

## INSPECTION REPORT

### **HORTON IN RIBBLESDALE C of E PRIMARY SCHOOL**

Horton in Ribblesdale

LEA area: North Yorkshire

Unique reference number: 121628

Headteacher: Mrs C Boocock

Reporting inspector: Miss K Manning  
20267

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> March 2002

Inspection number: 194288

Full inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	Horton in Ribblesdale Nr Settle North Yorkshire
Postcode:	BD24 0EX
Telephone number:	01729 860282
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Lynda Middleton
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20267	K Manning	Registered inspector	The foundation stage English Information and communication technology Art and design Design and technology English as an additional language	What the school should do to improve. How high standards are. How well pupils are taught. How well the school is led and managed.
19365	G Stockley	Lay inspector		How well the school cares for its pupils. How well the school works in partnership with parents / carers. Pupils' attitudes, values and personal development. How good curricular and other opportunities are.
11510	K Oglesby	Team inspector	Mathematics Science Physical education Geography History Music Equal opportunities Special educational needs	

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

With 38 pupils on roll, Horton in Ribblesdale Primary School is a small school. It is situated in a very attractive rural village and serves the local community. The school is voluntary aided and has a strong Christian ethos and close links with the local church. The characteristics of the area have changed little since the previous inspection. Many of the pupils live on nearby farms that have been affected by the foot and mouth epidemic of last year. They travel to school by taxi because of the distance involved. Although there is a wide social mix, the proportion of pupils who have free school meals is well below the national average. Very few pupils start the school part way through their education and there are no pupils from minority ethnic groups. The school has recently been awarded the *Basic Skills Agency Primary Quality Mark* in recognition of its efforts towards raising standards in literacy and numeracy.

At present the school has 19 boys and 19 girls who attend full-time and are taught in two classes. One class includes the children from reception, Year 1 and Year 2 and the second class contains pupils from Years 3, 4 and 5. Pupils transfer to the local middle schools at the end of Year 5. In addition, nine children attend the pre-reception class for five sessions a week. The knowledge and experiences of children vary considerably when they start in the reception class. While their physical skills are typical for their age, many are unfamiliar with books and counting and lack the confidence to play with other children. The proportion of pupils who have special educational needs is lower than in most other schools. Seven pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, one pupil has a statement of special needs.

### HOW GOOD THE SCHOOL IS

The school provides its pupils with a good education. Strong leadership from the headteacher ensures that teachers have the skills and commitment needed to ensure that pupils do their best with support from a very caring community. Good teaching allows pupils to achieve high standards in English and mathematics. The strong partnerships that exist between pupils, teachers, parents and governors have a very positive impact on pupils' learning and personal development. The school gives good value for the funding it receives.

#### What the school does well

- Good teaching means that pupils achieve well in reading, writing and mathematics.
- Pupils' very good attitudes, behaviour and relationships contribute to the good progress they make from one year to the next.
- Very good provision for pupils' personal growth makes a strong contribution to their spiritual, moral, social and cultural development.
- Teachers make very good use of assessment to ensure that pupils of all ages and abilities have equal opportunities to make progress.
- Close partnerships with parents, the church and the community have a very good effect on pupils' learning and the life of the school.

#### What could be improved

- Standards in speaking are not high enough.
- The school's planning for improvement is not focused enough, preventing it from being as effective as it could be.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since it was last inspected in May 1997. All of the key issues identified were tackled systematically and with great rigour and careful consideration. Subjects that were not previously given sufficient emphasis are now taught for appropriate amounts of time. Teachers' planning and their systems for assessing and recording what pupils know and can do have improved tremendously. Teachers are now highly effective at planning work for pupils of different ages and abilities and they keep a great deal of information that helps them keep track of pupils' progress from one year to the next. Teachers' marking is more thorough and helps pupils know how to improve their work. The library has been re-sited and is used frequently by pupils seeking information books to help them with their work in class. Other improvements include more good teaching and a richer curriculum that promotes pupils' personal development extremely well.

## STANDARDS

A table of the standards reached by pupils in Year 2 is omitted because comparisons with other schools are unreliable when such a small number of pupils take National Curriculum tests. Test results fluctuate from one year to the next, depending on the make-up of each group of pupils. For the same reason, no conclusions can be drawn about differences in the achievements of boys and girls.

During their time in the pre-reception class and the reception year, children make good progress in all areas of learning and achieve many of the skills and knowledge expected for their age.

Last year, all pupils in Year 2 reached the level expected for their age in National Curriculum tests in reading, writing and mathematics. They did not do as well in relation to the proportion of pupils who achieved a higher level. While half of the pupils achieved a higher level in science, no pupils achieved a higher level in writing or mathematics. Teachers were quick to act on this and since then more time has been given to both subjects. Inspection findings are that most pupils are working at levels that match what is expected for their age in reading, writing, mathematics and science. The most able are working at levels beyond this and are likely to achieve a higher level by the end of the year. By the time they leave the school, at the end of Year 5, pupils in this year's group are set to achieve standards in reading, writing, mathematics and science that match what is expected for their age. Throughout the school, pupils with special educational needs achieve the levels of which they are capable and the good teaching sometimes helps them reach the levels expected for their age.

By the end of Year 5, standards in art and design, geography, history, design and technology, music, information and communication technology and physical education standards have remained typical for pupils' age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and school. They listen attentively, concentrate well and try hard to do their best. They are highly motivated to do well.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are well-behaved and polite in lessons, and assemblies. They play together amicably during breaks.
Personal development and relationships	Personal development is very good. Pupils are mature and sensible. Very harmonious relationships between pupils and staff make a strong contribution to effective teaching and learning.



Attendance	Pupils enjoy school and attendance is well above average.
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## TEACHING AND LEARNING

Teaching of pupils in:	Reception/ Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good

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

The teaching is good overall and some very good and excellent lessons were seen. Children of reception class age make good progress in all areas of learning because of the teachers' clear understanding and ability to meet their needs. Older pupils achieve well in English and mathematics because teachers are good at teaching the basic skills of literacy and numeracy. A particular strength of the teaching is the way that teachers ensure that everyone has equal opportunities to make progress and equal access to the curriculum. Pupils with special educational needs make good progress with work that meets their needs and helpful guidance from teachers and support staff. Teachers make good use of specialist teaching, resources, educational visits and residential experiences to broaden pupils' experiences and meet the constraints of teaching in a small school. The methods that teachers use are effective. By far the strongest feature of the teaching is the fact that teachers know each of their pupils extremely well and plan work that is almost individually tailored for pupils' needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements for pupils in Years 1 to 5 and follows the recommended guidelines for children in the foundation stage. It is enriched by a very good programme for promoting pupils' personal, social and health education and by the many first-hand experiences that make learning fun. The school ensures that all pupils have equal opportunities to learn and make progress.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported well and make good progress towards their personal targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural social development is very good and pervades all of the work of the school. It is rooted in the school's ethos and character and its promotion of Christian values.
How well the school cares for its pupils	Teachers know their pupils extremely well and take care that they are safe, secure and happy in school. The arrangements for monitoring pupils' attendance are satisfactory and those for promoting good behaviour are very effective. The school's procedures for assessing pupils' academic performance are also very good and are used effectively to measure pupils' progress and learning.

The school has forged outstanding relationships with parents, who are full of praise for the efforts made on behalf of their children. Parents are encouraged to help their children at home and a number help out in the school. Their involvement has a significant impact on the standards achieved by pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well-led and managed by the headteacher, with the good support of staff and governors. Though they have a very heavy workload, teachers carry out their managerial responsibilities effectively.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive and involved in the life of the school.
The school's evaluation of its performance	Satisfactory. The school identifies areas of concern in its performance and works hard to bring about improvement. However, the links between review and planning are not always made.
The strategic use of resources	The school makes good use of staff and money with the prime aim of raising standards.

The school has a satisfactory number of suitably qualified teaching and non-teaching staff. The situation whereby the headteacher has a part-time teaching commitment has improved since the previous inspection and now allows some time for monitoring and for managerial duties. The school's accommodation is good and there are sufficient resources to teach the curriculum. The school's secretary and governors work hard to ensure that goods and services represent best value for the pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Parents think that the teaching is good.</li> <li>They are glad that their children are expected to work hard and do their best.</li> <li>Most parents feel that the school works closely with them and that staff are approachable.</li> <li>The school encourages their children to become mature and responsible.</li> <li>Parents believe that their children behave well in school.</li> </ul>	<ul style="list-style-type: none"> <li>There are no aspects of the school's work that parents would like to see improved.</li> </ul>

Inspection findings confirm parents' extremely positive views of the school. Most of the teaching is good or very good and children are expected to work hard and do their best. At the start and end of each school day, teachers and other staff are always available to talk with parents. Children behave very well in lessons and at other times of the school day. As they get older pupils gain independence and take on responsibilities such as being playground friends.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. This is a small school and there are often fewer than ten pupils in each year group. This means that the school's results in National Curriculum tests can vary enormously from one year to the next, depending on the make-up of each small group of pupils. Consequently, comparisons with all other schools and those that have a similar proportion of pupils eligible for free school meals are meaningless.
2. When children join the pre-reception class, their attainments vary but are largely below what is expected for their age in their personal, social and emotional development, in communication, language and literacy and in their understanding of numbers and mathematical language. Children get a good start in the foundation stage and by the end of the reception year most have achieved the early learning goals in all of the areas of learning. One or two of the most able are working towards the first levels of the National Curriculum in reading, writing and mathematics.
3. Standards in **speaking** are below what is expected by the end of Year 2 and Year 5. A significant number of children have had few opportunities to mix and associate with other children before starting in the pre-reception class and consequently their vocabulary is limited and they are often shy with other children and adults. Despite efforts by teachers, who provide many opportunities for pupils to listen to others and talk about themselves and their work, few pupils are confident or articulate speakers by the end of Year 2 or when they leave the school at the end of Year 5. In contrast, standards in **listening** are good. Pupils in Year 2 listen carefully but when they make responses to their teacher's questions they are often in single words or very short phrases. Pupils in Year 5 demonstrate their skills in listening when they engage in conversations with adults and when they question what other pupils have said.
4. In last year's national tests in **reading**, all of the pupils in Year 2 reached the level expected for their age but only one achieved a higher level. This year's group of pupils are very similar in ability. Most read at the level expected for their age. They read simple stories and passages of text fairly accurately and use the pictures or their knowledge of the sounds of letters to help them read unfamiliar words. The most able pupils are already working towards a higher level and read fluently, responding to points in the story by making comments or chuckling at a funny bit. Pupils in the present Year 5 class read at the level expected for their age. Lower attaining pupils are hesitant readers who make many mistakes and confuse words that are similar, such as *for* and *of*. However, most pupils read fluently and talk about the characters and plots in the books they have chosen. The most able pupils read well and have chosen their books because of preferences for author or genre.
5. In last year's national tests in **writing**, all of the pupils in Year 2 reached the level expected for their age but no one achieved a higher level. This year, pupils in Year 2 are once again set to reach the level expected for their age. Their stories and writing are grammatically correct and most pupils use correct punctuation. They are let down by their lack of vocabulary, which means that lower and average attaining pupils do not always look for the most interesting words to use and often stick to descriptions such as *nice*. Pupils in this year's Year 5 class also write at the level expected for their age. The writing of lower attaining pupils lacks imagination but average and higher attaining pupils are beginning to use more imaginative vocabulary.

6. In national tests in **mathematics**, all of the pupils in Year 2 reached the expected level, but, as with writing, none achieved a higher level. This year, pupils in Year 2 are set to reach the level expected for their age and the most able are already working beyond this. Lower attaining pupils have a sound understanding of number. Average attaining pupils work with tens and units and the most able work with larger numbers and use what they know to solve problems. Most pupils in Year 5 are also working at the level expected for their age. Lower attaining pupils still work with fairly small numbers but they understand that addition and subtraction are inverse operations. Average attaining pupils use a range of strategies for working out mathematical problems and the most able are generally accurate when calculating with fractions and decimals.
7. Boys and girls perform equally well in tests in reading and mathematics. In writing, girls outperformed boys for four of the last five years but efforts by teachers to encourage boys to write at greater length have paid off. Last year, boys and girls performed equally well.
8. Last year, the very small number of pupils with special educational needs did well to achieve the standards expected for their age. Others achieved the levels of which they were capable. This group of pupils make good progress as a result of the extra help they get from teachers, classroom assistants and voluntary helpers. Pupils who start the school part way through their education also make good progress and achieve well. They are given all the help they need to ensure that they are not disadvantaged by changing schools.
9. Pupils performed well in tests in **science**. All pupils in Year 2 reached the expected level and half of them achieved a higher level. This was a real success for the school and was the result of the emphasis that teachers give to investigative and experimental science. This year, pupils in Year 2 are working at the level expected for their age. They know about a range of physical forces, such as springs, forces and light and use simple equipment to measure the results of experiments. In Year 5, pupils are also working at levels that match their age. They decide on suitable methods in order to make their scientific tests fair and make generalisations about physical phenomena, such as flat obstacles take longer to sink.
10. In all other subjects standards have been maintained and continue to be typical for pupils' ages. Pupils produce drawings, paintings and models of sound quality in art and in design and technology. They use computers and other information and communication technology in many subjects and are familiar with many of the programs that they use in school. In geography and history, pupils have a firm knowledge of the people and places they study and know how to find facts and information in both subjects. It is a similar picture in religious education, where pupils know about the traditions and festivals of the religions they study. In physical education, all pupils swim by the time they leave the school, they have the skills necessary to play team games and are reasonably balanced and controlled in their movements in gymnastics and dance. In music, pupils sing tunefully and play simple percussion instruments. They have a sound knowledge of famous musicians and artists, which broadens their cultural understanding.

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

11. Pupils' very good attitudes to school have a positive effect on their work and achievements. When asked, they say that they like school and that their school has something special to offer because it is small. As one pupil in Year 5 commented, *we all know everybody else so we play together*. Children in the pre-reception class are eager to get on with their activities and happily wave goodbye to parents and carers. Children in the reception class are not at all intimidated by working alongside older pupils. Throughout the school, pupils are keen to learn and put a lot of effort into their work. For example, in a good science lesson pupils in Year 5 spent a long time working out which way to shape their plasticene to make it most resistant to the force of water. Those who succeeded best were very proud of their results. Pupils' enthusiasm for school is very apparent as they talk about their favourite lessons and activities. Older pupils spoke of working with an artist and a visit to see Prince Charles as being exciting. Younger pupils were most in favour of going swimming. Pupils with special educational needs have very positive attitudes to learning because of the extra support they get and the success they enjoy from activities planned to match their needs.
12. Pupils' behaviour is very good. It has improved since the previous inspection as a result of well thought out strategies that involve parents, governors, staff and pupils. In general, pupils behave well because they are expected to and because they want to please their teachers. In lessons, pupils settle quickly to their work, listen attentively and do as they are told without fuss. Outside, pupils of all ages play together and get on well. There are few disputes and no pupils have been excluded from the school for poor behaviour. Pupils have a firm grasp of what is right and wrong behaviour and gain an awareness of wider moral issues, such as conservation and respect for others, through the school's provision for social and moral development. Pupils who have special educational needs related to behavioural problems are helped to play a full part in lessons and they respond to firm management by following instructions. As a result, teachers do not have to waste time establishing order and pupils are able to learn.
13. Pupils' personal development has improved since the last inspection and is now very good. The caring nature of the school promotes personal development very effectively and lessons take place in a pleasant atmosphere where courtesy and politeness flourish. Throughout the school, pupils take responsibility for getting out the materials they need in lessons and tidying them away when they have finished. As they get older, they take on more responsibility for a range of important jobs. At lunchtime, older pupils have responsibility for serving the food and ensuring that everyone has water and at playtime they are proud of their role as playground friends. They carry out their duties in a sensible and mature way and look upon them as a natural part of being the oldest pupils in the school.
14. In a school as small as this, pupils spend up to three years with their teachers. They get to know one another very well in this time and the relationships between teachers and pupils are very good. Pupils work hard to meet the standards that are expected of them and are confident that their contributions will be valued. The relationships between pupils are also very good and are based on a genuine care for one another. Older pupils look after younger ones in an easy relaxed way, helping them in many aspects of their daily life. For example, when learning the steps for a dance routine, older pupils were seen helping younger ones to get the movements right. All of this reinforces a sense of belonging and makes lessons more enjoyable, which in turn makes a good contribution to pupils' learning.

15. Attendance is very good. It has improved markedly since the time of the previous inspection and is now well above the national average. Registers are marked promptly and correctly and lessons start on time.

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

16. The quality of teaching has been maintained as mostly good. In more than a third of the lessons seen it was very good or excellent and there were no lessons in which the teaching was less than satisfactory.
17. The quality of teaching in the foundation stage is mainly good with some very good features. Teachers make good use of assessment and their understanding of the development of young children to identify strengths and weaknesses in learning and personal growth. They use this information to good effect on children's progress by planning interesting and challenging activities. A very good feature of teaching is the strong, caring relationships that teachers in the reception class form with children. This enables children to feel secure, settle quickly into school and develop enthusiastic attitudes to learning. Children are given daily opportunities for reading, writing and using numbers. All of this has a good effect on children's self-confidence and is one of the reasons why most have achieved many of the early skills by the time they leave reception classes.
18. A common aspect of all the good teaching is the skilled use that teachers make of the National Literacy and Numeracy Strategies. Effective use of both strategies enables teachers to provide work at the right level for pupils' current needs and to move those who are capable on to higher achievement. Throughout the school, teachers use the National Literacy Strategy to ensure that spelling, punctuation and handwriting are given due attention and that pupils are taught the sounds of letters and use this knowledge to read and write. For example, in a very good lesson, the teacher pointed out how the author had used brackets to introduce a subordinate clause into his sentences and this helped pupils follow the text and later, to try introducing their own bracketed clauses. In numeracy lessons, pupils are taught the basic skills of number during mental mathematics sessions. For example, in a very good lesson, pupils in the infant class practised counting forwards and backwards in multiples of two and ten. Each day pupils are given time to practise their skills and use them to solve problems.
19. A particular strength of the teaching is the way that teachers ensure that everyone has equal opportunities to make progress and equal access to the curriculum. In the main, this arises from the fact that teachers know their pupils extremely well and cope remarkably with classes of three different age groups and, in the infant class, two stages of education, each with a separate curriculum. Pupils with special educational needs are taught well and make good progress. Assessments carried out in the pre-reception and reception classes ensure that teachers identify very quickly which children need extra help. Teachers are meticulous about writing targets that help these pupils move forward with their learning or behaviour. The targets are realistic, so that pupils achieve success and gain in self-esteem. Parents are involved at each stage along the way and they are given the help they need to support and continue their children's learning at home. Teachers are also good at including pupils with special educational needs in every part of lessons. Their encouraging manner and gentle prompting give pupils the confidence to join in and achieve success; for example, in the mental starter activity during numeracy lessons or when reading in English. The small number of pupils who join the school part-way through their education are given similar help. Teachers assess what they can do and ensure that work matches their specific

needs so that they do not lose ground by moving schools. The most able pupils in each class are given extra and more challenging work that enables them to reach their full potential. For example, they are guided to choose more difficult books to read in English and set problems to solve or patterns to investigate in mathematics. In many subjects they are expected to write in greater detail.

20. Teachers make good use of specialist teaching, resources, educational visits and residential experiences to broaden pupils' experiences and meet the constraints of teaching in a small school. Some good quality art work, for instance, results from working with a visiting artist. Teachers bring pupils' learning to life and strengthen their social development through adventurous activities for pupils in Year 5 at an outdoor centre. A support assistant provides good opportunities for pupils with special education needs to improve their spelling and reading.
21. The methods that teachers use are effective. In many lessons, teachers begin with a class discussion, which motivates pupils and helps focus their concentration. Although they often have the aims of the lesson written on the board, teachers often forget to share them with pupils. This prevents them from knowing how well they are doing or measuring their success. For example, in an otherwise good lesson in English, pupils were unsure what they had learned but could recall the activities they had worked on. Teachers often spend the final five or ten minutes of lessons going over what pupils have learned and assessing what they have remembered by asking them questions. For pupils who have difficulty with writing and lack confidence in speaking this is a good technique but is insufficient to allow all pupils an opportunity to speak. Throughout the school, teachers make consistent use of homework to support pupils' learning, particularly in literacy and numeracy.
22. By far the strongest feature of the teaching is the fact that teachers know each of their pupils extremely well and plan work that is almost individually tailored for pupils' needs. In part this comes from teaching the same pupils for three years and getting to know them extremely well but it is also as a result of the very good procedures that the school has for assessing and recording what pupils can do. Teachers are much better at assessing pupils' attainments and progress than they were at the time of the previous inspection. From the time they start school, teachers and other staff keep detailed records of what they can do; firstly in the areas of learning and then, as they get older, in each subject of the National Curriculum. These records are supplemented by samples of pupils' work; for instance, in information and communication technology all pupils have their own folder on the computer, in which they save examples of work from reception year onwards. By the end of Year 5, they accumulate a useful portfolio of what they can do, which also shows clearly the progress they make from one year to the next.

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

23. The curriculum is good overall. The school provides a curriculum that meets statutory requirements to teach all subjects of the National Curriculum and religious education. This is an improvement since the previous inspection and is the result of the way that the teachers now use national guidelines to help them ensure that all subjects are now given sufficient emphasis and time. The curriculum for children in the foundation stage is appropriate and based on the areas of learning recommended for children up to the time they leave reception class.
24. The school implements the National Literacy Strategy to good effect on pupils' learning. The National Numeracy Strategy is also in place and provides good opportunities for pupils at different levels of attainment to make good progress. Both strategies are well implemented and have a good effect on pupils' learning. This is especially the case as both classes contain pupils from different age groups. In the infant class, the National Literacy Strategy has been successfully adapted to meet the needs of children in the reception year.
25. The school's curriculum ensures that all pupils have equal access to the curriculum and equal opportunities to make progress. The most able pupils are challenged by their work and given work at a higher level, which helps them achieve their full potential. The provision for pupils with special educational needs continues to be good. Teachers ensure that the work planned for these pupils matches their ability and, as a result, they learn at a good rate. Teachers also make good use of the expertise of agencies such as social services, educational psychologists and speech therapists to help pupils overcome their difficulties. It is a similar picture for the very small number of pupils who join the school part-way through their education. Teachers are quick to assess what these pupils know and can do in order to ensure that they do not fall behind and make sure that they are given work at the right level of difficulty. Whenever possible, these two groups of pupils are given extra support from classroom assistants. All of this ensures that pupils get a good deal from the school.
26. There is a good range of extra-curricular activities to extend pupils' interests. These include football training, a gymnastics club and *watch* activities. Visits to places of educational interest provide first-hand experiences for pupils and enrich the curriculum. A residential visit for pupils in Year 5 develops personal and social skills well. Visitors to the school include the local policeman, who shows pupils how to keep themselves safe, and a local artist who makes a significant contribution to pupils' artistic achievements.
27. Close links with the community contribute well to pupils' learning. For instance, the strong links with the local parish church enable pupils to gain first-hand experiences of religious ceremonies. This happened when pupils acted out a *baptism* as they learned about important Christian celebrations. Pupils gain a sense of belonging to a community through their participation in events, such as the village festival. They also meet members of the community, who come into school to work with them or to entertain them. For example, a former teacher enthralled and delighted pupils when she recited poems from the book *Revolting Rhymes* in a school assembly.
28. The school's links with local partner institutions are also good and serve to increase pupils' learning at the same time as they help smooth the way for the transition to middle school. For instance, pupils gain considerable benefits from inter-school



sporting events and workshops in art, drama and music that are held in school and at nearby primary schools.

### Personal development

29. Provision for pupils' personal, social and health education is something that the school does very well. These aspects are taught in assemblies, as separate lessons and as part of the science curriculum. This very good provision helps pupils to develop self-awareness, confidence and independence in every aspect of their lives. The governors' policy is that sex education is not taught until pupils attend the middle school.
30. The school provides very good opportunities for spiritual development through assemblies, lessons and in the day-to-day life of the school. In assemblies, pupils are given time to reflect on prayers or their own thoughts and feelings. For example, in one assembly, pupils were encouraged to think about and then speak about how they had been kind to others. Pupils are also encouraged to explore their thoughts and feelings in a number of different ways, such as through art and poetry. Although teachers provide opportunities for pupils to talk about their feelings in lessons and this helps pupils gain a spiritual awareness, their responses do not always show that they understand the main points of the discussion. Questions such as *How would you feel if this happened to you?* encourage pupils to think about their effects of their actions on others and to put themselves in the place of others. In *circle time*, pupils are expected to listen carefully to the points of views of others and to respect opinions that are different from their own. Children in the foundation stage are encouraged to ask why and how and when about the world around them and in this way widen their thinking about the world and their part in it. Pupils' spirituality is also promoted through the strong Christian ethos of the school. During the inspection the school was visited by the Bishop of Bradford, who looked around the school and had lunch with pupils before walking with them to church, where he led a service for pupils and the community. This was a high profile event in the life of the school and was a great opportunity for pupils to meet a local dignitary from the church.
31. Provision for moral development, which was good at the time of the last inspection, is now very good. The school's code of conduct emphasises the care and respect that pupils are expected to show one another and because teachers' expectations of good behaviour are high, pupils are rarely in trouble. Teachers provide regular opportunities to discuss moral issues during personal, social and health education and during *circle time* when pupils are encouraged to discuss matters that are important to them. This special time is handled sensitively by teachers and, although pupils are sometimes reluctant to contribute, it provides a forum for pupils to talk about their worries and concerns. In subjects, such as geography and history pupils learn about wider moral issues and they are taught to respect the beliefs of others in religious education.
32. The school's provision for pupils' social development is very good. Many opportunities are provided for pupils to work together co-operatively in subjects such as drama, science and physical education. Very good relationships between adults and pupils help to contribute to the caring community that is evident within the school. A weekly assembly to celebrate pupils' achievements raises their self-esteem when the school shows how much it values their efforts. By the time they reach Year 5, pupils are committed to a variety of duties, including being playtime friends to keep an eye open for lonely or unhappy pupils at playtime. Consideration for others is promoted through charitable work. After-school activities and visits encourage pupils to work and play together and once a year pupils in Year 5 are given the chance to go on a residential

visit to an adventure activity centre. For some pupils, this is the first time they have been away from home and they are expected to be quite independent and take care of themselves. Finally, in taking part in local sports tournaments pupils gain a sense of fair play and a competitive spirit.

33. The school's provision for pupils' cultural development has improved significantly since the last inspection and is now very good. Teachers plan many opportunities for pupils to encounter and understand the traditions and values from different cultures in art, history and geography. Pupils learn of the cultural and ethnic diversity of British society when they study faiths such as Judaism and Islam. The school promotes interest in good quality literature written for children and invites authors to visit and talk to pupils about their work. Studies of ancient and modern civilisation help pupils to broaden their knowledge and to compare other cultures with their own. Teachers are better at using the influence of other cultures in their subjects than they were at the time of the previous inspection. For example, they read stories from around the world in English lessons.

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

34. This is a warm and welcoming school where pupils are valued. Issues of health and safety are addressed well by governors and staff and the minor points identified at the time of the previous inspection have all been rectified. Risk assessments are recorded, acted on and reviewed. Thorough procedures ensure pupils' safety from fire and electricity. First aid and medical arrangements are good. Staff are well-trained and experienced in child protection procedures. Any accidents to pupils are dealt with appropriately and parents are informed if their child has been unwell or has had an accident in school.
35. Systems for checking and improving attendance have also improved since the previous inspection and are now good. Close links with an educational welfare officer promote pupils' well-being and the school secretary checks attendance registers regularly in order to ensure that they comply with requirements. The school discourages parents from taking their children on holiday during term time and reminds them of the benefits of full time attendance on pupils' learning.
36. Teachers and other staff are very effective in promoting good behaviour. They have a very positive approach and set good examples to pupils through their own behaviour and relationships. Their standards are clear and consistently applied so that pupils know how they are expected to behave. For example, teachers are very sensitive in dealing with pupils who have special educational needs linked to behavioural problems. These pupils are reminded gently but firmly of what is acceptable behaviour and given praise when they get it right. Throughout the school, adults look out for and reward positive behaviour and rewards of *smiley faces* and certificates encourage pupils to be on their best behaviour. The school also has very effective systems to discourage bullying. Any incidents are carefully monitored, discussed and discouraged at *circle time*, and older pupils act as positive role models.
37. There are very good arrangements for maintaining a good level of personal development for pupils. Teachers know their pupils very well and use this information to give them the support and guidance they need to develop confidence and self esteem. Pupils throughout the school take part in discussions during *circle time* and assemblies that increase their understanding of personal and social issues and raise their awareness of matters related to health and personal safety. In the foundation stage,

teachers' records of pupils' personal development are used effectively to report aspects of their children's personal growth to parents. Following an analysis of each pupil's academic and personal progress, additional support is provided by a variety of means for those who can benefit from it. Support for pupils with special educational needs remains good. Individual educational plans are reviewed and modified in response to how far pupils have achieved their targets. Teachers maintain a constant ongoing review of every pupil's progress, including those with special educational needs.

38. Since the previous inspection the school has improved the procedures for assessing and monitoring pupils' academic performance and they are now very good. Pupils' progress in all subjects is checked regularly. Their progress in literacy, numeracy and science is checked carefully through a range of school and national tests. A thorough analysis is made of test results to identify trends in attainment and to look for gaps in learning.

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

39. The school has successfully maintained the strong links with parents found at the time of the previous inspection. Parents are delighted with the school and what it provides for their children. There was a high response rate to the parents' questionnaire and virtually all responses were very positive, with no significant concerns. Almost all parents reported that their children like school. All parents consider that teaching and behaviour are good. Parents feel the school works closely with them and they are comfortable about approaching the school with a question or a problem. Inspectors agree with all these views.
40. The quality of information for parents continues to be good. Parents are kept well-informed about their children's progress. This is achieved through informal discussions with staff, consultation evenings, when they are given the chance to discuss their children's progress, and by means of informative written reports, which they receive at the end of each summer term. The governors' report to parents and the school prospectus give parents all the information they should have about the school and its work. In addition, parents are kept well-informed about school events and activities by means of regular, chatty newsletters and other notices displayed on the parents' notice board. Reading and homework diaries provide a helpful channel of communication between parents and teachers that support pupils' learning and well-being.
41. The school also provides workshops that inform parents of new initiatives and changes to the curriculum. The parents of pupils with special educational needs are involved in developing their children's educational plans. The school informs them about activities that include their children and any changes in provision. Parents appreciate the welcoming atmosphere of the school and take advantage of opportunities to speak informally with teachers and to share their concerns.
42. Through their involvement, parents and members of the community have a very successful impact on the work of the school. Parents boost standards and pupils' interest by reading with their children at home and a number provide valuable help for teachers by working with small groups of pupils. For example, in a design and technology lesson for pupils in the junior class, a parent worked with a small group of pupils who needed help to make their paper chairs. Parents also help around the school, by running the library, maintaining the greenhouse, and helping out on the weekly trip to the swimming pool and on other visits. A very active parent, teacher and

friends' association makes a strong contribution to the social life of the school and the village by organising fundraising events. Parents raise substantial amounts of money for the school that are used, for instance, to subsidise the swimming and valuable resources for teaching and learning. Parents respond enthusiastically when asked for help.

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

43. The headteacher leads and manages the school well. Since her appointment, she has responded well to the challenges inherent in implementing national initiatives in a small school, meeting issues for improvement from the last inspection and continuously evaluating the effectiveness of teaching and learning in the school.
44. A key feature in the good leadership is that the headteacher has built up a team of enthusiastic teachers who are committed to the school's continued success. This has been achieved in the difficult circumstances that face every small school. The headteacher teaches for part of each week, which limits the time available for carrying out managerial duties. In addition, the small number of staff means that everyone carries a particularly heavy workload of responsibility for managing the curriculum and monitoring the quality of teaching and learning. Despite this, morale is high and teachers are confident that they can raise standards and improve the quality of teaching.
45. Governors do a good job for the school. Since the last inspection governors have developed their roles and responsibilities. They fulfil all statutory requirements and now have clear understanding of the school's strengths and areas for improvement. Several governors take an active part in the life of the school. They work in classrooms and contribute significantly to the quality of teaching and learning. Governors' understanding about the impact of teaching on learning has increased through their involvement in managing teachers' performance. They make the best possible use of limited funds and monitor the school's spending, and the value they get from this, closely. Their careful husbanding of money has ensured that there are sufficient funds to continue the pre-reception class for another year.
46. Teachers, governors and headteacher share the same aim to continue to raise standards. To this end, the headteacher monitors the quality of teaching both informally and through the formal observation of lessons. Judgements about the quality of teaching are written down and shared with teachers and, in the headteacher's report, with governors. This systematic approach has been successful in ensuring that the weaknesses in planning and assessment, which were identified as key issues in the previous report, have all been tackled thoroughly. The only weakness in this system is that the agreed focus for these observations is not always linked closely enough to the priorities in the school's improvement plan. This prevents them from being more effective in improving teaching and restricts their usefulness as a means of professional development.
47. The headteacher and governors have a clear idea of the strengths and weaknesses of teaching. However, they do not put this to best use in the school's planning for improvement. The school plan for improvement lacks the focus it needs to be a more useful tool in moving the school forward. Although an accepted cycle of review is followed by the setting of further targets, the two are not sufficiently linked. So, while teachers put a great deal of effort into reviewing their work at the end of the year, they are not first and foremost evaluating how successful they have been in achieving their

agreed targets. As a result, there is a lot of information available but not about the important priorities contained in the school improvement plan. In addition, teachers do not use the review to identify what needs to be done next, so that the following year's targets do not come out of the evaluation. Finally, there are too many targets within the plan to be realistically achieved in a small school. Consequently, some are not tackled and have to be carried over for a second year. The headteacher recognises that this is an inefficient use of her time and is keen to streamline the whole cycle of review and planning for improvement. She is right that this is something that could be improved.

48. Despite their heavy workload, teachers manage all subjects and aspects of the school's work cheerfully and well. English, mathematics and science are given priority but other subjects get their share of time and attention. Teachers also manage a rolling programme to review the curriculum and the school's policies as they endeavour to keep up-to-date with national and local initiatives. Being in a small school, teachers are in a good position to keep a close check on pupils' attainment and also to monitor the progress of pupils who have special educational needs. The management of special educational needs remains good. The co-ordinator carries out all duties conscientiously and maintains effective contacts with staff, parents and outside agencies.
49. Well-defined aims, values and policies are reflected in all areas of the school's work. The ethos of the school reflects the firm Christian principles shared by staff and parents and also the very good relationships that teachers have with pupils. As a result, pupils have equal opportunities to make progress and work in surroundings where care is taken to cater for their needs through close supervision, an appropriate curriculum and encouragement to do their best.
50. Effective procedures support the professional growth and confidence of newly appointed teachers, and ensure that pupils' learning is not disturbed when new staff and students join the school. The school makes good use of the skills of trained classroom assistants to support the learning of pupils with special educational needs and to work with small groups of pupils in different subjects. Midday supervisors are trained to deal efficiently with pupils' needs at lunchtime meals and playtimes.
51. Financial planning is good. The finance committee examines and discusses budget proposals before the full governing body approves and sets the final budget. After identifying priorities, governors allocate funds towards planned improvements to ensure they are achieved. Administrative systems are computerised and through the conscientious work of the school's secretary, financial administration is efficient and unobtrusive. The school makes good use of funds for specific purposes such as providing additional support for pupils with special educational needs. Funding for training teachers and governors is used effectively to increase teachers' knowledge of the curriculum and governors' understanding of their responsibilities.
52. There are sufficient resources to teach the curriculum and teachers use them effectively to improve pupils' learning. They also make good use of visits and visitors to extend the curriculum. Staffing levels are satisfactory. Teachers make satisfactory use of information and communication technology to increase resources for learning and are beginning to use it with confidence to extend pupils' understanding of different subjects.
53. The school's accommodation is good. Pupils benefit from having a hall, where they have assemblies, lunch and lessons in physical education. Outside, there is a good-sized playing field, with adventure climbing equipment that is used throughout the year.

There are two yards and a reasonable number of wheeled toys that are popular with the youngest pupils and help promote their physical development. The building is spotless and contains displays that capture pupils' imaginations and reinforce their learning. It is maintained to high standards of cleanliness and repair.

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

54. Governors, the headteacher and staff should

**(1) Raise standards in speaking by**

- getting pupils to take part in more focused discussions.

*(paragraphs 21, 62, 65, 85, 121 of the commentary)*

**(2) Increase the effectiveness of the school improvement plan by**

- reducing the number of targets to a realistic number
- reviewing the priorities within the plan at the end of each year
- using the review to set targets for the following year.

*(paragraphs 46 and 47 of the commentary)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	6	3	0	0	0
Percentage	7	33	40	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		38
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		7

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence	Unauthorised absence
%	%

School data	4.4
National comparative data	5.6

School data	0.0
National comparative data	0.5

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



### ***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	2	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1		
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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<sup>1</sup> These numbers are omitted when there are fewer than ten pupils in the year group.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	14
Average class size	19

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

Total number of education support staff	3
Total aggregate hours worked per week	31.5

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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	125,975
Total expenditure	122,042
Expenditure per pupil	3390
Balance brought forward from previous year	15,464
Balance carried forward to next year	19,397 <sup>2</sup>

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

<sup>2</sup> The higher than average carry over is the money that is intended to fund the pre-reception class.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	28 (73.7%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	7	0	0
My child is making good progress in school.	71	21	0	0	7
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	46	46	4	0	4
The teaching is good.	93	7	0	0	0
I am kept well informed about how my child is getting on.	71	21	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	96	4	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	93	4	0	0	4
The school is helping my child become mature and responsible.	93	7	0	0	0
The school provides an interesting range of activities outside lessons.	46	43	7	0	4

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

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

55. Children join a pre-reception class in the term after their fourth birthday and attend this for five sessions a week. They transfer to the reception class in the September of the year in which they are five years old.
56. Good teaching means that children get a fine start in the foundation stage and, by the end of the reception year, they achieve many of the early skills and knowledge that are typical for their age. One or two of the most able are working towards the first levels of the National Curriculum in reading, writing and mathematics.

#### **Personal, social and emotional development**

57. The pre-reception class is often the first experience that most of the children have of mixing with children other than brothers or sisters. As a result, a significant number lack the confidence to play easily with others and they are unused to sharing or taking turns in games. Good teaching ensures that, by the end of the reception year, most children have begun to catch up and have gained the personal, social and emotional skills that are typical for their age.
58. Staff provide many opportunities for children to work and play together and this encourages them to make friends and to share equipment. On a daily basis, children are expected to play together in the home corner or shop area and to work in harmony with other children in their group. Events such as the teddy bear's picnic, which happens in the pre-reception class, help children establish constructive relationships with one another and with adults. In the first class, children have daily opportunities to work in small groups, often with pupils from Year 1 and Year 2.
59. Teachers ensure that children from the reception year are looked after well at lunchtime and when the whole school is outside playing together. These children are taught to use knives and forks correctly and helped by adults and older children to make their own choices about the food they want to eat.
60. Many of the activities planned by staff are interesting; consequently, children in the foundation stage are eager to learn and explore. For example, children in the pre-reception class were very keen to taste the sandwiches on their picnic and those in the reception year were equally keen to touch, smell and taste the exotic fruits that they were using to make a fruit salad. All of these types of activity promote children's spiritual development and help them gain an awareness of the wonders of nature.

#### **Communication, language and literacy**

61. When they start in the pre-reception class a number of children are unfamiliar with books or writing. Staff immediately set about overcoming this by providing some time every day for children to look at books and listen to stories. Children in the pre-reception class and the reception year enjoy looking at big books and join in with the words of familiar stories. They learn to recognise letters and sounds because of the way that teachers make learning phonics fun and those in the reception year are quick to point out the characters associated with letters they know. Teachers encourage children to take books home to read with their parents and this has a good effect on

their enjoyment of books and their reading ability. When asked, they are happy to show off the books that they take home and say that they like reading. By the end of the reception year, good teaching ensures that most children read a range of familiar and common words independently and the most able read simple stories.

62. When they start in the pre-reception class, most children are already good listeners who concentrate on the stories or instructions given to them by staff. Their communication skills are not so good and the shyness of most children prevents them from making the progress that they should, despite the efforts of staff. Teachers plan many opportunities for them to talk to adults and one another and frequently engage children in conversation about themselves and their work. However, they sometimes let children get away with answering in single words or short phrases rather than encourage them to speak in full sentences.
63. Staff also ensure that children have regular opportunities for writing. In the pre-reception class children are encouraged to make marks and write their names on pictures and cards. As they get older, children in the reception year spend a considerable amount of time practising their handwriting and copying short sentences that have been written by the teacher. This ensures that by the time they leave the reception year most children write short sentences unaided and the most able use simple punctuation, such as full stops and commas.

### **Mathematical development**

64. Many children are unfamiliar with numbers, shape and space when they start in the pre-reception class. However, they make good progress in mathematical development because of the good teaching and daily opportunities that staff plan for counting and working with number and shape. Children are frequently asked to count, whether it is the number of sandwiches on a plate or the pieces of fruit in a bowl; they are aware that number is all around them. In the pre-reception class, they learn about addition and subtraction through number rhymes, which they enjoy tremendously, especially when it involves joining in with the action.
65. Teachers ensure that children gain an understanding of number, pattern and shape through practical activities such as counting objects, playing games and sorting shapes into sets. For example, children in the pre-reception class learned about colour and number as they sorted bears into sets. Older children learn about shape through stories and the many opportunities that staff provide for them to handle three-dimensional objects in mathematics and when they are making models from household objects. Although staff are good at questioning children to find out what they know about number and shape, children's use of mathematical language and their ability to talk about how they solve problems is to some extent inhibited by their general lack of vocabulary.
66. The teacher in the reception class has adapted the National Numeracy Strategy effectively to meet the needs of children under five. Children are never kept sitting on the carpet for too long before they are set to work at tasks that reinforce number skills. A good example of this was when children in the reception year used rods and dominoes to help them work out addition sums. This required them to consider the shape of sets of dots and to work out addition in rows and columns. With support from the teacher, most children quickly got the hang of it and were able to count accurately up to twelve.

67. As a result of this good teaching, by the time they leave the reception year, most children have achieved the early skills and knowledge that are typical for their age.

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

68. Children's knowledge and understanding of the world vary considerably when they start in the pre-reception class. Some have travelled widely on holidays while others have little experience outside their own home and families.
69. Good teaching means that children gain knowledge and understanding of the world in everything they do. Teachers see this as a vital part of what children need to learn and so constantly relate activities to situations that children can understand. A good example of this was when children in the pre-reception class made books about their mums. In these they talked about the things that their mums do for them and for other people. The teacher in the reception year ensures that children learn about a wide range of cultures and religions and this helps children to gain tolerance and respect for others.
70. A particular strength of the teaching is the way that children are encouraged to explore, whether it is a computer software program, which involves clicking to make things happen on the screen, or investigating how much water it takes to fill a jar. Teachers emphasise the importance of asking questions, such as *what makes the bulbs grow?* and *why is the star fruit the shape it is?* Children learn about the past and their local environment through first-hand experiences. The school is well-placed in the middle of attractive countryside and teachers make the best use of it to explore nature. For example, children in the reception year took a walk around the school and identified the sources of light that they could see. They subsequently recorded these as pictures and then followed up their work when they looked for similar sources in their homes.
71. All of these activities provide a good foundation for historical, geographical, scientific and technological learning and by the end of the reception year, children have achieved many of the early goals in this area of learning.

### **Physical development**

72. Though they are robust and energetic when they start in the pre-reception class, some children are unused to handling tools, such as pencils and paintbrushes.
73. The teaching is good. The school has a large field and a safe area for climbing and playing and teachers use this well for a range of physical activities. Children gain confidence and agility as a result of the frequent opportunities they have to climb, balance, use equipment such as hoops and balls and play with wheeled toys, which they whiz around the yard with some skill. In the reception year, the teacher makes sure that children are taught the skills of throwing and catching that they need to play team games. As a result, children bounce and throw balls to partners, who mostly catch their passes. In this aspect of physical development, children easily achieve the skills expected of five-year-olds by the end of reception year.
74. Regular opportunities to use scissors, pens and pencils help children gain accuracy when drawing and cutting. Staff also plan plenty of opportunities for children to work with coloured plasticine or dough, which they roll, squeeze, push and knead into shape when making figures or models.

## **Creative development**

75. When they start in the pre-reception class most children enjoy making pictures and music but lack the social and vocabulary skills to engage in imaginative play unless directed by an adult. Good teaching helps children to express themselves through art and music and use their imagination in dance and role-play.
76. Teaching is good and staff plan a wide range of interesting creative activities. Children are motivated and make good progress in their singing and making of music because teachers make the best possible use of resources such as taped music and the skills of a teacher who plays the piano. Once again, children make good progress in recognising and using musical instruments because teachers make sure to call them by the correct name. This means that by the end of the reception year children easily identify familiar instruments, such as tambourines and triangles.
77. Throughout the foundation stage, children learn to sing and join in the actions to rhymes and songs. Most children are keen to join in by wiggling fingers and clapping and they quickly pick up the words to their favourite songs. In the pre-reception class children are inclined to shout out the words of songs they know. However, by the end of the reception class, children recognise high and low notes and sing sweetly and tunefully.
78. Teachers are good at providing activities where children can explore colour, texture and shape. There are always painting activities available for children in the pre-reception class and because children in the reception class are expected to look carefully at what they are drawing some of their pictures and portraits are very accurate.

## **ENGLISH**

79. By the end of Years 2 and 5, standards in reading and writing match those expected for pupils' ages. Pupils listen attentively to adults and to one another. They do not have the confidence or vocabulary to meet the standards expected for their ages in speaking. This is a similar picture to the time of the previous inspection. It differs from the results of last year's national tests for seven-year-olds because, even though pupils have very good attitudes to learning, the Year 2 and Year 5 groups contain more lower and average attaining pupils than in the previous year.
80. Teaching is good and there is some very good teaching of the basic skills of reading and writing, which helps pupils achieve well. One of the strengths of the teaching is that pupils are taught a range of strategies to help them read unfamiliar words. In the infant class, they are taught to look at clues from pictures and to build up words by sounding out letters. This ensures that most pupils become capable readers by the end of Year 2 and that they are always able to have a go at difficult words. As they get older, pupils are taught to scan text for information and consequently, the average and higher attaining pupils in Year 5 do this when talking about the books they read. In both classes, teachers ensure that pupils know how to find information from books. In the infant class, pupils know how to find out who the author and illustrator are and use the contents page, glossary of terms and index pages to find the information they want to look at. By the end of Year 5, pupils use the blurb on fiction books to help them choose books to read at school and at home. They explain how to use alphabetical order and the Dewey system of classification to find books in the school library. As a response to criticisms in the previous report, teachers have relocated and extended the library. A further improvement is that it is now used on a daily basis, by pupils changing books or seeking information.

81. Another good feature of the way that pupils are taught to read is that teachers make very good use of classroom assistants and volunteers to hear pupils read. Each day, one group of pupils reads to an adult. This regular practice ensures that pupils gain in confidence and also have regular opportunities to talk about books and authors. During these sessions teachers, and other adults, are good at asking questions that make pupils think about the story or text that they are reading. For example, questions such as *I've forgotten, what do we need to do?* helped pupils in the infant class use the contents page. Similarly, questions such as *What do you think might happen to make this a mystery story?* helped pupils in the junior class to predict possible twists to the story and to consider the genre of the book that they had just begun to read.
82. Teachers provide many opportunities for pupils to read and write, in literacy lessons and in other subjects. They read to find information and to follow instructions and write accounts in science, geography and history. Teachers also make sufficient use of computers and word processing to promote pupils' skills in writing. Teachers provide interesting reasons for pupils to write. For example, in the infant class, pupils write stories that they have heard and write reviews of books they have read. In the junior class, the younger pupils write for a wide range of purposes and produce lists, diaries and accounts of their work. By the end of Year 5, lower attaining pupils write short accounts but their vocabulary lacks imagination. Average and higher attaining pupils use a wider vocabulary and include phrases such as *streams of red flowers* and *I couldn't move an inch*. In general, the work of higher attaining pupils is longer and they sustain and develop ideas in stories to a greater extent than other pupils.
83. From the reception year onwards teachers pay great attention to handwriting and to grammar and punctuation. In the infant class, pupils spend too much time practising writing their name. This does not have a marked impact after the first few months and is not an efficient use of time. However, other handwriting activities ensure that by the end of Year 2, the handwriting of most pupils is accurate in size and form. In the junior class, teachers pay close attention to writing in a joined style and all pupils do this by the time they are in Year 5. The time spent on grammar and punctuation in literacy lessons has also paid dividends. By the end of Year 2, average and higher attaining pupils use a widening range of punctuation including speech bubbles. Lower attaining pupils use capital letters and full stops. By the time they are in Year 5, pupils use paragraphs, commas and apostrophes to punctuate their writing.
84. A very good feature of the teaching of English is that teachers know their pupils extremely well and consequently each pupil's work is tailored to meet individual learning needs. This means that pupils who have special educational needs are given work that helps them work towards the targets on their individual programmes. They are also given extra help from classroom assistants and volunteers and, as a result, make good progress. The most able pupils are set work that challenges them and helps them to achieve their full potential. For example, in a very good lesson in the junior class, the lower attaining and youngest pupils worked on simple grammar and punctuation, whilst the older and higher attaining pupils worked on tasks involving subordinate clauses. At the end of the session, all pupils had made very good progress at their own level and a measure of their success was that almost all pupils had completed their work.
85. Few pupils are confident or articulate speakers by the end of Year 2 or when they leave the school at the end of Year 5. Many lessons begin with a time when pupils listen to their teacher and end with an opportunity for pupils to talk about their work. Teachers encourage discussion in subjects such as science and design and technology and encourage pupils to join in and give their opinions. However, they do not have a



structured approach to ensuring that everyone gets the chance or is required to join in a discussion on a regular basis. When asked questions, some pupils get away with answering in single words or short phrases. In classes where there are pupils of different ages, it is the oldest pupils who often have the answers first, though teachers do try to avoid this by asking pertinent questions to the younger pupils. For example, in a literacy lesson in the infant class the teacher directed a question to a younger pupil who was having difficulty remembering where to start reading on the page. This problem of older pupils answering and younger ones not having the same opportunities is an area of teaching that has been identified by teachers as in need of further development if they are to raise standards in speaking.

86. Good leadership and management have ensured that the National Literacy Strategy has been adapted without too many problems and that teachers' planning and the procedures for assessment have improved considerably since the previous inspection. The co-ordinator and headteacher monitor the quality of teaching and keep a close eye on pupils' progress. All of this, combined with the enthusiasm of staff, puts the school in a very good position to be able to raise standards further.

## **MATHEMATICS**

87. By the end of Years 2 and 5, standards are typical for pupils' ages. This is a similar picture to the time of the previous inspection and last year's national tests. Good and very good teaching, and pupils' willingness to learn, ensures that pupils in both classes achieve well.
88. As a result of rigorous monitoring and a thorough analysis of test results by the subject co-ordinator, gaps in teaching and learning that were identified in the previous report have now been rectified. Part of each lesson is now used to good effect to develop mental mathematics. Pupils enjoy this part of lessons, particularly when the pace is fast and they have to work hard to keep up with teachers' questions. For example, in the junior class, pupils thoroughly enjoyed competing to show more and more complex ways to make 48. Greater emphasis is also given to work on shape. Consequently, pupils in Year 2 recognise many common two-dimensional and three-dimensional shapes, such as pentagon, octagon and cuboid and by the end of Year 5 they identify equilateral and isosceles triangles.
89. Teachers make good use of the National Numeracy Strategy to ensure that the work they plan for pupils is more difficult each year. Teachers' planning has improved significantly since the previous inspection and is now very detailed and thorough. Teachers ensure that work matches their different ages and abilities of pupils. For example, in a very good lesson in the infant class pupils were all working on number activities but at very different levels. The youngest children were engaged in tasks that involved recognising numbers and counting to ten while the most able pupils in Year 2 were adding with hundreds, tens and units. This goes beyond setting work at different levels; teachers are quick to offer support or to move pupils on to the next stage. For instance, a small group of pupils in Year 2 began their work by adding in tens, but because they found it easy the teacher moved them on to working with much higher numbers within minutes. Teachers also ensure that pupils with special educational needs get the support they need to help them make good progress towards the targets in their individual programmes of work. This ability to plan work that ensures all pupils have equal opportunities to make progress is one of the strengths of the teaching in both classes.

90. Throughout the school, teachers are very good at teaching the basic skills of mathematics. Beginning in the reception class, children are encouraged to work out mathematical problems through a range of practical activities. In Years 1 and 2, teachers ensure that pupils learn the basic operations of addition, subtraction, multiplication and division. A good feature of the teaching at this stage is that teachers help pupils devise their own methods of calculating. This means that by the end of Year 2, pupils use a range of strategies to solve problems. For example, pupils double and half numbers and use their knowledge of rounding to ten to help them add and subtract tens and units. In Years 3 to 5 teachers help pupils to see that addition can be carried out in any order and that addition and subtraction, as well as multiplication and division, are inverse operations. Consequently, by the time they are in Year 5, pupils use this knowledge to check their work.
91. Another good feature of teaching is the way teachers use their knowledge of the subject to ask pupils questions, that make them think about what they are doing. This helps pupils develop their own strategies for using mathematics to solve problems. Consequently, by the time they are in Year 5, most pupils work confidently with large numbers and know several methods for adding and subtracting up to 1000. They convert decimals, percentages and fractions and understand that remainders are fractions of a whole number and can be expressed as a decimal or a fraction.
92. A good feature of the teaching, throughout the school, is that teachers are very good at assessing what pupils have learned. They do this during the main part of the lesson, as they provide help and support for those who need it and in the plenary sessions at the end of numeracy lessons. This is often the strongest part of the lesson, when teachers go over what has been taught and ask questions to determine what pupils have learned. Teachers rightly use this part of the lesson to determine whether they have achieved what they set out to do or whether pupils need more practice.
93. Although teachers write the aims of lesson on the board, they do not always share them with pupils. This prevents pupils from having a greater control over their own learning and from knowing how well they have done in the lesson. Similarly, teachers mark work thoroughly, but they add few comments or questions to stimulate pupils to think further or solve new problems. Those used are rarely about mathematical ideas. To an extent, this is because classes are small enough for teachers to do this orally.
94. Pupils put their mathematical skills to use in other subjects, such as information and communication technology. The links between computers and data handling are exploited well by teachers and as a result, pupils in Year 2 know how to put simple information about themselves and their classmates into a database and print out computer generated bar graphs. By the end of Year 5, pupils use computers to create their own databases and to calculate average, mean and median figures from given data. In science, pupils in Year 5 measured the time it took for an object to sink carefully and accurately when investigating water resistance.
95. Teachers make good use of homework to provide practice for pupils and help them consolidate their skills. The numeracy work that pupils do at home makes a significant contribution to their learning and is something that pupils say they enjoy.
96. Good leadership and management have brought about significant improvements to the curriculum, and to the quality of planning and assessment since the previous inspection. The co-ordinator and headteacher monitor the quality of teaching and keep a close eye on pupils' progress. All of this puts the school in a very good position to be able to raise standards further.

## SCIENCE

97. By the end of Year 2 and Year 5, standards in science are typical for pupils' age. This is a similar picture to that seen at the last inspection. The most recent teacher assessments at the end of Year 2 shows that half of the pupils reached higher levels in their ability to experiment and investigate. This is because the teacher gives plenty of time in science lessons for pupils to explore, ask questions and collect evidence. In both classes, pupils with special educational needs are supported well and make good progress.
98. In Years 1 and 2, pupils make good progress in their knowledge of facts and very good progress in investigating. By the end of Year 2, pupils use their senses of touch, smell and sight to identify different materials and use appropriate words to describe them, such as *flexible*, *transparent* or *rigid*. The teacher provides a good range of material for this, and so the more able pupils are able to extend their thinking by sorting into new categories or explaining how things can be changed. Pupils understand the different stages in the life cycle of plants and animals. They sequence pictures correctly to show how animals and humans grow older and the ways that wind and insects can disperse seeds. The teacher helps pupils to make sense of their practical work through talking, writing and drawing. After some lessons, the pupils are given a typed summary of what they have discussed and learned; this is an effective device for reinforcing understanding and gives pupils a useful model for their own writing. By the end of Year 2, all pupils can write their own notes; for example, when they sort and classify the creatures they find, using categories such as *how it moves* or *where it lives*. Teachers encourage pupils to predict and explain, asking questions such as *What do you expect to find living under the shed?* and *Why does it live there?*
99. By the end of Year 5, pupils have a reasonable knowledge of all aspects of the science curriculum. This is because teachers plan lessons carefully from a good quality programme of work. Teachers' knowledge of science is good and they teach with enthusiasm and confidence. As a result, pupils listen well and remember what they learn. Teachers show pupils how to record their work in their own words, using charts, graphs and diagrams. This helps to increase understanding of scientific ideas. Most pupils record clearly without help. They make particularly good use of diagrams when they explain food chains. Pupils' knowledge of living things is good, they grow plants in different conditions and know the names of the main parts and their functions. On a *minibeast safari* they analyse the features of habitats and make useful charts with sketches and labels. They use computers to present their results and have used sensors.
100. Pupils continue to develop their investigation skills in the older class. Teachers set good challenges, such as asking pupils to design a fair test to see what snails prefer to eat. Teachers use questions that challenge pupils' thinking; for example, when the older pupils were asked to predict which of their shapes was likely to have the best water resistance. Such questions help pupils to identify the important factors in an experiment, and so develop their scientific thinking. During experiments, teachers do not give ready-made answers; for example, in one lesson the teacher guided pupils towards solving a problem by reminding them of their previous work on gravity and forces. Teachers in both classes provide plenty of opportunities for pupils to observe and try things for themselves. As a result, most pupils can look at evidence carefully and explain what they notice; for example, the younger pupils experience a totally dark room to refine their ideas on light and shade. When older pupils test different types of

paper, they make sensible predictions and observe the results closely. Most write good conclusions, saying what surprised them or what needs to be tested again. Teachers make good links with other subjects and with everyday life. This helps pupils to apply their knowledge and to think about the uses of science; for example, in the work on friction the pupils look at materials used for roads and other surfaces.

101. A good feature of the teaching is that it manages to meet the needs of all ages and abilities in the classes. Teachers plan on a three-year cycle, so that pupils do not repeat or miss things. The teacher in the younger class plans work which meets the Early Learning Goals for the four-year olds and moves logically into the National Curriculum programme. In lessons, younger pupils are challenged by the activities and they improve their ideas by joining in the discussions. Older pupils are expected to take the work further, for example, when they practise writing a conclusion or find better ways to measure results. This works well, all make gains in their learning and have a positive attitude to science.
102. Leadership in science is good. There are good procedures to record pupils' achievements, these are used well to plan the next steps. Lessons and plans are looked at regularly to see where improvements can be made. The school has good links with local schools; for example, there is some joint curriculum planning and sharing of equipment.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

103. Standards in art and design and design and technology match those expected for pupils' ages by the end of Year 2 and Year 5. This is a similar picture to the time of the previous inspection and is the result of satisfactory and some good teaching and a curriculum that is broad and balanced.
104. The methods used by teachers are effective. One of these is that each subject is taught for part of the term. This means that pupils have plenty of time to complete their tasks and see a project through from start to finish. For example, during the inspection, pupils in the junior class were at the final stages of a project involving designing, making and evaluating chairs. This had been going on for some weeks and the amount of time and effort that it had taken to get to the end product had surprised many pupils. When talking about putting the final, decorative stages to his chair, one pupil said that he had not realised *how long it would take to get into all of the corners*.
105. Teachers encourage pupils to evaluate their work at each stage in the process of designing and making. Consequently, pupils know what they need to do to improve their performance. This was evident when pupils in Year 5 wrote about the difficulties they had encountered in getting their portraits of Tudors to show the right texture of material and glitter of jewels. Similarly, pupils evaluated their designs and models at each stage of the process of making their chairs. The final sessions involved talking about what they felt had worked in their models and how closely they resembled the designs.
106. Although teachers remind pupils that models must follow designs, they do not put sufficient emphasis on what these designs should include. In the infant class, where designs generally take the form of pictures with some labelling of parts or colours, this is less of a problem. Older pupils add details of tools and materials but do not, as a rule, give measurements or different views of the object to be made. In addition, teachers do not make sufficient use of computers or other information and

communication technology such as digital cameras as tools for designing and evaluating models.

107. A good feature of the teaching of art and design is the use made of a local artist to stimulate pupils' and help them work through exciting projects, such as creating a banner for the church or painting portraits in the style of the artist Matisse. The help and direction given by the artist enabled pupils in Year 5 to produce portraits of a very high quality with rich colours and textures. This additional expert tuition helps pupils see what they can achieve and they are very proud of their work. This was obvious on their faces and in the way that they pointed out to parents the parts of the banner that they had helped produce.
108. Sound leadership and management have ensured that standards have been maintained in both of these subjects. In addition, there have been improvements to the curriculum for design and technology that makes it better than it was at the time of the previous inspection. The enthusiasm and willingness to work hard shown by both co-ordinators puts the school in a very good position to be able to continue to improve the quality of teaching and learning.

## **GEOGRAPHY and HISTORY**

109. Standards in geography and history have been maintained since the previous inspection and, by the end of Year 2 and Year 5, they match those expected for pupils' ages. Satisfactory teaching and a curriculum that is enriched by the good use that teachers make of the local area and of places of interest ensure that all pupils learn at a steady rate.
110. The methods used by teachers are effective. Pupils learn about geography and history through many first-hand experiences. For example, in both subjects teachers make good use of photographs, letters and videos to bring topics, such as the life of Florence Nightingale, to life. Teachers also make good use of visits to places of historical and geographical interest. Pupils enjoy these outings very much and talk animatedly about visits to a local quarry and a Tudor house. They are highly motivated to find things out about the past and their local area in this way.
111. Teachers make sure that lessons are interesting to pupils. In geography, pupils learn about the places they study through following the progress of a fictional character who travels the world and communicates with the school through electronic mail. In this way, pupils learn about climate, weather, transport and the geographical features of places such as Chembakoli in India. By the time they are in Year 5, they know many facts about the places they study and write knowledgeably about the different climate and lifestyle of the people who live there.
112. One of the strengths of the teaching is the way that teachers encourage pupils to research facts and find things out for themselves. To do this pupils make use of their literacy skills, seeking information in books from the library and their computer skills, as they look for facts on CD ROMs and the Internet. Pupils say that they enjoy this aspect of history and geography. Those in Year 2 were keen to talk about Florence Nightingale and what they had learned by looking at pictures of hospitals in her time and comparing them with hospitals today. By the end of Year 5, pupils have learned many facts about the Tudors and Victorians in history and about the origins of place names and their own local area in geography.

113. There are good links with other subjects, such as English and art and design. This is evident in work about the Victorians undertaken by pupils in the junior class, when they begin to appreciate the severe hardships of working children at that time. Throughout the school, pupils illustrate their work in history with colourful paintings and draw detailed maps and diagrams in their work in geography.
114. Teachers ensure that pupils have the skills necessary to help them make sense of information in both subjects. In geography, pupils are taught to use maps, globes and atlases and consequently, by the end of Year 5, they are fairly adept at using the key on a map to locate local landmarks and their knowledge of the countries of the world to find places on a globe. In history, pupils learn to use timelines to place different cultures and periods in the right order and so gain a wider picture of past events.
115. A strength of the teaching is the provision for all ages and abilities within classes. As a result, all pupils make good progress in lessons. This can be seen in the quality of writing. Teachers encourage pupils of all ages to use their own words. They give support where needed, so that everyone has a satisfying piece of work. This helps pupils to remember what they have learned. Some pupils write lively and personal accounts without help, for example, when writing posters to recover a lost bear, or when they describe how to make Tudor cheese.
116. The co-ordinator has worked hard to rectify the weaknesses identified in the previous report. Teachers now use good quality programmes of work to help them plan and assess work in both subjects. The co-ordinator has introduced an effective but manageable system to record what pupils know and can do and this is working well. In all, the school is in a good position to be able to maintain standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in information and communication technology have been maintained since the previous inspection and match those expected by the end of Year 2 and Year 5. Satisfactory and some good teaching means that pupils learn at a steady rate and achieve as well as expected for their age.
118. Good leadership has ensured that staff have kept up to date with computer technology and that the school has the resources necessary to teach a broad and balanced curriculum. The shortfalls in teaching control technology, which were identified at the time of the previous inspection, have been rectified. Greater emphasis is now given to this aspect of the curriculum. As a result, by the end of Year 2, pupils know how to programme a floor robot and by the end of Year 5 they use computers to operate model traffic lights.
119. Teachers make good use of computers to promote pupils' learning in many subjects and in particular in literacy and numeracy. In literacy lessons, pupils are often asked to draft or publish their work using a computer. In this way they gain familiarity with the keyboard and gain skills in word processing. As a result, by the end of Year 2, most pupils are confident when word processing and know how to add graphics using clip art and how to use the menu bar and icons to change text size and colour. By the end of Year 5, pupils make regular use of computers to share and communicate information in mathematics. They record mathematical data as bar or pie graphs and use the computer to help them find averages and mean figures.
120. Continued training has ensured that teachers have a thorough knowledge of how to use the computers and software available to the school. This is evident in the way that they demonstrate how to use programs but allow plenty of time for pupils to have a go themselves. As a result, pupils are confident about accessing their individual folders, which is where they keep samples of all of their work. Pupils are very proud of these folders and are keen to show off what they have done. Teachers use them very effectively to keep a record of what pupils can do and to measure their progress from one year to the next. They also use them to provide useful information to parents about what their children have achieved.
121. The computers are used for the best part of each day, ensuring that the school gets value for money from its spending and that pupils get the best use out of the resources. Teachers are always able to answer pupils' questions and talk to them about information and communication technology. Consequently, average attaining pupils in Year 5 were ready to talk about how computers and other information and communication technology are used outside school and the most able pupils gave reasons for choosing to use computers in preference to other, more traditional, methods of communicating information. Although able to do this in the end they needed a lot of prompting to get them to talk at length.
122. In widening pupils' knowledge of the potential of computers, teachers provide times when pupils can research information using the Internet and from CD ROMs. Pupils are quite keen to link up with the Internet and know how to send electronic mail. Pupils who have computers at home are more familiar with using technology; for example, one boy in the junior class said that his mum uses the computer to do the farm accounts.
123. The smallness of the school means that teachers help and support one another. They have benefited from the appointment of an enthusiastic teacher to lead and manage the

subject, who has already got a clear view of how the subject needs to develop if the school is to keep ahead of technological improvements. This, and the support provided by a governor who has experience with information and communication technology, puts the school in a good position to ensure that the standards pupils achieve and the quality of its provision are maintained.

## MUSIC

124. Standards in music have been maintained since the previous inspection and are typical of those expected of pupils at the end of Year 2 and Year 5. No lessons were seen during the inspection. Convincing evidence of pupils' attainment and learning was gathered from listening to pupils singing in assemblies, observing extra-curricular groups and talking to teachers and pupils.
125. Teachers have a sound knowledge of how to teach music and are confident enough to make the teaching satisfactory. Teachers provide many opportunities for pupils to sing in assemblies and lessons. Their efforts to ensure that they do so clearly ensure that pupils sing tunefully and with good diction. A good feature of music lessons is that teachers often use recorded music to provide a background accompaniment for pupils. This helps pupils maintain a rhythm and stay in tune. Pupils enjoy singing and right from the reception class they have favourite songs and rhymes.
126. Teachers ensure that pupils also have regular opportunities to play musical instruments. As a result, by the end of Year 2, pupils play tuned and percussion instruments to make up melodies and rhythms. As they get older, pupils learn to perform as an orchestra and to accompany songs with their own music. For example, pupils in Year 5 were very confident about experimenting with melody, rhythm and sound effects as they performed dragon songs to celebrate the Chinese New Year.
127. Throughout the school, pupils are given many opportunities to listen to music from the past and present. In assemblies they listen to the works of famous composers and reflect on the moods and emotions that are generated by different types of music. They gain familiarity with dance music in physical education lessons and listen to contemporary music played by visiting groups of musicians. As a result, pupils in Year 2 are keen to say what sort of music they like and they bob around as they describe tunes or sing along to favourite songs. Older pupils responded to questions and said that they have heard some opera, though they prefer pop music. As they get older, pupils become increasingly aware of the possibilities of sounds and effects in their playing and listening; for instance, one girl wrote *it sounds like the sun going down* about a piece of music.
128. Although teachers provide opportunities for pupils to compose music they do not yet make sufficient use of information and communication technology and computers for this purpose. By the end of Year 2, pupils compose simple lines of music and rhythms and because teachers make it fun they learn to use symbols, including their own notation and instructions to do this. Teachers build on this early learning and by the end of Year 5 pupils compose more complex pieces, using the pentatonic scale and writing the notes. When they play to others, they write parts and instructions for the players. For example, in one composition, pupils wrote the directions, slow *here, then play 'A', then everyone plays*.
129. Effective leadership and management have brought about several improvements to the resources and the curriculum since the last inspection. Teachers have revised the



music programme of work and added to the store of instruments. This means the school is well placed to raise standards further.

## PHYSICAL EDUCATION

130. Standards in games, dance and gymnastics match those expected by the end of Years 2 and 5. By the end of Year 5, all pupils can swim at least the recommended distance and most have gone beyond this to achieve other certificates.
131. Good management of the subject ensures that the curriculum is broad and that it includes all aspects of physical education. This means that pupils have opportunities to engage in gymnastics, dance, athletics, sports and swimming. Those who choose, are given extra coaching at a gymnastics club. This is a popular club and the pupils who attend make good progress as they learn to do cartwheels, rolls and headstands, which they put into sequences of movement and balance.
132. Sound teaching and good management of the subject mean that all pupils make steady progress in acquiring physical skills and that they put a lot of effort into their work. In doing so they achieve the levels of which they are capable and at the same time enjoy themselves and keep fit. The youngest children know that exercise makes them warmer and that their hearts beat faster as a result of being *puffed out*. Older pupils are aware of the effects of exercise on their body and understand the importance of warming up and cooling down in order to avoid damaging muscles.
133. Pupils gain stamina and agility from the many opportunities that teachers provide for them to play outside. During summer months good use is made of the extensive field and the adventure climbing apparatus and this is a significant factor in why standards match what is expected for pupils' age. Teachers also use the outdoor area for more formal lessons. In the infant class, pupils had a good time throwing balls to a partner who had to clap hands before catching the ball. There was a lot of jollity but this did not prevent pupils from improving the skills that they need for playing team games. Despite regular practice, boys are not as good as girls at skipping. None of the boys in Year 1 or 2 can skip, but most of the girls can. Boys try hard but lack the co-ordination to swing the rope and jump at the same time.
134. A good feature of the teaching is that the whole school occasionally comes together for a lesson in dance. As they prepared for a village festival, pupils learned the steps to country-dances that they would perform for an audience. Older children stopped to help the younger ones, who could not at first grasp the more difficult steps. However, the lesson was planned so that the steps were increasingly more complex and demanding for older pupils and in this way everyone achieved some success. The pleasure that pupils gained from this fun lesson was evident on their faces and the way that several of them danced out of school at the end of the day.
135. The key reasons for all pupils being able to swim by the time they leave the school is that all children, from reception year onwards, have swimming lessons. Governors and teachers see this as a priority for the school because of the rural area in which it is situated, with few opportunities for pupils to go swimming with family or friends. Each week, pupils travel by bus to a pool, where they are taught by specialist teachers. Pupils look forward to this and talk animatedly about whether they can float and who is good at swimming underwater.

136. Effective leadership and management have ensured that standards have been maintained in all aspects of physical education and that the curriculum remains broad and balanced, despite the constraints faced by being a small school. The enthusiasm and willingness to work hard shown by the co-ordinator puts the school in a very good position to be able to continue this good work.