

INSPECTION REPORT

Eppleby Forcett C.E. Primary School
Eppleby, Richmond

LEA area : North Yorkshire

Unique Reference Number : 121490

Headteacher : Mr S J Kirby

Reporting inspector : A Taylor
14887

Dates of inspection : 29 November - 1 December 1999

Under OFSTED contract number: 707643

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Church of England Primary School
Type of control :	Voluntary Controlled
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Eppleby Richmond North Yorkshire DL11 7AY
Telephone number :	01302 718298
Appropriate authority :	North Yorkshire County Council
Name of chair of governors :	Mr B Jones
Date of previous inspection :	October 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Andrew Taylor, Rgl	English Science Religious Education History Music Physical Education Geography Children under five	Attainment and progress Teaching Leadership and Management The efficiency of the school
Jennifer Madden, Lay Inspector		Attendance Attitudes, behaviour and personal development] Support, guidance and pupils' welfare Partnership with parents and the community
Chris Moorcroft	Mathematics Information Technology Design Technology Art	Curriculum and assessment Spiritual, moral, social and cultural development Staffing, accommodation and learning resources Equal opportunities Special educational needs

The inspection contractor was:

ESK Projects

Smallwoods
Great Fryupdale
Lealholm
Whitby
North Yorkshire
YO21 2AS

01947 897557

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 5

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

6 - 28

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

29 - 65

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

66 - 87

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

88 - 94

English, mathematics and science

95 - 121

Other subjects or courses

122 - 159

PART C: INSPECTION DATA

Summary of inspection evidence

160 - 161

Data and indicators

MAIN FINDINGS

What the school does well

- Standards in reading are high throughout the school;
- Pupils achieve well in science;
 - Teaching of music is consistently good and leads to good progress in the subject;
 - Pupils have positive attitudes to learning;
 - There are good relationships between pupils and teachers and the partnership between school and home is strong;
 - There is good provision made for pupils' social and cultural development.

Where the school has weaknesses

- Standards of writing are not as good as they could be and not as high as those in reading;
- I. Marking is not sufficiently focused on improving pupils' work and assessment does not influence teaching and planning as much as it should;
 - II. Monitoring of teaching and learning is not sufficiently thorough;
 - III. Planning for religious education needs to be updated;
 - IV. The child protection policy does not reflect the particular circumstances of the school, nor has the policy been put into action.

Eppleby Forcett CE Primary School provides a satisfactory standard of education for its pupils; the strengths outweigh the weaknesses identified. The weaknesses will be addressed by the governing body in an action plan, which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The quality of teaching has improved considerably since the last inspection. At that time, over a third of lessons seen were unsatisfactory. At this inspection, very nearly all teaching was satisfactory or better. The school has also made reasonable progress towards the other key issues identified in the last report. There is now a satisfactory school development plan and job descriptions are in place. Procedures for supporting pupils with Special Educational Needs are appropriate in the main – although a register of these pupils would help the school keep track of their progress. Planning is now more focused on specific learning objectives, although assessment is not sufficiently integrated into this planning. Whilst monitoring was established after the last inspection, practice has slipped lately, largely because staffing levels have been cut; nevertheless the importance of establishing an overview of standards throughout the school remains. Policies to support teaching and learning have been developed for some subjects but the process is slow. The school is satisfactorily placed to continue to make progress towards its targets.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	B
Mathematics	A	B
Science	B	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Care must be taken in interpreting any single year's results because of the very small numbers being assessed. Scrutiny of 1999 results, the trend over a number of years and current lessons and work suggest that standards of reading are above average and in science too, eleven year olds achieve better than those nationally. Standards of writing and speaking and listening and those in mathematics are at the level expected. Standards in each of these subjects are the same at the end of the first key stage, when pupils are 7. Standards in information technology are consistent with the national average at the end of both key stages. Standards in religious education meet expectations at the end of Key Stage 1; no judgement could be reached about standards at the end of Key Stage 2.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	N/a	Satisfactory	Good
Information technology	N/a	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory	Insufficient evidence to make a judgement
Other subjects	Satisfactory	Satisfactory	Good

Teaching is generally satisfactory throughout the school. Overall 96% of lessons were satisfactory or better. Over half the teaching observed was good or very good. At Key Stage 1 no teaching was unsatisfactory – a considerable improvement on the last inspection. Teaching of reading with the youngest pupils, of science with the older pupils and of music throughout the school is particularly strong.

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

Other aspects of the school

Aspect	Comment
Behaviour	Generally good, both in class and around the school. Good behaviour has a positive impact on the progress pupils make in their lessons.
Attendance	Very good – very high in comparison with other schools. Rates of unauthorised absence are very low.
Ethos*	There is a positive ethos which encourages pupils to learn and supports their efforts. Relationships between staff and pupils are good and pupils are committed to their work. At present, however, there is insufficient emphasis on improving pupils' standards of attainment in English and mathematics at Key Stage 2.
Leadership and management	Satisfactory. The good progress made in improving teaching since the last inspection highlights the effectiveness of the leadership of the school. Nevertheless, some procedures, for example in relation to child protection, need to be reviewed to ensure that the school works as effectively as possible.
Curriculum	The curriculum offered by the school is broad and balanced and is enhanced by a variety of clubs, visits and other opportunities. The national literacy and numeracy strategies have been introduced successfully into the school. In other subjects curriculum

	development has been slow; some still lack policies to support teaching and learning, even though this was raised as an issue at the last inspection report. The long term plan for RE needs to be updated to reflect changing circumstances and to ensure that the curriculum avoids repetition and omission.
Pupils with special educational needs	Pupils with special educational needs make satisfactory progress against the targets outlined in their individual education plans.
Spiritual, moral, social & cultural development	Satisfactory overall with good provision made for pupils' social and cultural development. The after school club contributes considerably to the provision made for both social and cultural development and the emphasis placed on music throughout the school also has a positive impact on pupils' cultural development.
Staffing, resources and accommodation	The school is generously staffed for the number of pupils on roll. In the main, resources are satisfactory, although there is no large play equipment for children under five and there are insufficient non-fiction books to support independent learning. Although staff make very good use of the space available, accommodation is unsatisfactory. There is neither staff room nor private, sound proof office where the headteacher can discuss confidential matters. Some activities have to take place in corridors or on other sites in the village.
Value for money	The school provides satisfactory value for money. Although the unit cost of the school is high and attainment on entry varies, pupils in general make satisfactory progress and achieve the expected standards by the end of their time at the school. In some subjects (reading and science) standards are higher. Teaching is satisfactory, with a significant proportion of good teaching, particularly outside the core subjects of English and mathematics.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. That their children like coming to school; VI. That the staff are approachable and eager to help; VII. That they are encouraged to play a full part in the life of the school; VIII. That the school encourages a high standard of behaviour.	

The parents were uniformly positive about the school. Neither in the parents' meeting, nor in the questionnaires were any critical comments made. The inspection team agree with the positive comments made about the welcoming atmosphere in the school and pupils' good behaviour.

KEY ISSUES FOR ACTION

In order to raise standards and improve pupils' progress, the governors, headteacher and staff should:

- 1) Improve the standard of writing, particularly at Key Stage 2, in order that it reflects more closely the standards achieved in reading, by
 - IX. Providing a stronger focus on developing pupils' writing skills, for example using guided writing activities in the literacy hour as an opportunity to improve the quality of their work;
 - X. Making targets for improvement more explicit to individuals or groups of pupils;
 - XI. Undertaking further training, as necessary, on teaching writing in the literacy hour.

paragraphs 7, 96, 99, 100, 104

- 2) Improve the quality of assessment and its use to inform pupils' learning, by
 - XII. Ensuring that marking is up to date and identifies to pupils how to improve their work;
 - XIII. Collating and dating work, particularly in literacy and numeracy, so that it is easier to identify progress;
 - XIV. Including opportunities for assessment within medium – term plans, at least within plans for literacy and numeracy;
 - XV. Ensuring that the variety of assessments undertaken gives a proper focus to what pupils know and can do.

paragraphs 41, 44, 100, 103, 113, 128

- 3) Extend the range and scope of monitoring and ensure that it is regular, systematic and well focused, by
 - XVI. Establishing a timetable for monitoring which identifies a specific element for attention;
 - XVII. Involving staff and governors, as well as making time available for the headteacher to fulfil the role adequately;
 - XVIII. Making use of opportunities to monitor by scrutinising teachers' planning and pupils' work or by undertaking small scale inquiries, as well as through lesson observations

paragraph 59

- 4) Update the long – term plan for teaching and learning of religious education

paragraphs 17, 133

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- 1) Develop a child protection policy which reflects practice in the school

paragraphs 56, 69

- 6) Improve large play resources for children under five and extend the range of information books available throughout the school

paragraphs 38, 81, 86, 93, 104

INTRODUCTION

Characteristics of the school

1 Eppleby Forcett is a very small school, currently with 27 pupils on roll. It draws from a number of villages near Darlington; socio economic circumstances as described by the last census returns are above average. In particular the percentage of pupils entitled to free school meals is well below the national average.

2 Children begin school in the academic year in which they are five and can attend part time if necessary. At the time of the inspection there was one child under five in the school and two others who had just reached five. Given the small numbers in each year group, attainment on entry can vary significantly year on year; this year attainment was above average.

3 The school is staffed by the equivalent of 2.1 teachers including the head, who has a near full time teaching commitment. There are two classrooms and a small office constructed across one end of a classroom. There is neither hall nor playing field – the school makes use of a canteen in the village for lunches and the village hall and green for physical education lessons.

4 The headteacher describes the school aims as follows:

- To create a happy, caring and positive Christian environment for all who work in our school;
- To value the work of all pupils, staff, governors and parents towards a common purpose and direction;
- to teach a broad balanced and relevant curriculum to the maximum potential of each child;
- to ensure continuity and progression throughout the school and on transfer to other schools;
- to develop a sense of self respect and a tolerance, understanding and appreciation of differing lifestyles.

5 The school has identified a number of priorities for future development. These include establishing the new curriculum in 2000, updating the play equipment and undertaking further monitoring of standards and teaching.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	1	2	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	1	1	1
	Girls	2	2	2
	Total	3	3	3
Percentage at NC Level 2 or above	School	100	100	100
	National	80	81	85

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	1	1	1
	Girls	2	2	2
	Total	3	3	3
Percentage at NC Level 2 or above	School	100	100	100
	National	81	85	86

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	5	3	8

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	7	6	7
Percentage at NC Level 4 or above	School	88	75	88
	National	65	58	69

Because of the small year group being assessed in 1998, data regarding the number of boys and girls has been omitted in order to ensure that individual results cannot be identified.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	2.6
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	9
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6 Pupils' attainment at the end of Key Stage 2 is well above average in English, mathematics and above average in science according to the results of statutory assessment tasks and tests. The trend in results over a number of years confirms such judgements. However, because year groups are so small it is dangerous to over generalise from statutory assessment. The results in 1999 for example indicate a fall in attainment in English to just below the national average in the percentage achieving the expected level whilst standards in mathematics and science remained above average. Again a small number were assessed and in such a small group a few high attaining pupils or pupils with special educational needs can distort the figures, and any interpretation of them. Since results are always likely to fluctuate because of the very small cohorts, it is necessary to look beyond the statistics to gain a clear view of standards at the end of the key stage.

7 In English standards at the end of Key Stage 2 are above average in reading, but average in writing. Statutory assessment indicates that reading results have been consistently above average and the opportunity to listen to pupils read also confirms such standards; pupils read for meaning and can infer and deduce for example. Although the current Year 6 contain a high percentage of pupils with special educational needs in reading, Year 5 readers are attaining a high standard. However, standards of writing are not so strong although they broadly meet the national average. The results in 1999 indicate that whilst almost three quarters of pupils attained the higher level 5 in reading, less than half the pupils attained the expected level 4 in writing. Scrutiny of work confirms the point, again whilst Year 6 pupils work is below the average standard, to be expected given their particular difficulties, able pupils in Year 5 are also writing at a level below their attainment in reading. There is insufficient focus on improving the quality of writing; marking is sketchy and few targets for development are given.

8 Attainment in mathematics is consistent with the national average at the end of Key Stage 2. Results from both 1998 and 1999 assessments suggested that standards were well above the national average, but again the small numbers being assessed cast doubt on the validity of these judgements. Scrutiny of work and lesson observation suggests that standards are at the level expected; pupils can work out the perimeters of rectangles and squares, can use their knowledge of place value when multiplying and dividing and know multiplication facts up to 10×10 . They have learnt to use number operations to two decimal places. Pupils are able to check their solutions to problems by using the inverse operation. Standards of attainment have improved since the last inspection; work undertaken now covers the whole of the programme of study.

9 In science at Key Stage 2 standards are above average. For the past few years most pupils have attained the expected level in the subject and results in 1999 confirm this trend. In 1999 a large proportion of pupils, almost three quarters, attained the higher level 5. In particular girls do much better in science than girls do nationally. Lesson observation and work scrutiny confirm these high standards. The consistent emphasis on scientific method throughout the school and well-focused teaching at Key Stage 2 has ensured that pupils acquire a good knowledge of the required programmes of study.

10 At Key Stage 1 attainment in statutory tests and tasks shows standards are very high in all three of the core subjects. Again, though, care must be taken not to over – generalise from a small sample. Statutory assessments suggest standards in English are very high, particularly in reading. In 1999 results confirm this judgement; three quarters of pupils achieved level 3 in reading. The current Year 2 pupils should also achieve the expected standard in reading. Statutory assessment suggests that standards of writing were also very high in comparison to those nationally and to those in similar schools in 1998, representing a significant improvement over the previous two years. In 1999 all pupils achieved the expected level, but none achieved the higher level 3. Lesson observation and scrutiny of

work would tend to confirm that standards of reading are above average, but that standards of writing are consistent with the national average. The trend in results is distorted by the very strong performance of the cohort of pupils in 1998. Good teaching of reading is a significant factor in the standards achieved at the end of Key Stage 1.

11 According to statutory assessments standards in mathematics at the end of Key Stage 1 were very high in 1998 against those achieved nationally, whilst those in 1999 were above average. A judgement based on lesson observation and scrutiny of work, as well as statutory assessment results, would suggest that standards in mathematics are consistent with the national average. Pupils are able to count sets of objects reliably and accurately and can use mental recall of addition and subtraction facts to 10, recognise halves and quarters and are learning to count in 2s, 5s and 10s. They know which operation to choose when solving practical addition and subtraction problems and have begun to understand concepts such as place value. They can recognise a range of common two-dimensional shapes.

12 Results from teacher assessment of science at Key Stage 1 suggests that standards in this subject are above average. In 1998 two thirds of pupils achieved level 3 in the subject and in 1999 all pupils achieved level 2. Standards of work seen during the inspection, including those achieved in lessons, confirm standards in science are above average.

13 Pupils make satisfactory progress in English throughout the school, with good progress being made in reading at all stages. Teaching of reading is careful, with a proper emphasis on developing accurate decoding skills within a context which emphasises the meaning of the text being read. Pupils are taught to use all the 'searchlights' to illuminate text, and this emphasis continues in Key Stage 2 for those who need to consolidate initial reading skills. Pupils at Key Stage 2 are also taught to understand and respond to books, becoming increasingly adept at discussing themes, characters and features of authors' style, rooting their opinions in the evidence of the text. Effective teaching of reading, particularly of initial reading skills, is a feature of the school and this has a clear impact on the progress pupils make. Pupils make satisfactory progress in developing their writing skills, although progress is not as good as it is in reading. Whilst attention is given to stimulating pupils' ideas and, at Key Stage 1, to supporting their written composition through the use of writing frames and effective shared writing sessions, more could be done, particularly at Key Stage 2, to enhance the quality of pupils' writing. As yet there is not a proper emphasis on improvement; opportunities provided by guided writing and by marking are insufficiently used to enhance the quality of initial attempts and hence improve pupils' written expression. In particular some pupils who attain well in reading make less progress in writing at Key Stage 2. Pupils make satisfactory progress in developing speaking and listening skills at both key stages. At Key Stage 1 pupils are given plentiful opportunities to discuss and oral work is given a high status. The quality of the teacher's listening and the good model she provides are important factors in the progress that is made. Pupils at Key Stage 2 are developing confidence in speaking and listening and learning to take account of the needs of their listeners.

14 Pupils make satisfactory progress in mathematics at both key stages. Progress has accelerated at Key Stage 1 since the last inspection. Pupils in Year 1 are learning to count, order, add and subtract numbers to 10 and are learning to recognise time to the hour. Pupils at Year 2 tell the time using half past and are making satisfactory progress in learning 2x, 5x and 10x tables. At Key Stage 2 progress is maintained, against a programme of study which is wider than that offered at the time of the last inspection. Pupils in Years 3 and 4 are learning to recognise a range of more complex shapes. Older pupils are beginning to recognise the features of shapes such as hexagons, equilateral and isosceles triangles and use their knowledge to identify other, partially obscured, shapes. More able pupils make satisfactory progress, for example identifying various lines of symmetry in two-dimensional shapes. They are making progress in learning to multiply and divide more accurately, using two and three digit numbers and are learning to express mathematical ideas in symbolic form.

15 Pupils make good progress in science throughout the school. Pupils develop a good understanding of the various topics they study, for example light or sound. Curriculum provision and teaching approaches emphasise the importance of developing an understanding of scientific method

and investigation and this impacts upon pupils' confidence and their ability to understand crucial concepts like the fair test, the need for close observation and the accurate recording of results. At Key Stage 1 pupils make good progress in learning how to observe and in comparing their predictions with what actually happened. At Key Stage 2 pupils are learning how to design their own investigation to test a particular proposition and are able to record their results in a variety of ways. Able pupils are making good progress in learning how to draw conclusions from their findings. The coherence of the curriculum and the overview provided by the co-ordinator and the support she offers other members of staff are crucial in establishing the whole school emphasis on investigation, which has such an impact upon standards and progress in the subject.

16 Pupils make satisfactory progress in developing their information technology skills throughout the school and achieve the expected standard at the end of both key stages. Pupils at Key Stage 1 demonstrate increasing control of computer hardware, for example a pointing device when using the computer to support their reading. They learn how to use the mouse to highlight text and drop it into another source. Older pupils at the key stage can select options to load a specific item of software. By the end of the key stage, pupils can use information technology to help them generate and communicate ideas, for example they are able to enter information about themselves into a database. At Key Stage 2 pupils build upon this earlier learning and can operate more sophisticated and complex software which makes more demands upon them. They are making effective progress in learning how to interrogate information that has been stored and by the end of Year 6 can do this confidently on a range of programs.

17 Pupils at Key Stage 1 achieve the expected standard of work in religious education and progress is satisfactory. Pupils can relate religious artefacts to their own experience and learn why objects like candles have a symbolic significance in a number of religious traditions. They make sound progress in learning about specific festivities and are able to talk sensitively about feelings. No judgement could be reached about standards of work at Key Stage 2; no lessons were observed and there was little work to support a secure judgement. Without a long term plan of topics and themes at Key Stage 2 it is also difficult to be assured that the curriculum is coherent and that pupils have the opportunity to work on all elements of the subject.

18 Pupils make good progress in some of the foundation subjects, particularly in music. At Key Stage 1 pupils are introduced to a variety of instruments and are encouraged to explore the varieties and qualities of sound that different instruments can make. They learn how to read non-standard notation in order to repeat or organise a composition and they learn to listen carefully to the music they are played. At Key Stage 2 pupils continue to make good progress, learning a variety of instruments and developing a sound understanding of standard notation, as in one lesson observed. Pupils make satisfactory progress in history at Key Stage 2, learning to research a topic and enhancing their sense of chronology and also in art, where progress in developing observational skills is good. In physical education progress is satisfactory at Key Stage 1 and good at Key Stage 2; at Key Stage 2 pupils improved their ability to link and sequence actions and they worked with increasing care and skill. Pupils' ability to make judgements and to talk about the features and qualities of the work also improved. Behind the good progress that has been identified in a number of the foundation subjects the most significant factor is the quality of teaching. The enthusiasm of the teachers and their subject expertise has an impact on what the pupils achieve. There was insufficient evidence to make a judgement about either design and technology or geography throughout the school; at the time of the inspection these subjects were not being taught and there was insufficient written or other evidence to enable a secure judgement to be made.

19 Children under five make good progress in developing their personal and social skills, their knowledge of language and literacy, and in enhancing their mathematical and creative skills. By the time they are five the current year group are achieving standards above those expected in these areas of the curriculum. Progress is satisfactory and standards of attainment in all other areas of the curriculum are at the level expected.

20 The literacy and numeracy strategies have been introduced in to the school and have been

appropriately adapted in order to meet the requirements of classes with multiple year groups in them. Elements of the recommended pedagogy have been successfully introduced into practice; for example guided reading is well used in Key Stage 1 to enhance the pupils' skills and both text level and word level work is given prominence. Together these have a significant impact upon pupils' confidence and skill in reading. At Key Stage 2 the literacy strategy is not so confidently practised, although elements of shared text work are beginning to improve pupils' ability to talk about themes and language features of texts. The features of the daily maths lesson, including the emphasis on mental work, have been readily adopted into practice throughout the school and are beginning to influence pupils' understanding of number, their confidence in manipulating them and their recognition of mathematical patterns and relationships. Pupils work with interest and enthusiasm in their numeracy lessons.

21 Pupils with special educational needs make satisfactory progress against the targets outlined in their individual education plans. They are offered support through withdrawal activities, where specific attention is given to reading development. One pupil is able to revisit year 1 and 2 objectives for literacy and numeracy by being included within the Key Stage 1 teaching group for these lessons. At other times, pupils' particular needs are addressed within general class activities; the teacher makes sensitive arrangements to ensure that learning difficulties are accommodated and that levels of challenge are appropriate.

22 There was no evidence of any under achievement by any particular group of pupils within the school. Girls make good progress in science for example and boys' attainment in English is comparable with that nationally, allowing for the small numbers of pupils involved. Teachers are careful to include pupils with special educational needs in all aspects of the curriculum and take account of their specific difficulties.

Attitudes, behaviour and personal development

23 The attitude of pupils to learning is good. In both classes pupils concentrate well, are involved and confident. There is genuine enthusiasm for learning in all areas of the curriculum, and indeed Key Stage 2 pupils were so keen that they could scarcely wait for a music lesson to begin! Pupils co-operate well, demonstrated in an information technology session before school started, where groups of 3 consulted one another on about an archaeological dig program and discussed their finds. This response to learning clearly contributes to pupils' progress throughout the school. Pupils with special needs benefit from this commitment and work to the best of their abilities. Boys and girls are equally involved in learning.

24 Children under five have positive attitudes to their learning. They are confident and encouraged to take pride and pleasure in their work. Reception pupils were observed taking the lead from older pupils in the class. They stay on task, and can at times be more sensible than older pupils. They have a developing relationship with each other as, for instance, in reading, where they co-operated and sustained each other's interest.

25 Behaviour in and around the school is good, and pupils are considerate. Little time has to be spent on disciplining pupils. The progress pupils make is, in part, the result of the orderly and co-operative atmosphere. All pupils take playtimes together, the small numbers ensuring that there is plenty of space available for games. Lunch is taken in a canteen in the village, where the mixture of pupils at tables creates a family atmosphere, allowing social skills and the building of relationships to flourish. Most pupils have high levels of self-discipline, but in their enthusiasm for learning, some occasionally exhibit silliness and over-excitement. There were no incidents of inappropriate behaviour during the inspection, and none of bullying. During their school life, and as part of the local community, pupils get to know each other extremely well. Relationships within the school are thus akin to those of a large family. Pupils with special educational needs are fully integrated into the life of the school. There have been no exclusions from the school.

26 Personal development is satisfactory. The school builds confidence through the emphasis on the importance of good relationships between pupils and their teachers. This encourages pupils to work well independently, and to take care with the finished results. They are prepared to ask questions to make sure they are clear about the task being set, so that they can produce the best work of which they are capable. However, even though work is differentiated within the classroom to accommodate the wide diversity of age and ability, pupils lack the guidance to set their own targets for improvement. The school is making sustained efforts to ensure that pupils respect the views and beliefs of others outside the community through visits, speakers and resources, and parents are clearly very happy with this. Inside school, however, some pupils have a tendency to laugh at wrong answers, and whilst this is usually not intended to be malicious, it is not desirable, particularly given that one of the key values of the school is acting with consideration towards others. However, pupils do have a keen awareness of the needs of others less fortunate than themselves, collecting for those with cancer, and children affected by the Chernobyl disaster. Reception pupils have settled well into the school, joining in fully with school life. They put away the equipment they have been using, talk confidently about books, and join in the lunchtime discussion. They are developing independent learning skills, and already link skills learned during the literacy hour to topic work.

27 The school has maintained the standards observed at the last inspection. In some areas they have improved, and pupils are now able to concentrate for long periods without adult input – a significant contribution to the progress made by pupils.

Attendance

28 Attendance rates are very good, and very high in comparison with other schools. Unauthorised absence, at 0%, is very low. As a result, pupils miss a minimal amount of schooling, contributing positively to their attainment and progress. Pupils arrive promptly, registers are marked with a minimum of fuss, and lessons start on time. Attendance rates have risen since the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

29 Teaching is satisfactory throughout the school. Of the twenty-three lessons or parts of lessons which were observed during the inspection, over 96% were satisfactory or better and around 4% unsatisfactory. About half the lessons were good or better and 9% were very good. This represents a considerable improvement on the quality of teaching at the last inspection, when almost a third of lessons were unsatisfactory. Teaching of music is consistently good throughout the school and science is well taught at Key Stage 2. Much of the teaching of foundation subjects at Key Stage 2 is good. In all lessons observed teachers worked hard to ensure that all pupils have equal access to learning and are given every support to achieve. Great care is taken to include pupils with particular needs in the activities at an appropriate level, given their difficulties.

30 The teaching of children under five is good, particularly in literacy, numeracy and music. The curriculum is securely based upon the desirable learning outcomes and takes full account of the particular needs of the age group. This year's reception group is capable and teaching is well planned to meet their particular needs. They are skilfully challenged to extend their understanding of words and numbers for example, whilst teaching ensures that they retain a sense of security. A proper emphasis is put on exploratory and oral work. They are catered for through skilled, differentiated questioning, explicitly designed activities and careful inclusion when they are working in a larger group with older pupils.

31 At the last inspection teaching at Key Stage 1 was unsatisfactory in a large proportion of lessons observed. Teaching has much improved since then; all lessons observed at this key stage were satisfactory or better and around 40% were good. Although the class is very small, the range of needs is wide. Teaching is consistently well prepared, careful and interesting. There is a clear focus on

specific objectives and activities are well chosen to support and reinforce teaching points. Good use is made of whole class work, for example, with questions properly differentiated to involve all pupils at their own level and designed to move them on. Oral work is given prominence and the teacher listens well to her pupils. Reading is particularly well taught, with guided sessions focused on developing pupils' confidence with books and ability to apply their knowledge to the challenges of decoding print and making sense of what they have read. The recommended methodologies of the Daily Maths Lesson are also in place and used appropriately to address the different needs of the pupils. In some lessons however, for example a physical education lesson observed, the impact of effective, stimulating opening explanations and tasks were not fully sustained and the pace of learning dropped as pupils began to work independently.

32 At Key Stage 2 teaching is satisfactory, although there was a disparity between some of the teaching in the core subjects of English and mathematics and that in other subjects, such as history, physical education and music. In both English and mathematics lessons teaching, although satisfactory overall, at times lacked pace and consistent focus, so that the objectives identified weren't fully sustained or explored throughout the lesson. Lessons were planned and expectations and class management satisfactory. However, there was a lack of confidence about some elements of the pedagogy which meant that both teacher and pupil were easily distracted from the main point of the lesson and as a consequence progress was not as good as it might have been. There was insufficient emphasis upon improvement and the quality of the work, an omission that was evident too in the marking of writing and mathematics. By contrast, pace and confidence is evident in much of the teaching of the foundation subjects at Key Stage 2. In these lessons teaching often communicates enthusiasm. Confident subject knowledge and expertise underpins effective explanations and there is a sustained challenge to pupils to improve their work. For example in a physical education lesson there was a sustained focus on the quality of actions, and on maintaining and linking movements with increasing skill. Again in music, rhythms were explored through a variety of simple activities, and these were used well to ensure that pupils considered the quality of their work and improved upon their initial efforts.

33 Teaching of science at Key Stage 2 is good, with a strong emphasis on developing pupils' understanding of scientific methodology reinforced by clear objectives which are well communicated. Music is also well taught throughout the school; teachers bring considerable subject knowledge to their teaching and this impacts upon the pupils' level of interest, enthusiasm and skill.

34 At the last inspection criticism was made of imprecise learning objectives and the use of low level tasks and activities. Clearly planning has improved considerably; in all lessons objectives were clearly identified. In almost all lessons activities related well to the original learning intentions or theme of the lesson and opportunities like plenary discussions were used effectively to underline the significance of the activity and reinforce pupils' understanding of their learning.

The curriculum and assessment

35 At both key stages the curriculum meets recommendations. It is a broad curriculum, which comprises all core and foundation subjects, religious education and health education, including drugs education and sex education. It is enhanced by an impressive range of day visits to local museums, theatres, industrial concerns and craft workshops as well as residential trips to an outdoor pursuits centre. The 1994 inspection report noted that there was insufficient use of information and communications technology across the curriculum; there has been good progress in the development of this subject, and it is now a strength, as is the school's provision for music. Homework plays a part in supporting the curriculum but it is not a strong feature of the school.

36 The school has successfully introduced the national literacy and numeracy strategies, adapting the teaching frameworks for the specific requirements of mixed aged classes. Even allowing for these major initiatives, curriculum development in other subjects has been slow. The school has made some progress since the 1994 inspection, but it still does not have curriculum policies for all subjects:

geography and physical education are still to be written and the design technology policy is only in draft form. These policies are long overdue. The school has carried out an audit of the curriculum which identifies weaknesses, but has made no firm plans for action. There is a need to establish priorities in, and to make plans for, the development of the curriculum.

37 The curriculum policies that the school has are coherent: they promote the aims of the school and are based on the National Curriculum, Agreed Syllabus or appropriate Frameworks for Teaching. They include planning for continuity and progression and they provide lists of resources. They give a brief outline of the school's requirements for end-of-key-stage assessment and record keeping, but provide no guidance about this, nor do they include guidelines for pupils with special educational needs. The school has suitable schemes of work for each subject: the local authority's schemes had been adopted and the QCA schemes have recently replaced them; but there has been no evaluation of the school's use of these schemes. Teachers' long-term planning is satisfactory: their medium-term planning includes many imaginative activities, which make the most of local opportunities. These plans give a clear indication of what is to be taught; this is clearly linked to learning objectives and the content and resources are described.

38 The curriculum provided for pupils under five is satisfactory. It is based upon the areas of learning identified for the age group and takes proper account of the desirable learning outcomes expected from children at five. Good links are established with the National Curriculum programmes of study and progression and continuity are assured. Care is taken to ensure that young children's needs are addressed and seen as separate from those of older pupils in the same class. In one area – large or outdoor play – provision is unsatisfactory; there is no suitable equipment for use.

39 Equality of opportunity is satisfactory. All pupils have equal access to the curriculum: the teachers plan learning activities which meet the needs of pupils of differing abilities, by differentiating their work and by arranging class groupings which provide support for those who need it. Pupils are encouraged to help one another and they do this well. Girls and boys have equal access to all activities, including sports, and there is no domination of either lessons or play by any group of pupils.

40 The school has made satisfactory progress in its provision for pupils with special educational needs since the 1994 inspection, when it did not meet statutory requirements. However there is still a need for development. Provision for special educational needs is satisfactory. The support provided by the school is good: the teachers show concern for their pupils and provide as much support as they can, by the way in which they organise their classes and by planning differentiated activities. The school wastes no time in seeking help for pupils who need external support. The policy for special educational needs follows the statutory code of practice. There are good individual education plans for the three pupils who have the support of the part-time teacher – including the pupil at Stage 3 – but not for the other pupil. These plans are based on the regular assessment of pupils' progress and the setting of specific targets, which are shared with the pupils. A register of needs would enable provision to be tracked more easily.

41 The teachers know their pupils well and plan appropriate, differentiated learning activities for them, based on this knowledge, but procedures for the assessment and recording of pupils' progress differ throughout the school. Currently procedures are unsatisfactory at Key Stage 2, except in science. Although assessment in all subjects at Key Stage 2 was carried out at the beginning and end of the 1998/99 academic year, no records, other than those for science, were available for scrutiny. At Key Stage 1 assessment is satisfactory: pupils' progress is assessed formally at the end of each term in the core subjects; assessment and recording in mathematics and English are good: the teacher's records state clearly what each pupil can do and indicate areas to be developed. In science and some of the foundation subjects the records tend to describe what the pupils have studied, rather than their attainment. However, there is an attempt in some foundation subjects, notably music and religious education, to describe what the pupils can do.

42 The school has made some progress in assessment since the 1994 inspection, which noted that there was a need for teachers to indicate in their planning clear learning objectives and tasks for

pupils against which pupils' progress could be assessed. This is now being included as part of planning. Assessment, according to the report, consisted mainly of end-of-key-stage statutory assessment with little intermediate assessment: a start has been made to remedy this, but much remains to be done, particularly at Key Stage 2.

43 Reports sent to parents are satisfactory. For mathematics at Key Stage 1 they are good: they indicate clearly what the child can do and set targets. In other subjects, and at Key Stage 2, there are variations in their clarity and in what is reported: sometimes it consists of descriptions of work done, with a statement of their enjoyment of or participation in it, and at other times it indicates attainment.

44 As recommended in the 1994 inspection, the school now have a policy for marking pupils' work. It has a useful checklist, which aims to provide a uniform approach by teachers and to make marking 'positive and relevant'. However, marking is unsatisfactory at Key Stage 2. Some progress has been made since the 1994 inspection, when pupils' work was given neither a date nor a title. At Key Stage 1 the pupils' work is marked regularly and conscientiously, but there is little use of marking as a tool for teaching at either key stage: it usually consists of ticks and crosses and evaluative comments. There is no dialogue between teacher and pupil. Sometimes, at Key Stage 2, comments and instructions from the teachers do not appear to be heeded by the pupils. A proper evaluation of progress is hampered by work remaining uncollated, as a consequence patterns of errors are missed.

Pupils' spiritual, moral, social and cultural development

45 As when it was inspected in 1994, the school makes effective provision for its pupils' spiritual, moral, social and cultural development. There is a supportive 'family' ethos in which the long-serving teachers know all the pupils well and value them as individuals.

46 Provision for spiritual development is satisfactory. Through religious education and collective worship, the pupils develop an understanding and appreciation of the spiritual aspect of life, which is enriched by the school's close partnership with two local churches, where the school's seasonal services are held. Spiritual development is also promoted in other subjects: for example, in an English lesson pupils drew, wrote about and discussed 'good days' and 'bad days', describing events which made them feel happy or sad.

47 Provision for moral development is satisfactory. The pupils behave well, and their teachers have to do very little to promote good behaviour, other than controlling over-enthusiasm. The pupils have drawn up a code of conduct; in general they adhere to it, especially with regard to obeying teachers, being polite, taking care of property and following health and safety rules. The rules which they do not keep so well are those concerning respect for one another's feelings and the ways in which to conduct discussions; they sometimes interrupt one another during discussions and sometimes laugh at wrong answers given by their peers.

48 Provision for social development is good. The school works hard to develop its links with the local community and provides many opportunities for social development. The curriculum is enriched by residential trips to an outdoor pursuits centre and many interesting day visits to places such as museums, theatres, industrial establishments such as a glass factory and craft workshops, as well as a local market garden and a mosque. Sports sessions are arranged in conjunction with another local school.

49 A strength of the school's provision for pupils' social and cultural development is its sports and activities group, attended by all the Key Stage 2 pupils, which meets once a week for an hour at the end of the school day. Teachers, parents, friends of the school and members of the local community lead activities such as glass-painting, cooking and football.

50 Provision for cultural development is good. As when it was inspected in 1994, the school works hard to encourage the children to develop cultural interests by providing an extensive range of

educational visits and extra-curricular activities. There is great enjoyment of music at this school: in addition to their music lessons, the pupils learn to play the guitar, violin and recorder and other wind instruments, and they take part in local music festivals. The richness of this provision makes a considerable impact upon pupils' cultural development. At present the school's resources for developing the pupils' appreciation of the art and music of non-European cultures and of women artists are limited.

Support, guidance and pupils' welfare

51 Satisfactory provision is made for the personal support, health, safety and general well-being of pupils, and this is reflected in the self confidence and commitment to learning they demonstrate. The relationships between teachers and pupils are very good, and pupils and their families are well known in the school. This is positively reflected in the individual relationship of each pupil with his or her teacher. In this respect there has been an overall improvement since the last inspection.

52 Under fives usually come from the local playgroup, with which the school has a good relationship. Information about pupils is passed to the school and their start in the school is preceded by visits. The low numbers starting at any one time – 3 this academic year – ensures pupils soon become settled, and well known to both the teacher and the other pupils. Year 6 pupils moving to the Secondary School visit their new school, and are visited in turn by their new Head of Year and teacher. Parents commented positively on the preparations for both starting and leaving the school.

53 Procedures for promoting and monitoring good behaviour and discipline are satisfactory. The school's policy is based on rewarding positive behaviour, supporting pupils who find it difficult to follow the code of conduct drawn up by the pupils themselves, and the non-tolerance of poor behaviour. Unsatisfactory work will be repeated or finished at home, and pupils who misbehave may be kept in at playtime to work under supervision. Whenever possible, the punishment reflects the misdeed. Rewards are based on praise and encouragement, written comments in books, stickers and team points, and being referred to other teachers for praise. Pupils were involved in drawing up the code of conduct and their section in the home/school policy. There is an anti-bullying policy in place, and any incidents or inappropriate behaviour which do occur are dealt with swiftly, parents being involved if necessary.

54 The monitoring of attendance and the marking of registers is good. The school is invariably informed by parents of a pupil's absence, and this is followed up by a note.

55 Pupils with special educational needs are provided with a differentiated curriculum, and most have individual education plans with which parents are involved. The school has no support assistants for these pupils, and the pupils themselves are not involved in the review of their progress.

56 The school's child protection policies are unsatisfactory. The headteacher has been involved in training, but this has not been passed on to other members of staff. The policy is that of the North Yorkshire Education Authority, with no adaptations for the school. There is no written guidance on procedures for the staff, should they have suspicion of any problems. A policy should be developed without delay.

57 Health and safety in the school is good, with a governor appointed to oversee this aspect of pupil welfare. The school has two Health and Safety policies, one aimed at keeping staff and children safe in their working environment, and the other referring to the duties the school seeks to carry out. This situation should be clarified, and one policy produced as soon as feasible. An emergency building evacuation procedure is in place. Both full-time teachers are qualified First Aiders who keep up to date with their training. First Aid boxes are available in the staff toilet, which is clearly labelled as the First Aid Room. There is a very clear policy regarding the administration of medicines, and parents have to contact the school to make arrangements.

58 Procedures for monitoring pupils' progress are unsatisfactory. At Key Stage 2 there are no systems in place to monitor their work and feed the results back into current programmes of learning,

and no records of achievement. Neither are there whole school systems for recording progress or for monitoring their personal and social development. In spite of this, pupils are well known to teachers.

Partnership with parents and the community

59 Partnerships with parents and the community are good. The support provided by parents for their children, the funds raised by the Friends of the School, and the contribution from local business all have a positive impact on standards, progress, and the quality of education provided by the school. Parental support for the school has been maintained since the last inspection and an increase in outside funding has been achieved.

60 Parents receive regular information about activities, and are aware of what is being taught. Key Stage 1 parents are kept informed daily through the activities book. The school has an open door policy and parents can contact teachers and are welcomed into school. Two parents' meetings are held each year, in the autumn and summer terms. Parents are sent an annual report about their child. It is informative about the core subjects but less so on the foundation subjects. Reports do contain some guidance for parents on areas for improvement, but set no individual targets for their children. Parents of pupils with special educational needs are kept informed about and involved in their work.

61 The school wants parents to be involved in the education it provides, but the two trained parents were both ill at the time of the inspection. With only seventeen families involved with the school, and with, in the majority of cases, two working parents, helping during a working day can be a problem. Parents work with their children at home on reading, spelling, and, in some cases, paired reading. They also help with transport, and attend events, concerts and church services in support of pupils and the school. Some parents offer valuable help and expertise to the sport and activities group which operates weekly.

62 The Friends of the School organisation has raised considerable amounts of funding which Barclays Bank, in some cases, doubles. These funds contribute considerably to the improved quality of education the school is able to provide by supporting the purchase of computers, sports equipment, and a camera.

63 Parents are very supportive of the school. They feel their children are happy and that the school is a community asset. Only one parent has objected to the home/school agreement, on the grounds that all parents are already involved. Parents are pleased with their children's attainment and progress and the way that pupils take care of each other.

64 The school has close links with the local church. Some assemblies are conducted by the rector and the school holds a regular church service at the end of each term, as well as Harvest Festivals, etc. Parents are pleased with the positive influence church ties have on their children.

65 A venture created as part of the North Yorkshire Business Education Partnership enables pupils to undertake topic work at a local farm where vegetables are grown organically. They will be able to plant their own vegetables and monitor growth and soil composition. The involvement of the school in the wider community contributes positively to pupils' learning and social development. This aspect of school life has been sustained and expanded since the last inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

66 Management and leadership of the school are satisfactory. The school works with a sense of purpose and there is a strong ethos which values individual pupils and helps them to recognise and expand their skills and abilities. There is a proper emphasis on learning, particularly in the foundation subjects of the curriculum. Working relationships reflect this positive ethos and parents think highly of the education provided by the school. In the main, school aims are achieved.

67 All involved in the leadership and day to day operation of the school are strongly committed to providing an education of a high quality. The effectiveness of the school's leadership can be gauged by the way that all staff have been supported and challenged to respond positively to a critical inspection report and, in particular, have improved the quality of teaching considerably. Nevertheless some areas of management are not so effective; in particular monitoring of the curriculum and of the standards achieved is unsatisfactory.

68 As well as the key requirement to improve teaching, the last report also identified a number of other issues for action. The school's progress towards achieving these targets was monitored by HMI in the interim and successful work was recognised. Nevertheless, work remains to be done to implement fully all the requirements of the last report. In some cases progress had been made but because of the reduction in staffing, procedures have been altered and as a consequence some problems have re-emerged. For example, whilst job descriptions exist and a school development plan has been drafted, the headteacher's time for monitoring has been reduced. This has left a weakness in the school's procedures for evaluating the quality of teaching and learning, and needs to be improved. Curriculum developments, like the recent introduction of the literacy and numeracy strategies, and their impact upon the standards achieved, are not monitored sufficiently closely to ensure their effectiveness and to share good practice. Insufficient use is made of different approaches in order to gain an overview of standards achieved, for example examining work and scrutinising planning as well as making lesson observations. At present over – reliance on the headteacher means that monitoring is limited. There is insufficient use of the talents and commitment of all staff and governors.

69 Another key issue in the last report was that the school should ensure that its aims are met through policies and guidelines. The process of policy development has been slow and some policies were not available for scrutiny at the time of the inspection. In particular the lack of a child protection policy, customised to the particular requirements of the school, is a serious omission and needs to be rectified as soon as possible. Procedures for the support of pupils with special educational needs would benefit from a register of names and needs, to allow a rapid review of key factors like provision and progress.

70 The use of curriculum co-ordinators as subject managers is limited. At present the co-ordinator's role does not include opportunity to gain an overview of subjects across the school and as a consequence practice is different in each class, for example the approach to assessment and recording varies. Whilst uniformity is not necessary, it is important that the school develops consistent approaches which are helpfully progressive rather than contradictory. All staff would benefit from the opportunity to observe and be observed in turn.

71 The governing body are involved in the life of the school and contribute to its effectiveness, for example attendance at meetings is good, several governors have undertaken training and the recent open day, intended to present the school to the wider community, was a fruition of their plans. Statutory responsibilities are fulfilled. The governing body has recently reactivated its committee structure and has become more active in gaining an overview of standards and developments. This process needs to continue, the school development plan, whilst it does identify priorities and targets, does not recognise and highlight key areas for the school, such as the importance of raising the number of pupils on roll. It currently contains too many separate initiatives to be a proper basis for action. Although the school development plan is underpinned by a very useful audit of existing provision and strengths and weaknesses, action planning lacks specificity which undermines its effectiveness as a basis for development. Governors should also be more involved in the process of drafting and updating the plan. The governing body have begun to monitor work in the school and consider the standards achieved in statutory assessments but outcomes are not recorded, nor is the programme systematic and focused. Greater clarity about the precise nature of the focus would allow information derived from monitoring to contribute to the process of curriculum development and review.

72 The school is committed to providing equal opportunities for all pupils and this objective underpins both procedures and practice. Allocation of limited resources to providing specific input for

pupils with special educational needs indicates the priority given to ensuring equality of opportunity. The management of special needs is satisfactory, although practice is better than procedures. This is an area where reduced staffing has had an impact; the teacher with responsibility lost teaching hours and could no longer be reasonably expected to manage such a major area of provision. As a consequence the headteacher has taken over the role. Certain procedures, for example ensuring all pupils have the necessary Individual Education Plans and maintaining a register of pupils on the staged procedure need to be clarified. However, procedures are better than at the last inspection; there is now a policy and procedures show a clear understanding of the requirements of the Code of Practice.

73 The opportunities provided for children under five are well managed by the teacher responsible for teaching this age group. Planning and provision are coherent and take account of their particular needs. There is no policy to underpin the teaching and learning of children under five; given the specialised nature of teaching reception aged children alongside pupils in Key Stage 1, the school's policy in this area should be clarified.

Staffing, accommodation and learning resources

74 Staffing is generous for a school of 26 pupils. The organisation of the pupils into two classes of notably different sizes is the result of careful consideration on the part of the headteacher, staff and governors, in consultation with parents. The services of peripatetic music teachers provide opportunities for the pupils to learn to play a range of instruments. Staffing is very stable and the teachers very experienced.

75 The school has made satisfactory progress in the deployment of staff since it was inspected in 1994, when a key issue was the urgent need to establish job descriptions for all teaching staff linked with areas of curricular responsibility. The last report recommended that responsibilities should be delegated, since the head-teacher then co-ordinated every subject. Responsibilities have now been distributed more evenly among the staff. However, the headteacher acknowledges that job descriptions now need to be updated and that staff appraisals are overdue.

76 The teachers work hard to develop expertise in their areas of responsibility: for example, the science co-ordinator has attended several science courses provided by the local authority which have helped her to develop confidence and a high level of expertise. During 1999/2000 staff development gives priority to numeracy and information and communications technology.

77 The accommodation is unsatisfactory. Although the buildings are in a good state of repair and attractive and clean within and without, the school lacks a hall, canteen and staff-room, and its office is an incompletely-partitioned area of the Key Stage 2 classroom. Its playground is a hard-surfaced area which benefits from tracks which have been painted on to it and which is large enough to provide a suitable play area. However, physical education is hampered by its small size, and there is no private area in the school in which confidential discussions can be held and visitors have to enter the office via a classroom. The school copes well with these difficulties: the setting-up of apparatus for physical education no longer takes up time during lessons and the school makes use of the village green for sports; it also runs sports sessions in conjunction with another school.

78 The school makes very good use of its accommodation: the classrooms are carpeted to reduce noise and provide comfortable working areas. There is sufficient space in the Key Stage 2 classroom for the teaching of all subjects and there is adequate storage space and a large sink/draining board. The Key Stage 1 classroom is arranged in bays for different activities: role-play, writing, painting and practical work. As it was in 1994, the role-play area is still small. The vinyl-floored entrance area outside the Key Stage 1 classroom has been organised to contain a sink, sand-tray and water-tray which pupils can use and still be in sight of the teacher. Although not ideal, this demonstrates the efforts that staff have made to accommodate a full curriculum within the limitations of the building.

79 Non-teaching and teaching staff, and pupils, take a pride in the appearance of their school, and pupils keep their classrooms and cloakrooms tidy. The classrooms and other areas of the school

benefit from very attractively presented displays of children's work on all subjects.

80 The school is adequately resourced for most areas of the curriculum; resources for mathematics and information and communications technology are good, and there is a good supply of quality fiction books, including those with characters from different races and cultures. The school had insufficient non-fiction books when it was inspected in 1994, and still has. There are scarcely any pictures of works of art from non-European cultures or by women artists. Equipment and materials in the classrooms are stored efficiently and the pupils take very good care of equipment.

81 There are sufficient resources of an appropriate quality for children under five, to support most areas of learning. The classroom is set out to accommodate their specific needs, and opportunities are provided for imaginative play and exploratory work with sand and water, for example. At present there is no equipment for large or outdoor play and this area of provision needs to be improved to allow full access to the curriculum.

82 At Key Stage 1 good use is made of the local library service for topic loans and cassettes and compact discs; the school also shares artefacts for religious education with other schools in the neighbourhood. The potential of valuable resources in the locality is harnessed to enrich teaching and learning: for example, pupils visit craftspeople such as violin-makers and potters at work, museums, theatres and art galleries.

The efficiency of the school

83 The school makes satisfactory use of the resources provided for it. The main priority of the governing body has been to ensure the continuation of two distinct classes, and whilst staffing levels have dropped since the last inspection, the two classes have been safeguarded. This has been achieved by making planned withdrawals from the financial surplus which the school had built up. Currently this surplus is running at a very high percentage of the school's budget, but projections are that the money will be spent in sustaining current staffing levels over the next two years. Governors and staff are aware that this level of spending is unsustainable in the long term and cutbacks have been made. However, raising the school roll is recognised to be crucial to sustaining the current level of staffing. The Governing Body are monitoring and overseeing the position effectively.

84 The school has made progress since the last inspection in improving the efficiency of its procedures and practice. Development planning is now more detailed than at the last inspection and changes are costed. Areas of expense have been reviewed and adjusted in order to balance the budget and maintain key priorities.

85 Financial control and administration is satisfactory. The most recent audit report, now almost two years old, reported that most procedures were in place for overseeing and safeguarding spending. Of the two specific issues raised one has satisfactorily addressed, the other – developing an emergency plan – is still outstanding. This is an issue which the governing body and headteacher need to address.

86 The school makes good use of its staffing and accommodation. Teachers work hard, are committed to professional development and have clearly improved the quality of their lessons since the last inspection. They accept a wide range of roles and work to fulfil them. Whilst accommodation is limited, good use is made of the space that is available, including the use of a canteen for lunches and the village hall for physical education lessons. In comparison to the last inspection, getting to and from the hall, and setting up equipment is now organised far more effectively to avoid wasting time. Resources are, in the main, appropriate although there are gaps in resources for non-fiction reading and there is no large play equipment for children under five.

87 The school gives satisfactory value for money. Attainment on entry is variable – this year the attainment of the intake was above average. Although like many small schools the unit cost is high, teaching is satisfactory and frequently good in the foundation subjects. Outcomes, as measured by the

standards at the end of Key Stage 2, are consistent with those expected in English and mathematics and above average in reading and Science.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

88 At the time of the inspection there was only one child under five in the school. The Reception year was made up of three children all of whom are above average in terms of their attainment. Children begin school in the September after their fourth birthday. Recently most children have some pre – school experience at a playgroup before beginning full time education. There is good communication between the school and playgroup. A helpful induction programme enables parents to understand school expectations and gives children the opportunity to gain confidence and experience of classroom life.

89 Children under five make good progress in developing personal and social skills. At the time of the inspection they were already very settled in school and were contributing confidently to group and class discussions. They concentrate well and take great delight in exploring new learning, as when they made use of torches to examine the contents of a darkened box as part of a science inquiry. They are increasingly independent in the classroom, for example when dressing after physical education lessons. They are also making good progress in developing their understanding of feelings and treat property carefully. They are beginning to share and take turns. By the time they reach five they will have surpassed the targets outlined for the age group.

90 Progress in acquiring language and literacy skills is also good for this particular group. They talk confidently, listen to stories and enjoy books. They contribute capably to class and group reading sessions and recognise words, letter patterns and associate letters with sounds. Scrutiny of books shows rapid progress from emergent writing, where letters are explored, to more recognisable communication of a message written with near conventional spelling or phonetically plausible alternatives for simple words. By the time they are five standards will be above average for the age group.

91 Children under five make good progress in developing their mathematical knowledge. Work scrutiny suggested that young children acquire a sound knowledge of shapes and their names, learn to measure using non standard units and have made progress with number recognition to 5. During lesson observation one child was observed developing her understanding to numbers to 10, recognising a mistake and recalling the name of the number 6 when counting in sequence. Over the course of the inspection they were learning to sequence the days of the week and extended their knowledge and use of mathematical language. By five children are achieving at a standard above that expected, working confidently with numbers to 10.

92 Children make satisfactory progress in developing their knowledge and understanding of the world. In a science lesson they explored light and dark and were able to talk simply about their observations. Work available for scrutiny suggested that they had been taught about their immediate environment and were beginning to be aware of past events in their own and their parents' lives, for example they had investigated the toys that their parents and grandparents had had as children.

93 In terms of their physical development, children under five make satisfactory progress, learning to move with greater awareness of space and of other pupils using the same equipment. They are beginning to explore movements in a confined space and show a greater control over actions on large apparatus. By the time they are five children should reach the expected standard. Physical development is limited to some extent however by a lack of suitable large scale play equipment.

94 Children make good progress in developing their creative skills and will achieve high standards, particularly in relation to music. They responded enthusiastically to music in one lesson observed and used their imaginations to compose a story based on what they had heard. They made good progress in using instruments to convey their own ideas and showed good control over their playing, responding

to the written instructions that they had suggested. Work on display showed that they make satisfactory progress in developing creative ideas through the use of paint and pastels, for example in their drawings of bonfires.

ENGLISH, MATHEMATICS AND SCIENCE

English

95 Standards in English are above the national average in reading and consistent with those nationally in writing at both key stages.

96 Standards achieved in statutory assessments at the end of Key Stage 2 are consistently above average in all aspects of the subject. In 1998 the percentage of pupils achieving both level 4 and level 5 were well above the national average and the trend in results from 1996 – 98 suggests the same conclusion. In 1999 results were also above average; almost three-quarters achieved the expected level and almost a third the higher level. However, some care must be exercised when considering these results; given the small number of pupils being assessed, the performance of a few pupils can distort the interpretation. Closer examination of these results, particularly of those in 1999 reveal that whilst they continue to be above average, there is considerable discrepancy between those achieved in reading and writing. Thus whilst almost three quarters of the cohort achieved the higher level 5 in reading and all but one pupils achieved the expected standard or better, in writing only three out of the group of 7 achieved the expected standard. Clearly some able pupils, achieving high levels in reading, did not achieve even the average standard in writing. Scrutiny of work and lesson observation would confirm that whilst pupils are achieving well up to their level of ability in reading, there is some underachievement in writing; able pupils for example write with vigour and interest and yet lose control over their expression, lacking consistency in their use of tenses, pronouns and punctuation.

97 At Key Stage 1 statutory assessment again suggests high standards in both reading and writing. The trend in results from 1996 – 1998 suggests very high standards, well above those achieved nationally. Again, the small size of the year groups assessed means that any interpretation based on these results could be distorted. The results in 1999 confirm high standards in reading, 75% of pupils assessed achieved the higher level, level 3, and all pupils achieved the expected level in writing. No pupils achieved level 3 in 1999. Although not so pronounced as at Key Stage 2, there is a difference between the standards of reading and writing, a judgement confirmed by the scrutiny of work and lesson observation. Reading is particularly well taught and pupils make good progress in acquiring skills, in writing progress is slower, although the standards achieved by the end of the key stage are consistent with the national average.

98 Pupils make good progress in developing reading skills throughout the school. At Key Stage 1 pupils are given a proper introduction to phonics and shown how to apply this knowledge in their reading, for example segmenting the phonemes in words in order to identify them. Books are given a high status and reading is well taught in guided sessions where pupils are introduced to a particular text, their understanding of the meaning is established and particular decoding challenges are identified and considered. Pupils at Key Stage 1 are confident to talk about books, recognise an increasing vocabulary of words on sight and cross check their reading against the meaning of the text, self correcting where necessary. A number of them in all years read at a higher level than average for their age and all make good progress, teaching is related carefully to their specific and individual needs and stage of development. Progress is maintained at Key Stage 2, pupils are encouraged to develop their comprehension and to relate their answers and ideas to the evidence in the text. They are beginning to speculate intelligently about characters in a story and many of them are making good progress in learning to sort out the challenges that a new text can offer. Higher attaining pupils read with fluency and accuracy and are beginning to infer and deduce from a text. Lower attaining pupils also make good progress in developing their reading skills at Key Stage 2. There is a continued emphasis on developing decoding skills for those pupils who need such an emphasis, and some specialist teaching is made available for them. They are offered further opportunities to practise and reinforce knowledge through other lessons and benefit from explicit questioning and well-focused tasks

in literacy hours.

99 Progress in writing is not so good as in reading, although the standards achieved are at the level expected. This is particularly the case at Key Stage 2. At Key Stage 1 pupils make progress, learning to compose a text by innovating against a strongly patterned model. They are encouraged to apply their understanding of spelling patterns, acquired in the word level section of the literacy hour, in their compositions and are beginning to consider the quality of the ideas which they communicate through writing. The scrutiny of work suggests that pupils are learning to communicate simple messages, write in lengthier and more consciously shaped sentences and improve the formation of their letters. Spelling becomes more accurate or phonically plausible. Pupils are, in general, on track to achieve the expected level by the end of the key stage.

100 At Key Stage 2 pupils make satisfactory progress in writing lessons, learning to improve the effectiveness of sentences by altering punctuation and considering the impact of the connectives used to link ideas, as in one lesson observed. In another lesson pupils considered how they might write a diary; although the link established between examples and pupils' own writing was good, there was insufficient emphasis on improving pupils' initial attempts and challenging them to write more exactly about the events they were recording. This same lack of emphasis on the quality of the writing and on improvement is evident in the work available for scrutiny. Pupils are clearly stimulated to write about interesting topics and many enjoy their work and write at length, but there is insufficient challenge provided so that pupils move forward. Similar mistakes are repeated over time and insufficient advice is given as to how to improve. Work is often not collated which makes it harder for both the pupil and the teacher to see the progress being made or identify the pattern of errors. As a consequence, capable readers are not attaining at a similar level in their writing and sometimes there is a considerable discrepancy in their attainments in one language mode in comparison with another. There are further opportunities to improve writing through well directed marking, explicit target setting and well focused interventions which challenge pupils to improve the quality of their writing, for example through guided writing.

101 Little direct teaching of speaking and listening was observed during the course of the inspection although discussion was, on occasions, an important element of other lessons, whether literacy hours or in other subjects across the curriculum. At Key Stage 1 an explicit speaking and listening opportunity was created through the use of circle time and pupils were able to share news and comment upon their activities. Although only a small group, they listened well to each other and learnt to link their contributions to those of others. Progress in speaking and listening is satisfactory and the standards achieved at the end of both key stages are at the level expected. At Key Stage 2 pupils contribute confidently to discussion and talk willingly to visitors and their teachers, although listening skills are not so developed. Pupils are beginning to be able to identify the main points of an argument or presentation and in the limited occasions observed were beginning to take account of the needs of their listeners when presenting ideas.

102 Pupils' response to their English lessons is satisfactory at both key stages. At Key Stage 1 pupils have positive attitudes towards books and contribute well to whole class discussions although some of the younger pupils find it difficult to listen to one another. Pupils enjoy working with their teacher and are keen to be involved in shared writing activities, for example. Their concentration is not so good when they work independently however. At Key Stage 2 pupils also enjoy working in a large group and are confident to contribute ideas orally and to discuss texts seriously. At times however they do not listen well enough to each other and on occasions more able pupils are unnecessarily dismissive of the simpler contributions of younger or less able pupils. Usually pupils work well in smaller groups and are able to concentrate on the task in hand.

103 Teaching of English is satisfactory at both key stages. Some teaching of reading at Key Stage 1 is good, word level work and guided reading in particular are well organised and planned, so that pupils' ideas are well supported and they are prepared thoroughly for independent work. At Key Stage 2 teaching is also satisfactory overall although at times a lack of sustained focus on specific learning objectives means that distractions arise and the pace of learning drops as a consequence. At best, teaching is interesting and thought provoking. Marking however is not used sufficiently to highlight

areas for improvement.

104 The literacy strategy has been introduced into the school and staff have worked hard to adapt the objectives to the particular circumstances of the school, with up to four year groups in the same class. Teachers have undertaken training and are beginning to use the methodologies of the literacy hour with greater confidence, in particular guided reading is well managed at Key Stage 1. Insufficient use is made of the opportunities to use guided writing sessions to improve the quality of pupils' writing at Key Stage 2. The stock of non-fiction books in both classes is, at present, not adequate for the demands of the literacy strategy in relation to reading and writing for information.

· **Mathematics**

105 Attainment in mathematics is consistent with the national average at the end of both key stages. Results of statutory assessment vary, but because of the small numbers of pupils assessed any percentages should be interpreted with caution. No significant difference was noticed between the attainments of boys and girls at either key stage. There has been some improvement in the pupils' attainment in mathematics at both key stages since the 1994 inspection. It now encompasses work across all programmes of study.

106 Results of statutory assessment in 1998 and 1999 showed that the pupils' overall attainment in mathematics at the end of Key Stage 2 was well above the national average. The numbers of pupils assessed were very small in both years, and so percentages should be interpreted with caution. In current work and from the scrutiny of books it is clear that standards are at the level expected. In the lessons observed, Year 6 and most Year 5 pupils are working at level 4. In Shape, Space and Measures for example, they can work out the perimeters of rectangles and squares by measuring and addition. The more able pupils are working towards level 5: they know the symmetries of two-dimensional shapes, but there was no evidence to show that they could draw angles to the nearest degree. The scrutiny of the past work of pupils in Years 5 and 6 confirms the standards seen in lessons. Most pupils are working at level 4 and working towards level 5 in number and algebra: for example, they use their knowledge of place value to multiply and divide numbers by 10 or 100 and in some cases by 1000, although not always accurately; they use mental recall of multiplication facts up to, and sometimes beyond, 10×10 . Their multiplication and division of three-digit by two-digit numbers is not yet accurate and there was no evidence that they can construct and use simple formulae involving one or two operations. The attainment of pupils with special educational needs is appropriate for their abilities.

107 Attainment in mathematics at the end of Key Stage 1 is consistent with the national average. Results of statutory assessment in 1998 showed that the pupils' overall attainment in mathematics at the end of Key Stage 1 was very high in comparison with the national average: 100% of pupils attained level 2 or above and 67% attained level 3. The results for Key Stage 1 in 1999 were not so high but still above the national average. As for Key Stage 2, percentages should be interpreted with caution because of the small numbers of pupils assessed - 3 in 1998 and 4 in 1999. In lessons and work scrutinised Year 2 pupils achieve at the level expected: for example, they can count sets of objects reliably and are beginning to use mental recall of addition and subtraction facts to ten; they are learning to count in twos, fives and tens, recognise and complete series of numbers, choose the appropriate operation when solving addition and subtraction problems, and they have begun to understand the place value of each digit in a number.

108 Progress in mathematics is satisfactory at both key stages. At both key stages, the pupils' progress in mathematics has improved since the 1994 inspection when it was limited mainly to consolidation of number work. They now make progress in all attainment targets. At Key Stage 2 pupils in Years 3 and 4 are learning to recognise and name a range of two- and three-dimensional shapes, such as hexagon, diamond, pyramid, cone and sphere. In one of the lessons observed they used their knowledge about right angles and about the properties of two-dimensional shapes to identify shapes which were partially hidden; they could name some of the other information they would need in order to identify the shapes with certainty. Pupils in Years 5 and 6 could do this with greater clarity and were

learning to recognise the symmetries of shapes such as hexagons, squares, rectangles and equilateral and isosceles triangles. They realised that a circle had numerous axes of symmetry and consolidated their understanding of the term 'infinite'.

109 At Key Stage 1, younger pupils are learning to count, order, add and subtract numbers to ten, to recognise o'clock times and identify the time at which significant regular events take place such as the start of the school day and the end of lunch time. Older pupils make satisfactory progress in learning to recognise half past times, identify the times of the start of the school day, playtime, lunch time, afternoon break and the end of the school day; they are also learning the 2x, 5x and 10x tables and they can recognise and complete sequences of numbers. Pupils make satisfactory progress in Using and Applying Mathematics: for example, Reception pupils use mathematical language such as 'more', 'less', 'empty' and 'full'; the Year 1 pupil can recognise simple relationships, for example, that the long hand of a clock is always on 12 at 'o'clock' time and the minute hand moves at the same time; Year 2 pupils can represent their work using symbols and simple language such as 'change', 'left over' and 'later'.

110 At both key stages pupils' response to mathematics is satisfactory. They work well on individual and group tasks, which they enjoy; they are willing to answer their teachers' questions, but the way in which they take part in discussions is not always satisfactory. The over – eagerness of the more capable tended to inhibit the opportunities for the less confident.

111 The teaching of mathematics is at both key stages is satisfactory. This is an improvement since the last inspection, when the teaching of mathematics was criticised for concentrating almost entirely of number, for being based almost completely on textbooks, and lacking differentiation. The teachers know their pupils well and plan activities which are suitably differentiated for their mixed-age, mixed-ability classes. Discussions are sometimes well focused, but at other times there needs to be a sharper focus on the main teaching points.

112 The mathematics curriculum meets statutory requirements. It includes work on all National Curriculum programmes of study and incorporates the National Numeracy Strategy. The policy sets out aims which complement the school's overall aims. The school has made satisfactory progress in developing its mathematics curriculum since the 1994 inspection, when it was very narrow, consisting mainly of number work. However, monitoring of the curriculum is very limited: although there is good communication among the staff, the assessment of pupils' attainment is not used to inform curriculum development.

113 Assessment, recording and reporting are unsatisfactory overall. They are satisfactory at Key Stage 1, where pupils' attainment is assessed half-termly and marked on copies of statements related to National Curriculum levels. Records focus on what a pupil can do, as do reports sent to parents. At Key Stage 2 the intended termly assessments of pupils did not take place in 1998/99. Pupils' attainment was assessed at the beginning and end of the school year using Standard Assessment tests, but no records of this assessment were available for scrutiny. Reports to parents do not always say exactly what the pupils can do. At both key stages the setting of explicit targets would help support the pupils' progress.

Science

114 Standards in science are above average at the end of both key stages, based on the results of statutory assessments over a number of years, lesson observation and the scrutiny of work.

115 In statutory teacher assessments at the end of Key Stage 1, pupils' attainments were very high in comparison to all schools nationally in 1998. All pupils attained the expected level, level 2, and two thirds attained level 3. Some care needs to be taken when interpreting these results however, the cohort being assessed was only three pupils. In 1999 all pupils again attained level 2, although none achieved the higher level. Recognising the way that results and their interpretation are liable to distortion, given the very few pupils assessed, the trend in results suggests that standards are above

average; the school consistently enables pupils to achieve the expected standard in science, with particularly high standards in one aspect of the subject: experimental and investigative science. Work scrutiny revealed a strong emphasis upon this element of the curriculum; pupils are encouraged to experiment and record their ideas, and confirmed high standards of attainment.

116 At Key Stage 2 the standards achieved in statutory assessment were well above average in 1998 and even higher in 1999 when all pupils achieved the expected level and a high percentage, almost three quarters, attained the higher level, level 5. The trend in results over a number of years confirms above average standards. Both boys and girls achieve at a higher level than their peers do nationally, the girls to a considerable extent. Above average standards are confirmed by lesson observation and by the scrutiny of work; for example, in the lesson observed Year 6 pupils were able to distinguish between pitch and volume in work on sound and were able to discuss abstract ideas with confidence. They demonstrated a good understanding of how to ensure that tests are fair and are able to apply previous knowledge about how sounds are produced by vibrating materials. They have a very secure knowledge of what are key factors to observe when conducting investigations.

117 At Key Stage 1 pupils make good progress in acquiring a thorough understanding of scientific methods and a growing knowledge of the various topics they study. In the lesson observed progress was satisfactory; pupils learnt about the effects of light and how light can vary in intensity depending on factors like the brightness of the bulbs. They used, with increasingly confidence, scientifically appropriate language to talk about their investigations, naming different sources of light and comparing their strength. The scrutiny of work confirmed that all pupils make progress to the expected level, even those who may have difficulties with recording their ideas, and several are making good progress. Pupils have learnt for example how to classify against different criteria, can note changes over time and can apply an appropriate scientific method to investigation. In various elements of the curriculum they are developing their knowledge, for example showing an increasing understanding the features and characteristics of living things and noting similarities and differences in materials and phenomena, for example sound.

118 Pupils make good progress in science at Key Stage 2. In the lesson observed pupils consolidated their understanding of sound and were able to apply this knowledge to the planning of an investigation. Older pupils at the key stage have a very clear understanding of the importance of making a test fair, are confident in applying what they found out through previous investigation and are developing their scientific knowledge and understanding. They are making good progress in learning how to record their observations systematically, and the highest attaining pupils are learning to interrogate their data and draw conclusions from it. Such progress is confirmed by the scrutiny of books, where developing knowledge of different topics is evident, for example how the length of a day and a year is determined by the relationship between the earth and the sun. Work also shows the use of a variety of formats, including those derived from information technology software, as a means of recording, presenting and questioning data. Younger pupils at the key stage also make good progress; in the lesson observed they were refining their notions of fair testing and were encouraged to draw sensible, scientific conclusions from their experiments. They began to clarify their understanding of pitch and volume. Scrutiny shows that they make good progress in developing their knowledge of different phenomena across the topics studied. The quality of teaching, with a clear focus on precise objectives, and the emphasis on scientific understanding in both planning and classroom practice, are the most significant factors in the good progress made at Key Stage 2.

119 Pupils have positive attitudes to science throughout the school. At Key Stage 1 pupils were delighted by their experiments with torches in a darkened space. They are able to co-operate well and can share their ideas. Written work shows interest and care. At Key Stage 2 pupils are interested in their work, take part in discussions and are keen to work practically. In their investigational work they co-operate well, offering help when it is needed.

120 Teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2, based on the limited evidence of one lesson at each key stage. Work with the younger pupils is well prepared and a proper emphasis is given to oral work to both stimulate interest and challenge thinking. Subject

knowledge is good; for example in the lesson observed the teacher took pupils back to their original prediction in order to establish the significance of their findings. Scientific vocabulary is given an appropriate focus. The quality of teaching of science at Key Stage 1 has improved since the last inspection. At Key Stage 2 effective teaching is based on very good subject knowledge and careful differentiation which ensures that expectations for each group are appropriate. Communication is very clear, a good link is established with previous learning and tasks are explained well. The quality of preparation and planning is good; in the lesson seen the teacher was able to support practical work having worked through the process herself. At both key stages the focus on experimental and investigative science has an impact on pupils' knowledge and understanding and ability to apply scientific method to their work.

121 The science curriculum is very well managed by the part time teacher, who has a clear overview of the work undertaken in the school and has developed policy and planning. Assessment records are useful and consistently maintained. The planning of the curriculum, particularly at Key Stage 1, has improved since the last inspection and is now systematic and helpful.

OTHER SUBJECTS OR COURSES

Information technology

122 Attainment in information and communications technology meets national expectations at both key stages.

123 At the end of Key Stage 2 most of the pupils are working at level 4, the level expected. For example, they can combine different forms of information, such as text and pictures; they add to, amend and interrogate information stored in databases; and they can use models and simulations. They can also make predictions about the consequences of their decisions. At the end of Key Stage 1, the pupils are also working at the expected level. Pupils can enter information into a prepared database about themselves and, with support, print and retrieve it. They can also communicate ideas using a word-processor and they can control a *Roamer* by entering instructions about the distance and direction in which it is to travel. The attainment of pupils with special educational needs is appropriate for their abilities. There is no significant difference between the attainments of boys and girls.

124 Progress in information and communications technology is satisfactory at both key stages. Progress at both key stages has improved since the 1994 inspection, when it was confined mainly to word-processing; it now encompasses the whole programme of study. Reception pupils can use the computer without support to read books and they are developing increasing control of the mouse. They can use the mouse to drag and drop items depicted on the screen. At Year 1 pupils learn to talk about what the computer does and make it do what they intend, using simple programmes. Across the key stage pupils learn to use information technology to help them generate and communicate ideas in different forms: for example, they can use a word-processor and programmes for art and music. They can also enter information about themselves into a ready-made database. At Key Stage 2 pupils develop further the skills, knowledge and understanding which they have gained at Key Stage 1: for example, they learn to use music software with more complex and to interrogate information which has been stored in a database or CD ROM reference software.

125 At both key stages pupils' response to information and communications technology is good. Key Stage 1 pupils use computers with confidence and enjoyment. They concentrate well in individual and group work and they collaborate well with others. Key Stage 2 pupils show enthusiasm for information and communications technology: many of them arrive at school at half past eight in the morning so that they can use the computers. They support one another in their use of computers.

126 The teaching of information and communications technology is satisfactory. Teachers are confident in using and explaining information and communications technology and have satisfactory subject knowledge. They plan interesting activities so that their pupils develop their knowledge and understanding of, and skills in, information and communications technology.

127 The information and communications technology curriculum meets statutory requirements. The range of the work planned for the pupils includes the whole programme of study. The policy sets out aims which complement the school's overall aims. The school has made good progress in developing its information and communications technology curriculum since the 1994 inspection, when it was limited mainly to word-processing and it did not support work across the curriculum.

128 Assessment, recording and reporting at Key Stage 1 are satisfactory: pupils' attainment is assessed half-termly and marked on copies of statements related to National Curriculum levels. Records focus on what a pupil can do. At Key Stage 2, assessment, recording and reporting are unsatisfactory; the intended termly assessments of pupils did not take place in 1998/99 and no record of any assessment was available for scrutiny.

· **Religious education**

129 One religious education lesson was observed at Key Stage 1. On the basis of this lesson and records of planning and work available for scrutiny it is possible to conclude that pupils make satisfactory progress and achieve the expected standard by the end of the key stage. Exploring the theme of light in secular and religious festivities, pupils were able to draw on their own experience and, through discussion and the sensitive promptings of their teacher, developed a greater understanding of the symbolic significance of light. Pupils were able to make links with their previous lessons about divas and learnt to express feelings about celebrations and special occasions. By the end of the key stage, pupils will have explored thoughts and feelings about their own experiences, referred to religious places, objects and events and learnt how to describe and reflect upon the way that important festivals, like Christmas, are celebrated in their area.

130 At Key Stage 2 no lessons were observed by the inspection team. However, lesson planning on the theme of Advent related clearly to the long term planning provided. Some work, about the study of the Bible, was available for scrutiny, but this was not of sufficient extent to enable a secure judgement to be made about the standards achieved. There was also some work on display about the story of Noah, which suggested that the pupils had a satisfactory grasp of the elements of this biblical story.

131 At Key Stage 1 pupils respond well to their religious education lessons. They are interested in the topics, can recall previous work and concentrate well in whole class discussion.

132 Teaching of religious education is satisfactory at Key Stage 1. The use of candles as a stimulus was well judged; dramatic and intriguing. Questions were used effectively to help pupils recall their prior knowledge about uses of light and careful discussion ensured that all of the class were involved and able to relate their own understanding of special celebrations. Sensitive teaching and good listening skills also ensured a sustained focus on feelings. Methods of recording were well chosen to be appropriate to the particular stage of development of the pupils.

133 The school makes use of the locally agreed syllabus to plan its curriculum for religious education, interpreted through the local authority's planning model. This clearly underpins the curriculum at Key Stage 1 and ensures continuity and progression. At Key Stage 2 the recent drop in hours available for the part time teacher, who formerly had responsibility for the subject, has meant that the subject is being re-organised, both in terms of how it is taught and how it is planned. Planning for this term is based on the LEA's model but there is as yet no long term plan to ensure coverage of all the required attainment targets, nor is the work linked sensibly with other areas of the curriculum. This needs to be addressed as a matter of urgency.

· **Art**

134 Progress in art is satisfactory at both key stages; it is good in observational drawing but, as reported in 1994, the pupils have few opportunities during curriculum time to develop skills in three-

dimensional materials, although this is provided in the after school club. At Key Stage 2, the pupils are learning to represent features of the world around them with increasing accuracy and attention to detail: for example Year 6 pupils had made blow-paintings of autumn trees, whose leaves they represented by making rubbings of real leaves, and had represented accurately an 'autumn' colour palette. Their observational drawing is good: they had made observational drawings of shoes which showed a good sense of proportion and had used shading to make them appear three-dimensional. They experiment with, and show increasing control over, a range of materials, tools and techniques. During the lesson observed Year 5 and Year 6 pupils reflected on their work, describing what they were trying to do when making rubbings from templates they had prepared, and asking the teacher for suggestions.

135 At Key Stage 1 the pupils are developing their ability to represent what they observe and other ideas: displays of their paintings indicate that they can mix colours and are developing confidence in working with paints. They explore colour, pattern and texture: for example, by making rubbings of brasses and leaves and by printing with various materials. They can recognise differences in artists' approaches and methods and make links with their own work: for example, they observed and discussed still paintings of fruit by Cézanne before painting their own. Their observational drawings of fruit, which they had made using paints and crayons, showed close observation of shape, pattern, texture and colour.

136 The pupils' response to art is good at Key Stage 2: they listen with interest to the teacher's explanations and watch his demonstrations closely, asking questions for clarification; they work hard and sustain their efforts throughout the practical activities, talking quietly to one another about their work. They take pride in their artistic efforts. After completing practical activities, they clean and put away their own equipment. No lessons were observed at Key Stage 1, but the quality of the pupils' work indicates that they take care with it.

137 Teaching is good at Key Stage 2: the teacher has good subject knowledge and introduces new techniques with confidence, taking care to point out possible pitfalls. He provides good support and encouragement while helping them to develop the techniques they are using: for example, showing them how to build up complex layers in a rubbing, for which they were making their own templates. No teaching was observed at Key Stage 1, but the teacher's planning, displays of pupils' work and the records of assessment of their progress indicate that the pupils are being taught how to work with a range of materials. The care taken in the displaying of pupils' work at both key stages suggests that the teachers value the subject and convey their interest in it to their pupils.

138 The art curriculum of the school is in line with National Curriculum requirements. The school has adopted the QCA art scheme. A strength of the art curriculum is the way in which art is interwoven with other subjects, yet retains its integrity as a subject in its own right. The links made with other subjects are meaningful and they enrich the pupils' experience of art while making a contribution to other subjects: for example, art at Key Stage 1 has been linked with work on fruit in design technology, on Africa in geography and on light and colour in science. The teacher's plans indicate that work on self-portraits and masks have been imaginatively combined with music and English. At Key Stage 2 art was successfully linked with history work on the Romans. The teachers' planning indicates learning objectives and includes the use of information and communications technology where appropriate: for example, the use of an art program in Key Stage 2 to create mosaic patterns.

Design technology

139 There was insufficient evidence from which to make judgements about the pupils' progress in design technology at either key stage. No lessons could be observed, and there were few products which had been made by the pupils available for scrutiny. From the models of Roman chariots it could be seen that Key Stage 2 pupils have learned how to measure, mark out and cut wood, and to join it in ways which either allow or do not allow movement. They can use saws, bench hooks and hand drills. No records have been kept of the pupils' plans or designs. The teacher's planning indicates that Key Stage 1 pupils have used the knowledge and understanding gained from work in science to design a

food made from fruit. They learned to prepare food in a hygienic way. Records of assessment of Key Stage 1 pupils list the products they have designed and made, rather than providing evidence of their attainment, however they do indicate that pupils have worked with a range of materials. It was not possible to make a judgement about teaching nor about the pupils' response, since no lessons could be observed.

140 The curriculum for design technology meets statutory requirements: although the curriculum policy was still in draft form, the school follows the QCA scheme of work. The teachers link the work which they plan for design technology with other subjects: for example, the models of Roman chariots made by Key Stage 2 pupils, was based on their work in history, and the work of Key Stage 1 pupils on food was closely linked with their science work on 'Ourselves'. The curriculum for design technology is enriched by visits: for example, to a pottery, a violin-maker's and a market-garden.

141 Resources are satisfactory: the school has tools and materials which are used to support work across the entire programme of study. They are stored safely and in a way which facilitates access: for example, wood-working tools are kept in a cupboard in the Key Stage 2 classroom and each classroom has collections of recycled materials.

- **Geography**

142 No geography lessons were observed at either key stage and since there was little work available for scrutiny, no judgements can be reached about progress in the subject. At Key Stage 1 there was evidence of pupils investigating their village and some of its features but there was insufficient work available to make a secure judgement.

- **History**

143 No History lessons were observed in Key Stage 1 in the course of the inspection so it is impossible to make a secure judgement about the progress that pupils make. From the work available it was clear that the subject has a place in the curriculum and that planned units of work are covered. Work available for scrutiny was on the theme of toys and included an interesting questionnaire about the toys that parents and grandparents had had as children.

144 At Key Stage 2 one lesson was observed and based on this and the scrutiny of work it is clear that pupils make satisfactory progress in history. Pupils were able to relate the lesson about Boudicca to their prior knowledge of Romans, commenting on the story from a sound base of information about the period. They made good progress in developing their understanding of why people acted as they did and enhanced their sense of chronology. They made progress too in using different sources to research a set of historical questions. Work available from earlier in the term on the Romans indicated that pupils were making satisfactory progress in acquiring a thorough knowledge of some of the features of the period and developing a sound understanding of some of the characteristics of Roman rule in Britain.

145 Pupils responded enthusiastically to their work in history in the one lesson observed at Key Stage 2. They listened well to the story and were keen to join in. Written work showed care, for example drawings of Roman artefacts were properly labelled, using correct terminology.

146 Based on the single lesson observed, teaching of history is good at Key Stage 2. The lesson was underpinned by good subject knowledge and the teacher was able to communicate enthusiasm about the subject. The lesson was well planned and well differentiated questions were asked to draw all pupils into the discussion and improve their understanding. Expectations were high, although pupils' over enthusiasm did tend to lead to interruptions.

147 History is well planned to cover all the required study units across Key Stage 2 and the curriculum at Key Stage 1 includes the themes identified in the programme of study. This represents a

significant improvement on the planning for the subject at the time of the last inspection.

.

Music

148 Pupils make good progress in music at both key stages. The high quality of the provision makes a significant contribution to pupils' cultural development and understanding. Indeed the teaching and learning of music is a strength of the school; such a judgement recognises the improvements made in the subject since the last inspection.

149 At Key Stage 1 pupils learn to listen carefully to music and to relate the sounds that they hear to specific ideas, as when they composed a story in response to Grieg's 'In the hall of the mountain king'. They identified characters and events according to the timbre of the instruments and tempo of the music being played. Later they explored their own ideas by playing a range of untuned percussion, improving their ability to convey ideas expressively and their control over their instruments, for example responding to the instructions of the conductor. From discussion it is clear that pupils have learnt about other musical pieces, for example 'The Carnival of Animals' and are beginning to express preferences and make comparisons.

150 At Key Stage 2 pupils continue to make good progress. In one lesson observed pupils developed their understanding of rhythms and the way that these are represented in notation. The lesson built upon previous learning and expanded pupils' knowledge of more complex rhythmic patterns and their confidence in repeating them. They listened carefully and became more adept at following standard notation. In another lesson a small group of pupils were taught the violin. Some pupils were taught how to handle a bow properly, more experienced players consolidated their understanding of scales and improved the accuracy of their playing.

151 Pupils have positive attitudes to music at both key stages. At Key Stage 1 pupils grew increasingly involved in their lesson, enjoyed listening to the music and contributed musical ideas with confidence. They showed good self-control when using the instruments, only playing when it was their turn. At Key Stage 2 pupils' response is also good. They work with enthusiasm, taking part with energy and commitment in the lesson about rhythms. They listen and respond well to instructions. In the violin lesson, pupils' response was also good; they worked with commitment and care.

152 Teaching of music is good throughout the school. Teachers' subject knowledge is evident; they are able to challenge pupils' early attempts in order to improve their quality of playing and draw out the significance of the music to which they are listening. Teachers listen carefully themselves, providing a strong model, and are able to question effectively. All teachers are confident in talking about music, using appropriate terminology, and can demonstrate musical ideas and skills using a range of instruments.

153 The school supplements the music curriculum with a variety of extra curricular opportunities. Pupils can learn the guitar and recorder and peripatetic violin lessons are available. Good use is made of information technology to encourage pupils at Key Stage 2 to explore the qualities of instruments and to compose simple tunes. Good use is also made of assemblies to provide further opportunities for listening to music and for singing.

.

Physical education

154 Pupils make satisfactory progress in physical education at Key Stage 1. They learn to control their actions, for example by holding a position or point of balance for a designated amount of time, and improve the quality of their movements through practice. During some floor work, where they moved in the confined space of a mat, pupils responded to the limitations or constraints imposed by moving in imaginative and careful ways, exploring the possibilities of balancing using different parts of the body. Progress in this element of the lesson was good. Pupils made less progress in subsequent work on the large apparatus; here some opportunities for greater challenge were missed and, as a

consequence, the quality of movement did not improve as much as might be expected. Nevertheless progress in the lesson overall was appropriate.

155 Pupils make good progress at Key Stage 2, based on the limited evidence of one lesson. Working on the apparatus, pupils responded well to the challenges set them, finding ways of establishing, maintaining and improving balances for example. Over the lesson, their ability to link and sequence actions improved and many pupils developed interesting transitions from one position to another, moving with increasing care and skill. Pupils' ability to make judgements and to talk about the features and qualities of the work also improved in response to prompting from the teacher. Younger pupils in the class learnt from the older ones.

156 Teaching of physical education at Key Stage 1 is satisfactory. Pupils are well organised and controlled and a proper emphasis is given to safety and well being. A range of activities are provided to stimulate physical work and many of these are well judged in terms of the level of challenge that they provide. Subject knowledge is satisfactory; for example good use is made of various constraints and restrictions to challenge pupils to think and refine their actions or movements. However at some points in the lesson, most notably when pupils worked on the large apparatus, the level of challenge was not so well judged and the pace of learning dropped.

157 Teaching of physical education is good at Key Stage 2. Teaching is challenging and well planned, builds on skills previously learnt, and sets appropriate targets for individual pupils. Teaching strategies are carefully adapted to the size of the room available; indeed a virtue is made of the need to limit the number of pupils on the apparatus at any one time. Skilfully, the teacher used the opportunity to enable pupils to watch carefully and to learn from others, for example by repeating their movements. Teaching at Key Stage 2 shows good subject knowledge; the focus on improvement ensures that the level of challenge is sustained through the lesson. Effective work is highlighted and improvement is a constant theme of the teacher's interventions.

158 Pupils respond positively to their physical education lessons at both key stages. At Key Stage 1 pupils are fully involved in their activities and respond well to instructions, they are co-operative, for example when setting up the apparatus, and generally sustain their concentration. Some pupils found it hard to work with a proper focus on the movement and became noisy, but in the main pupils' responses were satisfactory. In the one lesson observed at Key Stage 2 pupils' response was good. They followed instructions well, sustained their concentration and participated with enthusiasm and maturity. Of particular note was the way that they could talk positively about each other's work, discussing its features.

159 At the last inspection comment was made about the disproportionate amount of time spent moving equipment. Procedures are far more efficient now and the time taken in assembling a circuit of apparatus is not excessive. However the equipment has not been updated and remains heavy. Whilst the accommodation is not ideal, the use of the village hall does at least allow pupils access to the curriculum. Planning for the subject, also identified as an issue in the last inspection report, has improved.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

160 The inspection of Eppleby Forcett CE Primary School was undertaken by a team of three inspectors who were in school for 6 inspector days, from Monday to Wednesday of the inspection week.

161 During the inspection:

-) 23 lessons or parts of lessons, assemblies, and registration periods were observed, amounting to over fourteen hours of inspection;
-) Observations were made of pupils as they arrived at school, during breaks and at lunchtimes, and as they left school;
-) All teachers were seen teaching;
-) Meetings were held prior to the inspection with the headteacher and the teaching staff;
-) During the inspection there were discussions with the Chair of Governors and with the headteacher and all other members of staff;
-) There were daily meetings between the headteacher and the registered inspector;
-) Inspectors examined the written work of many pupils. All the available written work of a representative sample of pupils from each year group was scrutinised;
-) Inspectors heard 19 children read;
-) Documentation provided by the school was analysed both before and during the inspection;
-) The registered inspector held a meeting before the inspection attended by 10 parents, and 9 responses to a questionnaire for parents about the quality of education provided by the school, were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	26	0	5	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	2.1
Number of pupils per qualified teacher	12.38

Education support staff (YR - Y6)

Total number of education support staff	0
Total aggregate hours worked each week	0

Financial data

Financial year:	1998
-----------------	------

	£
Total Income	99337
Total Expenditure	98011
Expenditure per pupil	2723
Balance brought forward from previous year	19942
Balance carried forward to next year	16403

PARENTAL SURVEY

Number of questionnaires sent out:

17

Number of questionnaires returned:

9

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	56	44	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	22	11	0	0
The school handles complaints from parents well	22	33	33	0	0
The school gives me a clear understanding of what is taught	44	44	11	0	0
The school keeps me well informed about my child(ren)'s progress	56	33	11	0	0
The school enables my child(ren) to achieve a good standard of work	56	44	0	0	0
The school encourages children to get involved in more than just their daily lessons	33	67	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	67	11	0	0
The school's values and attitudes have a positive effect on my child(ren)	33	67	0	0	0
The school achieves high standards of good behaviour	56	44	0	0	0
My child(ren) like(s) school	89	11	0	0	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.