

INSPECTION REPORT

**SETTRINGTON ALL SAINTS CE (C) PRIMARY
SCHOOL**

Settrington, Nr Malton

LEA area: North Yorkshire

Unique reference number: 121538

Headteacher: Mrs Y Wilson

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 11 – 13 March 2002

Inspection number: 195154

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 controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Settrington Malton North Yorkshire
Postcode:	YO17 8NP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Wise
Date of previous inspection:	3 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G D Timms	Registered inspector	English Science Art and design Design and technology History Physical education Special educational needs Equal opportunities	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught? How well is the school led and managed?
19320	Mrs B Attaway	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23453	Mrs C Cressey	Team inspector	Mathematics Information and communication technology Religious education Geography Music Foundation Stage	How good are the curricular and other opportunities offered to pupils? Provision for spiritual, moral, social and cultural development

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in the village of Settrington, North Yorkshire. It is a small school with 41 pupils organised into two classes. There are two main classrooms although recent improvements to the accommodation have now provided space for the Reception Year to have a base and for groups to work in the canteen, as well as improving the office and toilet facilities. Numbers have fallen recently and this has meant a reduction in staffing and the teaching of the junior pupils in one class, although they work in smaller groups in English and mathematics on three days a week. The attainment of children on entry to the Reception Year is broadly typical of that found in most schools. The Reception Year pupils are taught in a class with Year 1 and 2 pupils but also have time during the day when they work as a separate group. At the time of the inspection, there were eight pupils on the register of special educational needs, one with a statement of special education needs; the proportion on the register is slightly below average. Special educational needs include behaviour and emotional development, moderate learning difficulties and physical difficulties. At least 32 per cent of pupils are entitled to free school meals and this is well above the national average. This partly reflects changes within the locality and to housing in the area. This has also resulted in a lot of movement of families in and out of the school. There are no pupils from minority ethnic backgrounds or who have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. Nearly all of the pupils, particularly those with typical or low attainment for their age, are currently making good progress in English and mathematics and have good attitudes towards their work. The headteacher provides a good clear educational direction to the work of the school and this is having a positive impact on the standards attained. Standards in English and religious education are particularly strong. The quality of the teaching is good with a substantial proportion that is very good. When all of these factors are taken into account, plus the improvement since the last inspection, the school gives good value for money.

What the school does well

- Standards in English and religious education throughout the school, as well as those in mathematics and science in the infants, are above average.
- The leadership and management are good. The staff and governing body make an effective team, which is clearly focused on raising standards.
- The quality of the teaching is good and this is resulting in effective learning.
- Pupils' attitudes towards school are good and the relationships in the school are very good.
- Where extra support is provided for pupils with special educational needs, it is of very good quality, as is the separate provision for reception pupils.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The parents' views of the work of the school are very good, and the information provided for them is good.

What could be improved

- More pupils are capable of reaching higher levels in English, mathematics and science than do so at present and this is partly due to the planning of work that is insufficiently challenging and a lack of opportunities for independent work.
- The target setting for individual pupils, groups, or classes is not sufficiently challenging or monitored regularly enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then, the overall level of improvement has been good. The issue over the teaching of mathematics has been addressed and, although standards did not improve as hoped, much more work has since been done and this is now showing in the current standards. Standards in information and communication technology have improved as has the teachers' confidence and expertise. The history curriculum has been improved and there is now a nationally accepted scheme of work in place. The issues over the safety aspects of the village hall and other risk assessments have also been addressed. In addition, the National Literacy and Numeracy Strategies have been introduced successfully and the Foundation Stage curriculum has been planned and is being well taught. The quality of teaching is better than it was and the leadership and management have improved.

STANDARDS

When the children start in the Reception Year, the assessment of their attainment shows that the knowledge, skills, and understanding of the majority are similar to those expected nationally. Throughout the year, the Reception pupils make good progress and by the time they start Year 1 the majority, including those with special educational needs, have reached the nationally expected early learning goals.

The small number of pupils taking the national tests each year means that any comparisons between the results of different years are statistically unreliable and should be interpreted with caution. The national tests for the Year 6 pupils in 2001 showed an improvement since the previous year in English, where results were well above the national average, and an improvement in science. The results in mathematics remained at their previous low level. However, the evidence of the present pupils' work and from observations made during the inspection show that recent improvements to the teaching and provision in mathematics have been successful and standards are now rising to a level more closely in line with those found nationally. The overall trend for improvement in standards by the end of Year 6 is broadly in line with that found nationally. The Year 6 pupils in 2001 made very good progress in English throughout the junior years. In science, progress was below average while in mathematics pupils made poor levels of progress, putting them in the lowest five per cent of schools nationally. However, the work the school has put into improving standards in mathematics recently is having a clearly positive impact on the present pupils' work. The results in 2001 for the eleven-year-olds revealed that an insufficient proportion of the pupils reached the higher levels, especially in mathematics and science. This is still the case.

The 2001 national tests for seven-year-olds showed a good level of improvement in writing and mathematics, where standards were above average. However, the reading test results were disappointing and well below average. The current reading standards in Year 2 are better than the test results due to the teaching having a stronger focus on phonics. Overall, the current standards at the end of Year 2 in English, mathematics, and science are above average. At the end of Year 6, current standards in English are also above average, and average in mathematics and science. For the Year 2 pupils, standards are above average in religious education, and broadly in line with those expected in information and communication technology, art and design, design and technology, geography, history and physical education. In Year 6, standards are above average in religious education and broadly in line with those expected in the other subjects. In music, it was not possible to make a secure judgement about attainment as too little was observed during the inspection. Pupils with special educational needs make good progress with their learning, especially when they receive extra support.

The standards in literacy and numeracy are rising by the end of Year 6 and the learning is good in both classes. However, not enough opportunities are provided for pupils, especially those who are higher attaining, to use their skills in more independent and pupil-led learning through, for example, research into topics or the creating of their own methods for solving problems, in subjects such as science. The statutory targets set by the school for English and mathematics are correctly based on prior attainment and are appropriately challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of the pupils are enthusiastic and enjoy being at school. They show pride in their work.
Behaviour, in and out of classrooms	Good. Most pupils respond to instructions and are polite and friendly to other adults and each other.
Personal development and relationships	The relationships between pupils, and between pupils and adults are very good. Older pupils are very good at helping younger ones. When they are given responsibility, they carry it out conscientiously.
Attendance	Satisfactory and broadly in line with the national average.

Pupils have a good understanding of the impact of their actions on others. The school does not provide enough opportunities for older and higher attaining pupils to work independently. There is no evidence of any bullying.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching throughout the school is good. No teaching is unsatisfactory and a substantial proportion is of very good quality. The teaching in English and mathematics is good. The National Literacy and Numeracy Strategies have been successfully introduced. In particular, the teaching has improved in mathematics and information and communication technology since the last inspection. This is now beginning to have a clear impact on the standards.

In the Reception Year, the teaching is good. The planning is very effective in ensuring the children are taught using methods appropriate for their ages. The very good deployment of the nursery nurse and use of the small classroom helps ensure they make good progress. Throughout the rest of the school, the teaching is always at least satisfactory and the vast majority is good or very good. The increased monitoring and evaluation of the teaching has had a positive effect on standards. There is more whole class teaching as was required after the last inspection. The planning is good for different age groups in the mixed age classes. However, the planning does not adequately identify how the higher attaining pupils will be challenged and provided for, and this aspect of teaching needs to be monitored more closely by senior staff and the governing body and improved. The teaching of pupils with special educational needs is good and, where extra support is available, it is very good. At times, however, the teachers do not have sufficient different strategies to deal effectively with the small proportion of pupils who misbehave. Plans have already been drawn up to address this using outside expertise.

The school has recognised that at times the pupils' response is unsatisfactory and teachers plan to introduce strategies for learning intended to develop thinking and reasoning skills. In addition to this, they need to provide more opportunities for pupils to take control of their learning and undertake research, thus putting into practice the basic skills they have acquired. Much of the marking of pupils' work in English is very good and this good practice would be of benefit in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum contains all statutory requirements and is well planned. It is appropriate for the needs of most pupils although not always for the higher attaining pupils.
Provision for pupils with special educational needs	Good. The pupils' needs are recognised at an early stage and staff provide them with effective individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision is effective and is helping pupils to become mature and effective members of society. The provision for pupils' cultural development has improved since the last inspection.
How well the school cares for its pupils	Good. Assessment procedures are good. Pupils are tracked throughout the school and their progress noted although this information is not sufficiently used to provide lessons appropriate for their next stage of learning in every subject.

The school's links with parents are satisfactory and a good level of information is provided for them. The recent extra curricular activities were started after consulting pupils about their wishes and the school hopes these will be well supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership is focused on addressing areas of weakness and raising standards. The school is well managed and the staff make a very effective team.
How well the governors fulfil their responsibilities	Good. The governing body are very supportive of the work of the school and they have developed some good monitoring systems to ensure they hold the school to account.
The school's evaluation of its performance	Good. This aspect of the school's work has improved recently and is now having a positive impact on the provision after analysis of test results and the monitoring of lessons.
The strategic use of resources	Very good. The governing body and the school secretary are very effective in setting and monitoring the budget. Grants are used appropriately.

The staffing is good for the size of the school although more teaching assistant time would reduce the need for the junior class to rely so heavily on parent volunteers. Resources are largely satisfactory, although the library provision is

minimal. Information and communication technology resources have improved since the last inspection and the use of the Internet is growing. The accommodation is unsatisfactory but shortcomings are made up by the effective use of the village hall and the village sports field.

The school has worked hard to raise the standards in mathematics throughout the school and in reading in Years 1 and 2. In addition, the school improvement plan shows a good awareness of what is needed for the school to improve further. The school works hard to ensure best value in its work, partly through its consultations with parents and pupils and the developing comparisons of its work with other schools.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and have good attitudes towards it. • Their children are making good progress in their work. • They would feel comfortable about approaching the school with a question or a problem. • They believe that the school expects their children to work hard and do their best. 	<ul style="list-style-type: none"> • Several parents feel that the school does not provide an interesting enough range of activities for pupils outside of lessons.

The inspection team agrees with the parents’ positive views of the school’s work. The recent introduction of more extra curricular activities is a result of the headteacher’s return from illness and consultation with pupils over what sort of activities they would attend. Parents are keen that these clubs should continue and others be started if possible. However, the small number of staff in the school makes much more provision difficult, although good use is made of outside expertise in, for example, the football club and a nature club. In addition, a significant number of parents have been concerned about the reduction in the school’s size, requiring all juniors to be largely taught in one class. The school addresses this through separate English and mathematics lessons for Years 3 and 4, and for Years 5 and 6, on three days a week.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the Reception Year, the assessment of their attainment shows that the knowledge, skills and understanding of the majority are similar to those expected nationally. Although they are taught in a mixed age class for a lot of the time, the staff ensure that they receive an appropriate curriculum based on the Foundation Stage areas of learning, as well as effective and appropriate aspects of the National Literacy and Numeracy Strategies. Because of this they make good progress throughout the year and by the time they start Year 1 the majority, including those with special educational needs, have reached the expected early learning goals.
2. The national tests for the Year 6 pupils in 2001, although not reported due to the small size of the cohort, showed an improvement since the previous year in English, where results were well above the national average. Results also showed an improvement in science in the proportion attaining the expected national level though standards overall remained below average. The results in mathematics remained at their previous low level. The teachers and management of the school have worked hard recently to improve provision in mathematics and to raise standards since the 2001 tests. The evidence of the present pupils' work and from observations made during the inspection show that this has been successful and standards are now rising to a level more closely in line with that found nationally. The overall trend for improvement in standards by the end of Year 6 is broadly in line with that found nationally. Although the pupils' achievements, by which is meant the amount they improve from their standards when they were seven, were well above average in English, in science they were below average. In mathematics, pupils made poor progress between the ages of seven and eleven, putting them in the lowest five per cent of schools nationally. However, the school has put a lot of effort into improving achievement in mathematics recently and this is having a clearly positive impact on the current pupils' work.
3. The 2001 national tests for seven-year-olds showed a good level of improvement in writing and mathematics, where standards were above average. However, the results of the reading test were disappointing and well below average. The reasons for this are the school focusing its work mainly on writing recently and a lack of phonic skills being taught effectively in the past, although this has now been addressed through the literacy lessons.
4. Due to the small number of pupils taking the test each year it is not useful to make comparisons between the results. However, the school is very rigorous in recognising that the results can show up problems that may be able to be addressed through the teaching. For example, recent poor results in reading among seven-year-olds have been addressed through a focus on the teaching of the subject in Years 1 and 2, and through extra support for the reading skills of those now in Year 3. The results in 2001 for the eleven-year-olds revealed that an insufficient proportion of the pupils reached the higher levels, especially in mathematics and science. This analysis is backed up by the evidence of the inspection and is partly due to the focus teachers are putting on planning for mixed age classes, which has meant they are insufficiently planning for different abilities within and between each age group.
5. The current standards in the school differ from the latest test results in mathematics in Years 3 to 6 due to the improved teaching now found. In reading at Year 2, the present standards are also better than the test results due to the teaching having a stronger focus on phonics. Overall, the standards in English, mathematics, and science are above average at the end of Year 2. Standards in English are also above average at the end of Year 6; they are average in mathematics and science. For the Year 2 pupils, standards are also above average in religious education and they are broadly in line with those expected in information and communication technology, art and design, design and technology, geography, history and physical education. In Year 6 standards are also above average in religious education and broadly in line with those expected in the other subjects. In music, it was not possible to make a secure judgement about attainment as too little was observed during the inspection.
6. Pupils with special educational needs make good progress with their learning, especially where they receive extra support. They have a good level of basic skills that helps them to access the full curriculum. Where pupils' attainment is less secure it is because their emotional and behavioural problems result in them making less progress than they are capable of achieving.
7. The standards in literacy and numeracy are rising by the end of Year 6 and the learning is good in both classes. However, not enough opportunities are provided for pupils, especially those who are higher attaining, to use their

skills in more independent learning activities through, for example, research into topics or creating their own methods for solving problems in subjects such as science. Numeracy skills are used in science and geography through measuring and drawing up tables and reading graphs. Opportunities for pupils to use their literacy skills through extended writing in other subjects, is limited. The statutory targets set by the school for English and mathematics are correctly based on prior attainment and are appropriately challenging.

Pupils' attitudes, values and personal development

8. Most pupils have a good attitude to school and this has been maintained since the last inspection. Parents consider pupils' attitudes to be a strong characteristic of the school. Teachers make good use of pre-planned activities for pupils at the start of the day; for example, a mathematics challenge in the junior class enabled pupils to have a productive activity as soon as they entered the classroom. After a wet lunch break, a calm registration provided an efficient start to a science lesson. There are occasions when a small number of older pupils are not always willing to apply themselves to the task in hand, reducing the impact of teaching for other pupils in the class.
9. Behaviour throughout the school is good overall, but there are times when a small group of older pupils are not as involved in activities as they should be; this is in line with the parents' views. Pupils are courteous and welcoming to visitors. The youngest pupils are willing to talk, occasionally shyly at first, about their school life. A designated area for the use of softball games is popular and pupils showed care by suspending their game to allow adults to pass. Much emphasis is placed on creative play during the winter months when the field is not usable but there is a lack of suitable equipment in the colder weather. Pupils become bored quickly, for example with skipping ropes. The school needs to ascertain what would interest the pupils more effectively. Older pupils have a clear understanding of what constitutes bullying and know that it is wrong although younger pupils have yet to develop this understanding. This is partly due to the fact that instances of bullying are rare. When bullying occurs, the staff respond promptly and effectively. There has been one fixed term exclusion in the past year; records show that the school followed agreed procedures and that the child's parents were supportive and in close contact with the school.
10. Relationships throughout the school are very good. Mixed age groups were observed playing together at break and lunch times and younger pupils readily approach older ones. In addition to their support for new pupils and other children in the playground, Year 6 pupils also assume the responsibility of looking after younger ones at lunchtime. Pupils show a caring attitude in their understanding and support for a child with a physical difficulty.
11. Pupils' personal development is good. Parents consider their children develop good maturity and independence. The school has adopted good practice by ensuring that responsibilities are rotated, for example setting up for assembly. Pupils responded readily to requests such as ringing the bell at the end of break. At the last inspection, there were insufficient opportunities within class for pupils to develop personal study skills; this is still the case. The creation of more opportunities for independent learning by Year 6 pupils would help them in their preparation for the move to secondary education and higher attaining pupils could be better challenged. Captains and vice captains for the school teams are elected democratically and this enables pupils to know that they have the right to be heard. Pupils selecting the charity they wish to support each year places further emphasis on democracy. Older pupils help to draw up class rules each year. Consideration should be given to younger children helping to draw up class rules to supplement the whole school golden rules; this would enable them to understand how expectations and responsibilities change as they mature. Older pupils show a developing sense of self-esteem through discussions in personal, social and health education lessons. Initiative is supported well; for example, when a pupil made a box with the collection of stamps for Blue Peter in mind, the school encouraged all pupils to fill it with stamps.
12. Attendance is satisfactory and broadly in line with the national average. Unauthorised absence is below the national average and holidays in term time are discouraged. There are few pupils arriving late and little time is wasted during the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of the teaching is good. The amount of satisfactory or better teaching, 100 per cent, is higher than in the majority of schools. In addition, the amount of good or better teaching, 89 per cent is well above that found nationally. Over forty per cent of the teaching is very good. Excellent teaching was observed in one lesson. These percentages are based on a comparatively small number of observations. The evidence of pupils' work, and their learning in most of the subjects, supports the view that the quality of teaching is good for the

Foundation Stage, infant class and the junior class. These figures represent a very good improvement since the last inspection where eight per cent of the teaching had been unsatisfactory and none was very good or better.

14. One of the main reasons for the improvements evident since the last inspection has been the increased and improved monitoring and evaluation of teaching and learning by the headteacher and governing body. In addition, the National Literacy and Numeracy Strategies have introduced more whole class teaching and more focused setting of lesson objectives, and this has spread to other subjects. The teaching of information and communication technology and physical education has improved.
15. The teaching of the reception children is good. The class teacher ensures that, although often taught alongside the Year 1 and 2 pupils, the reception children are provided with an appropriately matched and challenging curriculum based on the expected early learning goals. In particular, the use of a separate small room and the very good deployment of the very good nursery nurse gives the reception children effective time away from the older ones to engage in appropriate play based and self chosen activities. The class teacher effectively targets appropriate questions at the youngest children during whole class sessions and this ensures that their learning is good in all areas of learning and that good progress is made. The good teaching has a very positive effect on the good progress children make towards the early learning goals and provides a good start for learning in Key Stage 1. Planning provides a good framework for learning. Plans are clear and usually detailed with appropriate learning intentions linked to the early learning goals. Activities to promote communication, language, literacy, and mathematical development are well organised. There is a good balance of teacher directed activities and child initiated ones. Praise and encouragement are effective in promoting positive behaviour and personal, social and emotional development. Staff work very well together and this has a very positive effect on the quality of the learning. The staff make school an enjoyable experience for the youngest pupils, and this promotes a love of learning that has a good impact on children's attitudes and progress.
16. Throughout the rest of the school, the quality of the teaching is good. The planning for the medium term is good and teachers often use this to record the success or otherwise of lessons so that they can alter their teaching the next time the same work is covered. The lesson planning is sufficiently detailed in ensuring that different age groups have work appropriate for their ages. However, more could be done to show how the work is planned for different ability groups, especially when showing how the higher attaining pupils will be provided for. Planning is not yet monitored enough by subject leaders so that they are familiar with how the lesson will be taught in the other key stage.
17. The National Literacy and Numeracy Strategies have been effectively introduced and they have had a beneficial effect on the teaching in other subjects. For example, it is common for lessons to end with an appropriate plenary session, enabling the teacher to consolidate the learning and give pupils a clear picture of how they have done. Not all teachers make the learning objectives for the lesson sufficiently clear at the start so that pupils know what is expected of them. Although parents' opinions about homework are divided, the school provides a broadly typical range of activities for pupils to do at home. However, the consistency and time tabling of this, as well as the marking and expectations about its completion are not consistent enough to send out a clear message to all pupils and parents.
18. The day-to-day assessment of pupils' work is often good. In particular the marking of junior pupils' English work is very good and gives them a clear picture of what they have done well and what they need to do to improve in the future. This needs to extend to other subjects and to the work of the younger pupils. However, the setting of individual, group and class targets is at an early stage of development and is not yet sufficiently challenging both in content and in time scale. For example, pupils are often given too long to complete the targets. Good use is made of a governor to check with pupils on their targets and how close they are to achieving them. The teachers know their pupils well and this helps in the provision of work for pupils with special educational needs. Class teachers draw up the individual education plans and these contain suitable targets, largely in reading and writing, and behaviour. The pupils are usually given work appropriate for their abilities and effectively supported in lessons. This is particularly so where the nursery nurse helps a child with physical difficulties to take a full part in lessons, for example, as happened in physical education.
19. At times the intended focus on involving all pupils and introducing enough opportunities for them to take part in planning their learning results in introductions to lessons that are too long and can result in the pupils with short concentration spans losing interest in the task. For example, this happened in one science lesson, where a lengthy planning session ended with the teacher deciding which activity was to be undertaken, thus taking away from the pupils the independence in their learning that she had tried to introduce. At times, teachers do not make use of different strategies for dealing with pupils who misbehave and they have sought guidance from the local authority on improving this. In addition, the school has recognised that at times the response from pupils is

unsatisfactory and they are not involved enough in the lessons. Teachers plan to introduce strategies for learning intended to develop thinking and reasoning skills. In addition to this, they need to provide more opportunities for pupils to take control of their learning and undertake research, thus putting into practice the basic skills they have acquired. To do this successfully teachers will need to have even higher expectations of what the pupils are capable of achieving than those evident at present.

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

20. Since the previous inspection the curriculum has improved and is now good. The school has a broad and balanced curriculum, which makes learning interesting. The school effectively meets the needs of its pupils, helping them to flourish through the provision of a good range of quality learning opportunities. All statutory requirements are met and the literacy and numeracy strategies have been implemented well and are helping to raise standards. The teaching of French, and the use of specialist teachers and instructors for music and gymnastics, enriches pupils' learning.
21. The well-planned curriculum ensures that sufficient time is now available for all subjects. Policies and schemes of work are in place, which plan appropriately for skills, knowledge, and understanding to be built on as the pupils make progress through the school. The careful planning of the teaching and learning and the thoughtful way pupils are grouped for different activities and subjects is helping to tailor the curricular planning to the needs of different age groups in mixed age classes. For example, for three days a week Year 3 and 4 pupils and Year 5 and 6 pupils are taught separately for literacy and numeracy and this is having a positive effect on their confidence and progress.
22. The curriculum provided for children in the Foundation Stage is good. Emphasis is placed on pupil's personal, social and emotional development, communication, language and literacy and mathematical development. Very careful organisation ensures that when children are in a mixed age class they benefit from a learning environment that is firmly based on first hand experiences. This enables children to achieve well and make good progress towards the early learning goals.
23. Arrangements for pupils' personal, social and health education are good and are underpinned by an effective scheme of work and the school's Christian values and beliefs. There are agreed policies for sex and drugs education in place. However, although the school has a clear commitment to providing pupils with age related knowledge and understanding of sex issues, there is little detail available to teachers about the knowledge and skills to be taught.
24. The school has a very clear commitment to equality of opportunity and this is very apparent in the way all pupils, from the youngest to the oldest, are fully included in the teaching and learning. The needs of lower attaining pupils are recognised and all pupils' contributions are valued. This has a positive impact on the self-esteem of all pupils and the progress they make. The curriculum prepares pupils well for the next stage of their education. The provision for pupils with special educational needs is good. Teachers know the individual pupils well and the individual education plans drawn up for them are largely appropriate and effective in enabling them to have suitable work planned for them. Extra support, where it is given, is of very good quality. However, the school does not plan work for the higher attaining pupils in as much detail and there are instances of pupils not being sufficiently challenged by the work provided.
25. The school works with the local community well, providing a good range of extra-curricular and sporting activities to enrich the statutory curriculum and enhance personal and social skills. Clubs include football, art, drama, and recorders and are available at lunchtimes or after school to give all pupils a chance to take part. The use of visitors and visits promotes pupils' interest and extends their knowledge and understanding. Visits to York and to museums are used effectively to bring history, religious education, and geography alive for pupils. This has a positive effect on their attitudes and progress as they see something of life in other places and times. Links with the local church and village are particularly strong and develop pupils' awareness of what it means to belong to a particular faith and community.
26. The school has good links with other schools and groups. Children who attend the village playgroup are invited to visit before they begin school in the reception class. This, along with a staged intake, including some part time attendance, eases their transfer to the school and helps them settle well. Before pupils transfer to the secondary school, information on pupils' progress is exchanged and pupils are able to enjoy time at their new school to familiarise themselves with routines and staff and this helps to ensure a happy and secure transfer. The school

has good links with other small schools and a Beacon school, which is enhancing teachers' skills and helping to raise standards in subjects such as mathematics.

27. The school's provision for spiritual, moral, social and cultural development is good in all areas. The school's Christian values, beliefs, and principles are very apparent throughout the whole school and have a positive effect on the quality of the relationships.
28. Provision for the pupils' spiritual development is good. Staff are sensitive to pupils' concerns and help them deal with the problems many pupils experience, at school and at home. There are good opportunities for pupils to reflect on the wonders of science, the delights of literature and the uniqueness of each person. Pupils in the infants showed considerable delight as they observed ice melting and older pupils in Years 3 and 4 were enraptured as they listened to the headteacher read a thought-provoking poem about death and loss.
29. Provision for the pupils' moral development is good. There is a general expectation that pupils will behave well and consider the implications of their actions on themselves and others. In assemblies, issues such as kindness, friendship and caring are taught well through Bible stories and fables. Provision for the pupils' social development is similarly good. The pupils are aware of their responsibilities to the school and their local community. They have good opportunities to develop responsibility and self-confidence through the routines and structures in place, such as reading to younger children, caring for them in the playground and helping with tasks around the school. The organisation of lessons provides opportunities for pupils to work together and to compete fairly. A sense of citizenship is developed as pupils take part in local sport and arts festivals and raise money to support good causes.
30. Provision for the pupils' cultural development has improved and is now good. Pupils have opportunities to learn to appreciate the richness of their own and other people's culture through music, art, geography, and history. Through religious education lessons, pupils study the major world religions and all pupils are made aware of important festivals such as Christmas, Diwali, Eid and the Chinese New Year. Through high quality role-play younger children explore the customs, food, art and costume of the Chinese people in Hong Kong. African and Indian dancers and musicians have been invited into school to share with pupils their customs and traditions. Such activities and experiences develop understanding and respect for different ways of life and prepare pupils for living in a multicultural society. The school does not have any links with other schools with a diversity of cultural, traditions and religions, which would develop further pupils' understanding of how different people live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Pupil care is good and maintains the same standard found at the last inspection. The children show confidence and security in the school's environment. The small size of the school enables all staff to know all the children well. The Christian ethos is much in evidence, for example in the good relationships that exist between pupils and between staff and pupils. Parents are required to sign a permission slip for their child to walk or cycle home unaccompanied; other pupils must remain on the school premises until collected.
32. Child protection procedures are good and training is up to date. A training session is planned for both teaching and non-teaching staff to ensure that there is full awareness of this important area. Staff were reminded recently about the procedures. Two members of staff are trained in first aid and a lunchtime assistant has had St John's Ambulance training. All members of staff are aware of basic procedures. There is on-going monitoring of any medical problems and parents are kept well informed. The relationship with the school nurse is good and she provides good support.
33. The key issue at the last inspection concerning the safety issues in the village hall has been addressed and the hall meets requirements. The school has bought into the local education authority's risk assessment scheme and good use is made of this support. For example, a safety analysis of crossing to and from the village hall for physical education lessons has improved the safety of this regular activity, especially important due to lack of visibility for both pedestrians and on-coming traffic.
34. Some parents have expressed concern regarding the inconsistency of the induction for reception pupils. Some children adapt quickly, whilst others take a little longer. The school operates a flexible policy based on how individual children settle in and cope with the length of a full school day; this is to the pupils' immediate and longer-term benefit. A number of children travel to school by taxi and it is more difficult to vary their introduction according to their needs. A few children are withdrawn from collective worship and the school has requested suitable religious education worksheets. Monitoring of attendance is good and undertaken weekly. Good

arrangements are in place to ensure that the non-arrival of a pupil, without a known reason, is checked to ensure their safety.

35. Procedures for monitoring and promoting good behaviour are good. Pupils are aware of the procedures and the sanctions. A positive approach is used, with good behaviour being acknowledged through assembly as well as comments in pupils' record books, which are used as a link between home and school. Year 6 pupils said the importance of good behaviour is promoted in assembly, especially when an incident has occurred. During the inspection, the thanks given to the pupils by the headteacher for attending the Mothering Sunday service in church, demonstrated that their attendance was appreciated. Understanding that bullying and harassment are not appropriate ways to behave is promoted both in assembly and in class.
36. In the Foundation Stage, initial assessments are shared with parents and are used very effectively to help staff plan an appropriate learning environment for children in the reception class. A wide range of assessments is used during the year but these are not always closely related to the activities provided or to the early learning goals, and this could result in gaps in the learning. Throughout the school, assessment folders are kept and these are used to hold examples of pupils' best work, their reports and test results. Teachers also keep their own records of progress in some topics. For example, in the infant class a record shows gains in pupils' knowledge of phonics. These assessments are used to inform targets set for pupils but the link between the assessments of progress, target setting, and planning of work is not yet very strong.
37. The record books are used to share good achievement with parents. At the end of the year, achievements are celebrated at the annual prize giving. The school is appreciative of local companies who have sponsored these book awards for the past two years and which enable pupils' work to be publicly acknowledged. These prizes cover all age groups and all subjects. Additionally, a prize for the pupil who has shown the most improvement over the year enables pupils to understand there are different levels of achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents consider the school to be very good. At the last inspection, links with parents were reported as strong with parents making a significant contribution to their children's learning. Overall, they are now satisfactory.
39. The school makes much effort to include parents in their child's education and the regular written communications to parents are good. Parents are told of topic work in advance and the type of artefacts that would be useful; this has enabled them to have an insight and involvement in their children's education. Guidance has been given on helping their child at home, such as spellings and they have received an up-to-date copy of the school information booklet. In addition to an open door policy, the headteacher has a fixed day and time for a surgery when any problem can be brought to her attention. Parents, especially of younger children, make good use of the open door policy, but few attend the headteacher's surgery. Questionnaires have been used to ascertain parents' views on a variety of areas, for example homework. The school has adopted good practice in maintaining written records of contacts with parents. Arrangements available for parents to have their pupils withdrawn from religious education and collective worship are not included in the school information booklet. A point of contact for the chair of governors and targets for Year 6 assessments are not included in the governors' annual report to parents.
40. The home-school agreement has been signed by 95 per cent of parents and this indicates good support. Consultation evenings are held each term, with 75 per cent of parents attending in the summer term. Attendance at the other two consultation evenings is 45 per cent, which is low. The school ensures concerns are raised with non-attending pupils and tries to talk to most parents on an on-going basis. Plays and presentations are well supported, but curriculum meetings, such as those for literacy and numeracy, are less well attended. The number of questionnaires returned was lower than is normally found. Due to these facts, parents do not take full advantage of the opportunities provided to play as full a role as possible in support of their child's education.
41. Pupils' annual reports vary in quality; there is no facility for parents to send in written comments. Older pupils' reports are comprehensive, clearly indicating learning and highlighting areas in English and mathematics where improvements can be made. Individual targets for improvement and achievement to be addressed at school and at home are listed. Some other subjects include suggested areas for improvement, for example in information and communication technology a child 'is developing good word-processing skills and can edit her work, but is unsure about how to save it'. Reports for pupils in Years 1 and 2 follow the same format but show very few instances of areas for improvements; individual English and mathematics targets are included. Reports for reception pupils use tick boxes indicating what the child could do on entry and a second box indicating that the

target has been met in that area. There is insufficient guidance for parents who want to improve their child's learning during the summer holiday and of the targets for the next year. Consideration should be given to ensuring all reports are to the same informative standard as those provided for the older pupils.

42. Parents, and other volunteers, are invited to help in class and do so effectively, supporting pupils in work in science, design and technology, literacy and numeracy. Their training is encouraged and a booklet is being prepared to support parents who help in school.
43. There is a well-written homework policy and this has been shared with parents, both in draft and final forms. This would be enhanced further by the inclusion of a timetable. A timetable existed in the past but was withdrawn when homework was not completed at the right time. The expectations regarding completion of homework in the Year 6 booster class is tighter. These same clear expectations should be adopted across the whole school to ensure pupils develop good practice from an early age and to prepare them well for homework in secondary school. Additionally, parents would know when and what homework to expect, enabling them to support their child. The school has established awards for pupils who complete homework on time. Class teachers undertake the day-to-day monitoring of homework. Monitoring the quality and match of homework would address some of the concerns raised by parents regarding mismatch of homework to the individual pupil. Consideration is being given to preparing a questionnaire to ascertain parents' current views on homework.
44. The Friends Association have raised substantial sums through, for example, an open gardens day, barbecue and a concert. Money raised has enhanced the pupils' education through improvements such as the provision of curtains and flooring to support the conversion of the canteen into a classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides good leadership that is directly and clearly focused on raising the standards of attainment further. The leadership has improved since the last inspection. For example, where weaknesses have been recognised from the analysis of test results, work has been introduced to address the problem. This has happened with Year 3 reading work and by holding targeted Year 6 booster lessons in preparation for the national tests. The monitoring of individual teachers by the headteacher has resulted in improvements to the mental parts of numeracy lessons. The tracking of individual pupils from the test they do on entry to the school enables staff to recognise clearly which of them are making sufficient progress and which may be causing concern. This has been used to feed into the recently introduced individual target setting in the junior years. The management of this very small school is good, although the headteacher has a heavy teaching commitment.
46. One of the major strengths found in the leadership has been the willingness of the school to analyse its results and to address any weaknesses as a priority. For example, the school has recognised that there are weaknesses with the leadership in some non-core subjects and there are plans to address this through the development of more monitoring and evaluation opportunities. This ability to recognise and address areas for development has resulted in an effective and challenging school improvement plan.
47. All staff play an important part in the running of the school and all have some managerial responsibility. They work well together and make an effective and supportive team, who are developing their skills in self-evaluation to ensure that they challenge themselves sufficiently to raise standards still further. For example, a recognised weakness in physical education teaching was solved through the employment of a trained gymnastic instructor and this is having a very positive impact on standards. These initiatives have helped the school make the steady improvement evident since the last inspection. This improvement has been slowed through recent staff absences and the need to provide a lot of supply teacher cover for teachers on courses. Parents feel this has had a negative effect on the school but it has been unavoidable and the training will have clear benefits in the long term. The school recognises the need to improve the co-ordination of some subjects and this forms an important part of their development planning.
48. A major focus of the school's work recently has been to improve the mathematics teaching and the standards attained. This issue has been a focus since the last inspection. The training in the teaching of numeracy has been undertaken and a lot of advice and support sought from the expertise available within the local authority. Previous test papers have been analysed to see where pupils were making common errors and these areas are addressed in the teaching. Teachers have reflected on their styles of teaching to try and work out why results should have been so different from those in English. The evidence now available, including that from observations during the inspection, is that this work is beginning to have a clear and positive impact on the standards the pupils are achieving in mathematics.

49. The school's performance management policy is appropriate and is improving teachers' practice in the classroom. Appropriate targets have been agreed and records of evaluations made are kept. As well as written forms to record the results of classroom observations, the headteacher ensures that there is oral feedback about any strengths or areas for development. This offers good opportunities for the staff to engage in productive professional dialogue. Where weaknesses in teachers' expertise have been noted, training is provided. For example, teachers' computer skills are being rapidly developed through nationally funded training and their confidence in using the hard and software available has increased.
50. The school consults parents regularly, both informally and, more recently, through a questionnaire. For example, the homework policy was introduced after consultations with parents. The production of the home-school agreement also required some consultation. In addition, pupils were consulted about after school clubs that they would like, as those that did exist had stopped, partly through lack of support, and partly through pressures of time due to staff absence. The pupils responded well and the new clubs were started and these provide pupils with good opportunities to extend their skills in sport, dance, drama and art.
51. The governing body is effective. Governors are very supportive of the school and recognise its important place in the local community. They ensure that all statutory requirements are met and they have a good understanding of the school's strengths and weaknesses. Some of the governors are able to visit the school regularly and good use is made of their time. The literacy governor hears pupils read and discusses their literacy targets with them, and this enables her to monitor progress towards targets. Links with the teachers responsible for subjects and other areas of the school's work, for example special educational needs, are good and governors often have regular contact. After visits to the school verbal reports are given at governing body meetings. Many governors have attended a range of training in areas for which they have responsibility.
52. The provision for pupils with special educational needs is good and is well managed. Individual education plans are appropriate and shared with parents. The coordinator works closely with the governor who has responsibility for overseeing this aspect of the school's work. Good records are kept of pupils' progress and the early assessment of pupils enables any learning difficulties to be quickly recognised and addressed. The small size of the school enables staff to know the pupils and their families well, and this assists in providing the best support for them that they can. If there is a weaker area, it is in the ability of staff to use a wide enough range of strategies for dealing successfully with pupils with behavioural and emotional needs.
53. The school secretary provides the governing body with very good support for their monitoring of the school budget by providing regular detailed printouts of how the allocated budget is progressing. On occasion, the finance officer from the local authority also joins the meetings to provide another view of how wisely the available money is being deployed. These form the focus of the finance committee agenda, together with any staffing issues arising. The governors have very little uncommitted money to make decisions about as the year progresses so their role is more one of monitoring the progress of the budget. This is not sufficiently focused on a range of specific success criteria so decisions about their spending are not as effectively monitored as they could be. The committee has appropriate terms of reference and suitable spending limits have been allocated to the headteacher. Spending decisions are made after a good level of discussion and consideration of needs and to ensure that value for money is obtained. For example, a working party was set up to plan the spending on the reception outdoor area and they obtained appropriate quotations and costs for the work. The very good financial management has been recognised through the school being asked to take part in a pilot audit scheme being trialled in the local authority.
54. Resources have improved since the last inspection, especially in information and communication technology. The library is barely adequate even for such a small school and does not provide a very effective research facility. The school lacks a hall and reasonable outdoor play or sports areas but this is addressed through the effective use of the village hall and sports field. Plans are in hand to extend the field space at the school, and this will be of real benefit to the pupils and their physical development. In addition, there are plans to provide better outdoor facilities for the reception children. The junior class relies heavily on voluntary help from parents in many practical activities and would benefit from some teaching assistant time when funds become available. The deployment of the nursery nurse is very effective in supporting the reception children and special needs support for a pupil with physical difficulties.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The school has worked hard since the last inspection to address known weaknesses and to draw up priorities based on a better analysis of strengths and areas for development. This work has resulted in a school improvement plan of good quality and which addresses important areas of the school's work. The inspection findings back up the importance of the priorities in the improvement plan so the school needs to ensure that the plan is successfully put into operation. In addition to the priorities in the improvement plan, the governing body, headteacher and staff should address the following issues:

- Increase the proportion of pupils reaching the higher levels in English, mathematics, and science by:
 - ensuring the planning identifies those capable of achieving higher levels and targeting the teaching more specifically at the higher attaining pupils;
 - providing more opportunities for pupils to develop and use independent learning skills in research and creative activities; **
 - ensuring the successful introduction of the planned developments in teaching thinking and reasoning skills. **
(Paragraphs 4, 11, 16, 19, 24, 65 – 91)

- Improve the effectiveness of the target setting process and make individual, group and class targets more challenging by:
 - raising teachers' expectations of the levels pupils are capable of achieving;
 - making better use of the available assessment data and ensuring that targets are appropriate and stated in terms of the National Curriculum levels;
 - ensuring that the targets are monitored more regularly and that time scales are sufficiently challenging.
(Paragraphs 18, 19, 36, 45, 51)

- In addition to the above key issues, the governing body should consider addressing the following minor weaknesses in their action plan:
 - Improving the way teachers deal with pupils who demonstrate challenging behaviour; **
(Paragraphs 6, 8, 9, 19)
 - Improving the coordination of the non-core subjects. **
(Paragraphs 16, 47)

** These issues have already been identified by the school as areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	7	2	0	0	0
Percentage	6	44	39	11	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. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	41
Number of full-time pupils known to be eligible for free school meals	13

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Test results, normally included here, are not presented here due to the small size of the cohort and the need to respect the confidentiality of the pupils taking the tests.

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	41
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	15.8
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	0.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	1	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.

Financial information

Financial year	2000/01
	£
Total income	153 290
Total expenditure	153 344
Expenditure per pupil	2789
Balance brought forward from previous year	11 187
Balance carried forward to next year	11 133

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	31
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	27	73	0	0	0
My child is making good progress in school.	18	82	0	0	0
Behaviour in the school is good.	36	45	9	9	1
My child gets the right amount of work to do at home.	45	36	18	0	1
The teaching is good.	27	64	9	0	0
I am kept well informed about how my child is getting on.	36	55	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	45	45	0	0	10
The school works closely with parents.	18	73	9	0	0
The school is well led and managed.	18	64	9	0	9
The school is helping my child become mature and responsible.	18	64	9	0	9
The school provides an interesting range of activities outside lessons.	9	27	55	9	0

Other issues raised by parents

A significant number of parents have been concerned about the school having to teach all Key Stage 2 pupils in one class due to reduced numbers.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children in the Foundation Stage are taught largely in a class together with the Year 1 and 2 children. Since the previous inspection the provision and teaching has improved and it is now good with many strengths. Considerable attention is given to ensuring that the teaching and learning are based on the nationally agreed six areas of learning. Careful planning provides the children with a wide range of challenging and focused practical first hand experiences to promote the early learning goals in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development; and creative development.
57. Initial assessments, conducted shortly after admission to school, indicate that the overall attainment levels of most children entering the reception class are similar to those expected nationally. Teaching in the reception is good, often very good, and occasionally outstanding. The very effective deployment of the nursery nurse also ensures children have sufficient time away from the older pupils. This has a very positive effect on children's learning and progress. Particular emphasis is placed on developing children's learning in literacy and mathematics. Most children, including those with special educational needs, achieve well in relation to what they know and can do on entry to the reception class and will reach the early learning goals in all areas by the end of the reception year.

Personal, social and emotional development

58. Children's personal, social and emotional development is given a high priority and this ensures children make good progress and are on target to reach the early learning goals by the end of the reception year. The staff's sharp awareness of the very particular needs of the youngest children has a very marked impact on their progress and attitudes to school and the teaching is good.
59. The very good relationships the staff have with parents is particularly effective in developing children's positive attitudes to school. Children enjoy coming to school and happily leave their parents and carers at the start of sessions. Well-planned activities and careful explanations help children to develop confidence and an eagerness to learn. They work hard to improve their skills of reading, writing and number work. When engaged in structured activities children are well supported by teachers and assistants and this helps them to work with considerable concentration. This support has a very positive effect on the rate of learning of early literacy and numeracy skills. Children work well together in pairs or small groups sharing ideas and reinforcing and extending their learning. Resources and space are very well organised and are easily available and accessible to children to extend their independence and learning.

Communication, language and literacy

60. The teaching of this area of learning is good and this is reflected in the good progress children make, ensuring they will reach the early learning goals before the end of the reception year. Children are encouraged to become good listeners as they enjoy stories, rhymes, and music. High quality structured play situations, discussion times and planned formal activities provide good opportunities for children to develop their speaking skills. Children use language well to negotiate roles and invent their own dramatic situations as, for example, in the 'Chinese café'. Well-structured teacher-directed activities help children to recognise familiar letters, sounds and words to help them to develop their early reading and writing skills. Most children are enthusiastic readers of simple books. Lower attaining children 'read' stories from memory or with the help of pictures, whilst higher attaining children can use their knowledge of sounds well to read unfamiliar words. Most children recognise and write their names independently. They make good progress with their writing skills. Their work shows that in six months children have moved from simply copying their teacher's writing to composing simple sentences independently. Higher attaining pupils write with increasing accuracy using well-formed letters and showing a growing awareness of capital letters and full stops. A comfortable, well-stocked book corner promotes a love of books and children are learning to handle books with care. Appropriate elements of the literacy strategy are implemented for children in the reception classes and this has a positive effect on their achievements.

Mathematical development

61. The teaching is good and this ensures children make good progress and are on target to reach the early learning goals by the end of the reception year. The school provides a wide range of activities to promote mathematical understanding. Children are able to join in with the teacher and count up to twenty confidently. Interesting activities in the role-play encourage children to develop an understanding of early addition and subtraction. Excellent interactions from the teaching support assistant encourages children to think about 'how many more chopsticks are needed?' and 'how many bowls altogether?' Most children can now recognise numbers to ten and make good attempts to write them accurately. Through well-planned topic work, they explore number, pattern, shape, and measurement. Children consider size, shape, and position when playing with small-world toys. They recognise two and three-dimensional shapes as they make model dice with clay and discuss how to measure the distance from their school to the town. Appropriate elements of the numeracy strategy are implemented for children in the reception year and this has a positive effect on children's achievements.

Knowledge and understanding of the world

62. The teaching of this area of learning is good. It ensures children make good progress and are on target to reach the early learning goals before the end of their reception year. Children are developing a good understanding of the world around them. The natural curiosity of young children is enhanced as staff encourage them to talk about their discoveries and experiences. Children learn about different materials as they sort them and classify them. They are thrilled as they observe the changes that occur as they observe ice melting. Children learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. A respect and understanding for other ways of life and faiths is developed well through high quality role-play and religious education. Children learn about the foods, costumes, art and language of Hong Kong. They develop their skills of cutting, folding, sticking and model making through teacher directed activities. Children are confident in using computers, the mouse and using different software to support their learning in mathematics, language and literacy. Children's understanding of designing and making is developed through challenging construction toys. Staff are always available to interact in these valuable learning experiences to extend skills and ideas further.

Physical development

63. The provision for physical development has improved since the last inspection and is now good. Effective teaching ensures the majority of children meet the early learning goals by the end of reception. In structured physical education and dance lessons, children are developing good spatial awareness, control, and imagination as they respond well to music and their teacher. Good teacher intervention encourages children to improve their movements and as a result they make good gains in their skills in a short time. Emphasis is placed on developing children's independence, care and skill as they handle tools and malleable materials. The children have regular access to the school playground, joining others in the school for playtimes and also for sessions on their own, when they have opportunities to play with balls and other small equipment, such as bikes. The school's plans for an imaginative outdoor play area will improve the facilities for outside play further and provide more opportunities to develop the range of skills in climbing, balancing and using wheeled toys. In fine weather children have planned opportunities to play outside and there are regular excursions into the village and the local parks to extend the children's physical development.

Creative development

64. Teaching to promote creative development is good and children are on target to reach the early learning goals by the end of their reception year. They enjoy a wide range of experiences in art, music and imaginative play. Children enjoy singing rhymes and explore instruments to develop an understanding of loud and soft sounds. There are planned teacher directed activities to develop their understanding of colour, shape and pattern. Materials such as paint, sand and water are regularly available for children to explore on a regular basis. There is a wide range of exciting materials available from which children can choose to create their own designs, pictures, models and collages. Imaginative play has improved significantly and is now particularly well resourced and provides children with excellent opportunities to develop their imagination as they create wonderful Chinese meals complete with chopsticks and dress up in elaborate Indian costumes. Staff are always on hand to extend and challenge children in their play, developing their ideas about other people and countries and extending their vocabulary. These well-planned interventions have a very positive effect on the quality of the teaching and learning.

ENGLISH

65. By the end of Year 6, pupils' standards in all aspects of English are good and above those expected for their age. This is an improvement since the previous inspection. The small size of each year group makes comparisons between years insecure. However, results in the 2001 national tests for eleven-year-olds show the proportion of pupils attaining the expected standards was well above average. In addition, the proportion of pupils reaching the higher levels was also well above that found nationally. When compared with schools with pupils from similar backgrounds, standards were also well above average and the pupils had made well above average progress since the tests they took at the age of seven.
66. In contrast, the results for the seven-year-olds in 2001 were disappointing, with an above average proportion attaining the expected level in writing but a well below average proportion doing so in reading. When compared with schools with pupils from similar backgrounds, attainment in writing was still above average but, in reading, it was very low. One explanation for this is that the school's recent focus on writing has resulted in less time being spent on reading. The school immediately recognised this problem and has addressed it in two ways. First, the teaching of reading in the infants now has a greater focus, and second, the pupils who took the tests, now in Year 3, are receiving extra support to bring their reading levels up to expectation.
67. The evidence of the inspection is of above average progress being made by pupils and above average attainment by the end of Year 6. The school is working hard to improve standards in English further. The test results are now being analysed more closely to assess where weaknesses exist. The staff have worked hard to introduce the National Literacy Strategy effectively and funds are used to provide teaching in two smaller groups in the juniors so that for three days a week the Year 3 and 4 pupils are taught separately from those in Years 5 and 6. This is enabling the teaching to be more closely targeted at the appropriate age groups. In addition, the school has introduced a system of target setting for individual pupils, giving them targets based on specific literacy skills that they need to improve. This system is recent and needs time to show any result but the school does not ensure that the targets set are related closely enough to the National Curriculum level criteria, have a strict enough time scale and are regularly monitored to assess progress.
68. Pupils' speaking and listening skills are well developed throughout the school although a significant minority do not take a very effective part in class discussions. The school has begun to address this through the provision of more opportunities for discussion. For example, in one science lesson the use of a planning board provided opportunities for developing speaking and listening skills although the session was extended for too long a period. Pupils' skills should also benefit from the planned introduction of work to develop pupils' thinking and reasoning skills. Most pupils listen well to the teachers' instructions and many are keen to answer questions. The older pupils are less confident and show less aptitude when talking to adults.
69. The proportion of pupils who read at the expected level for their age is above average and, by the end of Year 6, almost all pupils reach a good level of basic reading skills. However, a number of the good readers do not use much expression in their reading, or have enough opportunities to use their reading skills for research purposes using books or computers. In Year 2, pupils have read a good quantity of books since the start of the year. Reading records show that parents support reading at home. Pupils' phonic skills are less well developed among the lower attaining pupils. Most pupils use the local public library but even the higher attaining pupils are not very enthusiastic when talking about books or authors. They know terms such as blurb, author, and illustrator and can use them accurately. By Year 4, most pupils are reading well. Higher attaining pupils read with enthusiasm and expression but the knowledge of information books and encyclopaedias is limited throughout the school. In Year 6, pupils have a sound understanding of how punctuation has an impact on how to read text, including uncommon punctuation intended to give expression such as italics or capitals for emphasis. However, the less able pupils are not sufficiently challenged by the reading materials provided and they are unable to discuss in any detail favourite authors or books. In one good lesson, they discussed and learnt to distinguish between literal and figurative language in texts. Volunteer helpers and other staff are used well to support a phonic scheme with older pupils and this is having a positive effect on their spelling and reading.
70. The junior pupils have good skills in writing imaginative poetry based on various poets' styles. For example, in writing descriptive poems about flowers, they demonstrate a good use of metaphor, simile, and anthropomorphism when giving the flowers human characteristics. In much of their poetry writing, they use rhyme well and in an unforced manner. Other writing is done in the shape of the subject matter, such as waves. Other poems on space, linked to their science topic, demonstrate a good use of an imaginative vocabulary. The infant pupils have a good knowledge of spelling rules and how many syllables make up words. Year 2 pupils are beginning to use dictionaries accurately. They make good progress in developing writing skills over time, learning to use capital letters and full stops accurately. Year 1 pupils are able to find and write words with given

endings such as '-nd'. Older pupils develop skills such as note taking, writing instructions, such as for making tea in Year 3, and writing in different tenses. Less able pupils often work with photocopied worksheets while pupils that are more able write more freely. However, the balance between the teachers' use of worksheets and writing is appropriate. In Year 4, writing in a science fiction style is of good quality while Year 5 pupils are able to write arguments such as the case for and against the use of mobile phones. Year 6 pupils are able to write using flashback techniques. Their writing is mature and shows a growing understanding of inference about feelings and motives after reading a poem.

71. Pupils' attitudes towards the subject vary. The majority are interested and largely enthusiastic about their work, especially in the infant class. However, some of the older pupils have less positive attitudes towards work and lower expectations of what they can achieve. This is something the school has recognised and has plans to address through work on thinking skills. Teachers also need to ensure that the work is challenging and has enough pace in all lessons. Most families make use of the public library. The poetry writing also demonstrates that pupils can take a real pride in their work.
72. The quality of teaching is at least good with some that is very good. The teachers have a good understanding of how to use the National Literacy Strategy successfully with mixed age classes. A major strength of the teaching is the marking of pupils' work in the junior class. This makes very clear to pupils what they have done well and what they need to improve in the future. Teachers have created bright learning environments in their classrooms. Literacy has a high profile in displays with examples of useful words and writing corners all helping to encourage the development of pupils' vocabulary. Good use of homework for extending the learning made at school is evident. For example, Year 6 pupils are given tasks such as changing the passive form of verbs to an active form. Pupils with special educational needs are well supported and work provided to support areas of weakness. However, the higher attaining pupils are not always sufficiently challenged by the work provided and expectations are not high enough, for example, to extend pupils' reading skills through expression.
73. The quality of the planning is good. Teachers ensure that on most occasions pupils understand what they are to learn in the lesson. Lessons are well structured and usually leave enough time for a good, effective plenary session at the end where the learning can be consolidated and extended and pupils can share their work with others. In the infant class, the very good deployment of the nursery nurse enables pupils in both reception and Year 1 to have important time with an adult to make teaching points and provide work specific for their needs. Resources are satisfactory, although the library is small, even for the size of the school. The main reading schemes in the school are old and more modern readers and more phonic resources for the younger pupils would be of benefit.
74. The subject coordination is good. The literacy governor has a high profile in the school and spends time with pupils hearing them read and discussing their targets. The school has focused recent monitoring and evaluation on literacy, as well as numeracy, and this has had an impact in most lessons through the provision of clearer learning objectives and a brisker pace to the teaching. The attainment of individual pupils is now tracked throughout the school so that their individual progress can be monitored.

MATHEMATICS

75. Since the previous inspection, attainment at both seven and eleven has improved. At the time of the last inspection standards generally were in line with expectations at age seven and below those expected nationally at age eleven. The standards achieved by pupils aged seven are now above those found nationally and similar to the standards reached in the 2001 tests which were above the average for all and similar schools. Although standards at the age of eleven are not as high as those at age seven they have improved recently and are now similar to the national average. This is significantly better than the test results in 2001 when standards were low compared to those nationally and those of similar schools. The improved standards are due to the positive impact of the National Numeracy Strategy, improved assessment procedures and better teaching. A strength of the teaching is the way groups and staff are organised to ensure that pupils in mixed age classes receive an appropriate programme of learning which is suited to their ages and abilities.
76. By the age of seven and eleven the majority of the pupils, including those with special educational needs, are now achieving well. However, pupils of above average ability are not always reaching their full potential. The teaching does not always sufficiently challenge pupils and there is a lack of high expectations that some pupils should achieve the higher levels of the National Curriculum by the age of eleven. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs are given good

support from class teachers and support staff. This support enables them to take a full part in lessons and to make good progress.

77. Throughout the school pupils show a good standard of investigative mathematics. However, much of the work is driven by work sheets and there is insufficient evidence of pupils using their investigative skills in real situations, which are linked more closely to activities in other subjects through the topic planning.
78. Year 2 pupils have a good knowledge and understanding of basic number work. They make good progress in calculations and higher attaining pupils are able to add and subtract to 100 effectively and to order numbers up to 1000. Lower attaining pupils are becoming confident in counting in fives and tens up to 50 and often beyond. Pupils are learning to record their calculations in a formal way and learning is extended as more able pupils use their knowledge of number bonds to add and subtract more complex numbers. When estimating and measuring pupils use accurate terminology and a range of standards and non-standard measures. Information and communication technology skills are used well to develop a good understanding of data handling. Pupils enjoyed recording and discovering which is the most popular fizzy drink.
79. In the junior class, work is now building more successfully on pupils' previous learning. By Year 6, pupils understand multiples, factors and place values and are becoming accurate when using the four rules of number. Pupils enjoy working with big numbers and work hard at new learning such as partitioning. Higher attaining pupils understand percentages, fractions, and decimals and can add and subtract to two decimal places. Pupils of all attainment levels use their knowledge of tables, fractions, and doubling particularly well to solve challenging problems. Throughout the school, pupils benefit from a wide range of well-planned activities and experiences, which support effectively their learning in work involving shape, space, and measures. As they progress through the school, older pupils confidently use a range of measures. Higher and average attaining pupils in Year 6 show a very good understanding of symmetry, co-ordinates and understand how to calculate perimeters, areas and volume using simple formulae accurately. Many pupils know how to apply their mathematics knowledge to solve problems in practical situations although not enough opportunities are provided to enable them to do so. By the age of eleven, most pupils interpret graphs, charts, and diagrams very well to explain findings and results. Evidence from pupils work indicates that higher attaining pupils could be challenged further to ensure that they reach the next higher level but that the present standards are better than those reflected in the most recent national tests.
80. Pupils almost always present their results in a very organised way and are encouraged always to explain clearly the strategies that they use to arrive at an answer. Across the school, teachers place considerable emphasis on ensuring pupils understand and use precise mathematical vocabulary when answering questions or discussing their work. Most pupils' attitudes towards the subject are good and in Years 1 and 2 they are often very good. However, in Years 3 and 4, pupils' attitudes are not always so positive and, especially in lessons that lack sufficient challenge, pupils become bored and a little disruptive. Teachers do not use consistent strategies to support such pupils and this has an adverse effect on the quality of the learning.
81. The quality of teaching is good overall, and very good at times. The use of the nursery nurse is particularly effective in ensuring that infant pupils of different ages are provided with support and challenge to move their learning on at a good pace. Staff use a variety of methods to teach mathematical skills, including brisk and effective whole class mental sessions and question and answer sessions to revise previous work and set pupils thinking. When teaching is very good, explanations are clear and pupils have time to practise their new learning. Resources such as puppets, white boards, number lines and games are used well to gain pupils' interest, reinforce learning and allow teachers to see which pupils need additional help and support. These strategies are not used as effectively to extend the higher attaining pupils and this can limit their learning and depress standards. The most effective lessons have a good pace and challenge pupils to complete their tasks in good time.
82. Work is well planned to take account of pupils' different ages and staff are aware of the need to extend this planning to take more account of pupils' prior levels of attainment. Tasks to identify how well pupils are learning are built into the planned work and teachers are knowledgeable about the level of attainment pupils are working at. The school has recently introduced individual targets but these are not yet used effectively to move learning on at a good pace. Most pupils are unaware of precisely what they need to do to improve their work to reach higher levels. The marking of pupils work is satisfactory and includes some general comments on where pupils have gone wrong but rarely refers to pupils' targets.
83. There has been good improvement overall since the last inspection. Co-ordination of the subject has been effective in raising standards in the school. However, limitations of time and staff changes restrict the role in the

juniors. There are insufficient opportunities for the coordinator to monitor the teaching and learning across the school to ensure that the whole school initiatives are implemented. Careful attention is now given to analysing the statutory test results to identify strengths and weakness in the curriculum in order to raise standards across the school. However, assessments and test results are still not sufficiently analysed to track individual progress and set sufficiently challenging targets for pupils to ensure that all pupils achieve their full potential. The curriculum is good and enables all pupils to have equal access to the subject. The subject is effectively resourced and allocated an appropriate amount of time. The content of the work fully meets the requirements of the National Curriculum.

SCIENCE

84. The attainment of the Year 6 pupils varies greatly from year to year due to the very small cohorts. The standards of the present Year 6 are higher than those reflected in the national test last year and are broadly in line with the national average. The pupils have a sound range of knowledge across all aspects of the curriculum. Standards have improved since the last inspection and are now much closer to those found nationally. At the end of Year 2 standards are above those found nationally. Pupils, including those with special educational needs, make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6.
85. The results of the tests in 2001 showed that although all pupils in Year 6 reached the expected level too few reached the higher level compared to the national picture. This is still evident in the work of the present Year 6 where standards are broadly average but with few, if any, pupils reaching the higher level. One of the reasons for this is that the work provided for them does not extend the skills of the higher attaining pupils sufficiently. For example, in one lesson the time spent planning the activity outweighed the time available for conducting the experiment and for discussing the findings afterwards to draw out conclusions and extend pupils' understanding of concepts. In Years 1 and 2, a similar problem was evident in last year's teacher assessments where all pupils reached the expected level but none reached the higher level. It is also evident that the physical process part of the infant curriculum, to do with such topics as forces, was poorly understood.
86. In Years 1 and 2, pupils have a good understanding about materials. Interactive displays allow them to feel and sort a variety of materials such as plastic, metal, felt and paper. Previous work has included work on magnets and this has included some opportunities for pupils to make predictions of possible outcomes, which they do accurately, but the work is limited by the worksheet provided with no opportunity to take the learning further. This limits the progress of the higher attaining pupils. Other work includes good friction tests using small plastic bears and evidence of good homework through a study of the materials recycled at home. Food technology is used to show how the baking of a cake is an irreversible change, but again answers to questions about this focus on the 'mixing together' of the ingredients rather than the more scientific use of 'heat' or 'cooking'. Pupils are familiar with a range of vocabulary about light sources, such as transparent.
87. In one very good lesson observed, the teacher cleverly set a problem about how to bring her soup to school for lunch to introduce the idea of freezing and thawing as a way of creating reversible changes to materials. Very good questioning skills lead to pupils offering ways to defrost the soup at school, including the use of the microwave in the school kitchen. Resources consisting of a range of ice cubes were introduced and pupils discussed the best places to put them to see them thaw. A fair test was devised and they then put the cubes in a range of locations about which they had made appropriate predictions. A particular strength in this lesson was the way the teacher produced a giant ice cube for a higher attaining pupil to illustrate one way in which the test would be unfair. By the end of the lesson the Year 2 pupils had gained a very good understanding of why the ice cubes in certain places melt more quickly than those in others.
88. In Years 3 to 6 have studied materials, solids and liquids. They can describe a range of materials found in the school and distinguish between translucent and transparent. Health education work shows that pupils have a sound understanding of healthy foods and the need to keep fit. In one lesson, they demonstrated a sound understanding of the need for a fair test through counting the number of stirs when dissolving a substance in water. Displays show that in earlier lessons, pupils have separated materials from water using filtering and sieving. Year 3 and 4 pupils use the lesson to learn if it is possible to separate sugar and older pupils investigate evaporation through salt and water. Pupils' understanding is at a very basic level but some gains in knowledge are made through the practical activities.
89. The attitudes of the pupils in Years 1 and 2 are good. They are interested and enthusiastic, following the teachers' instructions well. In Years 3 to 6, pupils are equally enthusiastic about the practical work but their

interest flags during lengthy planning sessions. However, good questioning skills consolidate pupils' understanding as happened in a demonstration on dissolving different substances.

90. The overall quality of teaching is good. Particularly good use is made of regular tests to track pupils' progress and to assess their understanding of the work completed. Although this information is used to identify future learning needs there is insufficient evidence of the information being used in the planning of work that develops particular skills for pupils of different levels of attainment. However, appropriately matched work is provided for pupils of different age groups. Resources are well used by teachers to stimulate discussion and provide good opportunities to experiment. Very good use is made of adult support, whether from the nursery nurse in the infants or from a parent volunteer in the junior class. A very good visit to a local observatory was used as part of a topic on space for the older pupils. This proved very popular and clearly created much more interest in the work than might otherwise have been the case.
91. The subject leadership is sound. The work is planned from a national scheme of work and this provides appropriate coverage of the curriculum. The analysis of test results and weaknesses arising is at an early stage but is now in place. The coordinator is new to the school but has already audited resources and improved them where necessary. Future aims include the better use of computers for the monitoring of external events, such as changes to sound and light. Opportunities to monitor the teaching and learning in the subject have been limited so far but the coordinator recognises the need to spend more time looking at pupils' work and building up evidence of the progress made in learning. The use of outside expertise is good. Future events include the use of facilities at the University of Hull for work on scientific aspects of a coastal study and using the Internet.

ART AND DESIGN

92. Pupils aged seven and eleven achieve standards that are broadly in line with those expected for their ages. This indicates that standards have been largely maintained since the last inspection. It was only possible to observe teaching in the infant class and judgements have been made on the basis of sketchbooks from Years 3 to 6 and displays of work, as well as talking to pupils. Pupils in both classes, including those with special educational needs, make satisfactory progress.
93. Pupils in Years 1 and 2 demonstrate good skills in making thumb pots out of clay. They make dice from card and show their learning in mathematics by using the term 'cuboid' without any prompting. Year 2 pupils produce interesting pictures of birds, buildings, trees and plants, carefully and precisely using a range of materials. One very good picture consisted of a tree with a flap under which the pupil painted an owl. Earlier work on display includes good versions of Joseph's coat of many colours, providing an effective link to religious education. Pupils have also had the opportunity to create some effective tie-dye patterns, and they are able to explain how this was done. Links with the topic on the Chinese New Year enabled pupils to produce good pictures of the animals that symbolise the years.
94. The use of sketchbooks in Years 3 to 6 is underdeveloped and they contain few examples of work showing how a drawing has developed, or of exercises using different media. Some work inspired by Picasso shows a good use of shape and line in pencil and crayon drawings. These developed well from the idea that Picasso's portraits show emotions such as terror and sadness. Insufficient opportunities are provided for three-dimensional work. Clay teddy bears, painted and varnished, show that pupils demonstrate good skills when given the opportunity but there is not enough creative and imaginative work evident. Good collages, using a range of materials, illustrate a Native American myth. Other work involving textiles shows that older pupils create some good abstract patterns after studying a small sample of the pattern on printed materials. There are a few good examples of the use of the computer to produce pictures in the style of Seurat.
95. The quality of teaching in the Year 1 and 2 lesson observed was good. The resources used were appropriate and very well prepared. The lesson was very well planned and organised and the pupils working with clay were very well supported to help them develop good skills. Pupils show very good attitudes towards their work and they are well behaved and attentive, following the teacher's instructions carefully. They demonstrate pride in their work and put considerable effort into the challenging tasks they are set. Good quality support from the nursery nurse helps extend the younger pupils learning, especially with the skills of cutting and gluing. The pupils tidy up well and demonstrate an eagerness to take responsibility in this way.
96. The coordination of the subject is underdeveloped. The school is aware of this and has plans to improve the monitoring of teaching and learning. There is no clear record of the development of pupils' skills in the subject. The classrooms, although bright and attractive, contain little in the way of pupils' own work and work in art and

design does not have a very high profile throughout the school, although this is partly the result of a lack of suitable storage space for partially completed work. A recently established art club has been introduced in response to interest shown by pupils and this should provide an opportunity for those with particular talent or interest in the subject to extend their skills further.

DESIGN AND TECHNOLOGY

97. Standards reached by pupils aged eleven are broadly in line with those expected and this has been maintained since the last inspection. It was only possible to observe one lesson in the junior class but the scrutiny of pupils' work, teachers' planning and discussions with teachers and pupils shows that standards attained by the age of seven are also broadly in line with those expected for that age. Pupils, including those with special educational needs, make satisfactory progress.
98. Pupils in Years 1 and 2 have designed and made a moving picture, mostly of a dog or a person. The higher attaining Year 2 pupils have completed models that reflect their designs very effectively. All children made limbs for their models using either sliding card or paper fasteners to enable them to move. Food technology features highly in the Year 1 and 2 planning and pupils have opportunities to make bread. They can sequence the activities necessary in pictures and show a growing awareness of the need for cleanliness when working with food. This work is well linked to literacy through the writing of instructions for making tea. During another topic, pupils designed playground apparatus, which they then made using construction kit materials. As part of their topic on China, pupils made Chinese style hats, which they decorated appropriately using a range of materials, as well as making Chinese lanterns.
99. In Years 3 and 4, pupils have studied and drawn a range of wallets and purses, after which they designed their own. They are now in the process of making their own using felt. They have had to consider how to make the design safe so that the money does not fall out and they are using a range of fittings such as Velcro and press-studs as closures. They are learning to sew using different stitches and they are well supported in lessons by a parent volunteer. This work also gives pupils an opportunity to design a decoration for their wallet.
100. In Years 5 and 6, pupils have explored how slippers are made and have a sound knowledge of the correct names for different parts of footwear. They have designed their own slippers and are now in the process of making them. They are able to use a pattern made of paper pinned to felt to cut round and ensure that the materials is the correct size. They can join the uppers to the soles using running or over stitching and can pad the soles with foam to provide a soft but firmer base for their slipper. The designs for the slippers are not very technical and at a very basic sketch level, but the making skills being demonstrated are good. Pupils alter their designs during the making as necessary. For example, one boy had to change the paper patterns as the size was incorrect when tested, and another, in Year 4, had to alter how he attached the Velcro to the felt as the first method proved to be too weak.
101. The quality of the teaching in the Year 3 to 6 lesson was very good. Resources were appropriate and the activity had the interest and involvement of all pupils. The teacher and other adults provided very effective support for individuals with specific skills and this enabled them to improve their skills and have a greater understanding of how to carry out the task. The pupils were very deeply involved in the activity, enthusiastic about the intended product and they demonstrated a real pride in their work, which they were happy to show and talk about. There is some evidence of the good use of information and communication technology in the subject. For example, pupils had used the copy and paste function in art software to create some repeating patterns as a design for wrapping paper.
102. The coordination of the subject is not very well developed, and this is an area the school plans to address. There is no system for recording the development of individual pupils' specific skills, or the recognition and recording of examples of particularly high quality work in the subject. This makes it difficult to plan teaching appropriately matched to the prior attainment of all pupils in the mixed age classes, although the different tasks in Years 3 to 6 go some way towards achieving this.

GEOGRAPHY

103. Due to timetabling arrangements, only one lesson was seen in the infant class and none in the junior class. Judgements are based on a scrutiny of pupils' work, teachers' planning, and discussions with teachers and pupils.
104. Standards in geography have been maintained well since the previous inspection and by the end of Years 2 and 4 they are in line with those expected nationally. Pupils, including those pupils with special educational needs, make good progress. The schemes in place provide an effective framework to make certain that pupils' learning is effectively built on. A strength of the teaching is the way teachers use these schemes to plan pupils learning to ensure that the different ages within classes are set work which is appropriate to their interest and attainment and deepens their understanding of geographical ideas. There are few opportunities for staff to monitor the teaching and learning of the subject in order to raise standards further.
105. In the infant class, the use of role-play very effectively creates an exciting learning activity in which children make very good gains in their knowledge and understanding of a faraway place. In one outstanding lesson, pupils were learning about the location, food, costume and language of China. High quality and imaginative resources, excellent questions and well planned opportunities for pupils to engage in role play ensured pupils learned a great deal about a different country. Higher attaining pupils were able to compare their own life styles with those of Chinese children, noting differences in the language and food.
106. By the age of eleven, the pupils acquire a sound geographical knowledge about their own locality and that of distant ones. They can name some other countries, identify mountain ranges and capital cities. Pupils develop their geographical skills and vocabulary further as they trace the path of the Settringham Beck, identifying the effects of water on the landscape, industry, leisure and people's lives. Geographical skills and knowledge are developed further as Year 6 pupils research the effects of pollution on the river's wild life. Ideas of sustainable development and their responsibility to the environment are further developed as pupils consider the impact of climate, transport, housing and leisure on communities and their well-being.
107. Resources have improved since the last inspection. Pupils are consolidating and extending their study skills through well-planned field trips and the use of maps, atlases, CD ROM and a limited use of the Internet. There is little useful or effective recording and assessing of the development of pupils' geographical skills.

HISTORY

108. No lessons were observed during the inspection but from the scrutiny of pupils' work in books and in displays, and discussion with older pupils, it is possible to judge that standards have improved since the last inspection and are now in line with those expected. To raise standards still further teachers need to ensure that the pupils' knowledge and understanding has sufficient depth, as well as covering a broad enough curriculum.
109. Pupils in Years 1 and 2 understand that household items have changed over the years and what some of those changes are. They have discussed children's toys and how they have changed since their parents' and grandparents' time as part of their learning about changes. They are able to point out the distinguishing features of new and old teddy bears. Pupils have learned about the life of a range of historic characters such as, for example, Florence Nightingale. They know facts about her life, and can compare the appearance and role of hospitals and nurses in Victorian times and today.
110. Pupils in Years 3 to 6 have studied Ancient Greece. The higher attaining pupils are able to write imaginatively about life in Athens at the time and the sights and sounds to be found in a market place. They can compare the armies of Greece with those of Sparta, demonstrating a sound knowledge and understanding of the life and dress of the soldiers. Older pupils have studied Greek ships, how big they were, the materials out of which they were built, and how they were able to travel so widely. They have some understanding of the role of city states. However, in too many cases there is not enough detail for the learning to be meaningful. For example, writing shows that discussion of the fact that we use words derived from the Greek has occurred. However, there is no record of such words being collected and listed. Most pupils know the names and roles of a range of Greek gods. The present history topic is based on Henry VIII. Discussion with pupils shows that they have a good knowledge of his wives, their chronology, and how they died. They are studying the building and fate of the Mary Rose. In a Victorian topic, pupils had the opportunity to study local census returns to track the occupations and ages of people who lived in the village at that time.

111. It is not possible to assess the quality of the teaching, but the planning of the subject has improved since the last inspection. The school now has an appropriate scheme of work that ensures reasonable coverage of the curriculum. However, not enough effort is put into planning work appropriate for the different attainment levels of pupils. For example, although higher attaining pupils write about Greek soldiers while the less able labelled pictures to name the parts of their armour and weapons, some of the work is at a very superficial level. The work displays some good quality marking that clearly explains to pupils what they have done well and how to improve it further. However, some misconceptions are not corrected, such as that the Mary Rose was the first English boat to be built. Good use is made of visits, and the teachers have linked historical learning to religious education well through a visit to York Minster where pupils learned about the building's history and purpose. Although they have a sound basic understanding of life in other times, much of the learning is shallow and pupils do not have enough opportunities to learn more deeply through, for example, taking on and researching individual aspects of a topic which interest them.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. During the inspection it was only possible to observe one session with direct teaching of computer skills to a class. Judgements are made on a scrutiny of teachers' planning, pupils' work and discussions with pupils and teachers, as well as the use of computers in other subjects. Standards reached by pupils aged seven and eleven have improved since the last inspection and now meet national expectations. The great majority of pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment.
113. Standards have risen due to the systematic teaching and learning of skills and improvements to the level of resources now available. Information and communication technology is taught with a cross-curricular approach and through well planned lessons which are timetabled each week to ensure pupils learn the necessary skills needed to make the best use of the subject. There are a good number of computers in each classroom and the school is linked to the Internet. Funding has already been allocated to improving the hardware and to creating faster and more powerful links to the Internet. This will provide more opportunities for pupils to extend their skills and will improve standards further.
114. By the age of seven pupils are able to generate text and pictures and to save, print, and retrieve information. As pupils move through the school, their competencies and confidence increase and they show a developing awareness of audience as they structure, refine and present their work in ways which are suitable for specific purposes.
115. By the age of eleven, pupils can correct spelling, adjust the style and size of print and use cut, copy and paste functions competently. They confidently combine text and graphics in different layouts to produce information and add interest to their work. Pupils used their skills well to create an interesting cover for a project in design and technology. Skills in handling information are sound. Pupils learn to use databases and spreadsheets accurately to record, add and retrieve information. Pupils make sound progress in extending their knowledge and understanding of control technology. For example, Year 6 pupils can enter a set of instructions to program a lighthouse. They confidently use input devices and switches to control the process.
116. Teaching in the specific information and communication technology lesson observed was good. Work was well planned with clear learning objectives. Pupils responded with enthusiasm and worked well together, sharing ideas and waiting patiently for their turn to learn new skills. Lessons are well organised to ensure that pupils receive a good level of individual support to enable them to gain new skills and concepts. Teachers achieve a good balance between whole class explanations and appropriate opportunities for pupils to work on their own tasks. The assessment and recording of pupils' gains in skills and understanding is under-developed.

MUSIC

117. Due to the schools timetabling arrangements, it was not possible to observe any teaching in Years 3 to 6. Only lesson was observed in the infants. As a result it is not possible to make secure judgements on attainment or teaching.
118. Music makes a very positive contribution to pupils' spiritual, cultural and personal development and adds to the quality of assemblies. The use of a commercial scheme ensures that pupils develop an understanding of musical skills and knowledge. The playing of an appropriate piece of music sets a reverent atmosphere for reflection and worship as pupils arrive for assemblies. However, there are missed opportunities to develop pupils'

appreciation of music and composers as staff rarely discuss the music that has been played. All pupils have opportunities to develop their singing skills through the singing of songs and hymns. Pupils sing tunefully but there are few reminders of expression, phrasing or articulation to help pupils improve the quality of their singing.

119. Younger pupils in Years 1 and 2 show a sound understanding of musical ideas as they use their voices and unpitched percussion instruments to accompany familiar songs. They have a good sense of rhythm and can clap a steady beat. Older pupils in Year 2 can identify and play long and short beats and use musical terminology accurately.
120. A scrutiny of teachers planning indicates an appropriate balance of performing, composing and appraising. Music makes an important contribution to the aims of the school. Specialist skills are brought into the school to enhance pupils' learning. A number of pupils benefit from the specialist teaching of the recorder and keyboard. The end-of-year concerts and Christmas celebrations provide appropriate opportunities for pupils to perform their musical skills for parents, governors and other members of the community.

PHYSICAL EDUCATION

121. Throughout the school, pupils attain standards that are broadly in line with those expected and this is an improvement since the last inspection. The school works hard to expand the facilities available to pupils through very good use of outside expertise, both in lessons and for after-school clubs. Pupils make good progress throughout the school and most pupils, including those with special educational needs, achieve well.
122. The accommodation shortcomings found at the last inspection have been largely addressed and the safety aspects of the village hall that were criticised have been improved. The windows now have a safety film on them, the lights have been altered and the floor mended. Although still small for many of the activities undertaken, the hall provides staff with an important and effective opportunity to teach aspects of the curriculum that they would otherwise be unable to do. The field also provides good opportunities for sport although the school is short of hard playing surface for games such as netball.
123. During the inspection, lessons were observed in dance and gymnastics. The overall quality of the teaching was good, with some very good deployment of a physical training instructor in the Years 3 to 6 gymnastic lesson. His personal expertise and knowledge is very good and provided a good level of encouragement for pupils and one demonstration resulted in some genuine excitement and wonder, with cries of "wow" at a sequence extending many of the moves they were rehearsing. Pupils then attempted some fairly complex moves using a range of rolls, balances, head- and handstands, eventually putting together a sequence of seven moves. Although the overall level of skill was broadly that expected for their ages, it was clear that good progress had been made in developing the skills since the start of the lessons six weeks earlier. Although all pupils worked with interest and some enthusiasm as a class, when the time came for some demonstrations several pupils, especially boys, did not want to take part. This lack of self-esteem and self-confidence evident in some pupils' attitudes needs to be addressed by the school. Those who did take part performed well and they showed a real pride in their efforts.
124. Younger pupils took part in a dance lesson very enthusiastically. They moved very confidently and in time to the music provided. After beginning the dance as statues slowly coming to life on the spot, they then began to move around and finally in pairs they performed movements by mirroring each other. The teacher made very good use of opportunities for older pupils to work with younger ones. In addition, a nursery nurse supported a pupil with physical difficulties extremely effectively and this enabled her to have full access to the work being done by the others.
125. Not enough opportunities in either lesson were provided for pupils to evaluate their own and others' work. There was no evidence of pupils having much awareness of the need to warm up their bodies before exercise or the effects this might have, although the gymnastic instructor led a good warm up routine, with which pupils were clearly familiar. Teachers set a good example by changing appropriately although a number of the older pupils did not have appropriate clothing for the activities they were undertaking, wearing outdoor trainers and baggy tracksuits and sweatshirts.
126. The scheme of work is appropriate and includes all necessary aspects of the National Curriculum, including swimming. The school has a football club, run with the help of a volunteer from the village. The good residential visits enable pupils to experience other activities such as orienteering. Resources are satisfactory.

RELIGIOUS EDUCATION

127. Due to the school's timetable, it was not possible to observe any lessons in religious education. Judgements are based on a scrutiny of pupils' work and discussions with staff and pupils.
128. Since the last inspection, the school has improved the quality of the provision for the subject. By the ages of seven and eleven, pupils' attainment is now above the expectations of the locally agreed syllabus and most pupils, including those with special educational needs, make good progress in relation to their prior attainment. The teachers make good links with skills learned in literacy lessons and this enables the pupils to explore religious ideas in their writing, using sensitive phrases and vocabulary. The higher attaining pupils also make good progress in exploring similarities and differences in some of the major religions.
129. Teachers plan carefully to ensure that pupils' knowledge and understanding of their own religion, and that of other faiths, is deepened as they move through the school. Pupils in Years 1 and 2 develop a good understanding of the beliefs and traditions of Christianity and Judaism. They learn about the importance of celebrations to religions and families. Year 1 pupils see Easter as a 'new beginning' and pupils in Year 2 write sensitively about 'Jesus as a special gift from God'. In Year 2, pupils explore special books and develop a deeper understanding of the significance of the Bible to Christians and the Torah to Jews. They have a good knowledge of Old and New Testament stories. They learn about Noah, Moses, Joseph, parables such as the Good Samaritan and the events of Christmas and Easter. As older pupils retell these stories they show an understanding of some of the religious meanings behind them, such as the promises God made to his people after the flood, and the significance of the Ten Commandments in developing rules for people to live by.
130. By the age of eleven pupils' understanding of other religions and faiths has developed well. Hinduism, Buddhism and Christianity in other lands are studied. Pupils learn about the customs, symbols, festivals, holy books and buildings of major religions. This helps pupils to develop a tolerance and deeper understanding of the many ways people express their religion and communicate with their God. Visits to York Minster bring the ritual and symbolism of Christianity alive for pupils. Pupils dress up in the church vestments and discuss the possibility of a woman becoming Archbishop of Canterbury. The study of important festivals such as Ramadan, Eid, Diwali, Hanukah and Christmas all play an important part in helping pupils to develop their understanding of the different traditions and religions. Pupils explore the significance of pilgrimages through the ages and make comparisons and contrasts between different faiths and traditions. A deeper understanding of prayer and the significance of Holy Communion are taught adding to pupils' understanding of the rituals and symbolism of their own religion.
131. Pupils are encouraged to consider the effect that religion can have on people's lives as they study the Ten Commandments and the eight rules of Buddhism. They discuss the characteristics of famous people, such as Martin Luther King, and how belonging to a faith affected the way he behaved and influenced events on the world stage. Pupils show interest and enthusiasm for their work in religious education and the discussions and reflections on religious issues makes a very important contribution to pupils' spiritual, moral, social and cultural development. The subject leader effectively coordinates the subject and resources are satisfactory.