

# INSPECTION REPORT

## **SLINGSBY COMMUNITY PRIMARY SCHOOL**

Slingsby

LEA area: North Yorkshire

Unique reference number: 121322

Headteacher: Mrs B A Bennett

Reporting inspector: Mr B Tyrer  
23101

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> April 2000

Inspection number: 188666

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Green Slingsby N Yorkshire
Postcode:	YO62 4AA
Telephone number:	(01653) 628370
Fax number:	(01653) 628746
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Clarke
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr B Tyrer	Registered inspector	Mathematics Science Information technology Design technology Art Music French Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
Mrs M Hackney	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr K Saltfleet	Team inspector	English History Geography Physical education Religious education Under fives Equal opportunities	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13 - 14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14 - 16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18 - 20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21 - 30</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Slingsby within the Hovingham ward of North Yorkshire. The school is very much smaller than the average, having a total of 29 pupils on roll. There are 13 boys and 16 girls. There are no pupils at all in Year 3. No pupils are identified on the school's register of special needs and no pupils have statements of special educational need. The number of pupils identified as eligible for free school meals is below the national average. There are no pupils for whom English is an additional language and there are no pupils from minority ethnic groups.

The school roll has been stable over the last 5 years and the head teacher, who teaches the Key Stage 2, class took up her appointment in January 2000 - 12 weeks prior to the inspection. The school's other full time teacher, who teaches Key Stage 1, has been absent through ill health since the end of February, during which time the class has been taught by temporary teachers. The teacher with responsibility for the Key Stage 1 class at the time of the inspection had been at the school for eight days. Attainment on entry is in line with what might be expected nationally.

### **HOW GOOD THE SCHOOL IS**

Judgements made in this context reflect the progress the school has made since it was last inspected and also the progress that has been made under its present leadership. The school is judged to have a good level of effectiveness. This is determined by the quality of education provided by the school at the time of the inspection. As pupil numbers are very small it is impossible to point to continually improving standards or indeed to standards attained as a reliable indicator of the school's effectiveness. The teaching that was observed was good, but it should be noted that the teacher in the Key Stage 1 class was temporary and was due to leave at the end of the inspection week. Teaching showed a significant improvement over what was reported in the previous inspection report. The school is providing a satisfactory curriculum, but with the need to ensure that all elements of the information technology programme are undertaken. Pupils' needs are being well met and effective learning was taking place. The school has a good partnership with parents and takes good care of its pupils. The headteacher has quickly established a good working relationship with the rest of the school community and has begun to set very good procedures and structures in place with the support of the governing body. She is providing very good leadership and this is already making an impact. On this basis, the school is considered to have a good potential for improvement and is already showing good levels of effectiveness. When evaluating all these factors it is considered that the school is providing good value for money.

#### **What the school does well**

- Teaching and learning are now good.
- The partnership with parents is good.
- Pupils' attitudes, values and relationships are good.
- Attendance is very good.
- Strategies for teaching numeracy are good.
- The care the school takes of its pupils is good.
- The leadership and management of the school are very good.
- The school has good levels of effectiveness and is providing good value for money.

### What could be improved

- Planning for the curriculum for children under five.
- Resources for the curriculum for children under five.
- Writing at both key stages.
- Resources for information technology.
- The marking of pupils' work.
- Planning in the medium and short term.
- The action plans for the school improvement plan.
- Reports to parents on pupils' attainment and progress.
- The risk posed by the outdoor climbing frame.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory improvement since the last inspection in its response to the key issues of the previous inspection report. It has ensured that the good features of the report have been maintained. The poor behaviour of some pupils was not in evidence during the inspection. Parents felt that behaviour was good. The school has adopted the Qualification and Curriculum Authority documents for the curriculum and, so, there are now schemes of work in place. Some policies are yet to be brought up to date, however. The health and safety issue identified in the previous report has been successfully addressed.

### STANDARDS

Results from national tests at the end of both key stages reflect the scores of extremely small cohorts and so give unreliable data when comparisons are made at different levels on a national basis.

The attainment of pupils in national tests at the end of Key Stage 1 in 1999 was well above the average in reading, writing and mathematics and in teacher assessed science, at the expected level (Level 2 and above), but was well below the national average at the higher level (Level 3). Attainment at the end of Key Stage 2 was very low in English at the ordinary level (Level 4 and above) and also very low in comparison with the national average at the higher level (Level 5). Attainment was below the national average at the expected level and was also very low at the higher level in mathematics and, whilst being well below the national average at the expected level, was above the national average at the higher level in science.

Levels of attainment seen during the inspection were in line with national expectations in both key stages in English, mathematics and science. Attainment was below national expectation in Information technology. Attainment in religious education, at the end of Key Stage 1, was in line with what might be expected for pupils using the same agreed syllabus. All foundation subjects were found to be in line with what might be expected from pupils of their ages with the exception of design and technology, which was below what might be expected.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good.
Behaviour, in and out of classrooms	Behaviour is good in all respects.
Personal development and relationships	There has been good development of relationships recently and they are now good.
Attendance	This is very good – parents report that their children enjoy school and are eager to attend.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

Teaching was very good in 18 per cent of lessons it was good in a further 64 per cent of lessons and satisfactory in 18 per cent. No unsatisfactory teaching was observed. During the inspection, the quality of teaching in English and mathematics was good and good provision was being made for teaching literacy and numeracy. There is a need to provide more opportunities for the development of writing and the marking of pupils' work needs attention. Good provision was being made during the inspection for the wide range of age and attainment seen in both classes. Teachers' relationships and their control of pupils are very good. Both girls and boys receive the same opportunity and are making similar progress.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – with the need to continue the provision for under- fives that was seen during the inspection.
Provision for pupils with special educational needs	There is a good policy for the provision for pupils with special educational needs, but, at present, no pupils are identified on the register.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory and planning indicates that provision should be extended.
How well the school cares for its pupils	The school provides good care for its pupils.

The school's partnership with parents is good. The school has recently begun teaching a suitable curriculum for children under five and needs to continue this practice. The monitoring and control elements of the information technology programme of study need to be taught, thus making the provision as broad as it should be. The school takes good care of its pupils, but the outside climbing frame is considered to be dangerous and should be dismantled.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. She has quickly established herself and was seen to be working well with the other staff and governors.
How well the governors fulfil their responsibilities	The governors are actively involved in the running of the school. They work well with the headteacher and staff and have a very good grasp of the issues the school faces and the direction it should take.
The school's evaluation of its performance	This is in its infancy, but action taken since the arrival of the headteacher shows that she is able to identify issues and take action to address them very effectively.
The strategic use of resources	Resources have been audited and good use was being made of them during the inspection.

Staffing is adequate, but a classroom assistant would be very useful, especially in the younger class. The accommodation is pleasant and usefully promotes learning. Resources are good. The head teacher has been in post for a very short time, but she has quickly established herself and has done a good job in identifying and acting upon immediate priorities. She has quickly developed an understanding of the needs of the school community and is positioning the school so that standards can be raised. There are good financial guidelines in place and recent spending shows efficient use of funds.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• That their children make good progress.</li> <li>• That the teaching is good.</li> <li>• That the staff are approachable.</li> <li>• That the staff expect their children to work hard.</li> <li>• That the school works closely with parents.</li> <li>• That the school is well led and managed.</li> <li>• That the school is helping their children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The homework that children get.</li> <li>• Information about their children's progress.</li> <li>• The range of activities provided outside lessons.</li> </ul>

The team agrees with what the parents find pleasing and notes that the question of homework is currently in hand. The quality of reports to parents is a key issue for the school to address and the team feels that in the present situation, the provision of extra activities is satisfactory. Other individual issues raised by parents are being addressed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. There are 29 pupils in this school. The attainment of pupils in 1999 at Key Stage 1 in national tests was well above the average at the expected level (Level 2 and above) in reading, writing and mathematics and in teacher assessment in science. However attainment at the higher level (level 3) was well below the national average. The results were similar when performance was compared with schools with a similar percentage of pupils in receipt of free school meals. These data become insecure when the cohort referred to is one pupil. The performance of the three pupils (two of whom sat the tests) at the end of Key Stage 2 is equally unreliable when making comparisons on a national or similar school basis. The vagaries of small cohorts has meant that analysis of performance over time shows no pattern or trend that can be usefully interpreted. The expectation that performance at the end of Key Stage 1 is an indicator to performance at Key Stage 2 is only valid as long as the cohort stays exactly the same for the four intervening years – which it does not.
2. Inspection found that attainment on entry to the reception class for children under five was in line with what might be expected nationally. Within the same term in which they were five they were in line to achieve the desirable learning outcomes for children of that age in Language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and in their personal and social development.
3. Children under five are able to talk about their journey to school and they are beginning to build up a sound phonic base. They love books and know how to handle them. Their writing is poor, but recent developments are now encouraging their emergent writing. Children can count beyond ten and are able to recognise and name simple 2 dimensional shapes. They sort and match with confidence. They have a sense of chronology, can talk about their holidays and are becoming aware of family relationships. In physical development, they are making satisfactory progress in that they are able to change for physical education lessons unaided and they are developing fine motor control through the use of tools such as scissors and pencils. Sandwich-making enables them to assemble and cut with a good degree of accuracy. They are aware of colour mixing and enjoy representational work in painting and printing. They sing a good selection of songs and nursery rhymes from memory and play percussion instruments with some control and reference to a given tempo.
4. Inspection found that the attainment of pupils at the end of Key Stage 1 is in line with national expectations in English, mathematics and science. It is below expectations in information technology and in line with what might be expected from pupils of the same age, using the agreed syllabus in religious education. At Key Stage 2, the pattern is similar, except that no judgement could be made about levels of attainment in religious education.
5. Pupils in Key Stage 1 speak and listen in a variety of situations and show that they are able to understand the main points of a discussion. The higher attainers read with fluency and expression and are becoming aware of the impact of specific vocabulary in text. Spelling is generally accurate and they are able to demarcate sentences with full stops and capital letters. Their extended writing has been restricted by overuse of worksheets and their written script is not yet joined. At Key Stage 2, pupils are able to give their opinions clearly. They listen attentively to stories and poems and are then able to ask relevant questions. Pupils are able to explain their preference for certain authors and are able to talk about books in some detail. They have developed a good command of grammar, punctuation and spelling and are developing a joined, fluent script. Stories are planned, but the writing of the oldest pupils needs to be developed so that the language and use of, for example, connectives, is more adventurous.
6. At Key Stage 1, pupils can multiply by ten and can add in fives and tens. They recognise and name common 2 dimensional shapes, whilst, in science, they are able to identify common

electrical appliances, know about some of the dangers associated with electricity and understand how sound is heard. Their knowledge of information technology is limited, although they have used computers for some word-processing exercises and they know that information can be communicated by different means. Pupils know that the Bible is a special book and are aware of different places of worship in the village. They know that different faiths have their own celebrations and they can talk about the life of Jesus.

7. At Key Stage 2, pupils are able to handle and represent data in simple forms and can support this work through the use of computers. They are able to show the equivalence of fractions and can divide whole numbers to give a mixed number answer. In science they have studied the earth in space and know about the function of major organs of the body. In Information technology they have had experience of word processing, but this is to a low standard. They have also used computers to support work in art and science. In religious education, pupils know about Hinduism and Islam as well as Judaism and Christianity and are working on the “ Last Supper” as a project to be delivered in the Church at Easter.
8. Attainment in the foundation subjects is in line with what might be expected of pupils of their age at both key stages, with the exception of design and technology in which attainment is below what might be expected at the end of both key stages.
9. There are no pupils with special educational needs or for whom English is a second language. Within the two classes which cover the age range from four to eleven, pupils were seen to be making good progress during the inspection, regardless of their levels of attainment or maturity. No difference was noted between the progress that girls and boys were making. Pupils are set individual targets which are realistic and towards which they are making good progress.

### **Pupils’ attitudes, values and personal development**

10. Behaviour in class and around the school is good. This shows an improvement since the last inspection, where at Key Stage 1, pupils' attitudes and behaviour were not always acceptable. Indeed, there have been substantial changes in the school in recent months and the positive response by pupils to their teachers reflects their good relationships. For example, the newly appointed headteacher has worked hard with pupils, most notably in Key Stage 2, to develop their personal and social skills. Inspection evidence suggests these lessons have been learned. Pupils now understand the need to deal fairly with each other, how their behaviour impacts on their teachers, other adults and classmates and to respect each other's points of view. During the inspection, older pupils set a good example to younger children in the dining room and outside.
11. The fact that pupils like school is mirrored in their good attitudes to learning. Most pupils concentrate well, listen to their teachers and try hard. It is clear that they enjoy the learning opportunities offered by the school. Children under five settle into school well, soon grasp the routines of school life and rapidly become independent and responsible. Pupils at both key stages show a good degree of maturity, for example, when working independently in the Literacy Hour.
12. Pupils’ personal development is satisfactory. They are given opportunities to exercise responsibility and take initiative. Younger pupils are encouraged to play a limited part in school life, for example, taking the registers to the school office. They grow steadily as individuals, developing confidence and independence as they progress through the school. There are opportunities for the oldest pupils to take responsibility, for example, helping the headteacher by using the photocopier. They collect tokens for books and from newspapers and were successful in winning the use of a minibus for three years. There could be more opportunities for older pupils to use their own initiative. Relationships are good. Pupils generally relate well to each other. They ignore individual differences and through their actions show that everyone is valued. In lessons they work together positively and productively. However, there is still a tendency for a small number of pupils, at both key stages, to call out in lessons rather than raise their hand. During the inspection, there were no instances of bullying. There have been no occasions on which pupils have been excluded.

13. Attendance at the school is well above the national average; pupils arrive at school punctually.

## **HOW WELL ARE PUPILS TAUGHT?**

14. The quality of teaching is based on the observation of sixteen lessons over both key stages. The quality of teaching is good. It was never less than satisfactory, being satisfactory in 18 per cent of lessons. It was good in 64 per cent of lessons and very good in a further 18 per cent. This is a significant improvement since the last inspection. However, this performance needs to be set in the context of a newly appointed headteacher of pupils in Key Stage 2 and a temporary teacher deputising for the absent teacher in Key Stage 1 There is a part-time teacher who teaches for 1 day a week.
15. With such a high percentage of good and better teaching it follows that all teachers are experienced and skilled, this being particularly important when teaching across a whole key stage. The teacher in Key Stage 1 had planned carefully for the three children in the reception class who were still under five and this had been done in accordance with the desirable learning outcomes for children of this age in mind. This planning also allowed them the opportunity to select activities themselves in which they were able to reinforce and practice the skills and knowledge they had acquired in formal sessions. Both teachers taught the subjects of the National Curriculum effectively and their planning showed clear objectives. Where the teaching of literacy and numeracy was concerned they showed the ability to plan effectively in accordance with the recommended structures for both sessions and that their assessment of their pupils' work was used to guide the further planning of subsequent lessons.
16. Good use was made of learning across curriculum boundaries so that, for example, a Key Stage 1 physical education lesson was used to develop mathematical language. There has been good use of Information communications technology at Key Stage 2 in science where pupils have recently used CD Roms to find information for their topic on space. However, standards in information technology are low and little use was seen being made of computers during the inspection. There was little evidence of information technology having been used extensively in the past. This is an area that needs to be developed.
17. Teachers have very good abilities where questioning pupils is concerned and this is particularly important because of a wider than normal range of age and maturity in each class. Indeed their effectiveness could be seen in the way in which they had created a sense of unity within their classes. Their ability to question well is linked to their very good knowledge of the levels of their pupils' attainment and in, for example, oral sessions in numeracy at Key Stage 1 the teacher was able to target her teaching and questioning effectively as a result.
18. Teachers' subject knowledge is good and good use is made of specific expertise, so that, for example, the school is able to offer its pupils good quality lessons in French. Teachers also make very good use of outside expertise as was seen when a governor who had formerly been a biology teacher demonstrated the workings of a sheep's heart to the Key Stage 2 class as part of their study of life processes and living things. Such activities are challenging and exciting and there is an expectation that pupils will be involved in their learning and that they will enjoy their work. As a result, teaching showed that very good relationships had quickly been established. There was an evident sense of common purpose and mutual trust.
19. Pupils are well managed and they respond well because they understand why they are there and how they can help themselves. Good attention is paid to developing a sense of independence and responsibility so pupils are encouraged to select their own materials and equipment. This was seen in a Key Stage 1 art lesson, whilst, in Key Stage 2, pupils' attention was drawn to the teacher's expectation that they would look at displays and learn from them. Comments were made in the previous inspection report about the behaviour of some pupils. Whilst it is evident that that resulted, in part, from the absence of a regular teacher, it is now apparent that great strides have been made in developing pupils' attitudes and the level to which they are now involved contributes significantly to this improvement.
20. As suggested earlier, there is a need to develop the use of information and communications

technology (ICT) and there is a need to acquire suitable materials to enable the full programme of study to be taught. The school has made good progress in a very short time with the application of ICT, but, in general, their use of resources is good. In a French lesson for instance the teacher made very good use of pupils' names and of a puppet to whom questions could be put and answered. Resources have been audited and culled and good use of them was observed during the inspection.

21. The area of planning and assessing work is an area that needs some attention. A lot of good work has been undertaken recently so that, for example, the planning of the numeracy session in Key Stage 1 has just adopted the format which identified activities and objectives. Previously, objectives have not been clearly defined and assessments of outcomes, if they have taken place, have not been used to aid planning the next lesson. The same is true in English where the planning is organised on a daily basis which does not relate to a longer term plan giving an overall picture of where the subject is going. There is now a planning format as a result of work undertaken by the headteacher which was seen in use during the inspection and which must continue particularly at Key Stage 1 after the present temporary teacher has left.
22. The question of homework has been the subject of a governors' investigation with parents. Parents suggested that there had been some variations in the past with the way homework had been given out, but they were encouraged by the approach of the new headteacher.
23. This is a very small school with 29 pupils who are located in two classes. It is very important that teachers make provision for the full range of age and attainment in each class and this they were seen to be doing very effectively during the inspection. Having small classes is an advantage where relationships and needs are involved and it is one that the teachers have chosen to make best use of. There are no pupils with special needs, at present, but should the need arise the school is prepared with a good policy which reflects the good practice suggested in the Code of Practice for pupils with special educational needs.
24. Pupils were observed to be making good progress during lessons. Whilst behaviour has been criticised in the past there was very little evidence of anything untoward in that respect. Pupils are being given responsibility and expectation is placed upon them. They respond well. Because lessons are now well planned and taught at a good pace, pupils are interested and involved. They respond very well, for example to the mental element in the numeracy session and they know they have a duty to be attentive. They also know that they have a responsibility to listen to others and to value their views and opinions. They show that they are able to sustain effort over a period of time and that they can produce good results, as was seen in an art lesson at Key Stage 2 where some very good work was done in the style of David Hockney. Marking and ongoing assessment need attention. Marking, particularly over time in Key Stage 1 lacks the benefit of a consistent approach and often merely reflects recognition of the fact that the work has been seen.

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

25. The school's curriculum is broad and provides a range of opportunities to meet the interests and aptitudes of its pupils and the requirements of the National Curriculum. Statutory requirements are met in all subjects with the exception of information and communication technology. The programmes of study relating to control and modelling are not fully covered.
26. Policies for all subjects are in place, although some, for example, geography and history, are unsatisfactory, being in need of review. Schemes of work are based on the Qualifications and Curriculum Authority guidelines. These support medium term planning. The newly appointed headteacher recognises that in light of Curriculum 2000, schemes of work, specific to the school's needs will need to be developed for all subjects. The previous report recommended that the curriculum for the under fives should cover all the recommended areas as outlined in the desirable learning outcomes. This has recently been undertaken and the key issues relating to curriculum from the previous report will have been fully met.

27. Work is differentiated through teachers' medium and short term planning. This is particularly effective at Key Stage 2. For example, work is planned in detail with a sharp focus on developing pupils' skills. Planning identifies clear learning objectives and assessment opportunities linked to the programmes of study of the National Curriculum. A common approach to medium and short term planning throughout the school to ensure continuity and progression in pupils' learning is needed.
28. There is a similar picture in planning the literacy and numeracy hours. Planning at Key Stage 2 follows the framework guidelines and is effective in meeting the needs of pupils in mixed-age classes. However, at Key Stage 1, activities have been planned on a daily basis without reference to the learning objectives of the National Literacy Strategy. They also lack the benefit of an overall long or medium term plan. Planning for numeracy at this key stage is more in line with the strategy, although there is still room for improvement. Again, it lacks a longer-term view, but is planned on a weekly basis, using the framework strategy. However, learning objectives are not as precise as they could be. They often describe what pupils will do rather than identify precisely what they are to learn. The local education authority supports the school through its useful guidelines for teaching the literacy and numeracy to mixed-age classes.
29. All pupils have equality of access to the curriculum and the school is aware of the needs of pupils with special educational needs, although currently there is none on the register. The school's recently reviewed policy is clear and informative. The curriculum is enriched by other activities, although these have been affected by recent changes in staff. This term, a popular keep fit session has started in the village hall and there are plans for pupils in both key stages to have football coaching. The school plays an active part in the local mini cluster of schools. Pupils compete with their peers from other schools in the annual sports meeting. The school is developing a useful link with the local business community; it has access to a mini-bus after winning a local newspaper competition.
30. A formal programme for personal and social education is not in place. At the moment, it is taught informally and this has proved effective in helping some pupils to modify their behaviour. Health education is covered in the school's science curriculum. The policy for sex education is under review. At the moment, it is not formally taught but values are dealt with sensitively and appropriately as they arise. For example, the school has recognised the need for the older girls to be given advice by the school nurse. The need for a more formal approach to all aspects of pupils' personal and social education is identified in the school improvement plan.
31. The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies play an important part in the life of the school with a strong emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. They are planned effectively to encompass a wide range of themes throughout the year. Pupils are given good opportunities through collective worship to reflect upon their own and other peoples' beliefs.
32. All staff and adults in the school reinforce the school's promotion of pupils' moral education. The high expectations of the teachers and the ethos of the school provide effective guidance. They learn how to benefit from their mistakes and to be responsible for their own behaviour. They are given sufficient opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
33. Overall, relationships between pupils themselves and between pupils and adults are good. Throughout the school, there are opportunities for all pupils to develop their social skills. Pupils are encouraged to relate well to each other. For example, older pupils care particularly well for younger pupils in the playground. Teachers provide good opportunities for collaborative and individual work during lessons, assemblies and Christmas concerts. Opportunities for pupils to take responsibility are satisfactory. For example, all pupils are expected to keep their areas tidy.
34. Pupils develop their cultural awareness through other subjects such as art, music and geography. They are taught to appreciate their own heritage, for example, life in Victorian times and maypole dancing on the village green. All pupils have weekly French lessons. As well as

developing new language skills they also learn about the cultural traditions of France. Other cultures and faiths are studied in religious education, for example, Hinduism, Islam and Judaism. The school recognises the need to widen pupils' understanding of multicultural Britain in the Twenty First century. This is an unresolved issue from the previous report.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

35. The school has a strong commitment to the care of pupils who are very well known by their teachers. The good level of care is reflected in the effective procedures which are closely followed and good response is given to pupils' individual, physical, emotional and intellectual needs.
36. Procedures for monitoring Child Protection issues are good, with the head teacher as designated person taking overall responsibility for this area of pupils' welfare. All staff have recently attended a course in First Aid. Good and up-to-date records are kept of pupils' personal details and these are used well. The health and safety policy is closely followed and a formal risk assessment of the site has recently been completed. At the time of the inspection, the climbing frame located on the grassed play area was considered by the inspection team to be a potential danger to children. The school has good procedures for monitoring and promoting attendance with registers completed consistently and accurately. There are very good procedures for monitoring and promoting good behaviour and these are consistently implemented throughout the school. Since the arrival of the new headteacher a new behaviour policy is being developed in consultation with pupils, parents and governors. Any incident of inappropriate behaviour is well recorded and the school pays very good attention to the elimination of bullying or oppressive behaviour between pupils.
37. Good arrangements are made for the induction of children and their parents and, through the school's involvement with a cluster group, pupils in Year 6 receive good support as they transfer to the secondary schools.
38. Arrangements for assessing pupils' academic progress are at present satisfactory. The school makes effective use of the results of national tests and other assessment data. For example, these include the standardised reading tests, end of year SATs, baseline assessments and diagnostic reading tests. Although teachers' knowledge of pupils' achievements is good and there is much informal assessment of attainment and progress taking place in classrooms, the new head teacher is currently developing a more structured and formal approach towards assessment and recording. All pupils have individual portfolios of assessed tasks in English, mathematics and science, but these are currently being further developed.
39. Although, at present, there are no pupils on roll with statements of special educational needs, the school has good procedures for monitoring and supporting any pupils who are identified with specific learning difficulties.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. Very good links have been developed with parents and most are very supportive of the work of the school. Parents are made very welcome and there is a very positive open door policy which parents value. A number of them help regularly in classroom with such activities as cooking and listening to children read and many more help in the organisation of activities and assisting when pupils go out on visits. Parents are unanimous in their view that their children make good progress and they are very satisfied with the quality of education provided by the school. Parents consider that teaching is good and all feel that the staff are very approachable and always available, if they need to discuss a problem. Although some parents feel that homework is insufficient and lacks consistency, the school has recently addressed the organisation of homework in both key stages and is in the process of developing a formal homework policy to share with parents. Most parents contribute well to their children's learning by listening to them read at home and assisting with topics. This additional help and parental involvement and support has a strong impact on pupils' progress and attainment and on the work of the school.

41. The quality of information provided through the regular helpful newsletters is good and these are written in a friendly style, encouraging parents to be involved. As well as containing a good amount of information about activities and events, parents are also informed about the topics to be studied to enable them to assist their children at home. The Home/School agreement is currently being re-written and further developed in consultation with parents and governors. A formal open evening is held each term, but, in addition, there is constant opportunity for parents to see their children's work and to talk to teachers informally. Although parents express their satisfaction with the annual reports, the inspection finds that these are poor and in the past have not met the statutory requirements. Insufficient information is provided about progress in all subjects of the national curriculum and national levels of achievement. Requirements for reporting attendance were not being met. However, since the arrival of the new head teacher, some progress has already been made in the development of a re-designed reporting document and the school is looking to implement this by the end of this academic year. The Prospectus and Information for Parents meet the statutory requirements and provide very clear and attractive details about organisation and what children will learn. The Governors' Annual Report for Parents provides a good amount of helpful information about the school and the contents are sufficient to meet the statutory requirements.
42. The Parent Teacher Association is an active group who support the school well by organising fund-raising and social events which are well attended by parents and the local community. The PTA have assisted the new head teacher well by providing a considerable financial input to enable necessary improvements to be made in the provision and reorganisation of learning resources and display facilities in classrooms. This cooperation has had a very positive impact on the quality of the learning environment and the work of the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. In July 1999 the head teacher retired after 29 years at the school. A temporary headteacher was appointed for the Autumn term and the present head teacher took up her appointment in January. After approximately 6 weeks the only other full time teacher on the staff became absent through ill health. The headteacher has been very well supported by the governing body and the rest of the school community since her arrival. Notwithstanding the problems caused by the absence of the Key Stage 1 teacher, she has made very impressive progress in the short time at her disposal. Both she and the temporary teacher of the Key Stage 1 class are to be commended for the very obvious improvements to the school environment and to the organisation and provision for teaching the curriculum.
44. The headteacher is providing very good leadership and management for the school. She has reviewed the content of the previous inspection report and has identified its salient implications for the school. She has, in conjunction with the governing body, drawn up an issues list that is the basis for the school development plan. This, sensibly, has not been prioritised yet, but will be on publication of this report. There is, therefore, a need to produce the specific action plans that will address the prioritised issues. A good, comprehensive format has been designed for detailing how each item of the plan will be addressed.
45. The headteacher has effectively delegated responsibility for the curriculum for art and music to the school's 0.2 ( ie 1 day a week ) teacher. The headteacher has been very well supported by the temporary teacher who had responsibility for the Key Stage 1 class during the inspection and for the 8 days prior to that. An enormous amount of work had been done during that time to provide a curriculum and environment that is suitable for children under five. The classroom was improved in terms of layout , display and accessibility for all pupils and a good system of planning and teaching to the attainment levels of different groups of pupils clearly put in place. The task for the headteacher, with the imminent departure of the present temporary teacher and the uncertain return of the original class teacher is to maintain the high standards that were seen in Key Stage 1 during the inspection . When the position stabilises itself, it will be necessary to allocate areas of curriculum responsibility on a whole school basis and to monitor them for effectiveness. A systematic approach to planning and the use of assessment have been introduced and it is very important that future teachers of Key Stage 1 pupils adhere to the system. The headteacher needs to monitor this carefully in the future.



46. Very striking improvements are being and have been made to the fabric of the building so that, for example, pupils in both classrooms are now protected from the blinding effects of the sun by the provision of some very high quality vertical blinds. Such improvements are being noticed and remarked upon by both parents and pupils and contribute significantly to an environment which is conducive to raising standards.
47. The school currently has no pupils with statements of special educational needs or pupils who are on the school's register of special educational needs. The headteacher has produced a good policy in this respect which takes full account of the code of practice.
48. The school's aims are clearly articulated in the school's new style brochure and inspection showed that the school is making very good progress towards their accomplishment. There is good account taken of the need for equality of opportunity. The school community enjoys relaxed yet purposeful relationships within which there is mutual trust and respect for all. It is also encouraging to see the way in which parents and pupils have responded to the changes initiated by the new headteacher and also the way in which the traditional caring values of the school have been maintained. Inspection noted a very obvious excitement and shared commitment as to the direction the school is taking.
49. The governing body has made a significant contribution to the school by its appointment of the headteacher and it continues to add to this contribution by the way in which it supports and cooperates with her. The governing body comprises individuals who have specific areas of responsibility and yet who, as a whole, have a very clear view of the issues and needs of the school. Training is under way in target-setting and governors are soon to be in a position where they can take on the responsibility for it.
50. The headteacher has shown that she is able and astute in monitoring performance and has already taken steps to address issues such as the provision for children under five. Whilst there is not an official induction policy the headteacher has enabled the temporary teacher to function most effectively in a very short time and has got the very best results. The school, in its current uncertainty about staffing at Key Stage 1, is not in position to offer itself as a venue for initial teacher training, but there is already much in place at this school that would be good for trainee teachers to experience.
51. Appraisal is not formally in place, but the headteacher and governors are aware of the demands that legislation will place upon them in this respect. Being a small school of 2.2 teachers it is, of course, very easy for informal dialogue to take place and this has been happening since January.
52. The school knows its pupils and parents very well and makes good use of assessment data, but target setting, whilst possible, is susceptible to large distortions in small cohorts. There are currently no pupils at all in Year 3. Targets have been set and agreed with the Local Education Authority and, given cohort stability, these should be achieved.
53. The school has no specific funding other than standards funding which is appropriately accounted for. Whilst the school improvement plan needs to be developed, it is apparent that spending has been thoughtfully and effectively linked to priorities – some of which have almost been self selecting in nature – for example, the improvements made to the teaching areas. The school secretary most effectively manages the day to day running of the budget and reports its progress to the headteacher. The governing body is kept fully informed on a regular basis. There are good systems for ordering goods and services and for paying for them. A recent audit was most complimentary and raised only one minor issue. The school's funds are well maintained and the bank account is checked and reconciled on a monthly basis. The efficient management of the school's finances contributes to the school's effectiveness. In such a very small school it is most important to make the very best use of the small amount of disposable income that the school receives and this it does. The school is also very good at fund raising and, through its efforts, has gained the use of new computers and a mini bus.
54. Staffing is adequate and during inspection was seen to be of a high calibre.

55. The interior accommodation is good. There have been significant improvements made since January to the teaching areas and these are now very pleasant spaces in which pupils' work is thoughtfully displayed to good advantage. The playground to the rear of the school is a little bleak in cold weather, but ambitious plans are in hand to develop a set of out buildings for pupils' use. It is not every school that finds itself on a village green with an enormous maypole! The school also has access to an adjacent grassed area and physical education opportunities are enhanced by the use of the village hall, a short walk away. The school has good resources and these have been audited, culled and reorganised, thus making them more accessible.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

This is a school that is experiencing a change of headship and disruption from the absence of a full-time teacher, but much good work has been done in a very short time. To move the school forward now, the governors and staff should:

- i. improve resources for the under fives by providing:
  - a. large apparatus and wheeled vehicles for use outdoors;
  - b. a wider range of large construction toys; and
  - c. reading material suitable to the age and development of the children.

(paragraph 65)

- ii. provide more opportunities for extending pupils' writing throughout the school, so that pupils in Key Stage 1:
  - a. write with confidence, fluency and accuracy;
  - b. plan and review their writing by assembling and developing their ideas;

and in addition at Key Stage 2

- a. plan through noting and developing ideas;
- b. draft work by developing their ideas into structured written text;
- c. revise work through altering and improving their draft work;
- d. check work for spelling and punctuation, errors, omissions or repetition
- e. present a neat, correct and clear final copy.

(paragraphs 5, 72 and 73)

- iii. purchase the necessary materials and equipment to teach the full programmes of study for information technology;  
  
(paragraphs 20, 25 and 106)
- iv. mark pupils' written work more rigorously, in order to tell pupils what to do next so that they can improve their work;  
  
(paragraphs 24, 76, 82 and 88)
- v. develop a common approach to medium and short term planning throughout the school, with learning objectives and assessment opportunities linked to the programmes of study of the National Curriculum;  
  
(paragraphs 21, 24, 27, 28 and 82)
- vi. prioritise and cost elements of the school improvement plan and produce the necessary action plans;  
  
(paragraph 44)
- vii. provide parents with reports that give a clear indication of attainment and progress in all subjects of the curriculum;  
  
(paragraph 41)
- viii. dismantle the outdoor climbing frame.  
  
(paragraph 36)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	65	18	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.00
National comparative data	0.5

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	29
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	13.1
Average class size	14.5

#### **Education support staff: YR – Y6**

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

### ***Financial information***

Financial year	1998/99
	£
Total income	97823
Total expenditure	95272
Expenditure per pupil	3176
Balance brought forward from previous year	3694
Balance carried forward to next year	6245

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	24
Number of questionnaires returned	14

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	43	57	0	0	0
Behaviour in the school is good.	36	57	7	0	0
My child gets the right amount of work to do at home.	21	57	22	0	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	29	50	14	7	0
I would feel comfortable about approaching the school with questions or a problem.	57	43	0	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	43	57	0	0	0
The school provides an interesting range of activities outside lessons.	14	36	29	14	7

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. Children enter the reception class with standards in line with what might be expected for children of this age. They make satisfactory progress so that, by the time they are five, most are ready to work within the National Curriculum Programmes of Study.

#### **Personal and social development**

57. Most children make good progress in their personal and social development and, by the time they are five, have developed confidence in carrying out tasks and gained appropriate independence. Children settle well into school life and are well cared for. They soon grasp the routines of school life. For example, they take part in assemblies and confidently move about the school. Within the classroom, they work well as part of a group. They are starting to make choices, such as in the books they read. They take turns and share fairly, for example when using dice and in matching activities. Concentration levels are good and the children eagerly explore new ideas.

#### **Language and literacy**

58. Most children listen attentively, and are beginning to speak clearly and take part in class discussion. For example, they talk about their journey to school and the people they meet. They recognise and sound out a small number of letters from books and worksheets. They are building up a sound phonic base on which to develop their reading skills. They love books, listening to stories and poems: for example, Old McDonald in the "Story Sacks". Children's copy writing is generally poor. However, opportunities to work at the new emergent writing table are helping this development and enabling children to gain independence.

#### **Mathematical development**

59. Most children enjoy mathematics and reach a satisfactory level of attainment by the age of five. They are developing a useful understanding of number and can count to 10 in sequence. They particularly enjoy counting, using the number pole. Most children can confidently sort and match numbers to six. They use resources well to help them in their number work. They use appropriate mathematical terms to compare quantities, for example, more or less, shorter and longer. Most children recognise two and three-dimensional shapes, for example, triangles and cubes. A good example was seen when children made ham sandwiches and asked if they could cut them into squares.

#### **Knowledge and understanding of the world**

60. Children develop a good understanding of the world around them, for example, recording the weather. They explore and recognise features of the school and the local environment. Children learn about how to look after themselves and know the importance of hygiene. They develop a sense of chronology when they talk about their holidays when comparing those in the Victorian period. They become increasingly aware of family relationships and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories both in the classroom and during assembly.

#### **Physical development**

61. Children make satisfactory progress in their physical development. They move confidently in their physical activities. Most children can change their clothes for physical education lessons without help. They enjoy these lessons and move around the play area, adapting their movements to take account of others around them. Children are learning to handle different kinds of tools. For example, they are confident in skills such as cutting and sticking and use art materials with increasing control.

## **Creative development**

62. By the time they are five, most children have developed sound skills in their creative work. They enjoy their work and experience a wide range of activities and a variety of media. Most know the primary colours and experiment with colour mixing. They are developing their observational skills, for example, drawing pencil sketches of shells and daffodils with finger paints. They enjoy using construction toys, although there are limited opportunities to use larger equipment. Children sing songs from memory with good rhythm and pitch; they use a range of untuned instruments confidently, for example, when making seaside sounds. The new opportunities for children to use the sand and water trays provide them with good creative experiences. A good example was seen in a literacy activity where children were listening to the underwater magic stones "tell" them a story.
63. During the inspection, the children were taught by an experienced supply teacher in the absence of the usual class teacher. Her understanding of the needs of these children is very good. Consequently, the quality of teaching of children under five is consistently good and often very good. The imaginative approach, the rigorous and thoughtful planning of a good range of opportunities for these young children to have real experiences makes a very positive impact on their learning and the progress they make. Management is of a high standard; classroom routines are well planned and groups are managed very effectively. Children respond well to this good teaching and can concentrate for appropriate lengths of time to complete activities. For these children, circle time is important so that they become accustomed to school life and can talk about and share their experiences with others. Relationships are good and the environment is calm and purposeful.
64. The teacher has quite rightly chosen to involve children under five in National Curriculum activities only when they are judged to be at an appropriate level of attainment. There is also a need to ensure that the rigour seen in planning during the inspection continues.
65. Resources are generally satisfactory, although there are some areas which are in need of improvement. For example, outdoor provision such as large apparatus and wheeled vehicles, a wider range of large construction toys and reading material suitable to the age and development of the children.

## **ENGLISH**

66. Overall, standards of attainment at the end of both key stages are satisfactory. At Key Stage 1, this reflects trends in the subject and the results of the 1999 statutory assessment tests. The picture at Key Stage 2 is not so clear cut and does not entirely reflect last year's results. Trends over time at this key stage show an inconsistency, below in 1996, in line with in 1997 and 1998 and below again in 1999.
67. In such a small school, test results do have limited significance due to the small numbers of pupils involved. Differences in ability between year groups and absent pupils can have a distorting effect when comparing the scores of pupils reaching the expected levels with national figures. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.
68. In both key stages, pupils express themselves confidently and clearly. At Key Stage 1, the youngest pupils willingly talk about their work in the Numeracy Hour. Good opportunities are provided in other subjects for skills to be developed, for example, in history, sharing their ideas about how the Victorians bathed at the seaside. By the time they are seven they can talk and listen in different situations and show an understanding of the main points of the discussion. At Key Stage 2, pupils continue to develop their ideas and can describe events and give their opinions clearly. In the Literacy Hour all pupils listen attentively to stories and poems, for example "The Highwayman," and ask and answer questions.
69. Standards of reading throughout the school mirror overall attainment. The highest attaining pupils demonstrate a good degree of fluency and expression when reading. As they move



through Key Stage 1, most pupils develop an effective phonic knowledge and sight vocabulary. In their literacy work, they gain confidence in recognising the high frequency words lists appropriate to their age. They understand that using different expressions when reading aloud can convey “extra” meaning, for example, “BIG” waves. By the end of the key stage, they are well launched into reading and are gaining the confidence to tackle more difficult material such as extended stories. This progress continues through Key Stage 2. By the time they leave the school, the standard of reading of most pupils is satisfactory. They are able to explain why they enjoy particular authors, for instance Roald Dahl, and can talk about their favourite characters and the plot in detail. Answering questions on texts discussed in the Literacy Hour gives pupils good opportunities to understand what they read. A good example was seen when pupils used clues such as Big Ben and River Thames to deduce that the extract from “The War has ended” was based in London. A thorough review of the school’s reading scheme has a high priority. Access to high quality reading books, colour coded to pupils’ reading ages, is rightly seen as important. The school recognises that, as well as catering for linear progress, there is a need to consolidate and broaden pupils’ reading opportunities.

70. Library and information and retrieval skills are satisfactory. At both key stages, pupils confidently use a dictionary to find words. At Key Stage 2, pupils use the contents and index of an encyclopaedia when researching information. The school is looking to improve the school library to develop these skills further.
71. Standards of attainment and progress in writing throughout the school are satisfactory. The school has recognised through its own self-evaluation that pupils’ written work is the weakest element in English. Inspection evidence agrees. For some pupils, at both key stages, it could be better.
72. At Key Stage 1, the youngest pupils can write simple phrases and sentences. As they move through the school, their writing continues to develop so that by end of the key stage their use of capital letters and full stops is generally secure. Spelling of commonly used words is generally accurate. However, there is an over-reliance on pupils filling in published worksheets. This has a negative impact on standards. Opportunities for pupils to write in sentences or in more extended pieces of written work are lost. To improve standards further, there is a need for pupils to be given more time to assemble their ideas and plan their written work. They should be taught to join their handwriting, as current standards can limit achievement when pupils are formally assessed.
73. In Key Stage 2, the majority of pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually accurate. For example, they understand how adjectives and adverbs can be used to enhance their written work. The majority of pupils are developing a joined cursive handwriting style at a level appropriate to their age. Their teachers give them opportunities to write for different purposes and audiences, for example, informative writing about Henry VIII, Haiku poetry and letters to friends. Older pupils plan their stories with a setting, characters and plot. However, this planning lacks the refinement needed for them to understand the writing process fully and to further their vocabulary and its use. Completed work is generally of an adequate standard but again could be improved. For example, in the writing of the oldest pupils, connectives are mainly limited to “and” and “but”; it lacks the style to keep the reader’s interest. There is capacity for improvement. Pupils need more practice in using the skills learned in the Literacy Hour. They need to be given more time for extended writing, using drafting techniques and making cross-curricular links wherever possible. Opportunities to plan and review their writing and to develop their ideas would enhance its quality and enable pupils to write confidently, with fluency and accuracy.
74. Observation showed teaching to be good. Teachers are imaginative in their use of resources. A feature of the good teaching is the knowledge teachers have of their pupils and the positive relationships between them. Inappropriate behaviour is quickly and effectively dealt with. Teacher’s high expectations are transferred to pupils. In the best lessons, their approach brings out the best in the pupils. For example, at Key Stage 1, the variety of interesting activities, and the use of voice and manner keep their attention. Teachers use questioning very effectively. For example, at Key Stage 2, when a question is not answered to the teacher’s satisfaction, teachers ask supplementary questions until the meaning is clear. This is very effective in

making sure that all pupils understand their work. It also makes them think and this has a direct impact on their learning. Currently, teachers work hard to implement the Literacy Hour, particularly at Key Stage 2. They plan work in detail with a sharp focus on developing skills. This detail is less evident over time at Key Stage 1, where planning lacks the precision implicit in the National Literacy Strategy. Activities have been planned on a daily basis without the benefit of an overall long or medium term plan.

75. Pupils' learning and attitudes are good. They particularly enjoy the discussions about texts at the beginning of the literacy lessons. This was shown in the disappointment of older pupils when they read only the first page of *The Highwayman*. Most pupils work hard and show an interest in the work. Resources to support the Literacy Hour are good; dictionaries and thesauri are easily accessible, with a wide range of Big Books for shared work.
76. Pupils work is marked regularly. It is often limited to an acknowledgement that the work is complete. It is important, particularly at Key Stage 2, that pupils' written work is marked more rigorously with informative comments, which tell them exactly what to do next in order to improve their work. Effective use is made of standardised and end of year statutory assessment tests to record attainment throughout the school. A portfolio of exemplars of pupils' work is available to guide teachers in the assessment of pupils' work.

## **MATHEMATICS**

77. The previous inspection report showed attainment at both key stages to be broadly in line with national expectations. Inspection confirms that the position is similar, in that attainment at the end of both key stages is in line with national expectations. One lesson was observed in each key stage, work and planning was scrutinised.
78. Standards over time have been generally high in comparison with national averages and with similar schools at Key Stage 1. They have been generally in line with national averages and similar schools at Key Stage 2, but such comparisons must be viewed in the context of the very small cohorts that are entered in each key stage each year. For example, the one pupil who took end of Key Stage 1 tests in 1999 is no longer at the school and there are no pupils at present in Year 3.
79. Pupils in Key Stage 1 are able to multiply by factors of ten and can add in fives and tens. They are able to supply missing numbers in equations. Younger pupils in Year 1 are able to add numbers to 10 and the youngest pupils in the reception class are able to count beyond twenty and can recognise basic two-dimensional shapes. At Key Stage 2, pupils are able to present data in different forms. They know the equivalence of fractions and are able to divide whole numbers by single digits and give their answers in mixed numbers. They have knowledge of symmetry and are able to convert units of standard measure.
80. The response of pupils is always good. They are actively engaged in their learning. They particularly enjoy the challenges set in mental maths sessions. They listen carefully and apply themselves effectively to their tasks. They treat materials and equipment sensibly and show consideration when listening to other pupils, as they explain their reasons or thinking. They have good relationships with one another and respond well to the instructions of their teachers.
81. The teaching of the headteacher and the temporary teacher is good. It is clear that the school year has been disrupted by pupils in Key Stage 2 having had a temporary teacher for the preceding term and by the current absence of the Key Stage 1 teacher. It is essential that progress and standards observed during the inspection are maintained. Expectations in terms of behaviour and response are high and teachers show a caring approach through their use of praise. Good questioning shows that they are aware of the different levels of attainment and maturity of the pupils in their group. Teachers also took many opportunities to develop the language of mathematics outside the curriculum and to use mathematics to support other subjects. An example was seen in Key Stage 1 where the teacher discussed the shapes that children in the reception class could choose when it came to cutting up their sandwiches. There was a good level of planning for both lessons and the Key Stage 1 teacher had done very well to get to know the abilities of her class in the very short time she had been there. In both key

stages, lessons had clear objectives, work was targetted to the ability of the pupils and planning was showing a consistent approach.

82. Scrutiny of planning since January at Key Stage 1 shows that this has not always been the case and, here, planning is unsatisfactory. It does not give clear learning objectives and has only just begun to take account of the National Numeracy strategy format. Much has been made of worksheets and there was little evidence of the use of a constructive system of marking. There is no evidence of planning being influenced by the assessment of pupils' work or of constructive records being kept.
83. At the time of the inspection, the planning of the National Numeracy Strategy was being operated effectively at both key stages. There is a need for the headteacher to continue that approach in the future. There is a good policy which the present headteacher has drawn up which provides useful guidelines. This has not been in place long enough to have had a great deal of effect on standards. The subject is well resourced and good use was seen being made of resources during the inspection.

## **SCIENCE**

84. The attainment of pupils at the time of the last inspection report was in line with national standards at the end of both key stages. This remains the position. Evidence was taken from the scrutiny of work and planning, from display and from conversations with pupils. Two lessons, one at each key stage, were seen.
85. Pupils in Key Stage 1 were involved in a lesson on the nature of sound and saw, in the case of a tambourine, that vibrations caused sound. They knew appropriate terminology and the youngest pupils were able to classify instruments according to the sort of sound they made. Pupils in this key stage have also completed a set of work sheets on the uses of electricity, including the function of a simple circuit. Pupils at Key Stage 2 have made a comprehensive study of the Earth and beyond and have used CD Rom to reproduce information about a wide range of phenomena. In the lesson that was observed, they learned about the working of the heart as part of their study of life processes and living things. The function of the heart was graphically demonstrated as a visiting governor dissected a sheep's heart thus enabling them to confirm at first hand what they had had described to them before by way of teacher exposition.
86. The response of pupils is good. They are attentive and are actively engaged in their learning. They respond sensibly to demonstrations and work on task both in discussion and when given written work to complete.
87. The teaching of science is good. The planning for both lessons was good with clear learning objectives. As a result, pupils are able to make good progress. Good relationships and skilful questioning techniques enable both teachers to move pupils, with age ranges across a key stage, forward. Teaching at Key Stage 2 encourages pupils to be responsive to displays of their current work and not merely to regard them as a sterile presentation of what had been done. There is an expectation on the part of teachers that pupils will enjoy the subject and that they will be active participants in the lesson at all times.
88. In the short time at her disposal, the headteacher has produced a good science policy. There has been little time to see the effectiveness of this policy, as yet, but its proposals for planning and assessment are necessary and appropriate. Scrutiny shows that there has been an overdependence on worksheets in the past and this has had a detrimental effect on the development of pupils' thinking and writing. There has been very little use made of marking and other forms of assessment to guide the planning of following lessons. Formerly, it appears that science was developed through separate key stages. There is a need to see the development of the subject in whole-school terms, across both key stages, from this point on.

## **ART**

89. Attainment in art, at the time of the last inspection, was very much in line with national

expectations and the position remains unchanged today, in that standards at the end of both key stages are very much as would be expected for pupils of their age.

90. An art lesson was observed in both classes, pupils were spoken to and planning and display were scrutinised. Pupils in the Key Stage 1 class have learned about colours, in making and placing their wishes at the end of a rainbow. They have made undersea scenes and produced some good work based on a "Big Book" story they had read. They have made some model pigs from clay and have experimented with colour mixing. Pupils in Key Stage 2 have produced some good pieces of woven threads and fabrics, they have made simple slab pots and decorated them. They have drawn, in pencil, their self portraits.
91. In their lessons, the pupils show good levels of involvement. They concentrate well and listen carefully to the teacher's exposition. They use materials and resources sensibly and with care, responding well in Key Stage 1 to the teacher's direction to select materials for themselves. Because of their commitment, pupils in Key Stage 1 made good progress in their work on printing, colour mixing and observational drawings of spring flowers. Pupils at Key Stage 2 made good progress in learning about the life of David Hockney and his painting styles.
92. The teaching of art that was observed during the inspection is satisfactory. Pupils are given a clear idea of the objectives for the lesson and lessons build on and develop work that has gone before. Choice is encouraged and pupils are given the opportunity to select materials and equipment. Planning gives clear objectives. The management of pupils and the preparation for the lesson are strong features of teaching. The development of observation skills is also well supported and teachers are able to advance the work of their pupils through the skilful use of questions.
93. The subject is well resourced and its planning has recently been standardised. Art is well displayed and this makes a good contribution to the creation of a stimulating environment. The subject has been well used to support other areas of the curriculum such as literacy and music and good use was made of computers in one of the two lessons observed.

## **DESIGN AND TECHNOLOGY**

94. One Lesson was observed at Key Stage 1, some scrutiny of artefacts was made and conversations were held with pupils about the work they had done. Planning was also scrutinised. The previous report found that attainment at Key Stage 2 was adequate. Inspection shows that attainment at the end of both key stages is below that which would be expected for pupils of their age. The subject had not been systematically developed prior to the inspection, with the result that pupils have not experienced a suitable range of activity nor have they been given the opportunity to develop skills in a progressive manner. Planning shows that, for example, activities selected for Key Stage 1 connected with circuitry are more appropriate to Key Stage 2. The absence of evidence in the form of artefacts suggests that little has been completed. Recent planning and work are of a much better standard, although this has been for such a short time that it has had little impact on standards. Objects made in Key Stage 2 which had been produced showed levels of accomplishment that were more appropriate to Key Stage 1.
95. In the one lesson that was observed, the youngest pupils in the Reception class made a sandwich from a range of materials. This provided them with very good practice in developing their motor skills as well as opening up the opportunity to develop language. Pupils in Year 1 and Year 2 worked hard to produce story boxes. These had been started the previous week with the necessary input of the design element. Pupils then were able to select from a set of materials and cut and stick the scene into their boxes. They were able to do this, working in pairs and with due regard to safety. At Key Stage 2, a small group of pupils took turns to work with a parent in making Fairy Cakes. This was a well prepared activity which placed good emphasis on hygiene and culinary skills, but was one which could easily have been undertaken by pupils at the end of the previous key stage. The teacher and the parent made good use of the tasks to develop both language and a critical and evaluative approach to the task.
96. There is a need to develop a policy for this subject which will ensure that it is planned and

taught in a systematic and progressive way. The school is opting to use the QCA curriculum documents and these would be appropriate in this case.

## **GEOGRAPHY**

97. Only one geography lesson was seen during the inspection. This, together with evidence from teachers' planning and a scrutiny of pupils' work, indicates that at both key stages attainment and progress are appropriate to their age.
98. At Key Stage 1, pupils' first hand experiences are used effectively as an important resource to develop their early geographical skills. They follow simple routes around the school and the village. They talk confidently about its features by studying photographs. Pupils understand that geographical conditions influence our lives, for example, in the different clothes people wear in the winter and summer. They enjoy studying the weather and keep a daily record of it in the classroom. Moving to a wider perspective, they use a world map to locate other countries such as China. They are recognising that the lives of other people in the world are different. For example, in their topic on the seaside they contrast the safety of bathing in Brunei with that of Scarborough.
99. At Key Stage 2, pupils build on these foundations. They continue to make progress in their map skills. They draw simple sketch maps of the village and, on a larger scale, locate the position of the United Kingdom on a world map. Pupils record the amenities of the village such as All Saints Church and the shop. They collect the results of a traffic census and present the results in a bar graph. In their study of the wider world, pupils study the everyday life of people in India.
100. Teaching and learning are good in the lesson seen at Key Stage 1. Imaginative lessons are planned through the effective use of resources and activities. They capture and hold the interest of their pupils well and enhance their learning. Pupils are managed very well. The majority of pupils are interested in geography and listen attentively. In their individual work, they concentrate and share ideas with their classmates. There is insufficient evidence to make an informed judgement about the quality of teaching and learning at Key Stage 2.

## **HISTORY**

101. Attainment and progress of pupils at both key stages are appropriate to their ages.
102. In Key Stage 1, pupils develop an understanding of chronology. They effectively use their own lives as a starting point, for example, writing about their grandparents. They use artefacts and photographs well. For example, the old school log book and photographs of Slingsby bring the subject to life and deepen pupils' understanding. By the end of the key stage, they have a developing knowledge of some important events in British history.
103. At Key Stage 2, they continue to build on these earlier foundations. They look closely at the culture of the peoples who invaded and settled in Britain. They increasingly understand about life in the past and confidently compare the similarities and differences between their own lives and children in Tudor times. There are limited opportunities taken to extend pupils' writing and complement the Literacy Hour. A good example was seen when pupils wrote an eye witness account of the Spanish Armada, using extracts from the diary of the Duke of Medina-Sidonia to describe the battle. Teachers planned interactive lessons to involve pupils in their learning. For example, at Key Stage 2, pupils use evidence to draw conclusions about how archaeologists discover how people lived in the past. The impact of this approach is to make pupils concentrate and think hard. It also promotes pupils' interest, so that their learning becomes enjoyable. Teachers make effective use of questioning to recall previous work and to develop pupils' knowledge and understanding.
104. Teaching is good, overall; it is good at Key Stage 1 and very good at Key Stage 2. In the lessons, pupils are confident when replying to questions about what they have learned and are eager to share their ideas with their classmates.

## **INFORMATION TECHNOLOGY**

105. At the time of the last inspection, no clear judgement was made about the overall attainment of pupils at the end of each key stage. Inspection currently shows that attainment at the end of both key stages is below national expectations and is so in most aspects. Evidence is taken from scrutiny of work, talking with pupils, looking at planning and scrutinising display. No direct teaching of information technology was observed and only on one occasion, in an art lesson, were computers seen to be in use.
106. The school currently lacks suitable software and materials to teach controlling and monitoring and modelling. Planning shows that pupils in Key Stage 1 have a limited understanding of the fact that information technology can be used to generate and communicate ideas. Planning also shows that attention has been paid to using information technology to sort and classify information as in the case of ordering a list of words, although there is no hard copy evidence to show how successful the lesson had been. At Key Stage 2, pupils are working at a low level on communicating information. They are able to word-process simple passages and then store them to disc. They are not creating multi-media presentations and are only just at the stage of combining graphics with text. Their knowledge of handling information is restricted to completing data bases and producing graphical representations of that information. In the lesson where four pupils were observed using the computer, they were learning to use the common functions of an art support package.
107. There has been some very recent development within the subject, in that there has been an upgrading of hardware. The computers are networked, but are not connected to the internet. Pupils now have the option of accessing information from CD Rom and this they have done successfully in Key Stage 2 in support of their science work on space. The planning for the subject at Key Stage 1 has been unsatisfactory. There is a clear need to approve and implement the new information and communications technology policy as soon as possible and to ensure that planning and teaching of the subject are systematically undertaken so as to promote progression in skills and knowledge. It is equally necessary for the outcomes of planning and teaching to be monitored for their effectiveness.

## **MODERN FOREIGN LANGUAGES**

108. The school's part-time teacher provides a short French lesson to both key stages each week. The Key Stage 2 lesson was observed and was found to be of a good standard. As the subject is infrequently taught in the primary phase, the attainment of pupils is much higher than seen in general. It would be in line with what would be expected from pupils following a similar curriculum.
109. Pupils are able to answer accurately, when questioned about everyday information such as their age and the composition of their families. They hear well and are aided in this by the teacher's good articulation and accent. They are able to count and know the days of the week and months of the year.
110. The pupils respond well to the challenge of listening to French and to responding in French. The demands placed on them in terms of listening are very high and so contribute greatly to the development of this skill. During the lesson, they showed a willingness to participate and a good level of self confidence. They were also attentive to the responses of others.
111. The teacher is well qualified and experienced for the task and makes good use of resources such as puppets to stimulate and maintain attention. She has high expectations in terms of the quality of response that pupils make. The availability of this subject has also enabled the pupils to participate in activities with other French speaking primary schools in the area. A French day is supported by local industry. In a small country village, the subject makes a very good contribution to the social and cultural development of the pupils.

## **MUSIC**

112. One lesson was seen at Key Stage 1, pupils were observed playing in a small recorder group at Key Stage 2 and there were opportunities to hear pupils singing in assembly. Discussions were held with pupils at the end of Key Stage 2 which showed what they knew and had done. The previous inspection report said that standards were broadly average and inspection shows that attainment today is in line with what would be expected for pupils of the same age.
113. Pupils in Key Stage 1 have a repertoire of songs which they accompany with actions. As a class, they are able to use different pieces of percussion to perform nursery rhymes. They are able to sustain a beat and can clap in accompaniment to a verse. The recorder group which comprises Key Stage 2 pupils are able to read standard notation and can play in parts. They play to a good standard and usefully linked their topic on Spring to their playing of Vivaldi. Assembly provides good opportunities for pupils to listen to the works of recognised composers such as Vivaldi and Stravinsky and for them to comment on their interpretation of the music. They sing effectively, in unison, when accompanied by a keyboard.
114. On each occasion that they were observed, the pupils responded well. They treat instruments with care and exercise the necessary restraint when in command of them. They enjoy music and are actively involved in lessons.
115. A good lesson was observed. There was an enjoyable atmosphere and pupils were given the opportunity to select the instrument of their choice. Good teacher knowledge of the subject ensured that the lesson was demanding and that pupils made progress in their various tasks. Correct use of terminology also consolidated pupils' understanding.
116. The coordinator is well qualified and provides a good lead for the subject. Resources are good in range, quality and quantity and are well used. The subject makes a good contribution to other areas of the curriculum such as speaking and listening and the spiritual, moral, social and cultural development of the pupils.

## **PHYSICAL EDUCATION**

117. Only one lesson, at Key Stage 1, was seen during the inspection. However, discussions with teachers and pupils indicate that standards of attainment and progress at both key stages are those expected of pupils of these ages. Pupils are taught games, gymnastics, athletic activities, dance and outdoor activities. Opportunities for pupils to swim during physical education lessons were limited in the past. However, plans are in place for all pupils to swim in the summer term.
118. Pupils in Key Stage 1 can travel confidently on the floor using a variety of methods, for example, with their weight on hands and feet. They find a space and perform a series of controlled movements, for example, travelling with a partner or passing a ball. Most are able to travel, controlling a ball with their feet. All can throw and catch balls of various sizes and invent their own games. Most are aware of each other's movements and can look and move in relation to everyone else. In dance, pupils use their bodies well to make different shapes and develop co-ordination and poise.
119. By the end of Key Stage 2, pupils practise, improve and refine their performance through individual activity, working in pairs and working in groups. In games activities, for example, "uni hoc" they develop good team skills. In dance, they develop a sequence of movements to music, for example, in work connected to their topic on Space. They become very proficient in traditional dancing.
120. Pupils enjoy physical education and respond enthusiastically in lessons. They behave well, concentrate on their work and show confidence in performances. They answer questions willingly and are keen to show to the teacher and to other pupils what they can do. At both key stages, they particularly enjoy team games. From an early age, pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons.
121. In the lesson seen teaching was good. Planning and organisation are effective; pupils are managed well. A feature is the good-humoured approach to which pupils respond well and

shows in their willingness to try very hard. Lessons are held in the village hall some way from the school. In poor weather this walk makes demands on some pupils, particularly the younger pupils in Key Stage 1.

## **RELIGIOUS EDUCATION**

122. During the week of inspection there were no opportunities to observe religious education lessons. However, from talking to pupils and looking at their work it is possible to judge standards at Key Stage 1 to be in line with the expectations of the locally agreed syllabus. There was insufficient evidence at Key Stage 2, to base a firm conclusion.
123. In Key Stage 1, pupils understand that the Bible is their special book. They know that Jesus was a special person, a healer and storyteller and are familiar with some of his parables, for example, The Good Samaritan. Pupils know that many people have followed the example set by Jesus throughout their lives. In their walks round the village they are familiar with All Saints Church and the Methodist Chapel. They are beginning to understand the importance of symbolism, for example, the importance of Lent in the Christian calendar. Pupils enjoy taking part in celebrations such as baptism and begin to understand the significance of Godparents and objects associated with the ceremony. In their work on Judaism they know that a siddur would be a good present to give to a boy at his Bar Mitzvah.
124. In Key Stage 2, much of the Spring Term was devoted to pupils' personal and social education. However, they are writing scripts describing the Last Supper to be presented in the Church at Easter. The school follows the Local Authority's Agreed syllabus delivered as a discrete subject and also within topics. There has been a recent revision to the subject policy and a new scheme of work based on a rolling programme, designed to improve continuity and progression at both key stages. In addition to Christianity and Judaism, pupils are taught about two other major world religions, Hinduism and Islam. Collective acts of worship during assembly make a positive contribution to the school's teaching of religious education.