

INSPECTION REPORT

**Kettlesing/Felliscliffe County Primary
School**

Harrogate

LEA area : North Yorkshire

Unique Reference Number : 121391

Acting Headteacher : Mrs J. Shaw

Reporting inspector : Mr R. W. Burgess
OIN 20950

Dates of inspection : 4th – 6th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : County

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Kettlesing
Harrogate
North Yorkshire
HG3 2LB

Telephone number : 01423 770576

Appropriate authority : Governing Body

Name of chair of governors : Mrs C. D. Ferguson

Date of previous inspection : July 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess, Rgl	Mathematics	Attainment and progress
	Science	Teaching
	Information technology	Pupils' spiritual, moral, social and cultural development
	Religious education	Leadership and management
	Design and technology	The efficiency of the school
Mrs S. Dixon, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mrs G. Dunkling, TI	English	The curriculum and assessment
	Art	
	Geography	
	History	
	Music	
	Physical education	
	Special educational needs	
	Under fives	

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The Registrar
The Office for Standards in Education
Alexandra House

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MAIN FINDINGS

At the time of the inspection the headteacher was absent due to ill health. The report reflects the standards found during the period of the inspection.

What the school does well

- ◆.The overall good quality of teaching of the acting headteacher and temporary Key Stage 2 teacher.
- ◆.The very good attendance.
- ◆.The good attitudes and behaviour of pupils.
- ◆.The good personal development of pupils.
- ◆.The good partnership being developed between governors, staff and parents.

Where the school has weaknesses

- I. There is no co-ordinated planning of the curriculum to identify what pupils are expected to learn in each year group.
- II. There are few effective procedures for assessing pupils' attainments to help teachers develop planning.
- III. There are no effective formal procedures for identifying and meeting the special educational needs of individual pupils.
- IV. There is no effective leadership in the development and monitoring of each subject.
- V. School development planning lacks sufficient rigour in identifying targets and in providing clear criteria to help teachers and the governing body evaluate the effectiveness of decisions.

The school is successfully overcoming a period of uncertainty and its weaknesses are outweighed by what it does well. The weaknesses will form the basis of the governing body's 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

Improvement since the last inspection has been unsatisfactory. There have been several periods of extended absence of staff due to ill health and this has had a detrimental effect on pupils' attainment and progress, particularly at Key Stage 2. This is mainly attributable to the lack of any detailed curriculum planning and assessment records, both of which were identified as key issues for development at the last inspection. The school has satisfactorily addressed the need to ensure religious education meets the need of the locally agreed syllabus and has improved the provision for pupils' spiritual and cultural development. At the beginning of the current period of absence of the headteacher, the governors, with the support of the local authority, made appropriate arrangements by appointing an acting headteacher and temporary teacher for Key Stage 2. Since their appointment they have shown commitment to the school and have begun to address many of the issues identified in a recent audit of the school's performance by the local authority. The acting headteacher is giving good leadership and is receiving good support from the governing body. The current leadership of the school recognises the need to respond urgently to issues identified in the last report which have not been effectively addressed. For example, in developing curriculum planning and procedures

and practice for the routine assessment and recording of pupils' attainment and progress within the school. The school has good potential to continue to make improvements.

Standards in subjects

As the number in each year group in 1998 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools.

The number in each year group varies considerably, also the number of pupils with special educational needs. In some years recently there has been a very significant difference in the number of boys and girls in each year group. The performance for those years reflect the lower performance nationally of boys compared with girls. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

Levels of attainment upon admission to the school are broadly average. By five years of age almost all pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were satisfactory and in line with national expectations for pupils aged 7 and 11 in English, mathematics, science and information technology. Standards in religious education are satisfactory and meet the requirements of the locally agreed syllabus. In the lessons observed, progress was good for the majority of pupils, including those pupils with special educational needs. However, due to extended periods of staff absence and the lack of adequate records of attainment to enable effective planning, particularly by the temporary teacher at Key Stage 2, progress for pupils has only been satisfactory over the past year in most subjects. It is good overall in science, art and history.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science	-	Good	Good
Information technology	-	Insufficient evidence	Insufficient evidence
Religious education	-	Good	Good
Other subjects	Good	Good	Good

Teaching is good overall. It was very good in 25 per cent of lessons, good in 56 per cent, satisfactory in 13 per cent and unsatisfactory in only one lesson observed. It was particularly good in mathematics lessons for Key Stage 1 pupils where good provision was made for the range of ages and attainment. It was also very good in other lessons, for example, religious education where the teacher made very good use of the recent visits during a whole school lesson in which all pupils were involved.

Other aspects of the school

Aspect	Comment
Behaviour	Good, the school is an orderly community in which pupils show good respect for adults and each other.
Attendance	Attendance is very good and pupils arrive punctually.
Ethos*	Pupils have a positive attitude to their work. The staff are hardworking and committed to the care and education of the pupils. Relationships are good throughout the school.
Leadership and management	Satisfactory. Good leadership by the acting headteacher. Good support by the governing body. Very little planning for development and monitoring of the curriculum and other targets identified for development.
Curriculum	Generally broad and balanced. There is no effective planning to detail what pupils are expected to learn each year and few effective procedures for assessing pupils' progress.
Pupils with special educational needs	Lack of formal procedures to ensure appropriate provision for pupils with special educational needs. Provision within lessons is satisfactory.
Spiritual, moral, social and cultural development	Good provision for spiritual, moral, social and cultural development. Provides well for pupils' emotional and aesthetic development. Fosters an understanding of cultural diversity.
Staffing, resources and accommodation	Appropriately staffed. Resources and accommodation adequate. Good use is made of local facilities for physical education.
Value for money	Satisfactory. Teaching is good, pupils have positive attitudes and the majority of pupils made good progress in the lessons observed.

* *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
<p>VI. The good standards attained, particularly at Key Stage 1.</p> <p>VII. They are encouraged to take an active part in the life of the school.</p> <p>VIII. It is easy to approach the school with questions or problems.</p> <p>IX. Children are encouraged to get involved with more than their daily lessons.</p> <p>X. The school's values and attitudes have a positive effect on their children.</p>	<p>XI. Some parents were concerned over attainment and progress, particularly at Key</p>

The responses to the questionnaire sent to parents prior to the inspection indicate a good level of satisfaction with the standards achieved by the school. Inspectors' judgements support the views expressed by the majority of parents. Inspectors' judgements are that staff and governors, with support from the local authority, have acted appropriately to provide stability within the school during extended periods of staff absence.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

XII. give high priority to developing curricular planning and assessment procedures by:

- *producing a co-ordinated long term plan which identifies what pupils are expected to learn in each subject in each year group through the school;*
- *ensuring that planning provides consistent experiences for all pupils;*
- *devise and implement procedures to effectively assess pupils' progress;*
- *use the results of these assessments to help plan appropriate work for pupils, in particular for higher attaining pupils to work at higher levels;*

(paragraphs 9, 24, 27, 29, 30, 31, 34, 48 and 85)

◆. reviewing the responsibilities for curriculum development by:

- *identifying personnel to be responsible for each subject and special educational needs;*
- *providing opportunities for them to develop strategies for the effective monitoring and evaluation of their areas of responsibility;*

(paragraphs 52, 86, 95, 104, 118, 124, 136 and 151)

◆. develop school development planning, monitoring and evaluation to make the school development plan an effective management document by;

- *involving all members of the governing body and teaching staff in establishing priorities for development each year;*
- *clearly identifying success criteria by which the governing body and teachers can evaluate the effectiveness of decisions taken;*
- *use existing structures to develop effective strategies for observing the work of the school at first hand;*

(paragraphs 49 and 51)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraphs 32, 49, 54 and 75:

- ◆ . lack of clear and effective formal procedures in accordance with the national Code of Practice to ensure identification and appropriate provision for pupils with special educational needs.

..

INTRODUCTION

Characteristics of the school

1. Kettlesing/Felliscliffe County Primary School is situated in the village of Kettlesing, five miles west of Harrogate. The school has quite a wide rural catchment area. The pupils come from a range of social backgrounds where the majority of housing is privately owned. Several children live in isolated properties and most travel to school by taxi or private car. On entry to the school, children's levels of attainment cover the full ability range, with some significant variations from year to year, but are average overall. The school operates an annual admissions policy for children to start school in the September, following their fourth birthday. Only a small minority of children have not previously attended a nursery or playgroup. There are two children under five on roll who are accommodated in a mixed class along with Year 1 and Year 2 pupils. There are 10 girls and 12 boys on the roll, aged from four to 11 years. The school has recognised one pupil as having special educational needs. There are no pupils with a Statement of Special Educational Need. No pupils are eligible for free school meals. This is well below the national average. English is the first language of almost all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average.

2. The accommodation consists of an original Victorian building which was extended in the 1990s to provide additional teaching areas and toilets. The school benefits from valuable additional space in the old school house. Use is made of the local community hall and a local swimming pool for physical education. The outside play area has been marked out for various activities. There is an adequate playground and grassed area.

1. The school aims to:

- maintain the positive ethos and working environment of the school;
- continue to improve school results in national tests;
- maintain good relationships with parents and the community.

Key Indicators

4. Due to the small number of pupils being assessed the school is not required to publish its National Curriculum results.

Attendance

			%
Percentage of half days (sessions) missed through absence for the	Authorised	School	4.2
	Absence	National comparative data	5.7

latest complete reporting year

Unauthorised	School	0.0
Absence	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	25
Satisfactory or better	94
Less than satisfactory	6

3. PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. In 1998 the number of pupils at both Year 2 and Year 6 was less than 10. It is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.

6. In comparing the pupils' performance with previous results consideration is given to the impact of pupils with special educational needs in each year group. In this small school this, together with significant differences from year to year in the number of boys and girls, has a significant effect on the whole school performance data. For example, in a year when there were six boys and one girl the results reflected the national performance of boys which is significantly lower than that for girls at age 11. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

7. On admission to the school, at the age of four, most children have levels of knowledge and understanding which are broadly average for their age. They make a sound start and progress in the Reception year is satisfactory. Consequently, by the time they are five, the children attain the Desirable Learning Outcomes for their age. Standards are good in their personal and social development and satisfactory in language and literacy, mathematics, creative and physical development and in their knowledge and understanding of the world.

8. Standards of attainment seen during the inspection at the end of both key stages are satisfactory in English, mathematics, science, information technology and religious education. When the number of pupils with special educational needs and the different number of boys and girls is taken into consideration, the standards seen during the inspection are not significantly different to those attained in the National Curriculum assessments in 1998 and 1999.

9. These standards are similar to those at the last inspection for pupils at Key Stage 1 but are lower for pupils at Key Stage 2, reflecting the lack of appropriate curriculum planning and adequate records of pupil attainment to enable effective planning by temporary teachers during periods of extended staff absence due to ill health. The school has not yet adequately addressed the issues of curriculum planning and assessment raised in the previous inspection. The school has set clear targets for further improvement.

10. Levels of attainment in all areas of English, for the majority of pupils, seen during the inspection are satisfactory and in line with the national expectation. Levels of attainment in English for a significant minority of pupils is good and above the national expectation. In mathematics levels of attainment for the majority of pupils was satisfactory and broadly in line with national expectations at both key stages. Inspection findings show that by the end of both key stages most pupils attain standards which are in line with the national expectation for their age although few achieve above the national expectation. By the end of both key stages most pupils attain standards which are above the national expectation in science. In information technology, pupils' attainments are broadly in line with those expected nationally by the end of both key stages. There are weaknesses in pupils' abilities to analyse and interpret data and in controlling and modelling events. In religious education pupils attain the standards expected in

the locally agreed syllabus by the end of both key stages.

11. Pupils make satisfactory progress in English at both key stages. By the end of Key Stage 1 pupils' standards of attainment is satisfactory in reading, writing and speaking and listening. Handwriting is also satisfactory. The school's adoption of the National Literacy Strategy in September 1998 is a significant contributory factor to the development of this subject. By the end of Key Stage 2, most pupils listen attentively and speak confidently. In their writing, skills are average. Standards of handwriting and presentation improve throughout the school. In reading pupils make good progress, the majority of pupils are fluent readers by the end of Key Stage 2.

12. In mathematics, pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. At Key Stage 1 they attain sound standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic, area and shape. Most have yet to develop good problem solving skills. They use a variety of ways to organise and record their work.

13. In science, pupils make good progress at both key stages. They acquire a satisfactory knowledge and understanding and develop their investigative skills. Most pupils can discuss their knowledge and understanding of living things. They confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Key Stage 2, most pupils have a secure understanding of fair tests, for example, when testing the absorbency of different types of paper. They predict, observe and measure with appropriate precision and record their work well. Overall they make good progress in science throughout the school.

14. Progress for the majority of pupils is good in art and history at both key stages. It is satisfactory at both key stages in all other subjects, including information technology and religious education.

15. Progress for children under five is satisfactory overall. It is good in their personal and social development and satisfactory in all other areas of learning. Pupils with special educational needs make satisfactory progress, supported by appropriate individual education plans, which show clear targets for learning.

Attitudes, behaviour and personal development

16. Pupils have good attitudes to their work, for the most part they work hard and maintain concentration throughout lessons and the school day. Pupils listen attentively to their teachers and respond enthusiastically to questions and requests. Most pupils confidently offer their ideas and opinions and listen well to others, for example, in a Key Stage 1 numeracy lesson where pupils were encouraged to explain their calculations to their classmates. The teachers' clear instructions and expectations are well met throughout the school. When required pupils work well alone and in groups. This was observed in a Key Stage 2 science lesson where pupils worked together to test the absorbency of different papers. Pupils are developing the skills required to become independent learners. They are encouraged to value their work by sharing good examples with other pupils and through the attractive displays of work in classrooms.

17. Behaviour throughout the school is good. Pupils behave consistently well in lessons, assembly, at lunch and playtimes, movement around the school and in classrooms is careful

and considerate, contributing to the pleasant and happy atmosphere. Although there is at present no formal system of rewards and sanctions, pupils do respond well to the code of conduct that has recently been developed. Conflict or bullying is rare and any that occurs is dealt with swiftly and effectively. There have been no exclusions, at present, exclusion procedures should they be needed, are not formalised.

18. Relationships amongst the whole school community are good. Adults in school present good role models and treat pupils with respect and understanding, this is reflected in the pupils' relationships with each other. Pupils are polite and helpful, they take care of each other and offer each other support and encouragement. This is particularly so in the relationships seen between older and younger pupils.

19. The personal development of pupils is good, it is well supported by the personal and social education programme which is incorporated into lessons, assemblies and circle times. Good use is made of visitors to the school to support this programme, for example, the fire and police services. Pupils accept opportunities to take responsibility willingly, for example, when setting up and tidying away after lunch and with classroom duties. Pupils in Key Stage 2 and their teacher are at present discussing ways to extend this area. The gaining of confidence and social skills is supported by involvement with school concerts, inter-school events and opportunities to share experiences and knowledge with their classmates. Pupils learn to respect the values and beliefs of other cultures in lessons and through visits, for example, with a Key Stage 2 visit to a synagogue. The needs of the less fortunate are considered by supporting the work of charities.

Attendance

20. Levels of attendance are very good. Pupils arrive on time eager to start the day. Registration time is brief and efficient and is followed promptly by the first lesson. Administrative arrangements are good and the school complies with statutory requirements.

QUALITY OF EDUCATION PROVIDED

Teaching

21. Teaching is mostly good and sometimes very good and has a beneficial effect on the pupils' attainment and progress. The quality of teaching in the school was very good in 25 per cent of lessons seen, good in 56 per cent, satisfactory in a further 13 per cent and unsatisfactory in only one lesson observed. It was particularly good for Key Stage 1 pupils in a mathematics lesson which began with a good session of mental work followed by well planned tasks to develop pupils' skills of basic numeracy. Teaching methods and strategies for promoting learning are good. Teaching is focused well and pupils are helped to recognise their own improvements. The quality of teaching of pupils with special educational needs is satisfactory. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers.

22. The quality of teaching for children under five is at least satisfactory and sometimes good. Short term planning ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. The teacher provides opportunities for the children to work as a class, in small groups and

individually. Appropriate use is made of assessment to set tasks which are matched effectively to the different levels of attainment. Appropriate emphasis is placed on early reading and writing skills and in the good lessons there are opportunities for the children to discuss their work and improve their listening and speaking skills. The teachers make effective use of voluntary helpers to work with the children so that they can focus on the needs of a group. They use a variety of approaches to interest the children, adapting their approach so that the children are given suitable opportunities to express themselves. The teachers intervene effectively and show sensitivity in asking questions and in guiding the children. Relationships are very good and help to create a positive learning atmosphere.

23. In the good and very good lessons, teachers' planning shows suitable learning objectives. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, older pupils in the Key Stage 2 class enthusiastically respond to a science session to develop their understanding of materials when devising an experiment to separate a mixture of two solids, salt and sand, by changing one into a solution to enable separation by filtration. This followed good planning, clear explanation and encouragement from the teacher.

24. Where teaching is satisfactory, teachers plan carefully, following National Curriculum programmes of study. Most teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. When lesson objectives are not clearly identified, tasks do not always accurately reflect pupils' needs and they insufficiently challenge pupils, particularly those of high prior attainment. This was particularly difficult for the temporary teacher due to the lack of adequate curriculum planning and records of pupils' prior attainment and progress to effectively inform her short term planning in a class with a wide range of ages and attainment.

25. At Key Stage 1 teaching is good and sometimes very good. At Key Stage 2 teaching is good overall. There are strengths in the teaching and few shortcomings. The teaching of English is good. The staff have begun to use the approaches in the National Literacy Strategy and make good use of resources to interest the pupils. They make good teaching points about rhythm and the sounds of language in their study of poetry and link this to the sharing of well chosen texts as a class. They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as grammar and spelling. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. The teaching of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. The work is based on the National Numeracy Strategy but the temporary teacher of Key Stage 2 has yet to receive appropriate training. There is good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. In science, teaching is good at both key stages. In Key Stage 1, the teacher plans good investigations to stimulate interest in science, linking work well to other areas of the curriculum. For example, with English and design and technology, in constructing a model of the Iron Man creating an electrical circuit to illuminate facial features such as the eyes and mouth. In useful sessions at the end of lessons, the teachers make good use of skilful questioning to ensure that the pupils have understood what is taught. The homework activities provided offer additional challenge to extend the pupils.

26. In the other subjects the teaching is at least satisfactory and often good, with some very good features, particularly art. There was insufficient evidence to make judgements on the teaching of information technology. The school recognises the need to develop the use of

information technology and is shortly to become part of the National Grid for Learning project. The very good quality of voluntary helpers and support staff has a good impact on the standards attained.

27. Curriculum planning is mainly limited to the adoption of national guidance materials. There is no supplementary documentation to provide guidelines for the use of these materials in the school to enable effective medium and short term planning and ensure appropriate provision for the range of ages and attainment within each class. Individual lesson plans are not consistent through the school. Most teachers have generally good subject knowledge. Teachers generally make good provision through literacy lessons for the development of language skills. In numeracy lessons, particularly at Key Stage 2 the lack of adequate resources to cater for the range of ages and attainment within the class makes unrealistic demands of the temporary teacher. Class teaching is often used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. The teachers mark the pupils' work regularly. The teachers use praise effectively to motivate the pupils. In lessons, discipline is good. Teachers have good control and relationships between them and their pupils are good.

The curriculum and assessment

28. The school provides a broad and balanced curriculum, which meets the statutory requirements of the National Curriculum and the local education authority's agreed syllabus for religious education. The provision to cover all the areas of learning for children under the age of five is effective. The time allocated to the statutory curriculum is satisfactory and sensible adjustments have been made to allow for an increase in the amount of time required to teach literacy and numeracy and still provide sufficient time for the teaching of the other subjects.

29. The curriculum for children under the age of five is appropriately based on the recommended areas of learning. It enables children to make progress and successfully guides them into the early stages of the National Curriculum. There is, however, no policy or scheme of work for children under the age of five. Planning is reliant on the expertise of the class teacher to meet the needs of the pupils by adapting the Desirable Learning Outcomes for children's learning on entering the school.

30. Throughout the school, the taught curriculum promotes pupils' intellectual, physical and personal development, but this is too dependent on the expertise of the class teachers. There are adequate policies in place for the core subjects and for sex education, but only national schemes of work for English and mathematics, which have not been adapted to meet the specific needs of the school. At both key stages there is no co-ordinated long term plan to identify what pupils are expected to learn in each year. The consequent effect is that all pupils in both key stages are not provided with sufficient challenge in some subjects, which depend upon developing skills and knowledge progressively and systematically. Although teachers work from their own medium term plans, these do not form part of a systematic structure. Teachers' short term planning recognises different age groups within the class but not different ability groups. This too has a detrimental effect on pupils' progress and attainment because pupils of different abilities are not always provided with suitably challenging activities. The absence of systematic planning and assessment procedures adversely affects pupils' equality of access and their opportunity to learn.

31. The problems identified in the 1995 inspection largely remain. This is mainly attributable to the lack of any detailed curriculum planning and assessment records, which

were identified as areas for development in the last report. This inspection agrees that these key issues remain, but acknowledges that improvement has been inhibited by factors beyond the school's control in the last three years and that there are strong indications of intentions to improve rapidly under the very recently appointed acting headteacher.

32. Provision for pupils with special educational needs is unsatisfactory. The school's policy meets all statutory requirements. Owing to the absence of the special educational needs co-ordinator and the current unavailability of relevant records, there is a lack of clear and effective formal procedures, in accordance with the national Code of Practice, to ensure identification and appropriate provision for pupils with special educational needs.

33. Provision for extra-curricular activities to support the curriculum is unsatisfactory. Pupils benefit from taking part in competitive sport such as football and "kwik" cricket, but this provision is included in the normal daily timetable of the school.

34. Assessment procedures are in the very early stages of development. There is no assessment policy to identify clear procedures for the staff to follow. The present procedures are limited in scope. Pupils are assessed initially when they enter the school, following the local education authority's guidelines. Although the teacher assesses these pupils' progress regularly, the information is not used to help planning. Statutory testing at ages 7 and 11 form the basis of formal assessment throughout the school. Informal assessments in some subjects give an indication of what pupils can do. With inadequate long and medium term planning, however, assessment has little impact on helping teachers to plan what to teach next for it cannot inform the school of its effectiveness in teaching nor can it help shape the curriculum. Records for recording pupils' progress are inconsistent between classes. Requirements for the statutory assessment of pupils at the end of each key stage are met.

35. This term, the school has successfully introduced individual target setting where each pupil sets both academic and personal targets. This is having a sound effect on raising pupils' attainment in areas where they consider themselves to be weak. Homework is used satisfactorily at both key stages. Pupils research information for history and geography topics, using books in the classrooms, but there has been insufficient use of the school library to support the development of library skills throughout the school.

Pupils' spiritual, moral, social and cultural development

36. Provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is mainly through assemblies and collective acts of worship. Additional opportunities arise through science when pupils develop an appreciation of the wonders of the natural world. During assemblies pupils have opportunities for reflection which challenge them to think of themselves in relation to the world in which they find themselves. They also provide them with opportunities to think of their responsibilities towards each other and for the wider world in which they live. Opportunities are also provided through personal and social education which includes circle time, during which the pupils learn how to relate to one another. This activity supports social and moral development and also encourages the pupils to think of themselves as individuals. Religious education also provides them with a language in which they can express their own spiritual aspirations and thoughts through the Christian traditions with which they become familiar, for example, harvest thanksgiving services. The example of the adults in the school provides the pupils with models of belief and behaviour indicating the reasonableness of the spiritual dimension to life.

37. The provision for the moral development of the pupils is good. The behaviour policies enable the staff and pupils to examine the reasons why some behaviour is acceptable and some is not. The school is an orderly community. Personal and social education and circle time give pupils the experience of small groups ordered by the rules they devise for themselves.

38. The provision for pupils' social development is good. The older pupils are encouraged to accept responsibility for the younger ones, for example, during transport to and from school by taxi. Pupils also provide for people within the community through the shows they put on, for example, at the recent opening of a new village hall. The programme of visits is an important provision for social development, for example, the visit to a synagogue, where they learnt of important aspects of Jewish faith and society.

39. The provision for cultural development is good overall. The pupils are brought into contact with elements in their own culture through literature in the stories they meet, through art in the pictures they copy and the lives of the artists they study, for example Monet and van Gogh. The provision for multicultural development benefits from visits, for example, by an Afro-Caribbean musician.

Support, guidance and pupils' welfare

40. The school provides a happy and caring environment. The procedures for monitoring pupils academic and personal progress are however unsatisfactory. The present arrangements for record keeping do not allow individual progress to be clearly tracked or for problems to be sufficiently well identified. The school recognises this and has begun to record information which will aid the setting of targets for all. In this small, rural school pupils are all well known and are well supported by the good relationships that exist. Preparation for life outside school is good, pupils learn about relevant issues through the personal and social education programme, this includes appropriate drugs and sex education. There are suitable arrangements for new pupils, thus ensuring a happy start to school life. Those transferring to secondary school benefit from visits and taster days.

41. The procedures for monitoring and promoting good behaviour are unsatisfactory. There is no whole school system of rewards and sanctions and provision for this area has been inconsistent. This has been especially so with regard to the support and guidance of any unacceptable behaviour. Recently the school has begun to develop this area and there is an informal code of conduct now in place.

42. The procedures for monitoring and promoting good attendance are satisfactory. The administrative arrangements are efficient and the school meets statutory requirements.

43. The procedures for child protection are unsatisfactory. Whilst there is a suitable policy in place there are currently no suitably trained staff in school although the level of knowledge and awareness is satisfactory. The procedures for maintaining the well being and safety of all in school are satisfactory. The policy is brief but does provide sensible and clear guidance in case of accident or emergency.

Partnership with parents and the community

44. The partnership with parents and the community is good. Parents are supportive of the school and happy with the education provided for their children. Parents are particularly happy with the encouragement they receive to become involved in the life of the school. Parents provide help in school with a variety of tasks in the classroom, with trips and special events. This has a positive effect on pupils' learning, for example, the good support received for music lessons. Parents are invited to school productions and offered the opportunity to see the work of the school, most recently with the literacy hour. The support for homework is satisfactory, at present there is no policy or structured provision and parents receive little curriculum information to assist in the support they provide for their children's learning at home. Further support for the school is provided by an active and successful Friends' Association, which holds a variety of social and fund-raising events providing the school with welcome extra funds.

45. The provision of information for parents is satisfactory. There are letters, a school brochure and the governors' annual report. Daily contact is good and staff are approachable and readily available at the start and finish of each day. Parents at present do not receive

written information about the work to come and what is taught. Reporting on their child's work and progress is made at two consultation events and with written reports in the summer term. These offer some information about children's achievements but do not offer sufficient guidance about areas of difficulty or future improvement.

46. The links with the community are good and they enrich the lives of the pupils and provide support for the curriculum. Pupils join in the life of the community by taking part in local shows and events and by making visits to nearby farms and studies of the village. Representatives from the services support the personal and social education programme, for example, fire officers provide insight into their work and safety issues and the police support drugs education and issues surrounding personal safety. Other visitors to the school have included musicians and sports coaches. Various visits are made to enhance the curriculum, for example, to Eden Camp to support history and Coldstones Quarry to support science and geography.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

47. The governors, acting headteacher and staff make a good contribution to the quality of education in the school and the standards which pupils achieve. The school shares its positive ethos and aims with the community and is successful in meeting its objectives. Since the last inspection there have been several periods of extended absence of the headteacher due to ill health. As a result the governors have become more involved in the management of the school. At the beginning of the current period of absence, the governing body, with the support of the local authority, has taken appropriate action through the appointment of the acting headteacher and an experienced temporary teacher for Key Stage 2. The governing body is supportive, active and fulfils its legal responsibilities by retaining oversight of the budget, plans and policies. Governors are keen to attend training in order to fulfil their role effectively.

48. The school has not responded satisfactorily to all the issues raised in the previous inspection, in particular the development of curriculum planning and appropriate procedures for assessment of pupils' attainment and progress. This has had an adverse effect on pupils' attainment and progress at Key Stage 2 during periods of staff absence. The school has a

good capacity for improvement given clear and effective leadership. The current level of staffing requires the acting headteacher to undertake a full time class teaching commitment. It is not realistic within these constraints for her to undertake the effective development of curriculum planning and assessment without the provision of appropriate non-contact time.

49. The governing body are supportive and are taking positive steps to enable the school to move forward. Although clear in their intentions, the governing body have not developed clear strategies to help achieve them. They are not fully involved in producing, setting and monitoring targets in the school's development plan. Their role as a critical friend to the school is still in the early stages of development. The school is meeting most statutory requirements, including those for collective worship and sex education, but not those for special educational needs, in part due to the absence of the special educational needs co-ordinator.

50. The governors take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They meet regularly. They have been involved appropriately in supporting the introduction of the National Literacy and Numeracy Strategies. The school has managed the introduction of the literacy hour successfully and is beginning to implement the National Numeracy Strategy.

51. The overall leadership and educational direction provided by the acting headteacher is good. The management of the school development plan by governors, headteacher and staff is unsatisfactory overall. The school development plan lacks sufficient detail such as responsibilities and clear success criteria. There is insufficient provision for monitoring and evaluation of the impact of initiatives. Although some development opportunities for teachers and other staff to develop their skills and understanding are included in the plan, they are not costed or linked sufficiently closely to a strategic review of the curriculum.

52. There is no current delegation of responsibilities. The school recognises that the effectiveness of the monitoring and evaluation of subjects is underdeveloped. There are few procedures for the formal monitoring of the work of the school. Governors have begun to make monitoring visits and make formal reports on their visits at the next full meeting of the governing body.

53. Procedures for staff development and appraisal have been disrupted by the extended periods of absence of the headteacher. Staff needs are being identified and suitable provision is being made for their professional development. Staff support each other well, relationships and communication between teachers are good. There are sufficient opportunities to share information and this has a beneficial effect on the teaching of literacy and numeracy. Staff have appropriate job descriptions which clearly define their roles. Staff are becoming increasingly involved in the management of the curriculum.

54. The school's provision for equality of opportunity is satisfactory. The absence of the co-ordinator and the lack of access to the relevant documentation have affected the provision for pupils with special educational needs by other members of staff. Policies are satisfactory and meet the requirements of the Code of Practice, but procedures were unsatisfactory at the time of the inspection for the reasons given above. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator and has taken an active role to maintain provision during the absence of the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. The governors' annual report to parents contains the information required to meet statutory requirements. The school fully meets statutory

requirements for the recording and publication of National Curriculum assessments.

55. The day-to-day administration is very good. The school is very well organised for routine administration and communications. The school runs in a smooth and orderly way and this contributes to the overall quality of education. The caretaker and cleaner ensure that the school is well maintained and clean.

56. The management of the provision for children under five is satisfactory. Voluntary helpers and non-teaching staff are managed effectively to provide maximum support and as a result children make at least satisfactory progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school.

57. Aims and values are clearly expressed and the management of the school is developing good strategies to successfully promote them, both in the school and the local community. The school's aims, values and policies influence the work of all staff. The school has a caring ethos and there are clear expectations about standards of work and behaviour which develops a positive ethos. The school is successful in achieving its aims of helping pupils to develop enquiring minds, self-discipline and enthusiasm for learning. The school provides a supportive environment for pupils and families. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting held prior to the inspection.

Staffing, accommodation and learning resources

58. The school has a sufficient number of suitably qualified and experienced staff to meet the demands of the curriculum. At present the teaching staff is comprised of the acting headteacher and a temporary member of staff for Key Stage 2 pupils. A suitably deployed support assistant and efficient administrator complements the teaching team. Ancillary and caretaking staff ensure that the school presents itself as a well maintained and attractive environment.

59. The arrangements for the professional development of staff are unsatisfactory. There are insufficient opportunities for staff training to meet the needs of the curriculum and new initiatives. There are unsatisfactory arrangements for the support of all staff in school and for those recently appointed. The staff do not have the benefit of written guidance for many areas of their work and appraisal procedures are not currently followed.

60. The accommodation is satisfactory; it is well maintained and attractive. The classrooms are large and well organised; there are additional teaching areas for practical work, food technology and a library. There is no school hall as such but there is adequate space to allow for whole school assemblies. Indoor physical education lessons are well provided for in the new village hall. Outside there is sufficient hard playground space and pleasant grassed and environmental areas.

61. The resources available to support the curriculum are satisfactory overall. They are well maintained and stored to allow easy access by staff and pupils. The resources for the teaching of mathematics are unsatisfactory. There are satisfactory computer facilities available in each classroom. Good use is made visiting specialists and places of interest to enhance the curriculum.

The efficiency of the school

62. The school is managed efficiently. Finances are managed well and within the constraints of a declining budget, due to falling pupil numbers, this gives satisfactory support to the school's central purpose of teaching and learning. The school benefits from the advice of the local authority, financial planning for the school is good and the budget is used effectively. Regular meetings of the governing body review the current budget and consider priorities for the future. Each year the budget is used as the basis for the following year's budget. The governing body is aware of the need to restore an appropriate level of contingency funding and has firm plans to do so as soon as they are able.

63. The governing body keeps good control over the school's budgeting and spending. The budget is appropriately linked to the school development plan. The school administrator undertakes monthly checks. A report is made at each governors' meeting. The local education authority provides support, when requested.

64. Day-to-day financial management and administration are very good. Routine administrative procedures operate very efficiently and unobtrusively. This was reflected in the most recent auditor's report. The administrative assistant works very effectively, has a clear role and gives very good, positive support to pupils, staff and governors. She confidently maintains all appropriate records and carries out necessary procedures effectively. This enables the acting headteacher to concentrate on teaching and to use limited administrative time effectively. Private school funds are efficiently managed and correctly audited. Good use is made of information technology systems to maintain tight financial control and accountability. The school seeks value for money when placing orders.

65. Teachers and learning support assistants are deployed efficiently to meet the needs of the pupils at both key stages and of pupils on the register of special educational needs. Financial resources are used effectively to maintain provision. The accommodation is used well; some good quality and interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The school makes good use of funds raised to supplement resources. Funds provided to extend the provision of books for the National Literacy Strategy have been used well. Resources are used well to support pupils' learning. The accommodation is used effectively for teaching and good use is made of facilities in the local community to improve curriculum provision, particularly in physical education. Good use is made of visits into the community and visitors to the school and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually and little time is wasted in getting down to work. Overall efficiency in all aspects of school management and provision of education is good.

66. The cost of educating the pupils is above the national average. In taking into account the size of the school, its budget and costs, the overall satisfactory quality of the education offered, the standards of attainment on admission, standards achieved, the positive leadership and management by the governors and acting headteacher, good teaching, the efficient use of resources and the cost per pupil, the school is giving satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. The provision for children under five is satisfactory. Children are normally admitted to the school at the beginning of the school year in which they are five. On entry to the school, children's levels of knowledge, understanding and skills in most areas of their development are broadly average. Baseline assessment, administered soon after the children start school confirms this picture. By the time they are five, many pupils have achieved the nationally agreed Desirable Learning Outcomes in all areas of learning. Their personal and social development is good and they attain standards above average for their age. There are sound induction procedures in place to support the children before and when they start school. The majority of children have attended a nursery or playgroup before starting school. The accommodation and resources for children under the age of five are satisfactory and are used effectively to help them to learn. However, there are limited opportunities for them to use large scale play equipment. At the time of the inspection two of the nine children in the infant class were under five years of age.

68. The children make good progress in their personal and social development and by the time they are five attain standards of personal and social development which are above those expected for their age. They arrive happily and ready to take part in the activities. They know the routines and are able to make a useful contribution to the success of the day. Children are generally developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning.

69. By the age of five, most children make good progress and attain levels which are average for their age in language and literacy and make satisfactory progress in developing their skills. Children listen well in small group and whole class situations and respond positively to adults' questions. In role-play areas such as "The Nursery", they take on different roles and use language effectively to express ideas and make up stories. Their listening skills are good; they listen attentively to other children's news and enjoy joining in with question and answer sessions. Children are developing their knowledge and understanding of books, which they enjoy and handle carefully. They are encouraged to take home books to share with an adult. These arrangements have a positive impact on reading progress. They are beginning to form their letters accurately and make good attempts to write words with help from the teacher. The quality of the teaching of language and literacy is good. The teacher has a clear understanding of how young children learn and provides many good opportunities for children to develop their skills. She involves children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. Good opportunities are provided for children to develop and extend their writing skills.

70. In the mathematical area of learning, children make satisfactory progress in developing their mathematical understanding and achieve average levels of attainment by the time they are five. They know common shapes and understand simple patterns. Most count and recognise numbers to 10 and higher attaining children understand the value of the numbers they count. The children count in sequence, name colours and shapes and match and sort with confidence and a basic understanding of shape is emerging, as many pupils are able to recognise circles, triangles, squares and rectangles. They sing and play games based on number rhymes such as "Five little ducks" and improve their mathematical language through practical activities. The quality of teaching in mathematics is good. Lessons are well planned and there is a good emphasis on the use and understanding of language relating to

mathematics. The teacher makes good use of a wide range of teaching strategies well matched to the needs of the children and provides a good variety of first-hand mathematical experiences.

3.

71. Children make satisfactory progress and by the age of five have developed an average knowledge and understanding of the world. They respond very positively to opportunities which are provided for them to explore the natural environment, for example, on walks in the village of Kettlesing they develop observational skills and a sense of location and direction. They also develop an understanding of past and present and a sense of personal history through visits to places such as Eden Camp. They are confident to talk about their experiences and feelings, ask relevant questions and use an increasing range of skills to record their work, including drawing, painting and model making. Most pupils can carry out simple operations on the computer. They can plan and make models and can draw recognisable pictures relating to their experiences. The quality of teaching is good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. By getting the children to talk, draw, paint and model what they see, she links these experiences effectively to activities in the classroom. Children are learning to handle equipment with care.

72. In creative development, children's progress is satisfactory. By the age of five most children attain average standards expected for their age. Children show confidence and skill in drawing, painting and model making, in directed and self chosen activities, using a range of materials, for example, when making pictures of ducklings which were brought into school earlier in the term. They are given satisfactory opportunities for imaginative and role-play activities and their response is good. They play co-operatively and show understanding of the stories and situations they have heard and observed. The children enjoy listening to sounds and join in the singing of rhymes and songs such as "Conkers" with enthusiasm, keeping together and maintaining the tune. The quality of teaching is good overall. The teacher provides a satisfactory range of opportunities in art, craft, music, dance, story making and imaginative play, providing the children with appropriate opportunities to experiment and explore. Through high quality discussion she successfully develops the children's use of descriptive language.

73. The children make satisfactory progress in their physical development. By the age of five they achieve standards in line with those expected for their age. They show an increasing awareness of space and move confidently and imaginatively when "gathering the harvest" to music. Children have good opportunities to use tools, scissors and pencils to develop their fine movement skills. Co-ordination skills are appropriately developing as pupils match shapes and complete jigsaws. The quality of teaching is satisfactory. The teacher effectively builds on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. However the quality of physical development outdoors is restricted by the limited opportunities for the pupils to develop effective skills in climbing and balancing. Although pupils have weekly indoor physical education lessons in the new Millennium Village Hall, they have very limited opportunities to regularly use large outdoor climbing equipment or play on wheeled toys.

ENGLISH, MATHEMATICS AND SCIENCE

English

74. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to

report pupils attainment against national averages and the averages for similar schools. A study of results over the previous three years indicate that when the impact of pupils with special educational needs is taken into account, there has been no significant change in standards of attainment at both key stages. Progress for all pupils, including those with identified special educational needs, in all aspects of English is satisfactory. The school successfully follows a well planned and balanced programme linked to the National Literacy Strategy which covers, and regularly reinforces, all the required areas of English. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs.

75. Levels of attainment in all areas of English, for the majority of pupils, seen during the inspection are satisfactory and in line with the national average. Levels of attainment in English for a significant minority of pupils is good and above the national average. However, owing to the absence of the special educational needs co-ordinator and the unavailability of relevant records, there is currently a lack of formal procedures to ensure identification and appropriate provision for pupils with special educational needs.

76. Throughout the school attainment in speaking and listening is good. The wide variety of opportunities provided for pupils, at Key Stage 1, to talk about their interests and their work enhance progress. The solid foundations laid in the infant class, where all have good opportunities to talk, are carefully extended throughout the school. Pupils talk about stories, news, games and items of interest and all contributions are valued. They listen carefully to instructions and respond well to questions, showing good understanding. Pupils use their oral skills well. This is particularly evident in a religious education lesson, when pupils confidently compare the local chapel of Ease with the Jewish Synagogue they have recently visited.

1. Pupils' increasing use of appropriate language is carefully developed, and, by the end of Key Stage 2, pupils communicate effectively. By the end of Key Stage 2, pupils display confidence in a variety of speaking and listening tasks. For example, during a literacy hour activity, pupils use quite sophisticated vocabulary when describing characteristic features of limericks and humorous poems, such as "Giraffes".

78. Progress is good for the majority of pupils, at both key stages, in this aspect of English. Speaking and listening skills are encouraged throughout the school, across all subjects, which support pupils' learning and their good personal development.

79. Standards of attainment at the end of both key stages are satisfactory in reading. Pupils at Key Stage 1 develop satisfactory word recognition and phonic skills. They make appropriate use of the context to predict and anticipate likely words and events in a story. Those who are less fluent use appropriate strategies to help them understand the meaning. Higher attaining pupils discuss characters and select main features from text. Big books are used well to support pupils' understanding of stories and the conventions of written English.

80. In Key Stage 2, the study of poetry produces good discussions about the features of different poems, such as "The Hairy Toe", whose contents are used to develop deeper understanding of rhythm and rhyming patterns. By the time they are 11, pupils use a range of context cues to gain meaning. They understand the need to use different reading strategies, dependent on the purpose. The majority of pupils are able to refer to texts in order to answer questions. Higher attaining pupils demonstrate sound inferential understanding of text. They understand how to make good use of reading aids such as an index, chapter headings, or contents lists. However, pupils' abilities in reading for information, through the systematic teaching of research and study skills are not well developed. Pupils research information for

history and geography topics, using books in the classrooms, but there is insufficient use of the school library to support the development of library skills throughout the school. Pupils' progress in reading throughout both key stages is satisfactory. Only in the use of reference skills is progress too slow for many pupils.

81. By the end of both key stages pupils' attainment in writing is satisfactory. Pupils make good progress in developing letter formation in the early part of the school, and, by the end of

Key Stage 1, have developed an appropriate letter formation. Younger pupils copy letters accurately with a sound understanding of letter shapes and size. They recognise some letters and know their sounds, particularly when related to familiar objects or their own names. Lower attaining pupils readily dictate sentences for a story for adults to write, and then copy the words carefully underneath. Higher attaining pupils use capital letters and full stops appropriately to demarcate sentences.

82. In Key Stage 2 pupils are given appropriate opportunities to write for a range of purposes, for example, they use apt and interesting vocabulary when writing accounts of the lives of famous people such as William Booth and Gladys Aylward. They sequence their ideas appropriately and understand that content should be interesting to the reader. Higher attaining pupils describe events using complex sentences and punctuation is accurately used. Throughout the school the majority of pupils respond appropriately to opportunities to write for a variety of purposes and in a variety of styles across the curriculum. Spelling and handwriting skills are developed appropriately throughout the school. The higher attaining pupils in both key stages occasionally manage their work with ease and are not consistently stretched to deliver the best of which they are capable. Throughout the school computers are used effectively to present a range of work in a variety of formats.

83. Across both key stages pupils, including those with special educational needs, make satisfactory progress in writing. The literacy hour has improved the range and quality of writing as well as extending the pupils' understanding of a range of literature. These benefits have improved the quality of English across the curriculum.

84. Pupils' attitudes to learning English are good throughout the school and this contributes significantly to the recently improved progress in literacy. The majority work well together when undertaking paired tasks and they persevere and complete tasks well. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions and debate. Behaviour in lessons is generally good and pupils show initiative and the ability to work independently.

85. The quality of teaching is good. This has a strong impact on standards and makes a positive contribution to pupils' recent improvement in attainment and progress in literacy. Teachers are knowledgeable, confident and skilled in the subject. Work is suitably planned following the National Literacy Strategy, but there are few effective procedures for assessment to help teachers' planning so that pupils' skills, knowledge and understanding are systematically developed as they move through the school, particularly at Key Stage 2. Weekly and daily lesson plans do not include suitable tasks for higher attaining pupils within each class; thus all pupils do not receive work which challenges them.

86. There is no subject co-ordinator to give leadership. As a result teachers' planning and pupils' work is not regularly monitored to provide information for future developments. The effective use of English in other subjects helps progress throughout the school. In particular, the use of thought provoking writing in history, geography and religious education makes a

useful contribution to spiritual and moral development.

87. Resources for English are adequate. The school has recently acquired some good quality books for the National Literacy Strategy, which has had a positive effect on the implementation of the literacy hour.

Mathematics

88. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. A study of results over the previous three years indicate that when the impact of pupils with special educational needs and the different numbers of boys and girls is taken into account, there has been little change at Key Stage 1 but a fall in standards at Key Stage 2 since the last inspection. This reflects the disruption to pupils' progress resulting from periods of extended staff absence and the lack of adequate pupil records and resources for a temporary teacher to plan effectively for the range of ages and attainment in the class. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good at Key Stage 1 and satisfactory overall at Key Stage 2. The school has set clear targets for improvements in pupils' attainment and is beginning to develop strategies linked to the National Numeracy Strategy, particularly in basic numeracy, to help achieve these targets.

89. During the inspection levels of attainment in mathematics for the majority of pupils was satisfactory and broadly in line with national expectations at both key stages. Inspection findings show that by the end of both key stages most pupils attain standards which are average for their age although few achieve above the average.

90. By the end of Key Stage 1 most pupils show a sound understanding of basic number and number patterns. Pupils easily recognise mathematical shapes and can measure using standard and non-standard measures successfully. They show skill when estimating, solving numerical problems, recording and interpreting data using graphs of their favourite colours. Some have a working knowledge to 100 and are able to use this knowledge effectively in addition and subtraction calculations. They recognise two-dimensional shapes; the majority identify these by the number of sides and corners, and are able to make two-dimensional shapes tessellate with improving accuracy.

91. By the end of Key Stage 2, most pupils are working at the levels expected of their age. They add and subtract numbers greater than 100. They practise mental recall of numbers but lack speed in their response. Higher attaining pupils explore regular number patterns and many can identify familiar sequences, such as square numbers, when asked. Through calculations using metric measures of weight pupils become familiar with decimal notation. Lower attaining pupils are beginning to understand multiplication as equal groups. Pupils use standard units when they develop an understanding of proportion and ratio in adapting quantities of ingredients in recipes for larger numbers. They are beginning to measure accurately using centimetres and metres. The properties of three-dimensional shapes are identified and pupils talk confidently about the number of faces, edges or vertices a shape has. They recognise reflective symmetry, but there is little evidence of pupils having used rotational symmetry when exploring the properties of shapes. Pupils are less confident when tackling open-ended investigative type activities.

92. At both key stages work is planned for pupils of differing levels of attainment in most lessons. The management of this at Key Stage 2 is difficult due to the inadequate level of appropriate resources to enable the teacher to focus their input to particular groups whilst providing an appropriate activity for other groups in the class. Teachers and many pupils use correct mathematical vocabulary. Provision for pupils with special educational needs is satisfactory and they make satisfactory progress.

93. The attitudes to work of the majority of pupils are positive; they show good levels of interest, respond well, listen to others and are generally appreciative of others' achievements. Most collaborate well when working on group tasks and are respectful to each other. Most pupils are confident to explain their tasks and share their findings with adults or the whole class.

94. At Key Stage 1 teaching is good and often very good. At Key Stage 2 teaching is satisfactory overall. All teachers have secure knowledge and understanding of the subject. The temporary teacher of the Key Stage 2 class has yet to receive training linked to the National Numeracy Strategy. The good lessons are well planned with clear objectives and activities. Good methods and organisational strategies are used. The resources are accessible and used purposefully to extend pupils' learning. Occasionally, weaknesses occur at Key Stage 2 when planning has been affected by the lack of appropriate records of pupils' prior attainment and progress and the absence of samples of the pupils' previous work. In the majority of lessons pupils are well managed.

95. The curriculum is satisfactory throughout the school and statutory requirements are met. A satisfactory policy has been written. The published scheme used by the school has not been sufficiently adapted to clearly identify what pupils are expected to learn in each year group. Procedures for assessing pupils' progress are limited to statutory assessments at the end of each key stage. As a result, teachers do not have enough information to help plan work at appropriate levels. There is no monitoring or evaluation of curricular planning or of pupils' attainment. This makes it difficult to identify the issues needed to improve pupils' attainment. The school is aware of this shortcoming and is in the process of considering how best to resolve the problem. Resources are inadequate to enable effective provision for the range of ages and attainment in each class, particularly at Key Stage 2. The resources available are used well.

Science

96. Due to the small numbers of pupils aged 7 whose performance in science was measured by teacher assessments and those aged 11 who sat the national assessments in 1998 it is not appropriate to publish these results or make comparisons with the performance of pupils nationally and in similar schools.

97. The numbers of pupils undergoing national testing and assessment are variable from year to year. Available evidence suggests that standards at Key Stage 2 have been affected by extended periods of staff absence and are slightly below those at the time of the last inspection. The school successfully follows a balanced programme of science based on national guidance material, which covers and regularly reinforces all the required areas. It meets the needs of all the pupils with differing levels of attainment effectively, including those with special educational needs.

98. The attainment on entry to the school is broadly average. Inspection findings show that by the end of both key stages most pupils attain standards which are above average in science. Progress for all pupils, including those with special educational needs, in most aspects of science is good throughout the school.

99. At Key Stage 1, pupils learn about healthy eating and what keeps us healthy. They understand the need for attention to safety when using electrical appliances. Linked to their work in English and design and technology they create an electrical circuit to illuminate parts of a model. They understand the concept of fair testing, make suggestions for ways of working and make predictions. For example, which things require a battery to make them work. In investigative science, pupils record their findings using their worksheets. By the end of the key stage, pupils have adequately covered all aspects of the subject.

100. By the end of Key Stage 2, pupils combine their work in science with other subjects such as English and information technology and literacy skills are developing within the subject through the use of subject specific language. Scrutiny of pupils' work shows that many have a good understanding of fair tests and of how to use variables in their investigations. For example, when testing the properties of different fabrics. Pupils study life and growth and the functions of different organs of the human body. They study the different materials to be found in buildings in their own locality and the purposes for which they are used. Pupils record their work well and explain it clearly to others. They work co-operatively in small groups, planning tests. By the end of Year 6 pupils have adequately covered all aspects of the subject.

101. All pupils, including those with special educational needs, make good progress in the subject. They make good progress in their scientific knowledge and understanding and in their ability to conduct investigations with the minimum of teacher direction, for example in their work as house detectives. They improve their skills in working collaboratively. The good links which are made between subjects, for example, in devising a fair test in design and technology when designing a bridge, enhances pupils' understanding and improves their rate of progress.

102. Pupils' attitudes to work are good throughout the school and especially in the Key Stage 2 class. They listen attentively and concentrate well. Most pupils are enthusiastic, motivated and they respond well to a challenge. There are very good relationships between pupils and adults. Pupils are keen to talk about their work and they have a desire to do well. Older pupils in particular co-operate effectively in investigative work. Pupils enjoy lessons in science and like to work independently on tasks for extended periods of time. They respond well to opportunities for getting out and putting away equipment safely and carefully.

103. The quality of science teaching across the school is good. Teachers' knowledge and understanding of the subject is good and they have high expectations of their pupils. They are well organised and make good use of resources and time. Lesson planning uses the science programmes of study well and shows realistic targets to be achieved and involving the National Literacy Strategy to extend pupils' literacy skills where appropriate. Work for pupils of different ages and attainment is carefully planned. There is ongoing assessment of work with the pupils in the classroom to inform future learning.

104. There is a satisfactory science policy and the school has usefully adopted national guidance material but has not developed additional documentation to give appropriate guidance to inform teachers' medium and short term planning and ensure comprehensive coverage of the programmes of study. Procedures for assessment are limited and this restricts teachers' ability to plan activities at an appropriate level for classes with a wide range of ages and attainment. The monitoring of science throughout the school is underdeveloped. The

quantity and quality of resources for the teaching of science throughout the school is satisfactory and they are easily accessible. The accommodation, and its use for the teaching of science, is satisfactory.

OTHER SUBJECTS OR COURSES

77. Information technology

105. By the end of both key stages, pupils' attainments are broadly in line with those expected nationally. Progress for the majority of pupils is satisfactory overall at both key stages. There are weaknesses in pupils' abilities to analyse and interpret data and in controlling and modelling events. This is a similar finding to that of the previous inspection.

106. By the time they are 7, pupils use computers to help them communicate ideas. They are familiar with the keyboard and use a mouse effectively to select programs. They edit text; using the mouse and delete key appropriately and higher attaining pupils change the font size confidently. Using a suitable program, they draw pictures competently selecting colours from

the tool bar. They amend their pictures to improve the design. Pupils develop skills needed in giving instructions to a programmable model. They have limited experience of using programs to help classify and sort information.

107. By the age of 11, pupils use computers confidently; they switch on, open programs, save and print their work. When using word processing they edit and amend text, select an appropriate font choosing a suitable size for the purpose of the writing. They are able to combine text and graphics, for example, by selecting a suitable picture from a file to insert into their writing. Pupils have limited experience of using the computer to record information they have collected. They enter information on a simple database and use the program to record the information graphically.

108. Pupils make satisfactory progress in developing their understanding of how computers help store and present information. They make good progress by the age of 7 in the technical skills of using the keyboard and mouse to operate programs. They extend this through Key Stage 2 and by the age of 11 they confidently save and print their work. Skills in word processing are developed well and have been extended so that the older pupils incorporate pictures or sound in the presentation of their work. Older pupils can access e-mail from the Internet but are unfamiliar with how spreadsheets can be used to help with answering questions or testing predictions.

109. The pupils enjoy their work in information technology. They regard the computer as a useful tool and can appreciate its importance as part of the work in many different contexts. Most are confident in their use of the hardware and can carry out simple operations such as saving work on disk and correcting text with a word processor. Pupils enjoy using computers and exploring how different functions can be used. Pupils work well in pairs or small groups to try new ideas and practice new skills. Pupils are eager to use the computers.

110. Observation of teaching was limited during the inspection. Resources are well prepared and the lessons carefully structured to provide each group with sufficient time on computers to practise skills and with other work to help develop skills. Explanations are clear and the organisation allows pupils to work in pairs to help each other where appropriate. Good use is

made of the teachers' interest and expertise. Planning clearly identifies the skills pupils need to learn, but the level of work provided for the oldest pupils is an indication of the limited experience pupils have had in the past.

111. The school is shortly to become involved in the National Grid for Learning and awaits the installation of new equipment. There is a very recent scheme of work detailing the skills and activities expected of each year group. Work on adapting national guidance as a scheme for the school is in the very early stages of development. There has been no effective monitoring of planning or evaluation of pupils' attainment.

77. Religious education

112. Few lessons of a distinctly religious nature were seen during the inspection but it is evident from teachers' plans, pupils' work and in talking to pupils, that it is sufficiently represented in the work of the school. By the end of both key stages attainment is generally in line with the expectations of the local education authority agreed syllabus. Progress is satisfactory at both key stages. Pupils with special educational needs also make satisfactory progress.

113. Pupils in Key Stage 1 make a satisfactory start to their knowledge and understanding of religious education. They show appropriate awareness of the creation and favourite stories and events in the life of Jesus. They study some of the major Christian festivals in depth. They understand that there are other faiths and know some of the similarities in festivals and celebrations. The pupils know about rules and the importance of keeping them. They appreciate the natural world and peoples influence on it.

114. By the end of Key Stage 2, the pupils know that religious communities have different places of worship and that there are special events, signs and symbols for most faiths. For example, the mezuzah placed on doors by Jewish people. They have a good knowledge of important dates on the Christian calendar and of some Bible stories. The pupils understand that religion sometimes affects the way people live, for example, in their study of William Booth, the founder of the Salvation Army. They develop a satisfactory knowledge and understanding of religious concepts and practices, for example, the four noble truths in Buddhism.

115. Most pupils make satisfactory progress throughout the school, developing an understanding of right and wrong and the need for a moral code within the expectations of their own behaviour. Many pupils are interested, are prepared to offer their own thoughts and listen attentively in assemblies and collective worship.

116. Pupils respond well to the teaching of religious education. The relationship between pupils and teachers is very positive. The pupils respond well in discussion and develop a sympathetic understanding for others' views, for example, during a whole school lesson when older pupils answered younger pupils questions following their visit to a synagogue. They enjoy the opportunity to record their work, taking pride in the presentation of written and illustrated work. The pupils behave well. They show good levels of respect and understanding of different religions.

117. The quality of teaching is good. Teachers' planning shows clear objectives and expectations and relates to the agreed syllabus. Appropriate opportunities are provided for

pupils to extend their knowledge through discussion and debate. Teachers have a good understanding of the subject and plan lessons well to include stories, descriptions and the use of artefacts to bring the subject to life, for example, in the study of the Jewish faith. Good use is made of the locally agreed syllabus and resources are used well. Pupils are given good opportunities for reflective thought and their views are shared and valued. Teachers organise lessons effectively and the management of pupils' behaviour is good. They make good use of introductions to arouse the pupils' interest and to provide opportunities for reflection and questions.

118. The agreed syllabus gives good guidance as to what should be taught. There is no scheme of work detailing the skills and activities expected of each year group. There has been no effective monitoring of planning or evaluation of pupils' attainment. Resources are adequate to support teaching and learning effectively. The subject benefits from visits to enhance the curriculum, for example, to a synagogue and local churches.

77.

77. Art

119. No lessons in art were observed during the inspection. The school provides good opportunities for pupils to experience and to interpret the world around them through art using a variety of different media and techniques. Pupils are encouraged to express their ideas visually and they make good progress by the time they leave this school.

120. From the earliest age, pupils learn to mix their own paints and through the addition of white or black paint discover how to lighten or darken shades. Pupils at Key Stage 1 discover how to produce different colours by combining different amounts of primary colours. They use paints to produce detailed observational paintings of ducklings. In discussion, pupils understand that colours can be mixed to produce new colours and shades. They paint portraits of themselves and make collages of the Iron Man using different coloured tinfoil. By the end of the key stage, pupils use a variety of techniques appropriately.

121. At Key Stage 2 pupils develop their techniques in drawing by studying pictures of different types of bridges to support their work in design and technology. Planning indicates that throughout the key stage pupils improve their skills of observational drawing, painting and modelling.

122. In both key stages, pupils study the work of famous artists and develop their understanding of different drawing and paint techniques. Younger pupils study Vincent van Gogh and produce colourful pictures and clay plaques depicting sunflowers. Older pupils paint impressive pictures of the bridge at Giverny in the style of Monet.

123. Scrutiny of the limited work available and the high quality of display indicate that the quality of teaching is good. Lessons are well planned to develop pupils' experience of different media. Art is used well in conjunction with other subjects, for example, pupils successfully interpret the music of Antonio Vivaldi by producing detailed pictures of "The Four Seasons".

124. There is no art co-ordinator to develop a scheme for the systematic development of skills and techniques as pupils move through the school. The curriculum is therefore dependent on the individual expertise of the teacher. The resources for learning are adequate and offer a sufficient range for interesting and experimental art work.

77.

77. Design and technology

125. Limited lesson observation and analysis of pupils' work was possible during the week of the inspection. Other evidence was gained from photographs, display and discussion with teachers and pupils. All pupils, including those with special educational needs, make at least satisfactory progress.

126. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Younger pupils enjoy working with construction kits. They are able to select materials and cut and shape when making greeting cards. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a satisfactory understanding of designing, making and evaluating.

127. At Key Stage 2, an increasing range of tasks is provided. Pupils produce impressive designs of bridges linked to their work on structures. Good links are made with art, history and science, which enhance pupils' knowledge in the subject. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different preferences which need to be taken into account. Most identify the main stages in design and making and show good understanding of the tools, materials and processes required.

128. Pupils make at least satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.

129. Pupils respond well to their work. They show interest and can discuss methods they have used, with appropriate vocabulary. Pupils enjoy solving problems created by design and technology tasks. They collaborate well, valuing each other's ideas. They work independently with the minimum need for supervision. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved. They co-operate with, and support each other, to complete their work. Pupils handle tools safely and well and use different materials and other resources appropriately.

130. No direct teaching was observed during the inspection. Links are made between subjects to reinforce pupils' understanding. Subject knowledge is satisfactory and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained.

131. There is no scheme of work to identify when pupils should learn and apply appropriate skills. There are no systematic procedures for assessing pupils' progress. Resources are adequate, used well and easily accessible for pupils. There is an adequate range of books and a satisfactory variety of materials and equipment.

77. Geography

132. No lessons in geography were seen during the period of the inspection. Evidence gained from samples of pupils' work, displays around the school, teachers' plans and discussions with pupils and teachers indicate that progress in geography for all pupils, including those with special educational needs, is satisfactory. Standards are better than those seen at the last inspection when pupils attainment at Key Stage 2 were described as below the national expectation.

133. In Key Stage 1 pupils make satisfactory progress in the development of geographical skills and knowledge. They can recognise signs and local landmarks. High attaining pupils confidently use a range of simple geographical skills such as a sense of direction and observation of features to investigate places. They plot familiar routes and record their findings clearly. They understand and use common geographical terms as they describe places and particular features. On a local walk in the village of Kettlesing, pupils follow directions and make their own simple maps and plans of the village. They can recognise signs and local landmarks, such as new Millennium Village Hall, from photographs. Older pupils successfully plot the migration of swallows from England to Africa. Planning indicates that pupils will study another locality later in the year.

134. In Key Stage 2 pupils have a secure knowledge of mapping skills, such as the use of co-ordinates and use different sorts of maps with confidence. On a visit to Flamborough Head they make effective use of ordnance survey maps. Younger pupils correctly identify physical differences on photographs. They have a good understanding of their locality. In their studies of mining and quarrying in Yorkshire, they write interesting and detailed accounts of quarrying processes and compare the appropriateness of different types of clothing for different purposes. Pupils use grid references to study aspects of the rivers such as the route of the

water in the Tang Beck. They know that the Tang runs into the North Sea via the Rivers Nidd, Ouse and Humber. Pupils study aspects of other cultures, for example, life in Ancient Egypt and compare similarities and differences in life in Egypt today. They understand the changing pattern of the seasons as they study the weather and climatic changes. They relate these to features in their lives comparing and contrasting weather conditions in different parts of the world such as the Sahara Desert, the Amazon rain forest and the Polar Regions. By the end of the key stage pupils are able to use appropriately developed vocabulary to communicate their findings.

135. Pupils throughout the school show a great interest in geography. This is clearly demonstrated by the good quality of their work and their enthusiastic comments during discussion.

136. Scrutiny of pupils' work indicates that the teaching of geography in both key stages is satisfactory and that the teachers have a sound understanding of the subject. An outline of topics identifies which areas of the programmes of study of the National Curriculum will be taught to each class. This is not supported by a scheme of work to identify how geographical skills will be developed systematically as pupils progress through the school. Topics on other localities are not sufficiently focussed on locations of a similar size to help pupils make relevant contrasts between their lives and those of other people. There is no teacher with responsibility for co-ordinating geography teaching. As a result there is no effective monitoring of teachers' planning or evaluation of its effect on pupils' progress. Resources are satisfactory. Visits to places of interest extend pupils understanding of the world.

77. History

137. Only one lesson at Key Stage 2 was seen during the week of the inspection. Other evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers and pupils. All pupils, including those with special educational needs, make good progress.

138. At Key Stage 1 pupils have a good knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day. From a village walk they are able to compare buildings, for example, describing the school building as old and the Millennium Hall as new. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Pupils examine major differences between their present lives and past times such as how homes of long ago were different from those of today. Planning indicates that pupils learn about the lives of famous characters in history such as George Stevenson and Grace Darling. Such stories make a valuable contribution to children's spiritual and moral development. By the age of seven, pupils have gained a sense of chronology and a secure understanding of what history means. They know that history can be learned from first hand sources.

139. At Key Stage 2, pupils know about different historical eras, such as the Victorians and Ancient Egypt but pupils found it difficult to place them in correct chronological order. They develop a sound understanding of how people lived in the past. For example, they know how much the life of the Ancient Egyptians depended upon the River Nile and understand the advantages and disadvantages of living on its banks. They are beginning to use information to compare their lives with those living in the past. They use new stories from authentic newspaper reports such as "Eighth Army Progress" and "Nearing Tunisia on the Coast Road", to develop their good understanding of the effect that the Second World War had on the people of Britain. Pupils improve their knowledge of important historical characters and older pupils talk informatively about the life and work of Dr. Barnardo and Florence Nightingale. They know how to find out about the past through using books, visits and people's memories. Pupils enjoy learning about the past. They work well together, listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history.

140. The quality of teaching is good in both key stages. Teachers are enthusiastic and plan their lessons carefully. The balance of teacher input and individual tasks or group work is well planned. Teachers are confident in their subject knowledge. An outline plan indicates when pupils will study the different areas identified in the programmes of study of the National Curriculum. Teachers lack the support of a scheme of work to ensure the systematic teaching of the skills and ideas relevant to developing an understanding of the past. There is no teacher with overall responsibility for developing and monitoring the teaching of history. Resources are adequate. Good use is made of visits, such as the visit to Eden Camp where pupils had the chance to act out life during the Second World War.

77. Music

141. Pupils make satisfactory progress in listening, appraising and performing music while they are at this school. No composing was seen during the inspection.

142. Pupils make good progress in singing. Younger pupils learn traditional songs and

rhymes, which they perform with appropriate actions. In assemblies, the whole school sings together tunefully, varying the dynamics, as the music requires. Younger pupils discover how to beat the simple rhythm of a nursery rhyme using a range of untuned percussion. Older pupils develop an understanding of chord patterns, tune shapes and notation. They make good progress in listening closely to music and commenting, for example, on the music of Vivaldi. The good opportunity for pupils to become involved in the concert to celebrate the opening of the new Millennium Village Hall extends pupils' interest and confidence in music and leads to greater progress.

143. The quality of teaching is satisfactory overall and well supported by a volunteer parent who comes into the school on a weekly basis to play the piano. Within lessons, teachers concentrate on building on what pupils know and can do in order to develop their musical understanding in progressive steps. This enables pupils to attain more highly.

144. Pupils are attentive and interested in learning new songs and hymns, such as "The Farmer Comes to Scatter the Seed" and "When the Corn is Planted". They respond enthusiastically and behave well in lessons.

145. The school is satisfactorily resourced for music. Some parents pay for individual tuition in trumpet and keyboard. When learning to play instruments, the pupils concentrate well and show they are keen by practising at home. They share equipment and take good care of instruments and equipment. Pupils with identified special educational needs are fully integrated into the lessons.

77. Physical education

146. It was only possible to see a limited range of physical education activities during the inspection. Evidence from these, teachers' planning, photographs and observations of pupils in the playground indicate that pupils make satisfactory progress in developing appropriate skills and control of movements by the time they leave the school. The introduction of swimming for pupils at Key Stage 2 is a significant improvement since the last inspection.

147. In Key Stage 1, pupils make steady progress in developing general body co-ordination. They move confidently and imaginatively using varying shape and level when performing their dance entitled "gathering the harvest". Most pupils run, walk, jump and land showing appropriate control of their movements. By the end of the key stage they demonstrate a good awareness of space and of each other and recognise health and safety issues within the lesson. There was no opportunity to observe work in gymnastics.

148. No lessons in gymnastics were observed at Key Stage 2. Through practice, pupils improve the skills they have been taught and become more proficient. They use successfully the skills they have learned to play team games such as football and "kwik" cricket. Throughout the key stage standards of attainment in swimming are very high. All pupils are able to swim the minimum distance required.

149. Pupils enjoy these lessons and work with obvious enthusiasm. They listen carefully to the teachers and follow instructions quietly and sensibly. They enjoy taking part in games. Older pupils work well together when practising skills. They organise themselves well in small team games. They understand the need for rules and follow them carefully.

150. The quality of teaching is satisfactory at both key stages. Teachers' planning provides a

good structure for the organisation of the lessons. Resources and the available space are used effectively to provide opportunities to develop and practice skills. Teachers observe carefully pupils' activities and select pupils to demonstrate successful techniques. These demonstrations are used to provide targets to help pupils improve.

151. At Key Stage 2 there is an outline programme, covering a two-year cycle, of the aspects to be taught each term. There is no school scheme of work to identify how pupils will develop skills as they progress through both key stages. No teacher has overall responsibility for the development, monitoring and evaluation of the subject. A spacious field provides good facilities for the development of games. While the new Millennium Village Hall has adequate space for gymnastics, its location means that teaching time is lost by the need to walk there. Overall, resources are satisfactory. There is a limited amount of apparatus located in the village hall to help the development of gymnastics, but there is no large fixed climbing apparatus available for pupils to use.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

152. The school was inspected over three days by three inspectors, and a preliminary visit was made to the school. In total, six inspector days were spent making observations of 16 lessons, assemblies or parts of lessons. All classes were seen, a sample of the pupils' work over the previous year was examined, discussions were held with pupils and pupils from across the range of ages and attainment were heard to read. Discussions were held with all the teachers, governors and the acting headteacher. Nine parents contributed their views at a meeting with the inspector and nine responded to a questionnaire.

DATA AND INDICATORS

153. 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	22	0	1	0

Teachers and classes

Qualified teachers (YR – Y6)

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

2
12 : 1

Education support staff (YR – Y6)

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

1
5

77.

Primary schools

Average class size:

12

Financial data

Financial year:

1998/99

	£
Total Income	89,058
Total Expenditure	92,379
Expenditure per pupil	2,887
Balance brought forward from previous year	8,121
Balance carried forward to next year	4,800

PARENTAL SURVEY

Number of questionnaires sent out:

24

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	33	56	0	11	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	11	22	0	0
The school handles complaints from parents well	11	67	0	22	0
The school gives me a clear understanding of what is taught	11	67	0	11	11
The school keeps me well informed about my child(ren)'s progress	33	45	11	11	0
The school enables my child(ren) to achieve a good standard of work	45	33	0	11	11
The school encourages children to get involved in more than just their daily lessons	22	67	0	0	11
I am satisfied with the work that my child(ren) is/are expected to do at home	22	56	0	11	11
The school's values and attitudes have a positive effect on my child(ren)	45	33	11	0	11
The school achieves high standards of good behaviour	22	56	11	11	0
My child(ren) like(s) school	56	22	22	0	0