

INSPECTION REPORT

**Leavening County Primary School
Malton**

LEA Area: North Yorkshire

Unique Reference Number: 121453

Inspection Number: 193036

Headteacher: Mrs Mary Kirkham

Reporting inspector: Ms Lynne J Fardell
21736

Dates of inspection: 11 - 13 October 1999

Under OFSTED contract number: 707640

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Leavening Malton North Yorkshire YO17 9SW
Telephone number:	01653 658313
Appropriate authority:	The governing body
Name of Chair of Governors:	Mrs S Milton-Barker
Date of previous inspection:	04/03/1996 - 07/03/1996

INFORMATION ABOUT THE INSPECTION TEAM

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Lynne Fardell, RgI

Subject responsibilities

English
Information technology
History
Geography
Art
Religious education
Equal opportunities

Aspect responsibilities

Attainment and progress
Attitudes, behaviour and personal development
Teaching
Leadership and management
Efficiency
Attendance
Support, guidance and pupils' welfare
Partnership with parents and the community

Tony Stanley, Lay Inspector

David Williams

Mathematics
Science
Design and technology
Music
Physical education
Under-fives
Special educational needs

Curriculum and assessment
Pupils' spiritual, moral, social and cultural development.
Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Teaching is good.
- Relationships are good.
- Partnership with parents and links with the community are very good.
- Standards in art and physical education are above average at the end of both key stages, and at the end of Key Stage 1 in music.
- The school has a good number of staff for the number of pupils on roll and good resources to support learning.
- Provision for pupils with special educational needs is good.

Where the school has weaknesses

- I. Monitoring of teaching and learning lacks rigour.
- II. Governors and teachers are insufficiently involved in school development planning.
- III. Longer-term financial planning is not clearly identified in the school's plans beyond the current year.

The weaknesses are outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has developed appropriate policies and adopted associated guidance that outlines the skills and knowledge that should be taught, and detailed planning procedures have been adopted. This has improved the breadth and balance of the curriculum and clearly identifies progression in the skills taught. Some monitoring is now taking place, the headteacher reviews teachers' planning regularly and has monitored the implementation of the National Literacy Strategy. However, due to their teaching commitments, the headteacher and co-ordinators have very little time available to monitor the quality of teaching and learning in the school. Some improvements have been made in the school's financial planning, but longer-term strategic planning and the evaluation of spending decisions is informal.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	D	<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
Mathematics	B	C	<i>below average</i>	D
Science	A	B	<i>well below average</i>	E

This table is based on the results of a small cohort of 11 pupils. Last year's (1999) results are indicated to be in line with national averages in all three subjects. The group of pupils who took those tests included two pupils who were on the school's register for special educational needs, one of whom has a Statement of Special Educational Need. Both pupils were allowed a reader for the science test, and both achieved above the expected Level 4 in this test. A reader was not allowed for the English or mathematics tests. It is difficult to compare the results of small groups of pupils from one year to the next. The current Year 6 has only five pupils. Attainment in English and mathematics is on target to be in line with national averages at the end of both key stages. Taking pupils' results in English, mathematics and science together over the last three years, they generally achieve well above the national average. Attainment in art is above expectations at the end of both key stages, and in music at the end of Key Stage 1, and pupils make good progress. Throughout the school pupils make satisfactory progress, building appropriately upon their previous learning. There was insufficient evidence available during the inspection to make a secure judgement in music at the end of Key Stage 2. In all other subjects, pupils' attainment is in line with national expectations.

Quality of teaching

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

Teaching is good overall, and ranges from good to unsatisfactory. It is good in three out of five lessons and satisfactory in nearly all other lessons. In only one lesson observed was the teaching unsatisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory overall. Most pupils behave well, they are courteous, polite and friendly. In some classes there is a significant minority of pupils, some of whom have emotional and behavioural difficulties, whose behaviour is less satisfactory. However, any incidents of inappropriate behaviour are managed well.

Attendance	Good and above the national average.
Ethos*	The school provides a caring and effective learning environment in which everyone is valued individually. The school's aims clearly state high expectations of pupils in terms of both their attainment and behaviour.
Leadership and management	Satisfactory overall. The headteacher gives a clear educational direction for the work of the school and is supported in this by a dedicated staff. The governors are also very supportive and hard working, but they are insufficiently involved with the school's strategic planning for further improvement. Additionally, not enough time is available for the headteacher and co-ordinators to systematically monitor the quality of education provided in the school.
Curriculum	Satisfactory. It is broad and balanced, and planning to cover the required National Curriculum and religious education is thorough. The school has implemented the National Literacy Strategy well and has made a sound start in implementing the National Numeracy Strategy.
Pupils with special educational needs	Good provision is made for pupils with special educational needs, particularly those with Statements of Special Educational Need. Individual education plans are detailed, appropriate and implemented well.
Spiritual, moral, social & cultural development	Satisfactory overall, pupils are given appropriate opportunities for reflection, they learn right from wrong and develop appropriate social skills. Provision for cultural development is satisfactory overall, but insufficient attention is paid to the diversity of cultures in modern Britain.
Staffing, resources and accommodation	Good overall. The school has a good number of experienced teachers and educational support staff for the numbers of pupils. The accommodation is satisfactory and the school has a good range of good quality learning resources to support pupils' learning.
Value for money	Satisfactory.

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

• **The parents' views of the school**

What most parents like about the school

- IV. That their children like school.
- V. They feel that the school keeps them well informed.
- VI. That the school is welcoming and that they are encouraged to be involved in their children's learning.
- VII. They appreciate the caring atmosphere and the provision that is made for pupils with special

What some parents are not happy about

- VIII. The way that the school handles
- IX. The amount and range of homework provided for their children.
- X. The standards of behaviour achieved.

educational needs.

The inspection team supports the positive comments made by parents. Parents were surveyed and a new home-school agreement has been implemented and inspection findings indicate that the pupils are given an appropriate range of opportunities to work at home. From the evidence available, the school pays sufficient attention to the complaints made by parents. Behaviour is judged to be satisfactory overall, the few pupils who present inappropriate behaviour are managed well.

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KEY ISSUES FOR ACTION

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The headteacher, governors and staff should now:

- a) Devise a more formal and systematic approach to the monitoring of teaching and learning by:
 - ensuring that more time is made available to all co-ordinators to execute their responsibilities in their areas of responsibility;
 - co-ordinators regularly monitoring planning for their subjects in both the medium and long term;
 - scrutinising pupils' work regularly to monitor the progress that they make and the standards of attainment they achieve;
 - planning governors' visits to classes with a clearer focus, to provide clearer information of how successfully the school is implementing its policies.
(see paragraph 51)

- a) Improving school development planning by:
 - involving governors and teachers more fully in the process of identifying priorities, implementing identified action and in evaluating the success of initiatives; *(see paragraph 50)*
 - ensuring that all longer-term plans are included in the school development plan to provide a clear strategic overview for the school's future; *(see paragraph 50)*
 - including longer-term financial planning in the school's plans beyond the current year. *(see Paragraph 56)*

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· **INTRODUCTION**

· **Characteristics of the school**

1. The school is in a rural location. The village of Leavening is approximately five miles from the town of Malton. In addition to pupils from the village, others travel to the school from outlying villages and hamlets.
2. Many pupils have attended the school's nursery before entering compulsory schooling. Children's attainment on entry to the reception class ranges widely, but is generally similar to that which is expected. The number of pupils who claim free school meals is below average in relation to similar schools nationally. All pupils are white and come from homes where English is the sole language spoken. At the time of the inspection there were 13 children attending the school's nursery and three children under five were being taught in the mixed age Key Stage 1 class. Of the 60 pupils on the school roll, ten are identified on the school's register for special educational needs, four pupils have Statements of Special Educational Need. The school is smaller than most primary schools nationally and was previously inspected in March 1996. Since the last inspection the number of pupils attending the school who have Statements of Special Educational Need has increased.
3. The school has identified the following areas for development in the coming year:
 - the implementation of curriculum 2000;
 - to monitor the school budget in order to increase the number of support staff where appropriate;
 - to provide staff training in information and communication technology and to expand the school's hardware and software.

· **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	4	11	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	3	4
	Girls	11	11	11
	Total	14	14	15
Percentage at NC Level 2 or above	School	93	93	100
	National	80	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	3	4	4
	Girls	11	11	11
	Total	14	15	15
Percentage at NC Level 2 or above	School	93	100	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	6	5	11

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	5	5
	Girls	5	4	5
	Total	9	9	10
Percentage at NC Level 4 or above	School	82	82	91
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	5	5
	Girls	5	4	5
	Total	9	9	10
Percentage at NC Level 4 or above	School	82	82	91
	National	65	65	72

- **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

- **Exclusions**

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

· **Quality of teaching**

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Percentage of teaching observed which is:

	%
Very good or better	0
Satisfactory or better	97
Less than satisfactory	3

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· **PART A: ASPECTS OF THE SCHOOL**

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· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

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1. Children enter the nursery with levels of attainment with a wide range of abilities, but overall their attainment is slightly below that normally expected for children of their age. Through the good range of activities that are planned for them and their teachers' understanding of the needs of very young children they make good progress in all areas of learning. As a result, by the time they enter the reception class, at the age of five, most children have achieved the Desirable Learning Outcomes.
2. Due to the small numbers of pupils in each year group it is difficult to accurately compare the attainment of pupils between one year and the next. In the results of the 1998 Key Stage 1 national tests in reading, writing and mathematics, and in the teachers' assessments in science, the percentage of pupils achieving Level 2 or above was well above the national average. The percentage of pupils achieving Level 3 or above was very high in reading and writing, and well above average in mathematics and science. The results of the 1998 tests at the age of 11 showed that the percentage of pupils achieving Level 4 or above in English, mathematics and science was well above the national average, as was the percentage of pupils achieving Level 5 in science. However, the percentage of pupils achieving Level 5 was below the national average in English and mathematics. Inspection evidence indicates that current pupils in Year 2 are on target to achieve above average standards by the end of the year in mathematics, and their attainment in English and science is indicated to be average. Inspection evidence is that Year 6 pupils are on line to achieve standards similar to national averages in English, mathematics and science by the end of the key stage. Pupils' progress throughout the school is satisfactory, and at times good.
3. Taking pupils' results in English, mathematics and science together over the last three years, they generally achieve well above the national average. Pupils with special educational needs are fully integrated into lessons and make good progress. Their individual education profiles reflect accurate and achievable objectives within the core subjects.
4. At the end of Key Stage 1 pupils' attainment in writing is average overall. Most pupils have developed a neat, joined handwriting style and form their letters well, and they make good progress in this aspect of writing. They write for a variety of purposes, for example, character studies and personal news, as well as stories and poems. Spelling is generally accurate, or is phonetically justifiable. Accurate spelling and punctuation, and the correct use of standard English, is seen in much of the pupils' work at Key Stage 2. They choose words for effect and generally write good poems and stories, in both the first and second person. Their writing is often sensitive and imaginative; their ideas are well organised and work is drafted and redrafted to achieve a good result. Pupils' understanding and use of grammar grow through the key stage. Overall, attainment in reading is average at the end of Key Stage 1. Most Year 2 pupils read fluently and accurately. They know that sounds are associated with letters, and many can blend letter combinations accurately to assist them when reading and spelling. Some pupils do not always recognise their mistakes, and some occasionally miss lines without realising it. Pupils make steady progress as they move through the school, although attainment varies between year groups, with some cohorts achieving higher standards than others do. By Year 4 pupils are better at recognising errors when reading and often self correct. Pupils in Years 5 and 6 attain similar levels. Most pupils discuss different styles of books, many expressing a preference for humorous and mysterious stories. Most pupils at the end of Key Stage 2 know

how to use the contents and index pages in reference books, but their knowledge and skills when using the library to locate information are underdeveloped.

5. Pupils make good progress in mathematics at Key Stage 1, with pupils developing well their understanding of number, and shape and space. Year 2 pupils multiply numbers up to ten, and add and subtract two two-digit numbers accurately. Year 1 pupils discuss and understand the properties of two-dimensional shapes, whilst Year 2 pupils move their understanding on to the properties of three-dimensional shapes. In Key Stage 2 pupils' progress is satisfactory, with pupils building upon skills steadily from year to year. Younger pupils have a sound numeric knowledge, and apply this to simple 'shopping tasks' using real or model money to calculate purchases up to one pound, with higher attaining pupils calculating similar bills mentally. Pupils add and subtract fractions carefully and capably. Simple work with fractions at Year 3 is developed until pupils at the end of the key stage are confidently converting improper fractions into proper fractions, and are able to quickly identify denominator and numerator.
6. In science at Key Stage 1, the youngest pupils learn about their senses, and the names of various parts of the human body. Pupils understand the properties of magnets, and they know which poles will repel and attract. They list the requirements for plant growth and have an accurate understanding of food chains and of life cycles. Their satisfactory progress continues at Key Stage 2, when pupils continue their examination of forces and the way in which these affect buildings and have some experience in measuring force in 'Newtons'. They understand how electrical circuits can be made and broken, and they apply this knowledge in practical situations. Throughout the school, pupils make field trips within the local area where they explore the practical application of theoretical information.
7. In information technology, pupils' attainment is on target to be in line with national expectations at the end of both key stages. At Key Stage 1, pupils learn how to work with programs to support their learning in many areas of the curriculum including English and mathematics. They learn keyboard skills and use the mouse to select items within programs. They use simple data-handling programs to record, sort and classify information. Pupils successfully build on their skills and in Key Stage 2, when word processing, they learn how to change the appearance of their work, for example, using different fonts and colours. They know how to load and run programs, and how to print their finished work. When researching for other areas of the curriculum, some pupils interrogate programs using the CD-ROM drive. Data-handling continues to be developed and pupils store information from their research for subsequent interrogation. Pupils make satisfactory progress and apply their knowledge and skills in many other subjects, such as English, mathematics and science, to support their learning. By the time they leave the school many pupils use computers independently.
8. At the end of both key stages standards of attainment in religious education are in line with those expected in the locally agreed syllabus and pupils make satisfactory progress as they move through the school. Throughout the school pupils learn about basic Christianity. At Key Stage 1 pupils learn about the life of Jesus, stories from the New Testament are retold to explain the significance of Easter and Christmas to Christians. Old Testament stories are also learned, such as Joseph and his coat of many colours. Pupils are given good opportunities to consider their own feelings and responses to their own lives; for example what makes a good friend. They also learn about Jewish festivals such as Hanukkah and Passover. Younger pupils at Key Stage 2 consider places that are special to them. They learn about churches and the significance of some of the furnishings and artefacts to be found in them. They write their own prayers for inclusion in acts of worship. Older pupils consider the symbolism of light in the festivals of Diwali and Hanukkah. They learn about the lives of early Christians and consider St Paul's journey to Rome. Throughout the key stage pupils reflect upon their own experiences, their personal development and the importance of significant events in their lives.

9. Attainment in most other subjects is similar to those attained by most pupils nationally at the end of both key stages and pupils make satisfactory progress. Attainment in art and physical education is above expectations throughout the school, and in music at the end of Key Stage 1, insufficient evidence is available to make a secure judgement on attainment in music at the end of Key Stage 2. Pupils attain particularly good standards in painting, handling this medium skilfully in both watercolours and highly textured paints equally well. Attainment in music at the end of Key Stage 1 is also above expectations, pupils play and sing well. They are learning to follow simple signals from the conductor and demonstrate good skills when playing accompaniments on percussion instruments. Pupils attain good standards in physical education, demonstrating good body control at Key Stage 1 with ball skills and team games being above those usually found.

12. **Attitudes, behaviour and personal development**

10. Pupils' attitudes to learning are satisfactory throughout the school. They generally enjoy their lessons, are eager to please their teachers and keen to answer questions. Most pupils are attentive and confident in sharing their ideas. For example, in a history lesson at Key Stage 2, pupils sensibly discussed the validity of sources in their studies of World War II. Many pupils persevere with their work to overcome difficulties as they arise and most take a pride in the presentation of their work.

11. Throughout the school most pupils behave well both in lessons and at play times. However, in some classes a few pupils, some of whom have emotional and behavioural difficulties, display episodes of inappropriate behaviour. Teachers manage these pupils well. Pupils are polite and courteous and treat the school's and other people's property with care. Older pupils set a good example for younger pupils to emulate. There was no evidence of incidents of bullying or of gender bias during the inspection. There have been no exclusions this year or in recent years.

12. A strength of the school is the good relationships established between pupils, and between pupils and adults. This has been maintained since the last inspection. Pupils work collaboratively and effectively share ideas, although a few pupils find sharing resources more difficult. A particular feature is the respect that most pupils display for adults and each other. They generally listen to and respect each other's views.

15. **Attendance**

15.

13. Levels of attendance at the school are good and above the national average. This has been maintained consistently over a number of years. There were no cases of unauthorised absence last year. Registers indicate an obvious care in following procedures and registration periods are efficiently conducted. Pupils are punctual and lessons start on time. Good attendance has positively contributed to the educational standards achieved.

16.

QUALITY OF EDUCATION PROVIDED

16.

16. **Teaching**

14. The quality of teaching is good overall. During the inspection, teaching was good in almost

three out of every five lessons, and was satisfactory in nearly all other lessons. Only one unsatisfactory lesson was observed. The good quality of teaching has been maintained since the last inspection.

15. Teaching of children under five is good. Teachers clearly understand the needs of these young children and plan a range of interesting activities for them. Appropriate attention is given to developing children's speaking and listening skills and for them to use these to communicate clearly. The good number of adults to children enables staff to work with small groups and this has a positive impact on the progress that children make. Work is organised well and teachers make effective use of resources. Routines are established early and staff provide a secure and caring atmosphere.
16. Throughout the school a feature of the teaching is the way in which teachers, classroom assistants and learning support assistants work together effectively. Activities are planned clearly and everyone understands their respective roles. Teachers and support staff co-operate well and good use is made of their expertise. For example, whilst a visiting specialist French teacher teaches the older pupils, their class teacher shares her expertise in information technology with younger pupils. Teachers' knowledge and understanding of the subjects taught are good. Examples of particularly good subject knowledge were seen in some lessons in English, science, music and physical education.
17. Most teachers have appropriate expectations of pupils' attainment. They regularly reinforce their expectations and look for good standards in finished work. The standard of planning throughout the school is satisfactory, although at times teachers do not clearly identify what they intend pupils to learn by the end of a lesson or series of lessons. Work is matched to the needs of the pupils and tasks present them with appropriate challenges. Teachers use effective strategies for developing pupils' vocabulary, including learning words specific to subjects. Teachers give good instruction and explain tasks clearly. Questions are used well to develop pupils' thinking and understanding. For example, in one English lesson observed, the teacher probed her pupils understanding of what was implied in a range of poems through careful questioning.
18. Good relationships and positive interactions between teaching staff and pupils are features of many lessons. Pupils confidently approach their teachers, who in turn are supportive and helpful. Teachers generally manage behaviour well. Nevertheless, a few pupils occasionally impede the learning of others through their inappropriate behaviour. The level of noise is generally low in all areas, with classes working quietly and conscientiously.
19. Pupils with special educational needs are well provided for and teachers and support staff give good support. Resources are well prepared and matched to individual needs. Due to the good levels of support staff these pupils are often able to work in small groups where discussion contributes effectively to achievement and building of self-esteem. Questioning is used well to consolidate learning and take the pupils forward in realistic learning steps.
20. Teachers usually use their time and learning resources well. Lessons have an appropriate balance between teachers' introductions and pupils' activities. Pupils receive regular reading and spelling assignments for homework. Additionally as pupils progress through the school they are given simple research tasks to complete. This has a positive impact on the progress that they make.
23. **The curriculum and assessment**

- 23.
21. The curriculum is broad and well balanced, and the quality of the curriculum has been maintained since the last inspection. The school meets all the requirements of the National Curriculum and also teaches French to older Key Stage 2 pupils. All subjects have appropriate policy documents in place. These and associated guidance, including that of the Qualifications and Curriculum Authority, are followed by all staff when planning.
22. The school makes good provision for access to the curriculum for all pupils, and especially those with special educational needs. Pupils with special education needs have detailed individual education plans, which are clear and manageable. These plans are well maintained and updated regularly, and are discussed with parents upon a regular basis. The school has established good links with outside agencies, which provide additional expertise when necessary. Classroom assistants for pupils with special education needs are well used and provide good, effective support.
23. Sex education is taught in a structured way that is appropriate to the age and maturity of the pupils at Key Stage 1, and similar issues are dealt with sensitively, as they arise, at Key Stage 1. Health education is taught throughout the school, and the pupils are made aware of dangers such as the misuse of drugs.
24. The school makes satisfactory provision for extra-curricular activities. This provision is predominantly of a sporting nature and often takes the form of competitions organised between local schools that are held at other local schools. These activities provide curriculum enrichment for those pupils who take up the opportunities offered. All pupils enjoy organised visits to local places of interest, such as farms, country parks and historical centres in York. Many history and geography topics are based around these visits. The school regularly arranges visits from outside speakers and artists. For example, during the inspection, a visiting painter worked with one class. These interactions between pupils and visitors add to the strength of the curriculum.
25. The school has many assessment procedures in place, which range from reading tests to a national literacy audit that was organised as part of a monitoring study for the literacy project. The school also conforms to all national requirements for mandatory testing of particular groups of pupils. Whilst these arrangements are in place, it is unclear as to how much use is made of the results of such assessments. Teachers' plans showed little, if any, reference to the results of tests or other assessments, and there is little evidence of assessment informing planning to any degree. Teachers are aware of individual pupils' attainments, but this tends to be information gathered on a rather informal basis. The subject co-ordinators, in nearly all cases, do not receive any non-contact time in which to monitor attainment and assessment in their subject across the school. As a result, it is difficult for them to form a clear picture of what is happening across the entire school and across the two key stages.
28. **Pupils' spiritual, moral, social and cultural development**
- 28.
26. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision for pupils' spiritual development is satisfactory. This is further supported through work in religious education. The school has visiting speakers from different religious backgrounds, but these tend to be almost exclusively from Christian groups. The school has various videos and literature that help to develop pupils' understanding of other faiths. Acts of collective worship comply with statutory requirements, although time spent in reflection is limited and therefore loses some of its value. Examples of pupils' artwork, depicting local scenes and wildlife, around the school buildings indicate an appreciation of the awe and wonder to be found in God's world and works.

27. Provision for pupils' moral development is satisfactory overall. The good relationships around the school are reflected by the positive behaviour shown by the majority of pupils. There are exceptions to this good behaviour, but such incidents are firmly dealt with by teaching and non-teaching staff. The pupils have a clear understanding of wrong and right, and this concept is reinforced throughout the school. Adults in the school provide pupils with positive role models.
28. The school provides satisfactory opportunities for pupils to develop their social skills. However, pupils are given few opportunities to undertake tasks of responsibility around school, although some older pupils act as table monitors at lunchtimes and help to set up the keyboard for assemblies. Pupils take part in a residential trip at the end of Key Stage 2, and make many educational visits at other times. These provide good opportunities for pupils' social skills to be further developed. All pupils, including those with special educational needs, are integrated well to encourage the development of understanding and empathy between all members of the school. Pupils are fully involved in the formulation of their classroom rules. The school's effective links with the community help pupils understand the part they can play in local society. For example, a representative from the planning department was visiting school to discuss with pupils their views on proposed developments in the village.
29. Provision for pupils' cultural development is satisfactory overall. Pupils are given opportunities to listen to the music of established British and European composers, and to appreciate the work of famous European artists. They also celebrate Yorkshire culture. Through a family connection, one teacher has established a link with a school in Tanzania, and this enriches pupils' understanding of life in an African village, and in geography they compare their village with another in rural India. However, generally the provision is focused on underdeveloped parts of the world, and positive images of global society are not promoted strongly. Additionally, insufficient attention is paid to the diversity of cultures within British society.

32. **Support, guidance and pupils' welfare**

30. The school is a small and closely integrated community. The proximity of staff and pupils and informal meetings with parents at either end of the day, ensure that the headteacher and staff have a thorough knowledge of all the pupils. All staff discharge their pastoral duties to good effect and are clearly sensitive to the needs of all children. General support for pupils, and the specific targeted support for individual pupils, has positive effects on the educational standards attained. However, the school does not have in place any formal monitoring and recording systems for pupils' personal development to help support this process.
31. Good standards of attendance and punctuality are encouraged and effectively achieved. The headteacher regularly monitors attendance registers; the county education welfare service supports her in this when necessary.
32. The school takes a responsible approach to health and safety issues. The health and safety policy is supplemented with policies on transport of children, restraint of pupils, school visits, accidents and a medical and drugs policy. Visitors to school regularly include the police and ambulance service, a dental hygienist, and a road safety officer who provide additional information and guidance to pupils.
33. The headteacher conducts regular safety checks around the site and where possible repairs are carried out immediately. In conjunction with the medical service and the schools' nursing officer, the school deals appropriately with sex education through religious education and health education programmes. An appropriate policy on the misuse of drugs is now in place. The school provides a safe environment within which children can successfully learn and play. Fire

drills are conducted on a regular basis and sufficient staff are trained in current first-aid procedures. The few accidents that do occur are recorded appropriately in an accident book kept in the school office.

34. The behaviour policy is firmly applied and effectively promotes a common code of conduct, understood and accepted by the whole-school community, and this is based on a system of rewards and sanctions. Children contribute to the development of classroom rules within a school behaviour code that provide an effective framework for encouraging positive attitudes and good behaviour.
35. The school is keen to promote equality of opportunity and this is best demonstrated in the provision for those pupils with special educational needs who remain in class and take part in all activities at an appropriate level. Parents have expressed satisfaction with the quality of provision and care for pupils with special educational needs. The school is well served by outside medical agencies with regular supportive visits from a speech therapist, a physiotherapist, an occupational therapist, the school nurse and an educational psychologist.
36. An effective child protection policy is in place. The headteacher as the named co-ordinator, has recently attended a training course on child protection. Staff would raise any child protection concerns directly with the head.

39. **Partnership with parents and the community**

37. The partnership established with parents and the local community is very good. This is a strength of the school and makes a valuable contribution to pupils' learning. These good links have been maintained since the previous school inspection.
38. Parents are encouraged to take an active part in school life and are valued as partners in the education of their children. A number of parents provide regular and valuable support within the school, others help on school trips and with school teams and some will even carry out vital repair jobs around the school. Additionally other friends of the school support work in the classroom using their skills and talents to enrich pupils' experiences.
39. The 'Friends of Leavening School' works hard to meet its joint objectives of fostering good relationships within the school community and raising funds to improve school facilities. Its fundraising has recently contributed to the purchase of new physical education equipment and computers, and has helped to subsidise educational trips.
40. Parents receive information about their children's academic progress at three consultation evenings held each year. Annual reports are clear and informative. They detail the topics that pupils have studied, their levels of knowledge and understanding and they usually indicate where further improvement needs to be made. Parents whose children are on the special educational needs register are kept well informed of progress through involvement in regular reviews of the children's individual education plans. The head issues regular bulletins summarising school developments and highlighting future events. Parents appreciate this additional information. Homework is set on a regular basis throughout the school, and this provides appropriate opportunities for parents to be further involved in their children's education. Although some parents feel that it can be insufficient at times.
41. Very good links have been established with a local cluster of schools including the main transfer high school, which provides 'taster' lessons for Years 5 and 6, and primary French and music days.
42. The school organises a comprehensive range of visits to places such as the York Theatre Royal, Askham Bryan, Duncombe Park and 'EUREKA', and pupils have participated in learning activities at a number of local secondary schools. Older pupils are able to attend a residential trip to Boggle Hole on the East Coast. Every pupil enjoys a visit away from school each term, and these trips help to extend the perspectives of pupils and develop their cultural and social awareness.
43. Visitors to the school offer similar benefits to pupils' learning and these have included speakers from various Christian denominations, the police, Barnado's children's homes, librarians and the headteacher from the local high school. The experience of pupils is further enriched through links with local businesses, which include a local sand quarrying firm, a veterinary practice and a local bakery.
44. The school forms an important and integral part of the local community and the premises are in regular use by the Parish Council, the Brownies and for bingo sessions. Base 3 pupils have built an impressive scale model of the village and have conducted a survey in conjunction with town planners and local people to identify community needs in Leavening.
- 47.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

47. Leadership and management

45. The leadership and management of the school is sound overall. The headteacher gives a purposeful and clear educational direction for the school, and is supported in this by the governing body and the dedicated teaching staff. The effective leadership of the headteacher indicates that the school is well placed to continue improving.

46. The school has an appropriate set of aims and identifies the strategies by which it intends to achieve these. The school provides a caring and effective learning environment in which everyone is valued individually. The school works hard to achieve its aims, these clearly state high expectations of pupils in terms of both their attainment and behaviour. Pupils state that they feel safe and well cared for, and it is apparent that the children are well known to all staff, and that they feel valued.

47. The governors are very supportive. They have clearly identified roles and responsibilities and work hard to fulfil these. However, they have not been sufficiently involved in the formulation of the school's aims, the school's development plan or school policies. The school's development plan is written by the headteacher. It identifies priorities, target completion dates and names responsible personnel in detail for the current year. Longer-term improvement planning is outlined, but does not include financial projections. Other plans that the school has formulated informally have not been included in the strategic plan. No formal system has been established for assessing the school's achievements or reviewing and evaluating the plan. Statutory requirements are met.

48. The headteacher has recently monitored the implementation of the National Literacy Strategy throughout the school, but the school does not have a systematic approach to monitoring teaching and learning. Subject co-ordinators have no time made available to enable them to regularly monitor teaching and learning in their areas of responsibility, and the headteacher has very little non-teaching time to fulfil her managerial duties. Medium and longer-term planning is discussed informally between colleagues, but co-ordinators do not formally monitor colleagues' planning or pupils' work to ensure that planning matches the school's schemes of work and associated guidance. Co-ordinators manage the resources available for their subjects effectively and, within the time available to them, work hard to raise standards in their areas of responsibility. The Chair of Governors visits the school regularly, as do many other governors, both to support teachers in the classroom and to visit classes. However, these visits do not usually have a planned focus.

49. The day-to-day management of the school is smooth and efficient with clear procedures. The agreed routines and working practices are understood and implemented by all staff to the benefit of the pupils.

52. Staffing, accommodation and learning resources

50. All teachers are well trained and qualified to teach the age groups involved. There is a good number of teachers to pupils, and the school has made the conscious decision to keep teacher numbers high and thereby reduce class numbers. A good number of learning support assistants effectively support pupils and teachers. They are motivated and enthusiastic and their skills are used well. Learning support assistants for pupils with special education needs are efficient and their work is well planned and co-ordinated. They contribute significantly to the progress of these pupils. All staff regularly undertake appropriate in-service training. They have clear job descriptions in place. Statutory requirements for teacher appraisal are met.

51. The accommodation is satisfactory, with the low numbers of pupils per class helping in terms of space within classrooms. Space is well used throughout the school, with the nursery using the hall each morning, but the nursery lacks a distinct, secure outdoor area for children under five. The school building and grounds are well maintained with very little litter. The playing field is very near to the school, and this too is well maintained. The pupils use the swimming facilities at a local leisure centre, and occasionally use the sporting facilities at other local schools.
52. The school has a good range of learning resources available that are well stored and maintained. These are regularly audited and replaced as necessary. The school is awaiting a delivery of new information technology equipment, and some new computers have been installed recently. The purchase of these additional resources effectively addresses one of the issues raised in the previous inspection. The small central library is organised into the Dewey system, and this combined with the class library book bases makes for a satisfactory, if limited, library arrangement. The nursery unit is well resourced, with a wide range of imaginative, stimulating equipment.
55. **The efficiency of the school**
53. Overall, the school plans its expenditure for the current financial year effectively. Financial planning is suitably linked to objectives identified in the school development plan, but this level of detailed financial planning does not extend beyond the current year. The headteacher sets the budget for governors to discuss, amend and approve. Trends in expenditure are monitored at governors' meetings. However, although the governing body discusses its successes informally, it has no formal systems for considering the cost-effectiveness of its spending decisions. For example, considerable funds have been invested in maintaining small class sizes this year, but the governors have not set criteria for judging the impact of this decision on pupils' progress and attainment.
54. Funds delegated for specific purposes are spent efficiently. Funds allocated to the introduction of the National Literacy Strategy have been used appropriately to increase the number of big books and group reading books, and these are used well in literacy sessions. Funding for pupils with special educational needs is spent well, the majority being used to employ support staff. Teaching and support staff are deployed well. Good use is made of the accommodation overall. Nearly every available space is utilised, but, due to its location, older pupils are given few opportunities to use the library to work independently or to learn library skills. Good use is made of all other learning resources. Financial control and administration are good. The headteacher manages the budget well, and all recommendations from the last audit have been addressed. Day-to-day administrative procedures are smooth and unobtrusive.
55. The attainment of pupils on entry to compulsory schooling is generally similar to that found nationally, and they make sound, and at times good, progress. Provision for the spiritual, moral, social and cultural development of pupils is satisfactory, the quality of education is sound and teaching is good. Pupils' attitudes, behaviour and personal development are satisfactory. Due to the small size of the school, unit costs are above the national average for primary schools. Taking these factors into account, the school gives satisfactory value for money.

58.

58. **PART B: CURRICULUM AREAS AND SUBJECTS**

58.

58. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

58.

56. The provision for children under five consists of a part-time nursery class. The children transfer to the reception class in the term of their fifth birthday. At the time of the inspection there were 13 children in the nursery class and three children under five being taught in the reception class.

Personal and social development

57. Children enter the nursery at a level slightly below expected levels in terms of personal and social development. Staff work hard to provide a caring and stimulating environment in which children make good progress. Their awareness of each other grows as they learn to share and collaborate. They develop good concentration skills for their age. Children respond well to the school environment, and soon 'come to terms' with the systems in place. Children respond well to the good examples set by staff and good relationships are established in the nursery amongst children and with the adults there. Children with special educational needs are well catered for with strong support and clear planning for their individual needs. The other children show a high regard for these children and they learn to show patience and understanding. Children are encouraged towards an appropriate degree of independence and respond well to this encouragement. Children attain the Desirable Learning Outcomes by the age of five.

Language and literacy

58. Children enter nursery with standards in reading and writing that are slightly below the expected levels for children of this age. Children make good progress and by the age of five, their attainment in all aspects of language and literacy is in line with those normally expected in reading, writing, speaking and listening.

59. By five, children know how books 'work' and know that print conveys meaning, with the most able reading many simple words. They are developing early phonic skills and can match letter names and letter sounds; higher attaining children use their phonic knowledge when trying to read unfamiliar words. Children are provided with a range of books and thoroughly enjoy their many opportunities to read to adults and to each other. All children are encouraged to look at books on their own, in small groups and as a class. Children make good progress in their speaking and listening skills. They enjoy talking to and listening to adults. They are encouraged to take part in discussions and are asked for opinions on a range of subjects; most children are eager to respond. They listen carefully and politely, for example, when an assistant plays simple rhymes for them on the guitar. Writing standards are in line with those expected of children of this age and by the age of five, children make good progress in their independent writing skills. Many recognise the difference between capital and lower-case letters and they remember some of the reasons for using them. In their independent writing, higher attaining children are beginning to include full stops and capital letters appropriately. By five, almost all children are able to write their own names competently, using a mixture of upper and lower-case letters, and can communicate their ideas in writing, using pictures and symbols, letters and some words. The literacy strategy has been successfully integrated into the reception class. Early years' staff place strong emphasis on the early acquisition of literacy skills. Teaching for this area of learning is well planned and purposeful, and teachers clearly understand the needs of these very young children.

Mathematics

60. Children make good progress in their acquisition of mathematical knowledge and

understanding. By the age of five most can count and add up to ten. They talk about subtraction and addition and teachers ensure that they reinforce these concepts with many practical activities. Children take great delight in the simple number songs exchanging pennies for life size 'currant buns'. Many simple shapes are correctly identified and correct vocabulary used. Capacity is practically experienced using a wide range of materials including sand and water. The effective teaching for this area of learning is characterised by the many interesting practical activities planned by teachers that ensure the children consolidate their early understanding of number, shape and space.

Knowledge and understanding of the world

61. By the age of five pupils attain standards similar to those of most children of the same age. They plant seeds and watch and record observations as they grow. Children learn about each other as they grow, and the computer is used to display information. During the inspection children were contributing to a graph on eye colours on the computer and then printed it out. Children learn about the area in which they live and its particular features, such as local agriculture. They learn how to handle tools as they cut, stick and decorate the things they make, such as the tractors that are displayed. They enjoy cooking in small groups, for example when making currant buns under the close supervision of an adult. They explore 'small worlds' when creating environments for model animals. An interesting range of activities is carefully planned for children to gain an understanding and appreciation of the world in which they live. Teachers use resources well to support this area of learning.

Physical development

62. Children's attainment is similar to that expected for most children by the age of five. They competently use the apparatus in the hall, and have access to outdoor games and mechanical toys, which are stored in a shed near the hall. Children make a good effort to dress and undress themselves for physical education. They gain confidence in the use of their bodies and develop new skills and understanding. They apply their mathematical knowledge of positional language such as 'under', 'over' and 'around' as they negotiate equipment. They develop finer movements as they explore the textures of corn flour paste, and when writing and painting, as well as using construction toys. The well-modelled leaves that form part of the 'autumn' display exemplify their growing manual dexterity. Teachers ensure that children warm their bodies up appropriately before vigorous exercise. They plan appropriate activities for all children, including those with special educational needs.

Creative development

63. Children enjoy a wide range of creative activities. An interesting display of painted sunflowers shows the children's great care and attention to detail, and their developing skills of observation. They decorate paintings with various tactile media, and make hats and cards for particular events. Percussion instruments are used to accompany voice and guitar. Children respond well when asked to vary volume and dynamics. They use the instruments with care and respect. Imaginative play is encouraged with a home corner and a shop, where children plan the shopping for the day, and 'serve' each other. Teachers effectively share their enthusiasm in creative activities and their sound understanding of the needs of young children is clear in the activities planned.
64. The curriculum for these early years is well suited to their needs. It is lively, interesting and stimulating, and provides a sound starting point for the rest of the children's schooling. Teaching is good in all areas of learning. Teaching and support staff are dedicated and efficient. They have developed good systems and standards, which prepare children effectively for the National Curriculum. Planning is thorough and support staff, including those for

children with special educational needs, are used and directed well. Children with special educational needs are integrated as fully as possible into all aspects of the life of the under-five children.

67.

ENGLISH, MATHEMATICS AND SCIENCE

67. English

65. Due to the small numbers of pupils in each year group it is difficult to accurately compare the attainment of pupils between one year and the next. In the results of the 1998 Key Stage 1 national tests in English, the percentage of pupils achieving Level 2 or above in reading and writing was well above the national average, and the percentage of pupils achieving Level 3 or above was very high. The results of the 1998 tests at the age of 11 showed that the percentage of pupils achieving Level 4 or above in English was well above the national average, although the percentage of pupils achieving Level 5 was below the national average. Pupils' progress throughout the school is satisfactory, and at times good. Pupils with special educational needs also make satisfactory progress.
66. Pupils gain confidence in speaking and listening from an early age, they express themselves clearly and listen attentively in lessons. Good progress is made in this aspect of English in each key stage. At the end of Key Stage 1 pupils talk confidently and most concentrate well as they listen to instructions, information and to stories. At Key Stage 2 most pupils speak clearly and read aloud with good expression. They are active participants in good quality discussions. Nearly all pupils listen with close attention in class, grasping key points. They offer considered opinions about style, language and content when considering the work of writers such as Ted Hughes.
67. At the end of Key Stage 1 pupils' attainment in writing is average overall and they are on target to achieve standards that are similar to the national average by the end of the key stage. Most pupils have developed a neat, joined handwriting style and form their letters well, and they make good progress in this aspect of writing. They write for a variety of purposes, for example, character studies and personal news as well as stories and poems. Punctuation has developed well, most pupils use full stops and capital letters appropriately, and higher attaining pupils are beginning to use speech marks and apostrophes accurately. Pupils learn about nouns and adjectives, syllables within words and compound words. For example, substituting the word 'nice' with alternative vocabulary in order to enrich their writing. Spelling is generally accurate, or is phonetically justifiable.
68. Key Stage 2 pupils' attainment is average and they are on target to achieve standards that are similar to the national average by the end of the key stage. Accurate spelling and punctuation, and the correct use of standard English is seen in much of the pupils' work, together with good handwriting and presentation, although this varies. Most pupils plan their work methodically and write in an interesting and thoughtful way. They write for a wide range of purposes, which includes factual writing such as when describing life in Ancient Egypt. Having studied traditional myths, they write their own using interesting vocabulary. They choose words for effect and generally write good poems and stories, in both the first and second person. Their writing is often sensitive and imaginative; their ideas are well organised and work is drafted and redrafted to achieve a good result. Pupils' understanding and use of grammar grow through the key stage. They identify adverbs, similes, connectives, comparative and superlative adjectives and parts of speech correctly. In their lessons they learn how to use devices such as similes, metaphors and idioms in their writing.

69. Overall, attainment in reading is average at the end of both key stages. Many pupils read regularly both at home and school. Most Year 2 pupils read fluently and accurately. They use different strategies to read unknown words, relying more on phonic clues than using the pictures to help them. They know that sounds are associated with letters, and many can blend letter combinations accurately to assist them when reading and spelling. Nearly all pupils can summarise the plot of their current book, and some recall favourite stories read previously. Some pupils do not always recognise their mistakes, and some occasionally miss lines without realising it. Pupils make satisfactory progress as they move through the school, although attainment varies between year groups, with some cohorts achieving higher standards than others. Younger pupils in the key stage read confidently and competently. They express their preferences for different types of books. By Year 4 pupils are better at recognising errors when reading and often self correct. Pupils in Years 5 and 6 attain similar levels. Their interest in books varies from indifference to great enthusiasm, and is satisfactory overall. Most pupils discuss different styles of books, many expressing a preference for humorous and mysterious stories. They discuss the work of their favourite authors and explain the reasons for their preferences. When they reach the end of Key Stage 2, pupils understand character and plot. Most pupils know how to use the contents and index pages in reference books, but their knowledge and skills when using the library to locate information are underdeveloped.
70. Pupils have good attitudes to English, and enjoy their lessons. They are interested in their work and generally strive to do their best. Most pupils listen attentively to their teachers and each other, although a few are distracted easily. They answer questions thoughtfully and sensibly. Nearly all pupils co-operate and collaborate well with each other.
71. At both key stages, teaching of English is generally satisfactory, and sometimes good. Work is carefully planned and generally matched to pupils' abilities. Teachers' have appropriately high expectations of most pupils. In literacy sessions teachers use the National Literacy Strategy guidelines well to plan their lessons, conducting them at a good pace. They share their secure subject knowledge effectively with their pupils giving clear instructions and explanations and offering good individual support. Questions are used effectively to check that pupils understand and to draw out and extend their thinking. In some lessons, teachers make effective use of choral speaking to extend pupils' speaking and listening skills. They teach the basic skills of handwriting, spelling and grammar systematically and insist that pupils produce finished work of an acceptable standard.
72. Classrooms and the library have a suitable range of books for pupils to borrow. Parents support their children's learning through reading at home and by supervising homework. The school has implemented the National Literacy Strategy well, meeting the challenge of delivering this to mixed age and mixed key stage classes well. A comprehensive and detailed policy and supporting guidance is available to support teachers in their planning.
75. **Mathematics**
73. Attainment upon entry to school is in line with expected levels for pupils of this age. The results of the 1998 national standard assessment tests for seven year olds show that the percentage of pupils reaching the expected Level 2 and the higher Level 3 is well above the national average. Inspection evidence indicates that pupils in Year 2 attain above average standards and are on target to achieve above the national average by the end of the year. The 1998 test results for 11 year olds were well above the national average at the expected Level 4, but were below the national average at Level 5. However, the small numbers of pupils in each cohort means that it is difficult to compare objectively, with any degree of accuracy, one year group's attainment with that of pupils in other year groups. The trend over the last three years has been for pupils to achieve standards well above the national average at the end of Key Stage

1, and above the national average at the end of Key Stage 2. Inspection evidence indicates that Year 6 pupils' attainment is average and that they are on line to achieve standards similar to the national average by the end of the key stage.

74. Pupils make particularly good progress in Key Stage 1, with pupils developing well their understanding of number, and shape and space. Reception pupils are involved in number rhymes that establish and reinforce number facts to ten. They colour and paint numbers of objects, and 'shop' for a fixed number of items. Year 2 pupils multiply numbers up to ten, and add and subtract two two-digit numbers accurately. Year 1 pupils discuss and understand the properties of two-dimensional shapes, whilst Year 2 pupils move their understanding on to the properties of three-dimensional shapes.
75. In Key Stage 2 pupils' progress is satisfactory, with pupils building upon skills steadily from year to year. Younger pupils have a sound numeric knowledge, and apply this to simple 'shopping tasks' using real or model money to calculate purchases up to one pound, with higher attaining pupils calculating similar bills mentally. Pupils add and subtract fractions carefully and capably. Simple work with fractions at Year 3 is developed until pupils at the end of the key stage are confidently converting improper fractions into proper fractions, and are able to quickly identify denominator and numerator.
76. Throughout the school, pupils use several information technology programs to support their work in mathematics. They compile informative graphs and charts that allow data to be graphically represented and displayed. They draw accurate conclusions from this data. Pupils' attitudes towards mathematics are positive, and they are keen to explore mathematical problems.
77. Teaching at Key Stage 1 ranges from satisfactory to good, and is good overall with the best lessons being characterised by an accurate match of task to pupils' ability and a brisk pace. Teaching at Key Stage 2 is satisfactory, the occasional lack of pace at some stages, reducing the effectiveness of the overall lesson. Often the introduction to the main lesson fails to engage all the age groups and abilities within the class, particularly the higher attaining pupils. Outweighing this, clear planning, secure teacher knowledge and improved pace in the main part of the lesson, results in teaching being satisfactory overall.
78. The school is successfully introducing the National Numeracy Strategy and is using this framework as a scheme, along with one or two commercially produced schemes. All staff have attended training sessions to help them to implement this new initiative.
81. **Science**
79. Pupils' attainment is average and is on line to meet the national average at the end of both key stages. Pupils make satisfactory progress throughout the school. These findings are similar to those at the last inspection. The results of the 1998 national tests at Key Stage 2 show the percentage of pupils achieving the expected Level 4 was well above the national average. With such small numbers of pupils in each year group it is difficult to draw comparisons accurately from one year to another, a comparatively small shift in the ability range from one year to another can have a disproportionate effect in terms of percentages. The trend over the last three years has been for pupils to achieve above average standards at the end of Key Stage 2.
80. At Key Stage 1, the youngest pupils learn about their senses, and the names of various parts of the human body. Pupils understand the properties of magnets, they know which poles will repel and attract. They list the requirements for plant growth and have an accurate understanding of food chains and of life cycles. They make early experiments into the effects of forces by moving objects through blowing through a straw.

81. At Key Stage 2, pupils examine forces and the way in which these affect buildings. They have some experience in measuring force in Newtons. Pupils have explored forces in relation to arches, bridges and other structures. They understand how electrical circuits can be made and broken, and they apply this knowledge in practical situations. Pupils have made a Morse code generating device using a simple switched buzzer system; this was demonstrated at an achievement assembly. Pupils also designed a circuit for a torch, and fitted this into their own casing. Throughout the school pupils with special educational needs are fully integrated into lessons. Their individual education profiles reflect accurate and achievable objectives within science. Pupils use tools and equipment sensibly, for example, they carefully use a wire stripper to bare the ends of circuit wiring before fitting to batteries.
82. Pupils use information technology to enhance their scientific investigations and several programs are available for this. Science is well integrated into other areas of the curriculum, such as design and technology and physical education. For example, pupils are encouraged to consider how their bodies respond to exercise following a hockey session.
83. As it was only possible to observe one lesson in science during the inspection it is not possible to make a secure judgement on the quality of teaching or pupils' response to the subject. However, from discussions with pupils and teachers, and scrutiny of pupils' work it is indicated to be at least satisfactory. The co-ordinator has arranged a wide series of in-service training opportunities, both in school and out, for staff. Science is managed well and covers a broad range of activities and topics. The subject is well resourced and has a high profile across the school. Pupils visit areas of interest and look at scientific information to be gained there and examine the practical application of this theoretical information.

86. **OTHER SUBJECTS OR COURSES**

86.

86. **Information technology**

84. At the end of both key stages pupils' attainment is in line with national expectations; pupils make satisfactory progress throughout the school.
85. At Key Stage 1, pupils work with programs to support their learning in many areas of the curriculum including English and mathematics. They learn keyboard skills and use the mouse to select items within programs. They print their work with support. They use simple data-handling programs to record, sort and classify information.
86. Pupils successfully build on their skills and in Key Stage 2, when word processing, they learn how to change the appearance of their work, for example, using different font size and colour. They use the mouse and its function buttons to access menus within programs and move items within programs. They know how to load and run programs, and how to print their finished work. Many pupils know how to use different operating environments, such as 'Windows' on the school's different computers. When researching for other areas of the curriculum, some pupils interrogate programs using the CD-ROM drive. Data-handling continues to be developed and pupils store information from their research for subsequent interrogation. In geography, pupils use temperature probes and interpret the data gathered using the computer. By the time they leave the school many pupils use computers independently.
87. Pupils enjoy working with computers and take a pride in their achievements. Most work effectively in pairs collaborating and co-operating to achieve set tasks. They concentrate well

and persevere when they encounter difficulties.

88. The quality of teaching varies from satisfactory to good, and is satisfactory overall. Many teachers are secure in their subject knowledge and they share this effectively with their pupils. Information technology is only occasionally the main focus of whole-class lessons and pupils are generally taught individually or in pairs.

89. The school plans to be connected to the Internet in the near future and has exciting plans to extend the range of resources available, including ten laptop computers through the Rural Regeneration Fund. Parents have also been most supportive, raising additional funds for hardware.

92. **Religious education**

90. At the end of both key stages standards of attainment are in line with those expected in the locally agreed syllabus and pupils make satisfactory progress as they move through the school.

91. At Key Stage 1 pupils develop their understanding about the life of Jesus and the basis of Christianity. Pupils retell New Testament stories, explaining the significance of Easter and Christmas to Christians. They learn of miracles such as the raising of Jairus' son and parables such as that of the 'Good Samaritan'. Old Testament stories are also learned, such as Joseph and his coat of many colours. They learn that the Bible is a collection of many books, similar to a library, and that some of these books also form the Torah. Pupils are given good opportunities to consider their own feelings and responses to their own lives; for example what makes a good friend. They also learn about Jewish festivals such as Hanukkah and Passover.

92. Key Stage 2 pupils have a sound understanding of basic Christianity. Younger pupils consider places that are special to them. They learn about churches and the significance of some of the furnishings and artefacts to be found in them. They write their own prayers for inclusion in acts of worship. Older pupils consider the symbolism of light in the festivals of Divali and Hanukkah. They consider what they think Jesus may have looked like, and what his personality was like. They learn about the lives of early Christians and consider St Paul's journey to Rome. Throughout the key stage pupils reflect upon their own experiences, their personal development and the importance of significant events in their lives.

93. Due to timetable constraints it was not possible to observe any lessons during the inspection, however from scrutiny of teachers' planning and pupils' work it is evident that teachers have secure subject knowledge and use a variety of strategies to motivate and stimulate the pupils.

94. The curriculum is planned appropriately to develop pupils' understanding of the importance of religion to people of faith, and how religions inform our rules for living.

97. **Art**

95. Only one lesson was observed in art and it is not possible to make a secure judgement on the quality of teaching in this subject. Evidence from the lesson observed and displays of pupils' work around the school indicates that at the end of both key stages attainment in art is above that usually found in most schools. Throughout the school pupils make good progress.

96. Much of the work supports learning in other subjects and is closely linked with class topics. Key Stage 1 pupils learn how to handle paint, for example when painting faces, plant life and simple landscapes. Many pupils produce collage using various media, such as pasta shapes, fabrics and various papers. They collaborate effectively to produce attractive classroom displays, such as the one based on the story of 'Red Riding Hood'.

97. At Key Stage 2 pupils build upon their drawing skills using a range of materials including pencil and pastel, carefully observing and drawing natural forms and man-made artefacts. They produce attractive pieces of work in connection with history and geography topics, such as very effective copies of posters from the Second World War. Throughout the school pupils use clay and other sculptural materials well, developing their understanding of the potential and limitations of working in three dimensions. Pupils' painting skills in Key Stage 2 are good, they explore different textures of paint effectively, such as when painting sunflowers with a visiting artist. Pupils have recently enjoyed success in a local art competition, painting sensitive landscapes of the wolds surrounding the school.

100. **Design and technology**

98. Due to timetable constraints, it was only possible to observe one lesson at each key stage during the inspection. From these lessons and scrutiny of recently produced work attainment at the end of both key stages is indicated to be similar to that expected. Throughout the school, pupils make satisfactory progress. They build upon their skills in handling tools, designing and making appropriately.

99. Key Stage 1 pupils design and make simple elements for projects such as party hats and Christmas cards using a wide variety of different materials. Pupils handle and discuss the texture of sand, gravel, 'play-doh' and seeds in order to decide how to decorate or add to their designs. Key Stage 2 pupils weave a range of materials exploring the different textures achieved. They carefully sew materials to make mixed media designs, to make products such as the outer casing for torches. Pupils use tools with confidence and care.

100. Pupils respond well to these activities and show enthusiasm for the tasks. Pupils are eager to share ideas and suggestions. They are encouraged to use design and technology throughout the curriculum. Older pupils have designed and made a three-dimensional 'Viking warship' with projecting oars, as part of their history project.

101. Teaching was good in the two lessons observed. Lessons were well planned and moved at an appropriate pace. The co-ordinator is well informed and has attended relevant in-service training.

102. Good resources are available to support teaching and learning, with additional materials from the museum and library loans service when required. Teachers' topic plans are satisfactory and cross-curricular links are constructively used. The co-ordinator has informal planning discussions with colleagues, but does not formally monitor plans and samples of the pupils' work.

105.

105. **Geography**

103. Only one lesson of geography was seen during the inspection. Judgements are made after talking with pupils and teachers and observing a range of pupils' work. From these, standards are indicated to be similar to those normally found for pupils at the end of each key stage and all pupils make satisfactory progress.

104. Younger Key Stage 1 pupils are beginning to understand the purpose of mapwork. They talk well about their own route to school. They are developing a sound knowledge about features in the local environment. They can record the weather and describe characteristics of the seasons. Older pupils are gaining a sound knowledge of different countries through the topics they study. Pupils conduct research about a village in India that they study and draw conclusions about similarities and differences with their own village. They understand how weather effects

the way people live and work. For example, the importance of rain and water supplies in India. They consider the importance of the River Ganges to the religion and agriculture of India. One class has established a link with a Tanzanian village, and contrast life there with life in their own village. The oldest pupils are familiar with the physical geography of their county and talk with a sensitive understanding about possible developments in their village with a local planning officer. They study how man has adapted to survive in contrasting climatic zones, such as polar and desert regions. They develop appropriate research skills, using atlases and maps to identify physical features such as rivers, seas and oceans. They explore the microclimates around the school and measure temperature change and wind velocity, recording this using information technology.

105. Teachers' topic plans are satisfactory and cross-curricular links are constructively used. Walks around the local area provide opportunities to develop the pupils' history and geography skills, while study of the River Nile is part of the topic about Ancient Egypt. Full use is made of the Qualifications and Curriculum Authority's documents for planning. The co-ordinator has informal planning discussions with colleagues, but does not formally monitor plans and samples of the pupils' work. There are sufficient resources to support the curriculum with materials from the museum and library loans service when required.

108.

108. **History**

106. At the end of both key stages standards in history are broadly in line with those found in most schools and pupils of all abilities make sound progress throughout the school.
107. The youngest pupils learn about the lives of famous people such as Grace Darling, Florence Nightingale and Helen Keller. Year 2 and 3 pupils experience the atmosphere of a Viking settlement, and take on the roles of servants, farmers and warriors. They begin to develop an understanding of how homes and lifestyles change over time. They use the knowledge they have acquired to sequence these chronologically. Through their study of the Ancient Egyptian civilisation, older pupils learn how this contributed to modern cultures. They learn of the religious systems and practices of these ancient people, and about the gods and goddesses they worshipped. In their studies of hieroglyphics they explore early writing. The oldest pupils are currently engaged in studies of their village during World War II. Older residents have visited the class to share their memories of childhood during the war and how their everyday lives were affected. Pupils compare these recollections with other evidence, such as the school log books and books on local history, to consider what are reliable historical sources when conducting research. Pupils with special educational needs take a full part in all history lessons and they generally make satisfactory progress.
108. Throughout the school, pupils apply what they have learned to other subjects such as art and English. The reporting and retelling of important historical events makes an appropriate contribution to improving pupils' literacy skills.
109. Insufficient lessons were observed to make a secure judgement on pupils' attitudes or the quality of teaching in history however from the lessons seen and scrutiny of teachers' planning and pupils work it is indicated to be good overall. In the lessons seen pupils worked with interest and enthusiasm. They co-operated well, using and generally sharing a stimulating range of resources sensibly. Teachers prepared well; they had good subject knowledge and used resources to good effect. Displays around classrooms of artefacts and pupils' artwork provide stimulating points for discussion.

112. **Music**

110. Due to timetable constraints, only one lesson at Key Stage 1, and another in a mixed key stage class, could be observed during the inspection. However these lessons, plus observation of peripatetic music tuition, combined with scrutiny of records and pupil discussions show that attainment at Key Stage 1 is above that usually found. There is insufficient evidence to make a secure judgement on attainment at the end of Key Stage 2, although from the available evidence, such as singing and performances in assemblies, attainment is indicated to be satisfactory.
111. Key Stage 1 pupils use simple percussion instruments to accompany songs and rhymes. They use these instruments with care and sensitivity, and when the occasion demands, with vigour! The majority of pupils sing a range of traditional songs in tune. They listen to a variety of music, although this is almost exclusively of European origin, and some opportunities are given during collective worship to reflect upon music. Pupils with special educational needs take a full part in lessons with enthusiasm and gusto. These pupils make equally satisfactory progress.
112. Pupils respond positively in all music situations, and they are encouraged with pupils being praised in merit assemblies for musical attainment. Two pupils, playing guitar, displayed their skills to an appreciative audience of pupils at such an assembly during the inspection.
113. Insufficient evidence is available to make a secure judgement on the quality of teaching. In the

lessons observed, teachers encouraged participation and enjoyment, with pupils being enabled to express themselves musically. Some pupils benefit from peripatetic lessons in flute, guitar, and clarinet. The school also has recorder groups and works hard to encourage a broad range of musical experience for pupils.

114. The subject has a well-informed co-ordinator who works hard to encourage a range of musical experience for the pupils.

117. **Physical education**

115. Pupils' attainment is above expectations for pupils of similar ages in the elements of the subject it was possible to observe. Progress is good across the school, with pupils moving from basic manoeuvres and actions to more complex use of equipment such as climbing frames and balance poles. The progress of pupils with special educational needs is also good. These pupils take part in all activities where possible and respond well to the challenge. By the end of Key Stage 2 most pupils are able to attain the minimum national expectation of swimming 25 metres.

116. Key Stage 1 pupils are able to use space well when moving around the hall and move with appropriate pace, balance and care when navigating the apparatus. Pupils showed a good understanding of how best to approach the differing elements of apparatus. At Key Stage 2, pupils are beginning to work upon the basics of teamwork, and in uni-hockey control the stick and puck with skill. Pupils co-operate well to develop good passing skills in football and learn to play as team members.

117. The previous inspection indicated considerable variations in provision between groups of pupils of differing abilities and within key stages. The school has improved the situation and uniformity of opportunity is now provided and attainment is more even across the school. Pupils are encouraged to use information from physical education to illustrate and enrich other subjects. Pupils had drawn up graphs to show the number of bounces of balls, and had written accounts of the procedures.

118. All pupils take part enthusiastically and eagerly in all aspects of physical education.

119. The quality of teaching is good, and teachers effectively share their enthusiasm with pupils. The pupils wear appropriate clothing for physical activities, as do the teachers. Teachers' knowledge is good and lessons are lively and well paced. Pupils are encouraged to consider the effect of exercise upon their bodies in terms of health, and are given appropriate warm up activities before lessons begin. The subject co-ordinator has a strong love of physical education and particularly games, and clearly this has a positive impact upon the physical education curriculum. The school has links with other local schools to ensure that pupils have access to extra-curricular activities such as hockey, cross-country running and football. The number of pupils who take part varies according to each occasion. The subject is well resourced, and staff see it as an important part of the school curriculum. The comparatively new fixed apparatus adds a new dimension to the pupils' physical education opportunities.

122.

PART C: INSPECTION DATA

122. SUMMARY OF INSPECTION EVIDENCE

122.

120. The inspection team of three inspectors, one of whom was a lay inspector, was in school for a total of seven inspector days. During the inspection 67 observations were made, including observations of 33 lessons or parts of lessons, some registrations, assemblies, lunchtimes and break-times.

121. Time spent on lessons, work scrutiny and interviews with pupils, teachers, governors and others who work at the school was a total of 41.2 hours.

122. Inspectors heard many pupils read, examined their mathematical knowledge and understanding, and talked to them about their work. Samples of pupils' work were inspected in all classes. The policy documents, teachers' planning files, pupils' records, reports, attendance registers and the school development plan and budget figures were examined.

123. Discussions were held with the headteacher, members of staff, the Chair of Governors and other governors. Eighteen parents attended a meeting with the reporting inspector and discussed their views of the school, and 22 parents returned a questionnaire expressing their views on the education provided by the school.

126. DATA AND INDICATORS

126.

Pupil data

126.

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	60	4	10	3
Nursery Unit	6.5	1	1	0

126. Teachers and classes

126. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	3.6
Number of pupils per qualified teacher:	16.6

126.

126. Education support staff (YR - Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	88.25

126. **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	0.5
Number of pupils per qualified teacher:	13

126. **Education support staff (Nursery class)**

Total number of education support staff:	1
Total aggregate hours worked each week:	10

Primary and nursery schools

Average class size:	20
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126. **Financial data**

126.

Financial year:	1998/99
	£
Total income	153,996.00
Total expenditure	144,851.00
Expenditure per pupil	2,298.00
Balance brought forward from previous year	28,922.00
Balance carried forward to next year	38,067.00

126. **PARENTAL SURVEY**

126.

Number of questionnaires sent out: 60
 Number of questionnaires returned: 22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	41	55	0	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	32	36	14	18	0
The school handles complaints from parents well	5	35	30	20	10
The school gives me a clear understanding of what is taught	14	55	9	18	5
The school keeps me well informed about my child(ren)'s progress	32	45	18	5	0
The school enables my child(ren) to achieve a good standard of work	14	55	18	14	0
The school encourages children to get involved in more than just their daily lessons	29	52	14	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	14	50	14	18	5
The school's values and attitudes have a positive effect on my child(ren)	19	52	10	14	5
The school achieves high standards of good behaviour	9	45	18	18	9
My child(ren) like(s) their school	27	55	14	5	0

126. **Other issues raised by parents**

126.

124. Parents with children who have special educational needs were very pleased with the provision made for their children.