

INSPECTION REPORT

**Great Addington Church of England (Aided)
Primary School**

Kettering

LEA area: Northamptonshire

Unique reference number: 122021

Headteacher: Mrs P Killender

Reporting inspector: Mrs E Pickford
23128

Dates of inspection: 24th - 27th January 2000

Inspection number: 189307

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Woodford Road Great Addington Northampton
Postcode:	NN14 4BS
Telephone number:	(01536) 330642
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T E Loveday
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Esme Pickford	Registered inspector	Mathematics	The characteristics and effectiveness of the school
		Science	The school's results and pupils' achievements
		Information technology	Teaching and learning
		Geography	Leadership and management
		Music	
		History	
		Special educational needs	
Ron Elam	Lay inspector	Equality of opportunity	Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Piers Bilston	Team inspector	English	Quality and range of opportunities for learning
		Art	The assessment of pupils' attainment
		Design and technology	
		Physical education	
		Areas of learning for children under five	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Addington Church of England Aided Primary School is situated in the village of Great Addington, which is seven miles to the east of Kettering in Northamptonshire. Great Addington Primary School serves the parishes of Great and Little Addington but over half of the pupils travel from the outskirts of the town of Irthlingborough and other local villages. Pupils come from a wide range of backgrounds. The school is much smaller than other primary schools, having the capacity to admit 11 pupils in each year group and it is generally fully subscribed. Currently, there are 73 pupils age four to eleven on roll. The slight drop in numbers is temporary and due to a fall in the birth rate affecting the current intake of four year olds. Ten per cent of pupils moved into and out of the area during the last academic year. Pupils are arranged in three mixed age classes. There are more boys than girls overall and in some year groups there is a considerable imbalance of gender. At the time of the inspection there were six children under five working with the five and six year old pupils in the first class. Standards of attainment on entry to the school at four are generally typical of those expected nationally for children of this age. However, attainment can vary considerably from year to year due to the small numbers involved. At present nine per cent of pupils are eligible for free school meals, which is below the national average. Seventeen per cent of pupils are on the school's special needs register and this is below the national average. One pupil has a statement of special educational need and this is average. The percentage of pupils having special educational needs has almost doubled since the last inspection. Almost all of the pupils are from families of European origin. No pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Great Addington Primary is an effective school. It achieves above average standards by the age of eleven, and provides well for the widely differing needs of the small numbers of pupils within each year group. Most pupils are working to their capacity and achieving well in terms of their earlier attainment. Overall standards of teaching are good and pupils are learning well. The school benefits considerably from the additional expertise and energy brought to the school through the job share arrangements. Pupils enjoy school and develop very good attitudes to learning. The school has worked hard to develop an appropriate curriculum to meets its own unique circumstances and provides a wide variety of additional opportunities to benefit all pupils. The school is led and managed in a cost effective way, providing good value for money.

What the school does well

- Achieves above average standards by the age of 11.
- Speaking and listening skills are well emphasised within the broad curriculum.
- The quality of teaching is good overall, especially in Key Stage 2.
- Achieves excellent levels of attendance.
- The pupils have very good attitudes to learning: this makes a significant contribution to the good progress they make.
- The pupils behave very well and get on well with each other; the teachers and other adults provide very positive role models.
- Creates a caring, supportive, family ethos.
- Parents support the school well and are happy with the education provided.
- Caters well for the needs of pupils' different abilities and talents.

What could be improved

- Teachers' subject knowledge and standards in information technology.
- Strategies are not effective for checking the quality of teaching and learning to make it even better.
- The monitoring of whole school curriculum planning to check that it takes full account of the progression of learning when pupils move from one class to the next.
- The provision for staff training for Child Protection and Health and Safety issues to ensure that all are fully aware of their responsibilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Great Addington Primary School was last inspected in September 1996. Overall the response to the previous inspection has been reasonably effective. All the action points from the last inspection have been tackled, more effectively in some areas than others. Since 1996 standards have risen in Key Stage 2 in English, mathematics and science but are lower in mathematics and science in Key Stage 1. Teaching has remained good overall with improved standards of teaching and learning in Key Stage 2. The school has implemented consistent and useful systems of assessment. There are schemes of work in place for all subject areas to ensure that there is coverage of the programmes of study and that topics are not repeated in the mixed age classes. Due to recent organisational changes within the school and the introduction of national initiatives, the current documentation does not reflect the school's circumstances and the many changes that have been made. There has been improved progression of pupils' knowledge, skills and understanding in history and geography. Progress has been made in the monitoring and evaluation of planning and teaching by the headteacher and of the impact of spending decisions by the governors. The monitoring role of the co-ordinators has not developed sufficiently. The school has addressed the Health and Safety issues and now meets the legal requirements highlighted in the previous report. There has been an improvement in multicultural provision since the last inspection. Improvement has been made in covering the National Curriculum requirements for information technology. A detailed scheme of work has been introduced but it has only been in operation for two terms. Teachers have worked to secure their own subject knowledge but still lack confidence. The lack of sufficient and suitable computer equipment, subject expertise and technical support prevents standards from reaching a satisfactory level. The school is on course to exceed the targets set in English and mathematics for the current year.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	A	C	D	
Science	B	D	C	E	

It is important to note that the numbers of pupils taking the National Curriculum tests is much smaller than in many schools. Each pupil counts for a significant percentage of their year group, approximately nine per cent in 1999 and, therefore, the performance of one or two pupils can alter results significantly from year to year. For this reason, to compare results from year to year does not give a true reflection of the achievements of the school and accounts for the fluctuations in standards.

All the pupils tested at 11 achieved the target levels set for them by the school in each subject, including higher attaining pupils. Those with special educational needs made good progress in relation to their ability, even though they did not reach the expected standard for their age. However, the performance of individual pupils impacts severely on the comparison with other similar schools. Comparing the 11 pupils tested in 1999, the average points scored by all pupils show standards to be above average in English, below average in mathematics and well below average in science. Evidence from the inspection found standards to be above average by 11 in all three subjects for the current group of pupils in Year 6. The higher standards seen in mathematics are as a result of the emphasis on numeracy. In science, standards are improving as a result of more detailed planning for pupils of differing abilities. Standards of seven year olds in the 1999 National tests are very high in writing and average in reading and mathematics. Teacher assessment in science shows standards to be well below average. The work pupils were doing during the inspection found standards at seven to

be better in reading and above average, rather than high, in writing. Standards in mathematics and science were found to be average as a result of current curriculum development. Standards in speaking and listening are high throughout the school. Standards in information technology were found to be below average at the end of both key stages. The standards achieved by the majority of pupils are high enough by the end of Key Stage 2 but could be higher, particularly in science at the end of Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive and keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils listen attentively to the teacher and each other. Pupils work co-operatively in groups and productively on their own.
Personal development and relationships	Very good. Pupils are polite, well mannered and show respect for property as well as each other. Very good relationships are established between the pupils of different ages.
Attendance	Excellent. Pupils enjoy coming to school.

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.

Overall, the quality of teaching observed during the inspection was good. Ninety four per cent was satisfactory or better. Sixteen per cent of teaching was very good. Teachers plan effectively to meet the needs of the different ages and ability groups within their classes, including pupils with special educational needs and talented pupils. Teaching in English is good in Key Stage 1 and much of the teaching in Key Stage 2 is good and some very good, resulting in high standards of written work. The quality of teaching in mathematics is good, with examples of very good teaching at the end of Key Stage 2. Teachers have good subject knowledge and teach the skills of literacy and numeracy well and they skilfully enable pupils to apply these throughout the curriculum. Six per cent of the teaching observed was unsatisfactory and occurred in small groups. Pupils' rate of learning is satisfactory in Key Stage 1 and good by the end of Key Stage 2. The teaching of the whole class lessons for information technology is satisfactory throughout but teachers' lack of subject expertise prevents them from making sufficient use of computers, extending the higher attaining pupils and solving technical problems when they arise. Pupils are not progressing at a satisfactory rate as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. It is suitably broad and relevant and caters for the wide range in pupils' abilities and interests. Visits, school journeys and extra-curricular activities provide practical experiences to extend pupils' understanding of citizenship and the wider world. Information technology is given insufficient emphasis within the curriculum.
Provision for pupils with special educational needs	Work designed especially for these pupils enables them to be taught mostly within the class and make good progress. When pupils are withdrawn from class for additional help they are sensitively supported and encouraged.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good and contributes well to individual pupils' personal development. The provision for pupils' multi-cultural development has improved since the last inspection.
How well the school cares for its pupils	The school provides a secure and caring environment. The arrangements for Child Protection are generally satisfactory but require updating.

The school works closely with parents and their financial and practical help is invaluable in helping the school achieve good standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good ethos created by the headteacher and staff effectively supports learning. The staff work well as a team. The school development plan is clearly focused on improvement and financial resources are appropriately targeted. Monitoring and development of teaching lacks rigour.
How well the governors fulfil their responsibilities	The governors are very supportive and use their talents for the benefit of the school. They are well informed and fulfil their responsibilities.
The school's evaluation of its performance	The school is aware of its strengths and weaknesses and takes action by establishing priorities in the development plan.
The strategic use of resources	The school achieves above average standards by 11, the quality of teaching is good and resources are used effectively. The school has above average income but it provides good value for money.

The school is suitably staffed by experienced and qualified teachers. The accommodation is adequate and very good arrangements are made to overcome the difficulties caused by the small hall and lack of a playing field. Resources for information technology are inadequate and restrict progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy going to school. • Teaching is good. • The staff are approachable when problems arise. • The school expects pupils to work hard and achieve their best, whatever their ability. • Behaviour and relationships are very good. • Staff know the pupils well and develop their self-esteem and confidence. • The school consults parents on a variety of issues. • Keeps them informed about changes to the curriculum. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The arrangements for Year 4 pupils who are currently split between two classes. • The amount of homework set for the different age groups. • The information on pupils' progress.

Inspectors agree with parents' positive comments. The range of extra-curricular activities are good for a school of this size. Good arrangements are made to group pupils in Year 4 by ability for English and mathematics. In other subjects they are grouped by age and the curriculum organised so that work is not repeated. Current planning is not monitored to ensure an appropriate development of skills in all subjects. Inspectors found the amount of homework set to be appropriate for pupils' ages and adequate preparation for secondary school. There are good opportunities for parents to discuss pupils' progress but the written end of year report does not give enough detail on the progress made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The number of pupils taking the National Curriculum tests at seven and eleven in Great Addington Primary school is much smaller than in many schools and most years is less than ten. Each pupil counts for a significant percentage of their year group and, therefore, the performance of one or two pupils can alter results significantly from year to year. For this reason, to compare results from year to year does not give a true reflection of the achievements of the school and accounts for fluctuations in the results. Averaging the results in the core subjects of English, mathematics and science over the last three years, standards of the eleven year olds are above the national average. Standards have improved in mathematics since the last inspection, where standards at eleven were close to the national average. In English and science the above average standards have been maintained.
2. Results of the 11 year olds tested in 1999 show standards, based on the average points scored, to be above average in English and close to the national average in mathematics and science. In all three subjects the two pupils with special educational needs achieved the targets set for them, as did the higher attaining pupils. Eleven year olds did better than pupils in similar schools in English and showed that the recent emphasis on literacy has helped to raise standards. Standards seen during the inspection matched the test results in English. In mathematics standards were seen to be above average due to the increased emphasis on numeracy. In science standards were also found to be above average. Older pupils had a broad knowledge and understanding and improved investigational skills.
3. Nine seven year olds were tested in 1999. The standards in writing were very high in comparison to the national average and successfully reflect the emphasis to remedy weaknesses. In reading and mathematics standards were close to the national average but well above average for those achieving the higher Level 3. All pupils with special educational needs and higher attaining pupils reached their target test levels. Reading standards seen during the inspection were found to be above average. Standards for the current group of Year 2 pupils in writing were seen to be above average. In mathematics the good mental mathematics practice sessions observed were found to be improving pupils' speed of working and the majority of pupils were working close to the national average. In science teacher assessments show standards are well below the national average, with no pupils achieving the higher levels. Teachers' expectations are not high enough. Standards in science have declined over the last three years due to a lack of curriculum development and focus. The inspection found that standards in science were improving since being identified as an area for development. Averaging the results in reading, writing and mathematics over the last three years, the performance of seven year olds is close to the national average and matches the inspection findings. Standards at the time of the previous inspection were found to be above average in all the core subjects. However, the percentage of pupils with special educational needs has doubled in that time and this lowers the overall results.
4. The standards of children who have come into the reception class over the last three years vary but are generally typical of what is expected of four year olds. Most pupils have sound personal and social skills, good language and literacy skills but their mathematical development is often below that expected. By the time they are five they reach the expected goals and some are working on the earliest stages of the National Curriculum. They make good progress overall. Pupils make particularly good progress in mathematics as a result of the good teaching and structured activities experienced.
5. Standards of speaking and listening are high throughout the school. Pupils are taught well and listen attentively to the teacher and to each other. They are given good opportunities to answer questions and express their opinions in lessons. Teachers introduce subject vocabulary in a structured way and encourage pupils to use this in their answers. Standards in reading are above average at the end of both key stages. The teachers teach reading effectively and encourage pupils to develop their comprehension and research skills through other subjects. Handwriting is taught in a systematic way; high standards are achieved by 11 and pupils take a pride in the

presentation of their work. Standards in writing are above average at the end of both key stages, spelling and punctuation are accurate by the end of Key Stage 2 and these are developed well through other curriculum areas. However, the expectations for pupils in Year 2, 3 and 4 to use their recording skills in science are not high enough and there is an over-reliance on worksheets. Pupils regularly practise and develop their mental arithmetic and make good progress throughout. They achieve high standards by the time they are 11. They enjoy problem solving and applying their skills of accurate measurement to map work and science experiments. Older pupils use a database and display the results of their experiments as graphs.

6. High standards are achieved in swimming. All, except reception pupils, have the opportunity to swim on a regular basis to compensate for the lack of playing fields and make very good progress as a result. In music many pupils achieve high standards by 11 due to the expertise within the school and the good opportunities given to perform and learn instruments. In history, geography and physical education pupils at seven and eleven achieve the standards expected for their age. Standards in some areas of art and design technology are below those expected at the end of both key stages. In art this is due to a lack of detail in the scheme of work to help teachers develop skills in particular areas for the different ages within their class. In design and technology pupils develop satisfactory 'making' skills but standards of design and evaluation are not high enough because of the lack of emphasis.
7. At both seven and eleven standards in information technology are below the expected standard due to the lack of staff expertise and an inadequate number of suitable computers and software. Pupils in both key stages are not learning at a satisfactory rate to remedy deficiencies and achieve a satisfactory standard. The current scheme of work has helped to support planning and improvements can be seen in some areas. Pupils at the end of Key Stage 2 progress at a faster rate because they have more regular access to computers and staff knowledge is more secure.
8. Overall progress is good. Pupils enter the school with average attainment and by 11 standards are above average. Most pupils are working to capacity and achieving well. From the work seen most pupils were found to make satisfactory progress in Key Stage 1 and the early years of Key Stage 2. Teaching is good overall but there is scope for greater challenge, particularly in science. Good progress is made in Year 4, 5 and 6 where teaching is often very good, imaginative and challenging. Pupils in Key Stage 1 make good progress in writing and mathematics as a result of the good teaching of basic skills. Progress in art and design and technology is at an uneven rate within the subject and unsatisfactory in some aspects, such as design and three-dimensional work.
9. Throughout the school pupils with special educational needs, including those with statements, make good progress. They have well structured educational plans and teachers are careful to match tasks to need and help them reach their targets. Progress is good when these pupils receive help from the support assistant or adult volunteers, who are well briefed by the teacher. Higher attaining pupils are often challenged by the specific tasks set for them in lessons, make good progress and achieve the higher levels in national tests. They are given good opportunities for research and investigation at the end of Key Stage 2.
10. The attainment of boys in the national tests for seven year olds exceeds that of girls in reading and writing but is similar in mathematics. By 11 the attainment of girls is higher in English and science but similar in mathematics. In the 1999 tests there were only three boys in the year group. There is no apparent reason for these differences in attainment. The school works hard to encourage male parents and governors to play a prominent role in the life of the school with its totally female staff.
11. The school exceeded the targets set in English and mathematics at the end of both key stages and is on course to meet the higher targets set for the coming year.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their attainment and progress. This conclusion continues the findings at the time of the previous

inspection and reflects the widely held views of parents. The attendance and punctuality of the pupils are excellent.

13. Throughout the school the pupils' attitudes towards learning are very good. This includes those of pupils with special educational needs. They concentrate well and show interest in what they are doing. They have the confidence to try and work out answers in front of their classmates, as happened in a numeracy lesson in the Year 2, 3, 4 class when adding two digit numbers together. Pupils in all year groups settle down to work quickly and in lessons are eager to answer the teachers' questions. They use their initiative and, for example, Year 6 pupils enjoyed the challenge of finding out information when completing a map of Ancient Greece. They are keen to become involved in different activities, both within the school with the clubs and outside with community events.
14. Pupils behave very well in the classroom, at play and lunch times. They are well mannered, polite to adults and to each other, courteous and welcoming to visitors. They move around the school in an orderly way even when not supervised. They show respect for property. For example, reception and Year 1 pupils took great care collecting and putting away instruments during a music lesson. Nevertheless, some minor fidgeting and restlessness occurred in two lessons when the needs of the very youngest pupils were not met by the teacher or volunteer who was leading them. No bullying occurred during the inspection and the school has appropriate procedures to deal with any aggressive behaviour that may take place. There have been no exclusions in the last school year.
15. Relationships between pupils and with adults are also very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. The pupils in the reception year show maturity. They work well with each other and are learning independence; they change for physical education lessons and replace equipment after lessons without needing to be closely supervised by an adult. In the classroom all the pupils respect each other when sitting close together on the carpet. Good co-operation was seen when the Year 4, 5 and 6 class worked in groups in a drama lesson linked to space travel and when reception and Year 1 pupils worked in pairs doubling numbers during a mathematics lesson. Even the youngest know they must put up their hands to answer questions. They are concerned for the welfare of others and one pupil drew the attention of a classroom assistant to another pupil who was upset. One older girl was overheard to say to one of the youngest pupils who was looking lost "I know you are a boy, but can I give you a cuddle?" The pupils' personal development is also very good. They take responsibility both within the classroom for different tasks that need to be done and outside with, for example, the older pupils looking after the younger. The pupils also benefit from collecting for charities during the year and meeting people in the community, such as when they sing carols to older people at Christmas.
16. Attendance and punctuality are excellent and make a significant contribution to the standards achieved by the pupils. Attendance at over 97 per cent is very high compared with the national average. Pupils are keen to come to school and generally arrive on time, with any lateness being minimal. Absences are usually due to the inevitable childhood illnesses, although some parents insist on taking their children on holiday in term time. Registration takes place commendably promptly at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

17. Overall the quality of teaching observed during the inspection was good. Ninety four per cent was satisfactory and of this 58 per cent of teaching was good or better. Six per cent was unsatisfactory and occurred in small groups supported by volunteer helpers who were not sufficiently briefed as to what was required of them. The good standards of teaching observed in the previous inspection have been maintained. Teachers manage their pupils well to create a purposeful working environment in which they can teach effectively and pupils learn successfully. Pupils were observed to learn at a satisfactory rate in Key Stage 1 and the early years of Key Stage 2. Pupils in Year 4, 5 and 6 made good progress where the quality of teaching was often very good and challenged pupils of all abilities. Progress of pupils in Key Stage 2 has improved since the previous inspection.

18. Teachers are hardworking, very supportive of one another and a strong team spirit is established. There is a strong partnership and effective communication between the pairs of staff sharing the three classes, which benefits the pupils. Relationships are very good between all the adults who work in the school. All staff have a genuine concern to provide pupils with good learning opportunities. Learning support staff are always clear about what is expected of them, enabling them to make a significant contribution to the standards pupils achieve. This is particularly evident in the progress made by pupils with special educational needs. The majority of parent helpers and volunteers make a very useful contribution to pupils' learning when they are appropriately briefed and their support is valued by the staff.
19. The quality of the teaching observed during the inspection for the under fives is good overall. Half of the lessons are good and the music lesson was very good. The basic skills of reading, writing and number are well taught and good progress is made. One short group session supervised by a volunteer was unsatisfactory. Provision and progress of pupils with special educational needs are good. Good use is made of baseline assessment information to plan for pupils' particular needs. Good records are kept of pupils' progress which inform the planning of future work. The curriculum in the reception class is based upon Key Stage 1 of the National Curriculum. However, it does take into account the nationally agreed learning goals for the six youngest pupils. There are insufficient planned opportunities for the youngest pupils to play creatively, use outdoor play equipment and computers. On occasions, opportunities for pupils to play were missed whilst they sat and listened to instructions given to the older pupils. During the inspection, the teachers' good quality teaching and good subject knowledge compensated for the lack of detail in the planning. Both teachers observed during the inspection provided very good role models for personal and social development.
20. All teachers have at least satisfactory knowledge in all areas of the curriculum, except for information technology where some professional development is required for the whole staff. Throughout the school, teachers are successful in encouraging pupils to listen attentively and speak confidently and clearly, resulting in the high standards achieved. In both key stages teachers successfully deliver a literacy hour which is having a positive impact on raising standards in writing. In English, subject knowledge is good and contributes to the above average standards achieved and the wide range of writing seen. All teachers make good use of literacy across the curriculum and, as a result, pupils make good progress. In mathematics, subject knowledge is good. Staff have had recent training to help them implement the Numeracy Strategy and have devised effective ways to organise this within their own mixed age classes. There is a brisk pace to these lessons. This has improved the rate of learning in Key Stage 1. All teachers plan well to introduce and develop subject vocabulary and encourage pupils to use this when answering questions in class. The pairing of teachers in each class brings a wider range of subject expertise into the school and pupils benefit from this enormously. The music co-ordinator has good subject knowledge and was seen to use this well to combine elements of music and movement with instrumental playing in a lesson for younger pupils. Good use is made of the expertise of the visiting music specialists to raise standards.
21. Planning is sound. The pairs of teachers plan together conscientiously for their class on a termly basis and follow the long term curriculum plan for each subject. The quality of these plans varies from class to class in the written detail and clarity. The purpose of the lesson is clearly communicated and often written on the board for older pupils. Planning for literacy and numeracy lessons is well structured and results in good progress. Teachers are good at making cross-curricular links to give pupils opportunities to apply their knowledge. However, a weakness is that they do not plan sufficiently to use information technology outside the class lessons and pupils' rate of learning is unsatisfactory. In art and design and technology the lack of detail in the schemes of work prevents planning for the development of skills in a systematic way. As a result, pupils progress at an uneven rate within the subject and progress in some areas is unsatisfactory. Teachers' planning ensures that the best use is made of learning resources and adult support for special educational needs.
22. Teachers use a variety of teaching methods successfully, including whole class and group work. In the very good lessons seen, teachers give clear and lively introductions to the whole class followed by well resourced group work that is well matched to pupils' ages and abilities. They respond well to pupils' needs and successes by making their grouping flexible. For example, a

pupil with special educational needs was moved to a different group where the work was more challenging, after showing that he already had a clear understanding of his original task on area. Teachers circulate amongst groups well to provide additional teaching, check on understanding, question pupils to direct their thinking and give oral feedback to pupils about their work. They make good use of praise to promote self-esteem and encourage pupils to persevere. A particularly good feature of the best teaching seen is the use of questioning; this is used effectively and directed to individuals to check pupils' understanding and to challenge and extend thinking. During lessons teachers often make good use of pupils to demonstrate their skill and ideas to the rest of the class. In physical education pupils are encouraged to show good sequences of movements to others who adapt the ideas to improve their own performance. Teachers were seen to make good use of time at the end of their lessons for groups to share their learning with other pupils who may have been working on different tasks. In this way, pupils show if they understand what they are doing, what they found difficult and what they need to do to improve.

23. The quality of teaching provided for pupils with special educational needs is good. Pupils have well planned and appropriate individual educational plans, which show a clear understanding of pupils' needs and they make good progress. Pupils show good levels of concentration and try very hard. Teachers work hard to include these pupils in most class activities by matching tasks to their programmes and this raises their self-esteem. A good example of this was seen where a pupil was asked to show a map to the class because all the place names had been correctly inserted in the given time. Communication between members of teaching staff and support staff is effective and teachers meet with support staff to plan their work. During withdrawal sessions with the special needs support assistant, praise is used well to encourage and motivate.
24. Teachers form very good relationships with their pupils and manage them very well. All teachers have high expectations for good behaviour and attitudes to work. As a result, pupils sustain concentration and work productively at a good pace in most lessons. Good work habits and routines are firmly established. Pupils are told clearly what is expected of them and often how much time they are expected to take to complete a task. All teachers prepare, organise and use resources very well so that pupils have everything they need to complete the task without wasting time and interrupting staff when they are teaching other groups. Pupils show interest in their classwork and are keen to answer questions. They often follow this up by bringing in artefacts or doing voluntary research at home. Pupils in Year 1 learnt from a demonstration how to join two pieces of card to make a corner. They were able to use and adapt this idea when constructing their rocking cradles. Teachers' expectations of pupils' academic attainment is generally appropriate for their age and ability but could be higher for pupils in Year 3 and 4. Expectations of more able pupils in Key Stage 1 to achieve the higher grades in national tests in science are unsatisfactory. Pupils learn to think for themselves from the earliest stages and to take the responsibility for their own learning.
25. From the scrutiny of work and the work completed in lessons the marking was found to be of a satisfactory but variable standard. Some staff make detailed written comments to help pupils improve their work. Rewards were sometimes given but these vary from class to class. Where comments are made time is given for pupils to read and act upon them before continuing the task. The positive effects of this are evident in the improved standards pupils attain in their writing by the end of Key Stage 2.
26. All teachers provide good oral feedback to pupils as they work. Regular assessments are made of pupils' work in the core subjects throughout the year and these are passed on when pupils change class. Teachers were seen to use the oral information collected during lessons to adjust the planning of following lessons. The assessment of pupils with special educational needs is accurate and used well to adjust their individual plans.
27. The school has a clear homework policy. All pupils read at home on a daily basis and there is good communication between teachers and parents through the reading diary. Pupils are given spellings and tables to learn at home. Older pupils are set a piece of English work and some mathematics practice weekly. Good use was made of the mathematics multiplication task in a following lesson on exchanging currency. Most pupils complete these tasks at home and make good progress in English and mathematics as a result. Occasionally, pupils research topic work

at home and use information technology resources for example, work on Ancient Greece. Most parents are happy with the tasks given to the older pupils and feel that they are well prepared for secondary school. Inspectors agreed with their views.

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

28. The quality of the curriculum is satisfactory for children under five and at Key Stage 1 and good in Key Stage 2. The curriculum is suitably broad and balanced in most areas. This overall judgement is similar to the previous judgement in 1996. However, the weaknesses in information technology remain to some extent, with insufficient breadth of experience provided in all subjects. There is an improvement in the time allocated for music but the time for art and design and technology has not brought about an improvement in standards. Not all aspects and skills of the two subjects are taught in sufficient depth. There is improvement in the planning for progression and continuity of learning in history and geography through the reorganisation of the schemes of work. However, there is good curricular provision for personal and social education, with regularly timetabled lessons for Year 1 and Years 5 and 6. Pupils in the middle years receive less regular support. There is a good programme of visits and visitors, including a residential visit to York, which help to enrich the overall curriculum provision.
29. There is an appropriate amount of daily time allocated for literacy and numeracy and the effective strategies for teaching literacy and number skills are proving beneficial to pupils' learning.
30. There is good provision for special educational needs throughout the school and pupils are well supported by teachers and support staff. The school fully complies with the Code of Practice and staff ensure that the curriculum and daily planning are suitably modified to meet the needs of pupils. All pupils have appropriate targets set which are regularly reviewed.
31. Drugs and sex education are suitably incorporated within the school's programme for healthy living. A mobile health awareness van visits regularly to raise health issues. There are good links with the local shoe factory and sports clubs to enrich curriculum provision. There is a good range of extra-curricular activities, including choir, recorders, football and chess, which are well attended. Due to the size of the school and teams, there are few opportunities for competitive sport against other schools. There are times when the pupils have joined other schools to become involved in larger sporting events, for example with the local football club. There are some weaknesses remaining in the planning for Key Stage 1 and 2 pupils. Although planning is good between the teachers who share responsibility for a class, there is no clear overview of whole school planning. This does not always ensure an appropriate and smooth development of pupils' skills, especially for the Year 4 pupils who are split between two classes. Some of the school's subject policy documents are due for review and the schemes of work for art and design and technology do not sufficiently take account of the nature and structure of the school's organisation of classes and years.
32. The school makes good provision overall for pupils' spiritual, moral, social and cultural education and this makes a very positive contribution to pupils' personal development.
33. The provision for spiritual development is satisfactory and the school assemblies, which fully comply with statutory requirements, make a satisfactory contribution to this aspect of all pupils' personal development. In some assemblies, there is a calm atmosphere with appropriate prayers, including thoughts for a parent in hospital. Pupils learn about the teachings of Jesus and study other faiths; this includes visits to a Hindu temple and a Jewish synagogue. There are some good reflections on display about regrets and hopes for the future. Key Stage 2 pupils were totally absorbed and amazed when they looked at live satellite pictures of the earth from space on the Internet and watched the passing of night into day.
34. The provision for moral education is good. Adults take every opportunity to teach moral values and all staff are good role models. In assembly, pupils are encouraged to consider co-operation and treating others with respect. Children under five are taught about jealousy when reading a picture book about the impact of a new baby on the family. Pupils are reminded about being

good friends and to know when to say sorry. There are good class rules on display and pupils have been involved in considering what is important in school. Older pupils are encouraged to look after younger pupils and there are good examples of pupils being encouraged to share and look after one another.

35. The provision for social development is good. Children under five are encouraged to undress and dress themselves for physical education lessons. In reception and Year 1 all pupils are encouraged to be responsible for an aspect of keeping the classroom tidy. There are First Aid lessons for older pupils and a healthy life style is encouraged in all classes. All pupils learn to swim and water safety is taught. Pupils have opportunities to act during drama lessons in school and also during whole school productions. There are a variety of clubs and trips where pupils develop their personal skills well, including a short residential visit. The pupils were keen to continue chess after the adult organiser moved out of the area and the after-school club run by the pupils provides good opportunities to learn how to play.
36. The provision for cultural development is good. There is a range of historical visits, including a residential trip to York. Famous artists are studied from the past and present, including David Hockney. In English pupils study Greek myths and legends. The school organised an African story teller and pupils then made clay pots and African masks. There has been a good link established with another school to sample Aztec and Mexican culture. There is an improving range of multi-cultural posters and artefacts and displays encouraging pupils to consider world friendship. Pupils study a variety of world faiths in religious education. There has been satisfactory improvement in multi-cultural education, which was described as a weakness in the previous inspection. However, moral and social education remain a strength of the school, particularly in the encouragement of the whole school community as a large family.
37. There are established links with the local community and church which provide a good awareness of citizenship. Good links are established with the local secondary school and ensure pupils transfer smoothly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. As at the time of the previous inspection, the teachers effectively look after the needs of the pupils. Parents are pleased with the level of support in the school, seeing it as a caring community where their children are safe.
39. The school shows appropriate concern for the welfare of the pupils, although overall the arrangements are unsatisfactory as the staff do not fully understand their responsibilities in this area. Arrangements for first aid are satisfactory, with records kept of any treatment and letters home to parents as appropriate. The headteacher is the designated person for child protection and the school follows local arrangements. Nevertheless some staff have not received any recent training or guidance and do not know the procedures to be followed in certain circumstances. A health and safety policy is in place and no problems were seen during the inspection. The school has procedures to deal with any critical incidents and appropriate notices are displayed for evacuation. However, neither the headteacher or other staff have had any recent training to ensure that they all understand their personal responsibilities under current legislation and documents on risk assessment were not readily available. There are a suitable number of trained First Aiders. The teachers ensure that pupils are made aware of health and safety issues, including drugs awareness, during lessons such as science, physical education and personal and social education. The school has appropriate arrangements for teaching sex education to the older pupils.
40. There is a good range of assessment and monitoring procedures to monitor pupils' academic and personal development and they are used well. This was a key issue in the previous inspection and considerable improvement has been made. All staff know their pupils very well and use this knowledge particularly well for children under five and older pupils in Key Stage 2. Although the monitoring of personal development is more informal, there is consistent application of support and care provided for all pupils by the whole staff. There is a good range of assessment procedures for children under five and throughout the school for English, mathematics and science. This ensures, for example in Key Stage 2, that Year 4 pupils are set

accurately by ability for literacy and numeracy sessions. The good knowledge and thorough assessment procedures help to ensure that pupils' learning is good and based on prior knowledge. The current methods of teacher assessment in science are preventing more able pupils being awarded the higher levels in science. The current school reports provide a list of specific targets in all subjects. Some pupils are aware of their targets but these are not consistently addressed. Pupils with special educational needs are continually assessed against the targets in their individual education plans which are regularly reviewed and updated. The needs of pupils with special educational need are appropriately addressed in class, so that their learning proceeds at a similar pace to their peers.

41. The procedures for promoting discipline and good behaviour are good and supplement the positive ethos within the school. Class and school rules are on display and teachers discuss them with the pupils at the beginning of the year and refer to them as necessary at other times. Pupils were able to quote examples of what they should and should not do. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. The school has appropriate procedures to deal with bullying and sexist or racist behaviour if any were to occur. The procedures for monitoring and promoting attendance and punctuality are good. The keenness of the pupils to come to school and the good relationships with parents result in little absence. Nevertheless, some parents still do not fully appreciate the need to avoid taking their children on holiday in term time, especially before, and at the time of, the national tests.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. In their responses to the questionnaire and at the meeting with the inspectors parents show that they are generally very pleased with all that the school does. They are satisfied with the level of support their children receive and consider that the school promotes positive attitudes. These reactions are similar to the comments made at the time of the previous inspection. Some doubts were expressed about the amount of homework but the inspectors concluded that the homework set is appropriate. A few parents felt they were not well informed about the progress of their children, although the great majority were satisfied with the amount of information provided. The inspectors generally supported this latter view, although the reports at the end of year were inadequate. Some parents were also concerned about the range of activities outside lessons but the inspection team considered that the provision of clubs and activities at lunchtime and at other times are very good, especially for a small school. Parents were concerned about the split of Year 4 pupils between two classes.
43. The school has established good links with parents and these contacts are very effective. Regular letters are sent home providing information on the various activities that the pupils are involved in, as well as general administrative information. The parents are invited to meetings to discuss the teaching of literacy and numeracy as well as other matters, such as the organisation of the classes. The school invited comment from parents on the home school agreement. Formal meetings between the teachers and parents to discuss the children's progress take place in the autumn and summer terms, with a brief written summary in the spring term and a fuller report in the summer. This annual report on pupils' progress was redesigned last year after discussion with the parents, who felt that reports were too detailed. Reports no longer meet legal requirements. For each subject they provide a grade for effort and progress together with very general targets for improvement. They provide insufficient information about the attainment of the pupils and comments on the progress made.
44. Parents' involvement with the school makes a satisfactory contribution to its work and to the attainment of the pupils. Parents support their children at home. For example, pupils bring in information they have obtained from the Internet or from CD ROM's. The reading diaries are generally signed by the parents and some good examples were seen where these were used for a dialogue between home and school. Some parents come into school regularly to help in the classroom. The use made of this support varies; where good information is provided by the teacher the parents make an effective contribution to the learning process but, on some occasions, the parent is not provided with sufficiently precise guidance to ensure the pupils get the most benefit from the lesson. The Parent Staff Association is very supportive arranging both fund raising and social events, including ones where the pupils take part.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The overall leadership and management within the school is sound. The response of the school's leadership to the 1996 inspection has been satisfactory overall. The school has tackled all the issues raised and moved forward, more effectively in some areas than others. The headteacher is an effective leader and strongly influences the conduct and the ethos of the school for the good. She has built an effective staff team. As well as organising the school efficiently, she teaches regularly and sets high standards. Her long term vision for the school is clear and realistic. No other staff have paid posts of responsibility but suitable arrangements are made to deputise for the headteacher when she is out of school.
46. All the co-ordinators, except for the headteacher, work on a part-time basis in the school and take responsibility for two or three curriculum areas. They are effectively deployed to make the best use of their expertise. Since the last inspection, they have taken greater responsibility for subjects by developing schemes of work and assessment systems. This has ensured pupils build on and systematically develop their learning as they move through the school. Some schemes now need updating. Co-ordinators have suitably adjusted long-term planning in response to recent changes but this is not documented in the schemes of work. Most have a clear understanding of the strengths and weaknesses within their areas of responsibility and how improvements can be made. Staff have recently concentrated on implementing the literacy and numeracy strategies and finding the best organisational methods to fit their particular circumstances. They have been well supported by the co-ordinators, who have led some staff training. A lot of informal discussion and monitoring takes place between staff on these issues. There has been formal monitoring of teaching in the literacy hour by the headteacher and link advisor, which resulted in changes to improve classroom practice. Literacy and numeracy strategies have been the main focus of curriculum development over the last two years and this has restricted development in other subjects, especially science. Co-ordinators organise the provision of resources well within spending limits. The headteacher monitors teaching informally by working in other classes but does not have a programme to formally monitor teaching on a regular basis, except through appraisal. Recent appraisals have highlighted staff concerns about their lack of expertise in information technology and the need for additional training, which has been arranged. Currently, co-ordinators have no opportunity to observe other colleagues teaching in order to identify what is working well, areas for development and training needs for their subject. Funding has recently been made available to make this possible. Monitoring strategies are not rigorous enough to help plan what needs to be done to make teaching and learning even better.
47. The governors have a clear view of the school's needs and are well informed on school issues. They provide sound support for the headteacher. The governing body is well organised with a suitable range of committees and the talents of individuals are utilised for the benefit of the school. Governors have a clear understanding of standards, trends in results and hold the school to account for its performance. They are keen to ensure that pupils of all abilities achieve their potential. Governors are also concerned as to how standards and resources for information technology can be improved and have recently appointed a new governor with expertise to help them. The curriculum committee takes an active interest in monitoring new policies, literacy and numeracy and liaising with subject staff. Governors have a successful admissions policy to ensure that the class sizes are kept to the required level. Governors come into school on a regular basis and are involved in monitoring developments and the staff appraisal programme. Governors fulfil the majority of their legal requirements. However, although the Annual Report to parents is a detailed and informative document, there is no attempt to report on the school's response to the Key Issues of the 1996 inspection.
48. The school development plan is a forward looking working document which identifies appropriate tasks for the further development of the school. The plan includes prioritised targets for improvement that have time scales, costings, success criteria and names individuals to monitor the progress towards meeting the targets. There is good evaluation of annual achievement and this is communicated well to parents in the Governors' Annual Report. Through the development plan, subject policies linked to the National Curriculum programmes have systematically been developed and weaknesses in writing have been addressed. The school has targeted science as a priority for improvement and aims to raise the declining standards noted in Key Stage 1.

49. The special educational needs co-ordinator displays good leadership and communication skills. There is effective and efficient management of support staff and involvement with other agencies. The procedures currently in place are good. They are clear, efficient systems to ensure that pupils' needs are systematically reviewed. The designated governor responsible for special educational needs ensures that there is good oversight of provision and that the good ethos for support is maintained.
50. The school is adequately staffed with suitably trained and experienced teachers. The job share arrangements bring additional expertise into the school and cut down on supply costs. The teachers and support staff work very well together. There have been no recent staff changes but there is a useful handbook to ensure that all staff are clear about procedures. Staff development funding has been used for literacy and numeracy training recently. Grants have been used to purchase new computer equipment to access the Internet but the quality, number and location of computers are restricting pupils' progress. There is an inadequate range of software to enable information technology to support learning in other curriculum areas. In mathematics additional classroom resources are needed to teach numeracy. In other areas resources are at least adequate to teach the planned curriculum, except in design and technology where the shortage of tools restricts activities. There is a lack of gymnastics equipment and wheeled toys for the under fives, due to the lack of storage space.
51. The school makes very best use of the limited accommodation and outdoor play area. It works hard to find solutions to the problems caused and ensures the curriculum is taught effectively. For example, larger classes are split for physical education in the hall. The school is trying to purchase a piece of land nearby to use as a playing field to improve provision for physical education.
52. The school runs smoothly and efficiently on a day-to-day basis. Good support is received from a local authority finance officer when planning the budget. The governors' finance committee approves the budget and maintains a close overview of spending. The committee are supplied with very good monthly updates and notes by the school. The school is beginning to establish arrangements for evaluating the cost effectiveness of its decisions and practices, for example, the advantages and cost effectiveness of the job share arrangements and the advantages of increasing the administrator's hours to release the headteacher for support and monitoring. Good financial planning is complemented by very good school administration. All the funding received for special needs pupils is used to give adult support. An above average percentage of accumulated funds is held by the school which are earmarked to purchase a playing field and towards building an additional classroom in the future. Governors also hold a small contingency fund to cover temporary dips in numbers, such as that in the current reception class. A full audit of funds is due and the small number of recommendations from the previous audit have been fully implemented. The private school fund account is well maintained and annually audited. The cleaner in charge performs her many duties efficiently, providing a clean and bright learning environment.
53. There is a very positive ethos in the school which clearly reflects the school's aims. Relationships in the school are very good at all levels. Pupils have very good attitudes towards their work and the school is committed to improving standards. The school provides equality and opportunity for pupils of different ages, ability and gender to learn and make good progress. The running costs of the school are high, but pupils come into the school with average levels of attainment and they are provided with good teaching which leads to above average results by the time they are eleven. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors and the headteacher should consider the following when planning for school improvement:

- a. *Raise standards in information technology across the school by:
- giving teachers training to improve their subject knowledge;
 - improving the access to technical support to help teachers overcome problems with equipment;
 - seeking advice as to how to make better use of the existing computer equipment;
 - improving resources.

(paragraphs: 7, 20, 46, 109, 112, 114, 50, 75, 21, 69)

- b. *Raise standards in science at Key Stage 1 by re-organising the curriculum so that higher attaining pupils are given more challenging work and more opportunities to investigate.

(paragraphs: 3, 40, 76, 78, 80)

**These issues have been identified as priorities in the school's development plan.*

- c. Opportunities should be given for co-ordinators to monitor the quality of teaching and learning in their areas of responsibility and make it even better, by finding out what works well and why.

(paragraphs: 46, 69, 83, 90, 96, 101, 107)

- d. Develop a clear overview of whole school curriculum planning by monitoring the progression of learning in all subjects across the mixed age classes. Particular attention should be paid to the transition from one class to the next where year groups are split. Update the whole school curriculum plan and the schemes of work to reflect current practice.

(paragraphs: 31, 75, 83)

- e. Staff should be given training for Child Protection and Health and Safety issues to ensure that all are fully aware of their responsibilities in these areas.

(paragraph: 39)

The following minor weaknesses should be included in the action plan:

- Make minor changes to the Annual Governors' Report to parents and in pupils' end of year reports to meet the legal requirements.
(paragraphs: 43, 46)
- Provide more opportunities for pupils under five to develop creatively.
(paragraphs: 19, 59, 61)
- Develop a whole school marking policy which is consistently applied by all staff.
(paragraphs: 25, 69, 82, 101)
- Ensure that volunteer classroom helpers are always well briefed.
(paragraphs: 14, 17, 19, 43, 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	42	36	6	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)	73
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

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	7

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	4	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	*	*
	Girls	N/A	*	*
	Total	N/A	*	*
Percentage of pupils at NC level 2 or above	School	67 (79)	100 (77)	78 (72)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	*	*
	Girls	N/A	*	*
	Total	N/A	*	*
Percentage of pupils at NC level 2 or above	School	89 (79)	78 (72)	67 (78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	3	8	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	*	*
	Girls	N/A	*	*
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	82 (65)	82 (69)	82 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	*	*
	Girls	N/A	*	*
	Total	8	N/A	9
Percentage of pupils at NC level 4 or above	School	73 (65)	N/A (65)	82 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	72
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	21.4
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	26

Financial information

Financial year	1999
	£
Total income	142303
Total expenditure	134237
Expenditure per pupil	1744
Balance brought forward from previous year	9430
Balance carried forward to next year	17496

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	4	0	0
My child is making good progress in school.	41	56	4	0	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	22	41	26	0	7
The teaching is good.	63	33	0	0	4
I am kept well informed about how my child is getting on.	22	44	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	41	44	11	4	0
The school expects my child to work hard and achieve his or her best.	37	63	0	0	0
The school works closely with parents.	19	74	7	0	0
The school is well led and managed.	33	48	4	7	7
The school is helping my child become mature and responsible.	44	52	0	0	4
The school provides an interesting range of activities outside lessons.	11	59	7	15	4

Other issues raised by parents

Concerns about splitting Year 4 between two classes because of numbers.

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

54. Children's attainment on entry to the school is average overall and similar to that of four year olds nationally. They have good language and personal skills which are slightly above those expected nationally and their numeracy skills are slightly below. There are currently six pupils under five which is fewer than normal due to an unusual fall in the birth rate in this particular year. All children attend school part-time for morning sessions during the first half term, following one afternoon's induction in the previous term. All children begin full time education in the second half of the Autumn term. This year's intake, of whom one child was absent during the week of inspection, are on course to achieve the National Desirable Learning Outcomes in all areas by the time they are five.
55. The reception children work successfully alongside Year 1 pupils in the same classroom with two teachers who work part time over the week and share the class. Children behave very well and develop good attitudes to learning. Relationships with adults are very good. Children work well together, sharing equipment and taking turns. Children quickly learn the school routines and gain confidence and independence. There is a very good, caring environment within which children work, although there are insufficient regular opportunities for children to play creatively or use large and small physical apparatus. Although the quality of teaching is good overall, there are times when the needs of young learners are not successfully met. When children sit for long periods while Year 1 work is explained or when volunteer helpers do not ensure that all children are sufficiently attentive, children become restless and learning suffers.
56. There is a suitable and satisfactory curriculum planned which pays attention to the areas of learning for children under five and the National Literacy and Numeracy strategies. There is adequate space, including separate areas outside the classroom and a play area within class which is barely sufficient for the active needs of young learners.

Language and literacy

57. Children's speaking and listening skills are above average. They enjoy listening to stories and sharing and reading stories to adults. Most know their letters and can form some accurately. All children can write their own name with varying success but all are legible. Teachers support children's understanding well during the introduction to literacy sessions. They teach the early skills of reading well and pupils make good progress in learning letter sounds as a result. However, when the under fives were supported by a volunteer their learning was less satisfactory. All pupils can talk well about their reading books and there are some good quality records and dialogues in the children's home school diaries about children's progress and preferences.

Mathematics

58. Children's mathematical skills are sound and develop quickly. All develop a good recall and recognition of numbers to ten. They know simple shapes and can match numbers to groups of objects. Some use dominoes successfully and can double numbers and higher attaining children can write the total accurately underneath the domino. All children concentrate well on their number work and clearly enjoy playing with numbers and have a satisfactory understanding of mathematical shapes. Teaching is good and pupils learn well through the fun experiences they are given.

Knowledge and understanding of the world

59. Children have a satisfactory understanding of their environment through the topics they study. They can describe and remember physical features of their walk around the village and have created their own Winnie the Pooh maps. They have some awareness of materials from the past when studying toys. In their circle time on feeling poorly they know about doctors and

hospitals. However, although children have access to the computer and construction apparatus, too few opportunities are made available for pupils to use them and there are unsatisfactory regular opportunities for pupils to play creatively and use a variety of resources, including sand and water. Teaching is satisfactory and staff make good cross-curricular links. Progress in information technology is unsatisfactory.

60. **Physical development** is sound and pupils have a good awareness of space and their bodies whilst moving to music. They move appropriately and sensibly and respond to the changing rhythms of the music during a dance session well. Pupils use crayons appropriately and hold objects correctly for printing. Their colouring skills are satisfactory. However, there is only a limited range of pictures and artefacts available to show what they have achieved. Teaching and progress is satisfactory.
61. **Creative development** is under represented within the curriculum, although children play a magic game well in the home corner and make cakes from playdough with satisfactory manipulative skills. Children's musical development is good due to teacher expertise and the majority can keep in time to the different rhythms whilst playing on percussion instruments. Pupils produce satisfactory shapes when experimenting with card during a printing activity. With satisfactory levels of assistance children use a mouse to click on an air brush and paint on a computer screen. Overall teaching is satisfactory, they make satisfactory progress overall, but good progress in music where teaching is very good, and expectations are high.
62. The co-ordination of the subject is satisfactory. There is a good range of assessment procedures which are used well and a satisfactory range of resources. However, space for young learners is limited and there are no wheeled toys, although children have a small, separate, enclosed play area outside.

ENGLISH

63. Pupils' attainment is in line with the national average at the end of Key Stage 1 and above average by the end of Key Stage 2. The overall quality of pupils' learning is good and they make good progress in writing and particularly handwriting. The quality of pupils' speaking and listening skills are above average at both key stages. The overall inspection judgements in English are similar to the previous inspection in 1996.
64. The 1999 national test results indicate that, by the time pupils leave the school in Year 6, their attainment was above average in comparison with the national average and also when compared with similar schools. Standards have steadily improved over the last three years. In 1999 results in reading were average. These results indicate a decline in reading since 1997 when results were very high but an improvement since 1998 when results were well below average. Due to the very small cohorts of pupils, the national test results show large variations over the years, particularly in Key Stage 1. In writing in Key Stage 1, pupils' attainment in the 1999 tests was well above average due to the school's emphasis on spelling and handwriting.
65. From listening to pupils read individually and from lessons observed, it is clear that reading standards are good and above average in both key stages. Pupils are enthusiastic about reading and enjoy reading a range of fiction and non-fiction books. In Year 2 pupils are accurate and fluent, although they are not consistently reading books at appropriate levels. For example, the above average readers, who are very fluent and can read with expression, do not always have suitably challenging texts. The lower attaining readers can read much better than the simple texts that have been selected for them to read at home. Progress is good. There is quite a wide variation in the quality of written dialogue in the pupils' home/school reading booklets, which are records of comments by teachers and parents in their diaries. There are detailed comments in Year 1 books. Year 2 pupils know the difference between fiction and non-fiction and discuss a book about tigers knowledgeably, showing good levels of understanding. In Key Stage 2, in Years 4, 5 and 6, pupils read extracts very successfully with fluency and accuracy from 'Jason and the Golden Fleece'. They answer the comprehension questions fully, showing a good understanding. Lower attaining pupils make good progress. Teachers' expectations are high and the encouraging remarks support good levels of reading from all abilities. Good progress is made.

66. The quality of handwriting is good in both key stages and staff place appropriate emphasis on a neat joined hand which is clearly evident, particularly in Key Stage 2. In Key Stage 1, the Year 1 pupils can form most of their letters accurately. They produce one or two sentences, correctly spelt and punctuated, when writing about getting on well with others. In Year 2, pupils can write accurate sentences after studying a comprehension passage about earthworms. From a scrutiny of previous work, pupils have written satisfactory teddy bear poems in Year 1 and the above average pupils in Year 2 have some good pieces of extended story writing with imaginative vocabulary. However, there is not always sufficient attention paid to spelling and pupils are not consistently learning from their mistakes. From the work seen, pupils' standards were judged to be above average. In Key Stage 2 in Year 3, pupils have produced some neat descriptive writing about wizards and in Year 4 there are good examples of a range of writing. For example, pupils have written about the Tudors and Stuarts showing good attention to detail and this links well with history. In a factual piece of writing about the planets in Year 5 there is good vocabulary and punctuation. By Year 6 the average and above average pupils' standards are above those expected by 11. In writing lower attaining pupils are learning about the importance of presentation and show a good understanding of basic punctuation. Those pupils with special educational needs are learning slowly but their progress over time is good and is similar to pupils of other abilities.
67. Pupils' attitudes are very positive and all pupils behave very well. This is clearly having a very positive affect on pupils' learning. All pupils are keen to listen and settle to their work quickly. Pupils' speaking and listening skills are good throughout both key stages and this is a strong feature of the school. Teachers successfully encourage pupils to listen and to make positive oral contributions. For example the effective questioning by the teacher in Year 2 about the earthworm writing, ensures that all are eager to take a turn at reading and answering questions. The drama lesson, linked to a theme about space travel in Key Stage 2, provided a very good opportunity for pupils to act their prepared dialogues, which they did well.
68. The quality of teaching is good in Key Stage 1, where one quarter of teaching is satisfactory and two thirds is good. In Key Stage 2 teaching is good, with one quarter very good and one quarter satisfactory. All teachers have good subject knowledge, particularly of the requirements of the literacy hour. They motivate and manage pupils well and use resources effectively. In Key Stage 1 teachers reinforce basic skills well and draw pupils' attention to rhyme and key features of a story. The quality of planning is good in Year 1 and satisfactory in Year 2. The introductions to lessons are usually good and vocabulary is developed successfully. In Key Stage 2, the quality of teaching is better towards the end of the key stage than in the earlier years, as some teachers address the needs of all pupils in the mixed age classes well and there are high expectations. For example, when studying an extract from 'The Golden Fleece' there was an appropriate range of work which was well matched to the different ages and abilities.
69. The co-ordination of the subject is satisfactory overall, although there is insufficient attention paid to judging the quality of pupils' learning. There is a good range of assessment procedures which are used satisfactorily, although the quality of marking varies considerably between the teachers from satisfactory to good. The good quality marking contributes to the improved standards of writing at the end of Key Stage 2. There is a satisfactory range of resources overall but there is insufficient use of information technology to support the subject.

MATHEMATICS

70. Results of National Curriculum tests for pupils age seven in 1999 show standards to be average. The percentage of pupils reaching the higher Level 3 was well above the national average. Of the nine pupils tested, two were on the register of special educational needs. Results have fluctuated from well above average to well below over the last three years and the small numbers of pupils make comparisons difficult. Pupils of all abilities reached the targets set for them in 1999. Results of National tests for pupils aged eleven show the percentage of pupils achieving the standards expected for their age to be above the national average. All pupils reached the targets set for them, including those achieving the higher levels. The work pupils were doing during the inspection confirmed these standards. Standards have improved in Key Stage 2 from average to above average since the previous inspection and standards at the end of Key Stage 1 are now average rather than above. The school has successfully started to implement the National

Numeracy Strategy and devised effective systems for delivering this to the mixed age and mixed key stage classes. A greater emphasis has been placed on mental mathematics and vocabulary development and this is having a positive impact on standards.

71. The overall progress of the majority of pupils in Key Stage 1 is good when their prior attainment is considered. When pupils enter the school at four their mathematical development is below the expected level and, by the end of Key Stage 1, attainment is close to the national average with a high percentage of pupils above. Pupils with special educational needs make good progress towards the targets set for them. Pupils demonstrate that they can find quick mental methods of calculating at the start of the lesson but do not often apply these to the work which follows without teacher intervention. The majority of pupils can count sets of objects in twos, fives and tens accurately and can solve simple subtraction and division problems. Pupils can sequence numbers up to 50, and have a good awareness of odd and even numbers. They can estimate and measure the length of classroom equipment accurately in centimetres. Pupils learn new mathematical vocabulary and understand the meaning of words but have difficulty using these to answer questions. They can name and tessellate two-dimensional shapes. By the end of Key Stage 1, pupils have a sound understanding of number, shape and space and data handling.
72. The majority of pupils continue to make good progress in Key Stage 2. Pupils with special educational needs make good progress because the work is matched well to their ability. Pupils who move into the school during Key Stage 2 make very good progress in relation to their prior attainment. Higher attaining pupils in Year 4 and Year 5 respond well to working with older pupils and make good progress. There is regular provision to challenge and extend the most able mathematicians in Year 5 and 6 through extension work and problem-solving activities. In Key Stage 2 there is an appropriate emphasis on number work which is central to the National Curriculum requirements and pupils make very good progress with mental arithmetic and applying multiplication facts. Older pupils benefit from the regular use of mental arithmetic tapes, which have been devised by the staff. Another regular class activity encourages them to speed up their rate of response to a set of skilfully designed questions which challenge all abilities and involves the participation of all. Mathematical vocabulary develops well but pupils do not find it easy to use this when explaining their working strategies. They successfully explore and describe number patterns and relationships including multiples and factors. They have a good understanding of fractions and equivalents. Pupils were observed to have a good understanding of money and can multiply decimals by two digit numbers confidently when changing pounds into other currencies. Progress in using and applying mathematics is good because pupils are given opportunities to apply their knowledge and understanding across the curriculum, for example, to handle data and draw graphs in science. Pupils make good progress in shape and space and in algebra they can use a formula to calculate the area of rectangles.
73. Pupils enjoy mathematics and work hard in lessons. They behave well and show very positive attitudes to their work. Pupils of all ages concentrate well for sustained periods of time and can work purposefully and independently whilst the teacher is working with another group. The good behaviour and effective relationships between teachers and pupils have a positive effect on learning.
74. The quality of teaching is good overall in both key stages and no unsatisfactory teaching was seen. The quality of teaching has improved, especially the structure of lessons. Lessons are well planned to ensure tasks are carefully matched to pupils' age and ability. The quality of short term planning varies from class to class but is at least satisfactory. The two teachers sharing each class are quite clear about their areas of responsibility within the subject and this ensures that pupils benefit from a well balanced curriculum. Teachers in class 2 and 3 operate a system of setting for the Year 4 pupils split between their classes. There are good whole class introductions to lessons of appropriate length, some good questioning and development of mathematical language. Teachers have high expectations of work and behaviour. A good variety of organisational methods are used to maintain a brisk lesson pace and ensure that all age groups within the class have an opportunity to interact with the teacher. The quality of oral feedback given to pupils in lessons is generally good. All work is conscientiously marked and the quality of marking is often good and helps pupils to learn from their mistakes. The use of regular homework for older pupils helps them to consolidate class work and encourages personal study in preparation for secondary school.

75. The subject is managed by two co-ordinators and this recent arrangement has yet to establish itself. It is planned that each will concentrate on a different key stage. The original co-ordinator has good subject knowledge and has been responsible for overseeing the introduction of the Numeracy Strategy and has a clear commitment to its future development. Staff have experimented with different organisational approaches in their mixed age classes and are now feeling that they have discovered what works well for them. The scheme of work has yet to be updated to take account of the changes made to teach the National Numeracy Strategy, although some draft documentation exists which matches the current practice. There is insufficient monitoring of planning across the classes and opportunities to monitor teaching to make it even better. This results in different expectations of pupils in the same year group who are split between classes. Samples of pupils' work are kept, some of which are usefully graded against the national curriculum levels and helps to monitor pupils' progress year on year. Resources are just adequate to deliver the new curriculum but more book resources and classroom equipment are needed for future developments. Insufficient use is made of information technology as a tool for learning.

SCIENCE

76. Attainment by the age of seven is well below average when compared to national standards in 1999. The overall attainment of seven year olds has declined since 1997. No pupils have achieved the higher grades in the last four years. Standards have declined in Key Stage 1 since the previous inspection where standards were above average. The current methods of teacher assessment and lack of challenge provided by the organisation of the Key Stage 1 curriculum is preventing pupils from achieving the higher grades.
77. The attainment of the eleven year olds in the national tests fluctuated from above average to below in the last three years. In 1999 the percentage of pupils achieving Level 4 and above was close to the national average and 18 per cent of pupils achieved the higher grades, which was below average. All pupils, including those with special educational needs, met the targets set. The attainment of girls in the national tests generally exceeds that of the boys. Inspection findings show that standards of attainment are average at the end of Key Stage 1 in all aspects of knowledge and understanding, except for investigational science, where they are below the expected standard. In the current Year 6 standards of attainment at the end of Key Stage 2 were found to be above average in all aspects of the curriculum and similar to those in the previous inspection.
78. In Key Stage 1 pupils' attainment in experimental and investigative science is below that expected for their age because skills are not systematically taught. There was little evidence in the work samples and planning that pupils have enough experience of this work. Through the regular use that is made of the school environment and the visits beyond to nature reserves pupils acquire a sound knowledge of living things. They can name the external parts of a tree and the human body. Pupils have a satisfactory knowledge of everyday materials and their properties and can explain why metals have a particular use. Pupils' knowledge and understanding of forces, sound, electricity and friction are satisfactory. Most are able to record independently in written and pictorial form in Year 1 but there is an over-reliance on undemanding worksheets in Year 2 and little difference can be seen in the work of the different ability groups.
79. At the end of Key Stage 2, inspection evidence found overall attainment in the current Year 6 to be above, rather than close to, the expected standards. Most pupils have good investigative skills at 11. Written work shows that they are able to devise a fair test, take accurate measurements and draw conclusions from their results. They can design their own electrical circuits using a specified number of components and investigate the brightness of bulbs. They can investigate insulating the sound of a clock. The higher attaining pupils can evaluate experimental results and draw conclusions. Pupils have a very good understanding of living things and can sort freshwater animals into groups and use an identification key to name them. They have a good knowledge of materials and their properties. Pupils have a satisfactory understanding of forces, magnetism, gravity and electricity. Pupils have a very good understanding and oral use of technical language because this is promoted in lessons and they use these words in their written accounts.

80. Pupils in Key Stage 1 make satisfactory progress overall but unsatisfactory progress in the development of experimental and investigative skills. Year 2 pupils do not make best use of their good literacy skills to record for themselves in written and pictorial form. In Key Stage 2 older pupils make good progress and use their literacy skills well to record their investigations in tables, descriptive diagrams and short reports. Some pupils use information books and CD ROM's when finding information about planets. There are some good examples of pupils using information technology to store, analyse and present experimental information. The Internet was used superbly to observe the earth from space via satellite link. The standard of presentation of work in exercise books is good. In discussion it is evident that pupils in both key stages gain and retain factual knowledge about the topics they study. Numeracy skills are used well in Key Stage 2 to present results as graphs and to measure accurately. Progress of pupils with special educational needs is good in both key stages, especially when their learning is supported by adults who help with reading and recording tasks. Higher attaining pupils are given good opportunities to extend their knowledge and are suitably challenged.
81. Pupils respond well to science. They listen closely to the teacher and to other pupils' ideas in the whole class sessions. Most show good concentration on their work and very good co-operation with partners and groups. Behaviour is very good. Pupils are observant, show curiosity and ask relevant questions. Many have good reasoning skills. Pupils are often excited by what they learn from their experiments.
82. The quality of teaching was sound in the two timetabled lessons observed during the inspection. Teaching in Key Stage 1 was judged to be satisfactory and good in Key Stage 2. It was evident from the work sampling that teaching at the end of Key Stage 2 is generally good and subject knowledge is secure. The scientific content of the lessons seen was accurate and the whole class exposition was clear and concise. Teachers' planning varies from sound to good. The activities for the mixed key stage class did not sufficiently challenge the older and more able pupils. Questioning did not sufficiently extend pupils' thinking and direct their observations. The teacher's good subject knowledge was evident in the lesson about 'Day and Night' and there was very good use of resources and variety of tasks matched to the different abilities within the class. Questioning was good. However, the length of the session was too long for such a difficult subject and too much subject matter was included. Classroom support was very effectively targeted in this lesson and the helper was quite clear about what was expected and made a useful contribution to pupils' learning. Marking of pupils' work is variable and there are some useful comments made on the content and quality to help pupils improve and develop their written work. Assessment procedures are sound and there is a detailed record of progress as pupils move through the school. Assessments are regularly made against National Curriculum levels in Year 1.
83. Recently, a second science co-ordinator has been appointed to assist with the development of the subject at Key Stage 1 but, as yet, little has resulted from this arrangement. The Key Stage 2 co-ordinator developed the scheme of work after the last inspection to ensure full coverage of the National Curriculum and it is organised so that knowledge and understanding is systematically developed as pupils move through the school. The school uses the detail from the national guidance to support its planning but this is not reflected in the current scheme of work. There has been little opportunity for whole school development recently due to literacy and numeracy priorities. Concerns about the decline in standards in Key Stage 1 has prioritised science as the next area for development. The co-ordinator has not had the opportunity to monitor teaching or planning in science. She is able to support colleagues if required and attends local meetings for co-ordinators and passes on relevant information.
84. Resources are well organised and accessible from a central store. They are adequate to teach the planned curriculum and used efficiently. Good use is made of the environment, the school grounds and visits to field centres and museums to extend learning. Teachers make some use of information texts in the literacy hour to support science topics. Opportunities to use information technology to support data handling are sound and resources for gathering information from CD-ROM are effectively used in class 3.

ART

85. Only one lesson of art was observed during the week of inspection. However, from a scrutiny of work and displays and discussions with pupils, standards were found to be below those expected of similar age pupils by the end of each key stage in some areas of the curriculum. There is little evidence that pupils regularly experience three-dimensional art and much of the work seen for Year 6 pupils lacks quality in the finished results. This is a decline in standards from the previous inspection, when many Key Stage 1 pupils exceeded national expectations and attainment in Key Stage 2 was judged in line.
86. Year 2, 3 and 4 pupils have a satisfactory understanding of the work of famous artists like Paul Klee and the Year 2 and 3 pupils produce satisfactory backgrounds in preparation for their work, when working in the style of the artist. They use resources sensibly and Year 3 pupils know how to mix colours successfully. Pupils' sketchbooks showing sketches of leaves and Tudor patterns lack some quality in close observational skills. In Years 4, 5 and 6 pupils have produced self-portraits in the style of Van Gogh. However, the paintings lack progression in the quality of skills expected of different age pupils. The Year 6 silk screen paintings are good and show good attention to detail. The overall decline in standards is partly due to the school's emphasis on literacy and numeracy. However, the current scheme of work for art is not sufficiently detailed to help teachers plan and develop pupils' skills across a range of media and throughout each key stage.
87. Although the quality of learning about famous artists is satisfactory, the development of pupils' artistic skills is unsatisfactory in some respects. Pupils are not learning sufficiently about how to use a range of resources and media, including working in three dimensions.
88. Pupils clearly enjoy their painting and use resources sensibly. They settle to their work quickly but need greater guidance than they receive on how to improve their efforts. In Year 3, pupils have positive attitudes to experimenting with colour mixing and using different resources to create a variety of artistic background effects.
89. It is not possible to judge the overall quality of teaching as only one lesson was observed. However, there is insufficient support and emphasis on improving the development of pupils' skills. From the work seen, teachers' expectations are not sufficiently high in either key stage.
90. The co-ordinator has developed the scheme of work, organises resources and supports other colleagues. There is no opportunity to monitor teaching and learning. Although teachers keep some examples of individual pieces of work, there is no school portfolio to represent the range of pupils' experiences and judge the development of skills.

DESIGN AND TECHNOLOGY

91. Standards in design and technology are below those expected of pupils of a similar age at both key stages. There is very little evidence retained by the school but, from scrutiny of work and discussions with pupils, it is clear that pupils are not regularly following the full design, make and evaluate process of the subject. Standards in the 1996 inspection were typical of those expected for age.
92. The current policy is out of date and does not fully reflect the changes in the subject. There is no detail in the scheme of work to support teaching and learning. In Year 1, there are some good examples of pupils creating their own designs for a rocking cradle for a baby. They consider materials and the teacher provides a good range of materials and resources for pupils to choose the most appropriate. The activity encourages pupils' independence effectively and intervention by the teacher helps pupils to clarify their ideas. Year 2 pupils follow a teacher-generated recipe to make cake but they are insufficiently involved in the making and there is no design element or consideration of ingredients. From scrutiny of work, pupils in Key Stage 2 have made model Tudor houses from recycled materials but there is insufficient attention to individual designs. In Year 6 pupils have created their own millennium logos but these are placed on identical templates. The decline in standards overall is partly due to the emphasis on

English and mathematics owing to the school's response to implementing the literacy and numeracy strategies.

93. The quality of learning is unsatisfactory overall as there is insufficient consideration of the whole designing and making process. There is an unsatisfactory amount of tools and resources to support teaching. From evidence on display, too many of the artefacts are very similar and the teachers' lack of knowledge in the subject adversely affects pupils' progress.
94. From observation of two lessons in Key Stage 1 and discussions with Key Stage 2 pupils, they are clearly keen and enjoy making. In Year 1, pupils enjoy thinking and experimenting with their ideas for the rocking cradles.
95. The overall quality of teaching is unsatisfactory as there is insufficient encouragement to consider the whole process of design and technology. However, in Year 1 teaching is good in the consideration and creation of effective designs for the cradles. The bean bag frogs in Key Stage 2 show some differences in design and, from discussions with pupils, they clearly enjoyed making them. Pupils had been assisted in their sewing by parent volunteers, who had come into school to help with their sewing machines. However, from scrutiny of work in both key stages, there is insufficient encouragement of originality.
96. The subject co-ordinator supports other colleagues and maintains resources. Expectations of pupils to develop their designing and evaluation skills are too low. The current scheme of work lacks the detail to support teachers' planning. There is no monitoring of teaching or learning and an unsatisfactory range of tools and resources to support the subject.

GEOGRAPHY

97. No direct teaching of geography was observed during the inspection due to the school's decision to teach geography in blocked units during the course of the year. Evidence from teachers' planning, inspection of pupils' work and discussion suggest that the required range of National Curriculum requirements are progressively covered. Evidence indicates that standards are satisfactory and in line with expectations for age at seven and 11. The satisfactory standards seen in the last inspection have been maintained. In Key Stage 1, good opportunities are given for pupils to explore their local environment. Regular visits are made to the village, to look at buildings and amenities and contrast these when visiting the nearby town. Pupils use photographs and maps to gather information about the seaside town of Scarborough and are able to form opinions about it. Pupils are familiar with a map of the United Kingdom and can name and locate the countries within it. On a day-to-day basis staff encourage pupils to apply their geographical knowledge to other curriculum areas, such as history when they are studying Ancient Greece.
98. In Key Stage 2 correct geographical terms and vocabulary are carefully developed. Pupils study weather and become aware of different weather conditions around the world and can illustrate how devastating weather events can be. They have a good understanding of how the world can be divided up into different climatic types. Pupils use maps of the locality with different scales and discuss signs, symbols and grid references. Pupils have a sound knowledge of Europe, the countries and some capital cities. Locally, they study a river as part of a residential visit. Pupils measure the rate of stream flow, observe the wild life the river supports and relate this to river pollution. They also study the River Rhone and the Camargue region of France. During the cycle of topics pupils study Mali in Africa.
99. Progress is generally at an even and satisfactory rate throughout the school. For example, younger pupils are introduced to maps by looking at places with which they are familiar, such as the classroom, and make floor maps, adding buildings and giving directions from one to another. Younger pupils also develop their mapping skills through topics when studying 'Winnie the Pooh'. By Year 6 pupils are confident about the use of maps and atlases to seek answers about unfamiliar places. The work of higher attaining pupils is more detailed and presented to a higher standard.

100. In discussion, pupils show interest and have good geographical knowledge, some of which has been gained through extensive travel.
101. The co-ordinator developed a scheme of work for geography since the last inspection and this details a cycle of topics to be delivered to each class to ensure coverage of the National Curriculum and avoid repetition of topics in the mixed age classes. The curriculum for reception and Year 1 pupils is delivered through their topic focus. Currently, the scheme of work does not indicate that details to support planning are taken from a nationally produced scheme. Planning takes account of the development of skills and builds on previous learning and is an improvement since the last inspection. Marking of work is often superficial and gives little feedback to pupils. There is insufficient monitoring of planning and teaching by the co-ordinator for her to have a clear idea of standards within the school and make adjustments to the curriculum. Resources are adequate, of good quality and are sufficient to deliver the planned curriculum. Good use is made of staff contacts, visits, visitors and international links to enrich and enliven the curriculum.

HISTORY

102. No teaching of history was seen in Key Stage 1 during the inspection and only one lesson in Key Stage 2 due to timetabling arrangements. Taking account of pupils' previous work, teachers planning and discussion with pupils, standards are as expected for age and ability at both seven and eleven and remain similar to those found in the last inspection.
103. In Key Stage 1 pupils have used artefacts, photographs and pictures to explore their own history, for example their christening. Pupils are also able to compare old and new houses in the village and know something about the history of their church. They learn about the lives of famous people such as Guy Fawkes and Henry VIII and his wives. They imagine what it would be like to be a Tudor lady or gentleman and compare this with life at other times. In Key Stage 2 pupils visit a local museum to study the rise and decline of the local shoe industry. They make detailed drawings of cobblers' artefacts and record their observations carefully. Pupils study life in Britain since 1930 and show a sound understanding of changes in education through interviewing local residents and relations to gather information. Pupils have a good knowledge of life in Tudor times and this is developed during a recreation day when pupils visit a stately home in costume to play their parts. They also recall in detail the visit of an Elizabethan musician, his instruments and the dances they learnt. In the lesson observed, pupils showed that they were developing a sound awareness of chronology through their study of Ancient Greece.
104. Progress over time is satisfactory and sometimes good within the topics studied. As yet, there is insufficient detailed documentation in the new overall curriculum plan to ensure that pupils consistently build upon their previous learning and make maximum progress as they move from one unit to the next.
105. In the lesson seen, pupils listened attentively and answered thoughtfully. They enjoyed the challenge of finding information for themselves. From discussion with pupils, it is evident that they enjoy history and talk enthusiastically about the visits they have made and what they have learnt. They are knowledgeable about the history of their local area.
106. Teaching was very good in the lesson observed for the older pupils in Key Stage 2 and built well on the learning in the previous lessons. Explanations were clear. Questioning was very good and checked the understanding of the historical vocabulary. Expectations were high. Activities were closely matched to pupils' ages and abilities. Pupils were encouraged to apply their literacy skills of reading, comprehension and deduction in order to complete the task. Pupils with special educational needs were well supported by the classroom assistant. The pace of the lesson was brisk and there was a good challenge for all. All pupils made very good progress as a result.
107. The subject co-ordinator developed the current scheme of work following the last inspection and recent adjustments have been made to the distribution of topics to reflect the split of Year 4 pupils between two classes. Progression and continuity of learning have improved since the last inspection. Planning is supported by the detail found in the national scheme of work but this is

not evident from the documentation. There is no monitoring of subject planning and teaching by the co-ordinator. Resources are adequate to deliver the planned curriculum.

INFORMATION TECHNOLOGY

108. Three whole class lessons of information technology were seen during the inspection, one in each class. Information technology was used as part of other lessons by a small number of pupils. Samples of pupils' completed work and teachers' planning were also examined. Discussions were held with teachers and pupils.
109. Standards in information technology are still below national expectations at the end of both key stages. A key issue from the previous inspection was to raise standards in information technology by improving the coverage of the National Curriculum. Some progress has been made towards this by providing a detailed scheme of work which has been systematically followed by all classes for two terms. Pupils have made satisfactory progress in the areas studied but overall their progress remains unsatisfactory because they still have many gaps in their learning and experience and resources are inadequate.
110. In a lesson seen younger pupils in Key Stage 1 knew how to program a toy in order to make it move and record their commands. The same pupils had difficulty in another lesson working at the computer in their classroom because the mouse was not of an appropriate size for them and control was difficult. They knew what they wanted to do, how to change colours, use the air-brush and other features of the program but had difficulty achieving this. Pupils in Year 2 were observed developing their word processing skills. They were able to find and open the programme, change the font size, write and set out the work as instructed, print out their work and then close the system down. During the time of the inspection only four pupils from the group had the opportunity to work on the task. In Key Stage 2, pupils in Year 6 were able to edit text and improve the presentation of a piece of their own written work to a satisfactory standard for their age. Pupils were able to research information about planets using a CD ROM. There were some examples of good work on display resulting from a previous task where pupils had designed their own millennium stamps using a combination of graphics and text. They had also sized, copied and pasted their designs to produce an attractive sheet of stamps for display. In science some pupils had used the computer to handle data and produce graphs.
111. During whole class lessons, pupils' behaviour and concentration are very good. Pupils show a fascination with computers. In the reception class, pupils are delighted when the programmed floor robot moves as intended. In Year 2, pupils work closely together when using the keyboard to collaborate on the set task. Older pupils are keen to take turns to set up the class computers on a daily basis. Most pupils in class 3 are able to work independently of the teacher. Pupils throughout the school are always eager to work with the computers when they have the opportunity.
112. Overall teachers' subject knowledge is not good enough to promote demanding work and is unsatisfactory overall. The teaching of information technology observed in the whole class sessions was satisfactory. Teachers were sure about what they wanted pupils to learn and explanations were clear. There was good use of pupils to demonstrate tasks. Teachers' subject knowledge is still insecure but the new scheme of work enables them to deliver a progressive teaching programme. Their lack of knowledge makes it difficult for them to plan appropriate and challenging tasks within the curriculum so pupils can apply the skills taught to their classwork. Too little time is allocated to information technology and it is insufficiently used to develop literacy and numeracy skills.
113. There has been a recent change of co-ordinator for the subject, who is working hard to develop her own subject expertise and support colleagues. She is clear about what has to be done to improve standards. The school follows a commercial scheme of work and finds the detail provided very supportive of planning. This has enabled staff to gain some confidence. An effective assessment system is now in place. Staff monitor pupils' coverage of the tasks set in order to check that all pupils in the class have equality of access to the computer. The school has recently been provided with an up-to-date computer which is linked to the Internet and has started to make use of this facility, although, as yet, staff have not received any formal training.

114. Resources are unsatisfactory. There is at least one computer in each class but these vary in quality and are not all appropriately matched to the needs of the class. Pupils' limited access to computers in school does not enable them to make the required progress. Although many pupils use computers at home, they have gaps in their knowledge because they do not use them for the same purposes. Not all classes have direct access to a CD ROM. The new computer is housed in the library and its use is timetabled but there are problems of access and supervision for pupils in the outside classroom. Older Key Stage 2 pupils have regular access to three computers in their class but maximum use is not made of these due to the narrow range of software. The lack of technical expertise to sort out day-to-day problems means that equipment is out of use until help is found.

MUSIC

115. No direct teaching of music was seen at Key Stage 2 and only one lesson in Key Stage 1 was observed during the inspection due to timetabling arrangements. Evidence from teachers' planning, observation of assemblies, the photographs of school musical productions and discussion with pupils suggest that the required range of National Curriculum requirements is progressively covered. The attainment of the six year old pupils in the lesson observed was above expectations but there was insufficient evidence to make judgements on standards elsewhere.
116. Year 1 pupils can listen carefully and respond with appropriate movements to different kinds of music such as marching and skipping. They can distinguish between high and low sounds even when these were close together. Pupils knew the names of the musical instruments they play and also know how to play them correctly. They are able to keep the rhythm, listen carefully to instructions and follow them and keep their instruments silent in certain parts of the music.
117. Music plays a valued part in the life of the school. There are good opportunities for pupils to learn to play musical instruments from the peripatetic staff who visit the school each week. Choir and recorder groups operate at lunch times and after school and are well supported by pupils. From listening to these sessions it was evident that the high standards seen in the previous inspection have been maintained. The school offers a broad and balanced music curriculum, which builds systematically on what pupils already know and understand. Music is used effectively to create an appropriate atmosphere in some assemblies and church services and to allow groups of pupils to perform for others. The school takes part in local music festivals with other primary schools in the area. Good opportunities to perform publicly are given on a regular basis and the school overcomes the restrictions of its accommodation well by using other local venues for concerts, including the church.
118. Teaching was very good in the lesson observed. The lesson was well planned so that all pupils could fully participate. The delivery was lively and enthusiastic. Pupils of all abilities were challenged and made very good progress in listening and performing. They were encouraged to rehearse and refine their performance during the lesson.
119. The co-ordinator has good subject knowledge and enthusiastically manages the subject, organises the peripatetic lessons and liaises with other local schools. She has a clear vision for the development of the subject and of its resources. She supports other staff by sharing her musical expertise. The co-ordinator monitors the planning for other classes but does not formally monitor teaching. The subject makes a significant contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

120. Standards in swimming are above expectations as all pupils can swim at least 25 metres by the end of Year 6. However, it is not possible to make secure judgements on other areas of physical education. Due to timetable arrangements only one lesson of games in Key Stage 2 was observed which was good and one lesson of dance in Key Stage 1 was observed, which was also good. In both lessons teachers had secure subject knowledge and made good use of demonstration to raise standards. The previous inspection judged standards to be above average at both key stages with good progress, teaching and attitudes. From the two lessons

inspected, the quality of teaching is good and pupils are clearly enthusiastic and have very positive attitudes to learning.

121. In Year 1 pupils have a good awareness of space and moving to music and use the very small hall well to create simple dance movements. Pupils co-operate well with each other and listen well to the teacher. In Years 4, 5 and 6 pupils have to walk briskly for six minutes to the local park as there are no facilities for outside games at the school. Their football skills are similar to those of pupils of a similar age, although their dribbling skills are better than the accuracy of their passing. In small team game situations, pupils develop satisfactory skills.
122. The co-ordinator encourages a variety of sports clubs and outside coaches to be involved and there have been local cricket and football coaches. There are no regular competitive sports clubs in the school as there are insufficient pupils to form teams to compete. The co-ordinator has a clear vision to raise standards and develop targets.