where teachers' confidence to teach information and communication technology could be improved. These have been identified and plans are in hand to meet these needs. The school has rightly chosen to develop pupils' information and communication technology skills through other subjects to bring pupils' work alive and deepen their understanding. However, it is recognised that these planned links are in need of further development for them to be really effective. An audit of existing software will be helpful in their identification.
86. The co-ordinator recognises that to further improve standards the Programmes of Study in some areas should be covered in more depth to challenge all pupils.
87. These include:

- making more use of art packages and the use of CD-ROMs for research in both key stages;

and at Key Stage 2:

- providing more opportunities for pupils to build on their knowledge of control gained in Years 1 and 2;
- wider use of the Internet and e-mail;
- monitoring, for example, data logging using sensors;
- using simulations to bringing pupils' work to life.

MUSIC

88. Judgements on music during the week of inspection are based on a scrutiny of documentation, displays and discussions with pupils and staff. Standards of attainment in music are appropriate to pupils' ages and all pupils, including those with special educational needs, make satisfactory progress.
89. By the age of seven, pupils are able to listen to music and sing a good range of songs, confidently and tunefully. They talk about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. By the time they are ready to move into the juniors, most pupils can compose simple percussion pieces using, for example, cymbals, bells, wood blocks, tambourines and castanets. They soon become familiar with the sound of South American Pan Pipes and folk music from Greece.
90. The youngest pupils in the junior classes listen to a piece of music, for example, 'Ant and the Cricket' by Dorati and discuss its mood. They extend their music vocabulary by discussing the similarities between string and woodwind instruments. All pupils enjoy listening to popular music, for example, 'Undrentide' by Medieval Babes. They also listen to modern and traditional jazz and particularly enjoy Dave Brubeck's 'Take Five'. By the age of 11, they are beginning to recognise pieces by famous composers, for example, Mozart and Bach. Many pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Most are beginning to understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics and perform together. They composed their own Tudor fanfare as part of their history topic.
91. Teachers ensure that all pupils take part in music making and provide good opportunities for them to sing and perform at school concerts and within the local community. Opportunities are also provided for pupils to sing and perform during morning assembly. All pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. Visits to concerts to listen to the Northern Sinfonia, and the support of visiting musicians and specialist teachers help to enhance pupils' interest and appreciation. There are clubs outside lessons to support music: keyboards at lunchtime and two recorder groups after school.

PHYSICAL EDUCATION

92. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age, and all pupils, including those with

special educational needs, make satisfactory progress. This is an improvement on the last inspection when standards at the end of both key stages were below national expectations.

93. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time they leave the school most pupils can swim at least 25 metres. Dance takes place in the form of country and modern dancing, music and movement. The school does not have a hall and this limits, to some extent, gymnastics.
94. The youngest pupils in the infant class, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. They follow a sequence of dance movements leading to a full performance, for example, Circassian Circle. By the age of seven, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. Pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their performance. By the age of 11, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity and working in pairs and groups. They develop good co-operative skills in athletics and team games.
95. Pupils have good attitudes to physical education and respond enthusiastically in the lesson. All pupils dress properly, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.
96. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the school cluster. Out of school activities such as football and netball help to sustain and enhance provision.

RELIGIOUS EDUCATION

97. During the week of inspection, only one lesson was observed in religious education. Judgements are therefore based on the one lesson, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout both key stages, are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress.
98. By the age of seven, pupils are beginning to understand some of the customs and beliefs of major religions. For example, they know and understand Christian and Jewish attitudes towards the Sabbath and the meaning of worship. Most are familiar with the parish church of St Hilda at Danby and the local church of St Michael and St George and the Methodist chapel and can talk about the things they have seen on their visits.
99. Pupils in Class 2 have a secure knowledge of the Christian faith and are using this knowledge and understanding to make constructive comparisons with other faiths. They talk about the Christian festivals of Christmas and Easter, and the Hindu

festival of Diwali. Pupils are familiar with many of the Old Testament stories and characters such as Joshua and Samuel and have produced their own scrolls to explain them. By the age of 11, pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism and Sikhism. Many are able to talk about special people who gave much of their own time and energy in helping others such as Martin Luther King. They use their literacy skills well in lessons, for example, when writing about Mother Teresa. By the age of 11, most pupils understand the symbolism of bread and wine at communion.

100. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are eager to join in with discussions.
101. The quality of teaching in the lesson seen was good. Pupils develop an awareness of how religious beliefs influence actions. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied, are available within the school cluster. Collective acts of worship during assembly make a good contribution to the school's teaching of religious education.