

INSPECTION REPORT

NORTH RIGTON CE PRIMARY SCHOOL

North Rigton, Leeds

LEA area: North Yorkshire

Unique reference number: 121579

Headteacher: Mrs A.Hill

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 12 - 13 March 2001

Inspection number: 191648

Short 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 controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Hall Green Lane
North Rigton
Leeds
Postcode: LS17 0DW
Telephone number: 01423 734540

Appropriate authority: Governing body
Name of chair of governors: Mr D.Askew

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Located about 5 miles to the south of Harrogate, the school serves the villages of North Rigton, Huby, Castley and Weeton. Some children are brought to the school from further afield. It is smaller than average in size, with 76 pupils aged 4 to 11 on roll organised into 3 classes. Children are admitted into the school once a year, although those who have birthdays after March may attend part time from the start of the year. Their attainment on entry is broadly average, although a significant proportion of children in some year groups enter with higher than expected levels of attainment. The great majority of the school's pupils are white and there are no pupils from families in which English is not their first language. Around 3 per cent of pupils are entitled to a free school meal, which is well below the national and local authority average. At present there are no pupils with statements of special educational need; 13 per cent of pupils have learning difficulties and are included on the school's special educational needs register, which is less than the national average.

HOW GOOD THE SCHOOL IS

Despite its severely restricted space for teaching and learning North Rigton is an effective school, in which pupils consistently achieve high standards by the time they leave. Recent staffing difficulties have been overcome and there is now a purposeful and positive atmosphere in the school. The quality of teaching is good overall; in Key Stage 2 it is consistently very good. The school is effectively led and managed and provides satisfactory value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science at the end of Key Stage 2
- Pupils achieve high standards in English at Key Stage 1
- Quality of teaching is good overall; in the Year 5 and 6 class it is very good
- Behaviour is good and this is having a positive effect on pupils' learning
- Provision made for personal development is good
- The school is making the best use it can of the very limited space available for teaching and learning

What could be improved

- Standards in mathematics in Key Stage 1
- The use of homework to extend pupils' learning
- The role of the curriculum co-ordinators in supporting the headteacher in curriculum management
- The limited space available on the school site is restricting pupils' learning opportunities in some subjects

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in January 1997. In most aspects there has been good improvement since then. Provision for information and communication technology has been significantly improved, with a dedicated area created in which pupils can work with the upgraded computers. Pupils now experience the full programmes of study in information and communication technology, although they still have too few opportunities to use the computers in other subjects. The introduction of national schemes of work ensures there is

now appropriate continuity and progression in pupils' learning; they are used effectively to inform and support teachers' planning, which is now more consistent. Although the current permanent staff work well together on some subjects, the persistent uncertainties in staffing has inhibited the development of the role of curriculum co-ordinator. Progress in this area has been too slow and as a result too much of the responsibility for curriculum management at present falls to the headteacher. Teaching time in Key Stage 2 has been revised and this now meets official recommendations. The school improvement plan now includes a longer term view of development. Staffing is now more settled and stable and this should ensure that the school is able to continue improving.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
mathematics	A	A*	A	A
science	A*	A*	A	A

Key	
in the highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that by the end of Year 6 pupils consistently achieve high standards in English, mathematics and science. When compared to those of pupils in similar schools, standards are well above average in all three of these important subjects. Attainment in the school has consistently been above the national average over the past four years. Very great care needs to be exercised in interpreting these statistics however. With such small year groups, the differences between cohorts of pupils taking the tests can be amplified. Pupils' work observed during the inspection confirmed these high standards however. By the end of Key Stage 2 attainment is broadly in line with that expected in other subjects, including information and communication technology and in religious education.

Pupils' attainment on entry to the school is broadly average and they are on track to reach the goals set for them in all six areas of their early learning, although a significant proportion of children enter school with better than average knowledge and understanding and they should exceed them. Pupils of all abilities make good progress in their learning in reading and writing through Key Stage 1. Although pupils make satisfactory progress overall in mathematics, they are not achieving as well as they could. They make satisfactory progress in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are positive. They settle quickly to work, are eager to participate and enjoy the range of learning activities provided. Most pupils concentrate well on what they are doing. Many have confidence to ask when they don't understand. This contributes positively to the progress they make.

Behaviour, in and out of classrooms	Behaviour is good overall, both in classrooms and outside. Most pupils show an awareness of others as they move around the crowded rooms. A small number of pupils find it difficult to settle, but behaviour is monitored effectively, ensuring lessons are not disrupted. There is a pleasant atmosphere in the school.
Personal development and relationships	Pupils' personal development is good. Pupils co-operate well in pairs and in small groups and most can work appropriately without constant supervision. They understand right and wrong. Relationships are good and this also contributes positively to the effectiveness of the school as a community.
Attendance	The rate of attendance is above average compared with other schools. Unauthorised absence from school is similar to that in other schools.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in every lesson seen during the inspection. In 60 per cent of the lessons the quality of teaching was good or better; in 40 per cent it was very good or excellent. Teaching has improved since the last inspection when there was no very good teaching and in a small number of lessons it was unsatisfactory. Across the curriculum as a whole, the teaching of literacy is good and the teaching of numeracy is satisfactory in Key Stage 1 and very good in Key Stage 2. Where teaching is good and very good, teachers involve their pupils well and challenge them to think and to make decisions. Tasks set are well matched to what pupils need to learn next. Teachers interact with the pupils in a lively manner and manage their lessons with good pace. Teachers pay due attention to the needs of all pupils, including those with special educational needs.

Pupils show good levels of interest and most concentrate for long periods. They generally apply themselves well to the tasks set although their level of independence is at times too low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In most subjects the curriculum is satisfactory; in Key Stage 2, it is often challenging. The curriculum for the Foundation Stage has been satisfactorily introduced. The national literacy and numeracy strategies are firmly established and in many subjects the national schemes of work are used effectively. However, the curriculum for physical education is inadequate and does not meet the requirements of the National Curriculum.

Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Pupils' individual education plans are detailed but at times contain insufficiently specific and achievable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good, contributing to the effectiveness of pupils' personal development. Pupils' spiritual development is successfully achieved, as they are encouraged to see beyond the mundane. Provision for moral development is good; pupils understand right from wrong. Pupils' social development is successfully promoted and their cultural development is well provided for.
How well the school cares for its pupils	The school provides appropriate care for its pupils. Teachers know their pupils and their families very well and they make their well-being a priority. Procedures for assessing pupils' attainments are satisfactory overall. Reports to parents provide detailed information on progress in English and mathematics and are satisfactory overall. The Friday folder is a very good means of communicating with parents, including any concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership has improved since the previous inspection. The headteacher has successfully led the school through an unsettled period recently that has hindered planned further development. The headteacher possesses an appropriate vision for the school, including the provision of more space. There is a purposeful ethos in which all pupils are valued. More stability has now been achieved and effective teamwork among staff is growing.
How well the governors fulfil their responsibilities	Governors play an active role in the life of the school and meet their statutory obligations well in the main. They have a good overview of the school's strengths and weaknesses and what needs to be done to improve because many of them are frequently in the school.
The school's evaluation of its performance	The school is developing its monitoring procedures. Its use of the outcomes of such evaluation is less effective. While there is some monitoring of test results, insufficient use is made of assessment information to guide planning or set appropriate individual targets. The substantial teaching role of the headteacher severely limits the time she has for monitoring and this restricts her view of the quality of teaching and learning across the school.
The strategic use of resources	Satisfactory use is made of the available financial resources to support pupils' learning, including those with specific needs. Attention is focused on making improvements to the available space for teaching and learning. The school satisfactorily applies the principles of best value to spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the family atmosphere in the school and its village school ethos • the standards pupils achieve • teachers respond well to parents' concerns • children are taught right from wrong from the start • children play well together; older children care for younger ones • children are happy to come to school • the Friday folder 	<ul style="list-style-type: none"> • the disruption caused by the need for supply teachers and the effect this has had on progress • the behaviour of a small proportion of children whose behaviour is poor and not well managed • the amount of homework, especially for the older children and the guidance given to parents • communications between home and school, which are not always as good as they should be • the use of the link book • the limited space available in the school • the inadequate provision for physical education • the limited extracurricular activities

Inspectors agreed with the positive comments parents made about the school; they also agreed with many of the things parents would like to see improved. The instability caused by the long term absence of one teacher has been overcome by the employment of a very able long term supply teacher and a new permanent teacher for the summer term. Children's behaviour is generally good; those with specific behavioural difficulties are appropriately managed. Homework is not used effectively to support and extend pupils' learning. Communications between home and school are generally well organised through the Friday folder, although there are times when this is not used as effectively as it might be, for example regarding homework. Space in the school is severely restricted and this is having a limiting effect on parts of the curriculum, including physical education. There are few extra-curricular activities, but these are very difficult to organise given the limitations of space and other resources and the necessary transport arrangements for some pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science at the end of Key Stage 2

1 The results of statutory assessment in English, mathematics and science at the end of Key Stage 2 show that standards in these subjects are consistently well above average. When taken all together, the school's performance in these subjects was very high in comparison with the average of pupils in similar schools. Such high standards are the result of the good teaching pupils receive throughout the key stage.

2 In English, standards of speaking and listening are good. Pupils listen carefully to their teachers and follow instructions, they respond well to questions and can sustain lively discussions such as appropriate levels of access to the Internet for children. In the discussion observed, pupils were confident in discussing such issues, most were articulate and able to express their point of view clearly. By the end of the key stage pupils answer questions fully and are able to express their opinions whilst listening to and respecting the views of others. Standards of reading are good, with a high proportion of pupils attaining levels at or beyond the expected level for eleven year olds; most read accurately with fluency and understanding. They are able to use indexes, contents pages and chapter headings and they know how to locate books in the library. Many pupils enjoy reading and by the end of this key stage can discuss characters and authors, retell the plot and make sensible predictions as to what may happen next in a story or novel. Standards in writing are above average. Pupils have good opportunities to write for different purposes and audiences and their completed work indicates how well their skills have been developed. Punctuation is usually accurate. They make good use of plans for their writing, with well thought out use of characters and settings worked out before they start. Their writing includes good use of adjectives, which enlivens their descriptions and some pupils can use similes and metaphors effectively.

3 The standard of pupils' attainment in mathematics by the time they leave the school is well above average. Pupils completed workbooks indicate the significant amount of work they have got through in this subject; it is consistently well presented, well ordered and set out, indicating that pupils take a pride in their work. By the end of the key stage, the emphasis on work in numeracy is having a positive effect; pupils can make mental calculations quickly and confidently. They can use a range of mental strategies when solving numerical problems. In the lesson observed, pupils were keen to participate and enjoyed the opportunity to compete against the computer. Standards of computation are good with pupils able to handle large numbers when applying the four rules, for example in long multiplication. Pupils use their mathematical knowledge well and this helps them when they come to investigations. This was the case in the lesson observed in Year 5 - 6, in which pupils confidently investigated the angles created as a single line intersected two parallel lines.

4 Pupils' attainment at the end of the key stage in science has been consistently high over the past three years; they have a good scientific knowledge and understanding. By the end of Key Stage 2, the ability of pupils to plan, carry out and record practical investigations is well developed and above what is found nationally. Whilst planning an investigation to establish the angle of reflection of a light beam shone in a mirror, Year 5 and 6 pupils showed a good understanding of how to prepare the equipment, undertake the investigation and measure the results carefully. The higher attaining pupils were able to draw out a statement from their collected results. At other times pupils record their observations carefully in tables, charts and graphs. Pupils enjoy science. They are curious to find things out, and they work together very well on set tasks. When planning and carrying out investigations, pupils engage

in good quality discussions where they share ideas. Pupils are willing to accept the views of others and to compromise when necessary.

Pupils achieve high standards in English at Key Stage 1

5 By the time they are seven pupils are achieving above average standards in English. The results of statutory assessment indicates that overall they are achieving higher standards than pupils in similar schools, although the proportion of pupils achieving the higher level 3 in their reading and writing was not as high. The attainment of seven-year-olds in speaking and listening is well above average. Pupils are confident in talking, with many able to express themselves clearly when asked to share their ideas or communicate what they have learnt. Older pupils in this key stage listen attentively to teachers' explanations or stories, demonstrating good levels of understanding in the answers they give to questions.

6 By the age of seven the standard of pupils' reading is high; the majority of the pupils currently in Year 2 are able to read confidently and fluently from their own work or from their reading books. Pupils have a good knowledge of basic vocabulary and they can use different strategies to make sense of more difficult or unfamiliar words. The reading of the higher attaining pupils is consistently accurate, fluent and frequently expressive. In the lesson observed, pupils showed they had good recall of the story, with many recalling phrases accurately. They also showed that they understood features they found in the text, like alliteration for example.

7 Seven year olds achieve standards in writing that are well above average for their age. Pupils can write clearly structured accounts, stories or descriptions that contain varied vocabulary and some interesting detail. Pupils understand sentence structure and they can write in sentences. Their handwriting is generally clear. By the end of Year 2, the presentation of pupils' work is usually good, frequently with higher than expected levels of accuracy in spelling and punctuation. In the lesson seen, for example, pupils wrote fluent, sensible endings to the story, which they read clearly, with confidence and good expression. Their punctuation of their sentences was good, with many showing they can use speech and exclamation marks appropriately.

The quality of teaching is good overall; in the Year 5 and 6 class it is very good

8 Overall teaching in the school is good; in Key Stage 2 the quality of teaching is high and this is having a positive impact on the standards of pupils' attainment. Teaching of children under five is satisfactory. In no lessons seen was teaching less than satisfactory; in around four out of ten lessons it was very good or excellent. This indicates a notable improvement on the previous inspection when there was no very good teaching and some was unsatisfactory.

9 Teachers are highly committed to the school; they know their pupils very well, have a clear understanding of their needs and work hard to meet them. All three teachers currently working in the school are skilful, purposeful and work with determination to ensure that pupils achieve as much as they can. They are lively in the classroom, their and teach lessons with good pace. They communicate clear expectations of their pupils and manage their classes very well, at times with good use of humour. Despite the restrictions of space, their classrooms are well ordered, stimulating and effective as places to learn.

10 A particularly good feature of many lessons, particularly in Key Stage 2, is the way teachers clearly explain to their pupils what they are going to do in the lesson and why. With Year 5-6 pupils, for example, an explanation of the learning objectives in the introductions to

many of the lessons shows pupils how they are going to extend their knowledge or skills. In one very good mathematics lesson with Year 3-4 pupils, the teacher explained very clearly where the lesson was going and this helped the pupils to understand how they were building on what they had learned earlier. This practice contributes very positively to pupils' understanding of their own learning.

11 Teachers use language particularly well in lessons. Some first class teaching was observed during the inspection in which teachers demonstrated their skill in this aspect of their work. In one very good lesson with pupils in Year 5-6, the teacher constantly posed questions checking their understanding, challenging their thinking and keeping all his pupils involved – *Does that make sense to you? What do you think? Do you agree with that idea?* These were excellent in enabling the teacher to develop the lesson and pupils responded most positively to the challenge. In turn the teacher was very positive and encouraging in his response to his pupils' efforts and they grew in confidence as a result. Other staff too are very aware of the importance of language in stimulating children's thinking. In a very good activity with children in reception, for example, in which they used a variety of old washing implements to wash some clothes, the classroom assistant used questions –like: *What do you think is happening? Can you see the water coming out? Where's the water going?* - as the wet clothes were put through the mangle. This was most effective in encouraging children to think about what they were doing and observing.

12 Another very good feature of the teaching in Key Stage 2 is the way teachers consistently provide challenge and then encourage and provide time for pupils to investigate the problem set. In a mathematics lesson with Year 5-6 pupils the teacher achieved a very good balance between revising what pupils had done about measuring angles in previous lessons and providing opportunity to use the understanding gained to investigate the angles of intersection of parallel lines. In this lesson the very good introduction provided all the information pupils needed to enable them to pursue this investigation. Pupils responded very well to the challenge, showing they were able to draw on their existing knowledge of angles and work out the angles at various points on the intersecting lines. Similarly in a science lesson, the teacher made good use of the pupils' understanding of angles to challenge them to investigate the lines and angles of reflection of a beam of light in a mirror. This also thoroughly engaged pupils' interest and the time they were given enabled them to pursue this task and to come up with some explanations from the data they gathered in their investigations. In both these lessons the quality of the teaching and the investigative approach taken enabled pupils to make real gains in their learning.

Behaviour is good and this is having a positive effect on pupils' learning

13 Most pupils enjoy their time in the school and have a positive attitude towards their learning, which contributes significantly to the good progress they make. They settle down quickly as soon as they enter their classrooms for lessons, they listen carefully and attentively to their teachers' explanations and try hard to complete the tasks they are set. The atmosphere in lessons is usually calm yet purposeful, and most pupils remain fully focused on what they are doing, particularly in the Year 5-6 class. In this class pupils co-operate well when required to work in pairs or small groups and apply themselves equally well to individual exercises. They face new learning experiences positively. In Year 3-4, where the considerable disruption caused by long term staff absence has so worried parents, their current temporary teacher has settled the class very well and this has had a very positive effect on their behaviour and their learning.

14 Behaviour is good throughout the school because pupils are interested in what they are doing. Pupils respond well to the high expectations of all the adults that work with them. The behaviour seen during the inspection was good and, contrary to what some parents

thought, where necessary pupils with behaviour difficulties were appropriately well managed. Pupils are well behaved in lessons and this enables them to cope with some of the restrictions caused by the lack of sufficient space in the junior classrooms for some activities. Although space is also very restricted at playtimes, pupils play happily together in mixed age and gender groupings in the playground.

Provision made for personal development is good

15 The personal development of the children and relationships within the school are good. There is a warm family atmosphere in the school, which parents value and to which pupils and staff contribute positively. Relationships between the pupils and the pupils and staff are caring and friendly.

16 Pupils are given good opportunities to show initiative, take responsibility and act independently. When they enter their classroom, pupils are capable of organising themselves and preparing for the day. In Key Stage 1 younger pupils engage in their self chosen reading without any fuss and remain engrossed in their books until it is time to move on to other learning activities. The youngest children in this class have the valuable opportunity to take part in self-registration. In Key Stage 2 pupils help with the re-organisation of the furniture following worship so that little time is lost from lessons. At the end of lunchtime breaks older pupils tidy away the playground equipment sensibly and efficiently. Opportunities to take such responsibilities contribute to pupils' personal development by involving them in activities which add to the effectiveness of the whole school as a community.

17 Pupils work and play well together. In lessons they work happily together in pairs or groups regardless of ability or gender. They co-operate and share resources appropriately. A good example of this was seen in one lesson where older pupils in Key Stage 2 were using prepared games to reinforce their French vocabulary. Each pupil took their turn and in some groups pupils actively encouraged each other. Such co-operation is encouraged right from the start and was evident in the way the youngest children in the school worked with each other in the role play area set up as an estate agent's office. During break times pupils play well together, mindful of the restricted space in which they have to play. They have amiably worked out a rota for opportunities to play football and are generally careful of those not involved. Other opportunities provided, like the residential visit for older pupils, also contribute positively to their personal development.

The school is making the best use it can of the very limited space available for teaching and learning

18 For a school with more than seventy pupils on roll there is insufficient space both inside and outside. Consequently, the school is unable to provide the full range of the required curriculum. However, the school is doing the best it can to overcome some of the limitations placed on it by this lack of space.

19 Children under five are provided with a valuable outdoor area for learning and play activities. There is an appropriate range of equipment available in this area, although some of it is now quite worn and will shortly need replacing. However, the teacher and her classroom support assistant make good use of this area to support a variety of learning activities. The area provided a very good opportunity for young children to participate in the washing activity with the old implements without worry about the wetness created, and there was space to hang the clothes out on a washing line when they had finished.

20 A useful outdoor environmental area has also been created in a quiet corner of the

site and this provides very valuable opportunities to support pupils' learning in science for example. At times there are opportunities for physical education lessons outdoors and there was a particularly good one observed with Years 5 and 6. In this lesson the teacher skilfully managed a good range of small games skills, like passing and throwing, using all the space available well.

21 A small space has been created in between the two junior classes to accommodate their computers. While this area is very small, it does afford pupils from both classes opportunities to work in small groups at the computers. There is no space to accommodate the library in either of these classrooms however, so the school's modest collection of library books is stored in the small entrance hallway. While this is a good use of the space, the bookshelves are too high for pupils to access some of the books safely.

22 There is very little space available for collective worship and bringing the school together at the beginning of the day is a major operation. However, the school is making the best it can of this situation by having such gatherings at the very start of the day to limit the time taken out of lesson time for moving the furniture.

WHAT COULD BE IMPROVED

Standards in mathematics in Key Stage 1

23 Pupils make a satisfactory start to their learning in mathematics and their progress is satisfactory overall through the reception year and Key Stage 1; the standard of their attainment is average in relation to the standard expected nationally at the end of this key stage. The results of statutory assessment however, indicate that pupils' achievements in mathematics have been consistently lower than they are in reading and writing over the past two years.

24 In reception, children are introduced to appropriate mathematical vocabulary, like more than, bigger than, for example, which they are learning to use to describe shape, size and quantity. They are making good progress towards understanding numbers and most can use them appropriately in counting, comparing, ordering and sequencing. These early mathematical concepts are reinforced well in a range of practical activities, which are providing children with a good grounding in early mathematics. Pupils build on this good start as they move through Key Stage 1 and standards of numeracy are overall satisfactory throughout this key stage.

25 However, pupils are not making progress at the rate of which they are capable. While care must be exercised with such small numbers of pupils in each cohort, a more detailed analysis of statutory assessment results indicate that very few pupils are achieving the higher level 3 in the tests. Last year no pupils reached this level. Observation of teaching and learning in mathematics indicates that pupils in Year 2, when they are taught alongside other pupils in Year 1 and reception, are insufficiently challenged and pushed on in their learning. This was particularly clear in the important mental mathematics activities usually at the beginning of each lesson. Since the teacher has to deal with such a wide range of ages and learning needs during such a lesson, older pupils spend too much time uninvolved.

26 Teachers' planning for mathematics provides details of what different groups of pupils are going to do in a lesson, but there is insufficiently clear identification of what pupils are intended to learn in short term plans. As a result learning objectives for some groups are not fully addressed. Scrutiny of their already completed work indicates that the amount of work pupils in Year 2 are getting through is insufficient to ensure that the progress they make is as good as it could be.

The use of homework to extend pupils' learning

27 Parents are dissatisfied with the school's arrangements for homework. This is understandable, as homework is not regularly provided in line with the school's homework policy. As a result, parents often do not know what to expect, particularly as homework diaries are not currently used consistently across the school. Several parents were unaware of the school's homework policy. Parents also expressed the view that where homework was given, they were given insufficient guidance on how to help their children with it.

28 In lessons observed during the inspection there were very few occasions where homework was mentioned and none where specific tasks were set as homework. Consequently the use of homework does not fully support the learning in lessons, and more could be done to ensure that homework is better structured to enhance pupils' learning.

The role of the curriculum co-ordinators in supporting the headteacher in curriculum management

29 The school has faced a very unsettled period over the last year and this has inhibited the development of the role of curriculum co-ordinator. Consequently, the headteacher has had too little support in managing the curriculum across the whole school; there has been insufficient improvement in this aspect of the work of the school since the last inspection.

30 There are some structures and procedures in place to monitor aspects of each subject, including standards and provision and where this has been developed it has worked well, in mathematics and information and communication technology for example. Overall however, it has not been possible to develop these in all subjects, so the headteacher has been overburdened with curricular responsibilities.

31 The headteacher makes few opportunities to monitor teaching in classrooms, and not on a regular basis. At times she monitors pupils' learning by scrutinising teachers' planning and pupils' work in their books. While this happens more effectively in some subjects, and with some support, overall it is insufficient to provide the headteacher with a complete picture of teaching and learning across the school.

The limited space available on the school site is restricting pupils' learning opportunities in some subjects

32 The school site is very small and there is very restricted space available for teaching and learning both indoors, particularly in Key Stage 2, and outside.

33 This lack of appropriate space is limiting pupils' curricular opportunities in some significant areas. The lack of indoor space is severely restricting opportunities in physical education for example. As a result the school is not fully providing the programmes of study for in National Curriculum physical education. At certain time of the year, and with considerable movement of furniture it is possible to provide indoor physical education lessons for younger pupils. However space prohibits such lessons in gymnastics for older ones. Outside there is only a small hard surfaced play area on which to teach other physical education activities, but this is suitable for only a limited range of activities and can only be used in dry weather.

34 The crowded classrooms for the two Key Stage 2 classes also inhibits the range of

practical work pupils can undertake in subjects such as science. While the school has done all it can to provide an appropriate space for its computers, the area established is very small and presents considerable difficulties of timetabling to ensure that it is used appropriately. This is having a detrimental effect on the development of pupils' skills in these subjects. The separation of the two Key Stage 2 classes with a wooden partition also leads to problems with noise. This is restricting the opportunities pupils have to participate in lessons in music, since noise in one room severely disrupts what happens in the other. The peripatetic music teacher has to teach individuals and small groups in the kitchen. The very small space in the entrance hallway is used to house the school's library, but some resources have to be stored on high shelves and so are inaccessible to pupils, restricting their opportunities to use the library to develop their own research skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35 In order to raise standards of attainment and improve the quality of education provided by the school, the headteacher, staff and governors, with the support of the local education authority should:

- Raise standards of pupils' attainment in mathematics in Key Stage 1, by:
 - (a) implementing existing policies for teaching and learning in mathematics rigorously and consistently;
 - (b) building on the flexible use of the national numeracy strategy;
 - (c) adapting the organisation of teaching and learning groups to ensure that Year 2 pupils in particular are appropriately challenged in mental mathematics activities;
 - (d) developing pupils' skills through more frequent use of the computers;
 - (e) extending pupils' skills in numeracy through other subjects of the curriculum

Paragraphs: 23 - 26

- Ensure that homework is used consistently across the school to enhance pupils' learning, by
 - (a) ensuring that all teachers, pupils and parents are fully aware of the existing homework policy;
 - (b) ensuring that parents are informed about the school's expectations of homework for pupils of different ages;
 - (c) establishing a timetable for homework activities and communicating this to parents;
 - (d) setting appropriately challenging tasks for pupils to do at home and provide guidance to parents of ways to support their children
 - (e) monitoring the setting of homework to different classes;
 - (f) ensuring that pupils keep a homework diary.

Paragraphs: 27 - 28

- Develop the role of the subject co-ordinators so they can more fully support the headteacher in curriculum management, by:
 - (a) ensuring co-ordinators monitor teachers' medium and shorter term planning;
 - (b) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible;

- (c) extending their opportunities to scrutinise pupils' work across the school;
- (d) providing opportunities for them to lead and manage review and development in their subjects;
- (e) extending their responsibilities for co-ordinating assessment in their subjects.

Paragraphs: 29 - 31

- Continue to pursue vigorously strategies to improve the space available for teaching and learning, including that for physical education, by:
 - (a) auditing and monitoring the use of space available in the school
 - (b) analysing the effects of lack of space on the curriculum
 - (c) communicating the outcomes of this analysis to the church and local authorities
 - (d) exploring the possibility of using other village amenities for physical education

Paragraphs: 32 -34

The first of these areas for improvement has already been identified by the school as an aspect of its work for further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	33	20	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		76
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		10

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	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Note: The table which usually appears at this point in the report, providing information about the results of assessment at the end of Key Stage 1, has been omitted since there were fewer than 10 pupils taking the tests in 2000. Similarly in the table below, the details of the results of boys and girls are also omitted for the same reason.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	93 (100)	93 (100)	93 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	86 (86)	79 (100)	93 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	76
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	18.5
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	24

Financial information

Financial year	1999 - 2000
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	£
Total income	150 900
Total expenditure	151 600
Expenditure per pupil	2106
Balance brought forward from previous year	14 000
Balance carried forward to next year	13 300

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42.5	52.5	5	0	0
My child is making good progress in school.	30	57.5	10	0	2.5
Behaviour in the school is good.	25	60	7.5	5	2.5
My child gets the right amount of work to do at home.	10	45	32.5	12.5	0
The teaching is good.	27.5	62.5	5	0	5
I am kept well informed about how my child is getting on.	27.5	37.5	22.5	7.5	5
I would feel comfortable about approaching the school with questions or a problem.	40	55	5	0	0
The school expects my child to work hard and achieve his or her best.	40	50	10	0	0
The school works closely with parents.	27.5	37.5	25	2.5	7.5
The school is well led and managed.	30	40	20	2.5	7.5
The school is helping my child become mature and responsible.	37.5	55	2.5	0	5
The school provides an interesting range of activities outside lessons.	17.5	27.5	30	20	5