

INSPECTION REPORT

Saxton CE Primary School

Saxton, Tadcaster

LEA area : North Yorkshire

Unique Reference Number : 121585

Headteacher : Mrs C.J.Taylor

Reporting inspector : Dr J.N.Thorp
6327

Dates of inspection : 18 – 20 October 1999

Under OFSTED contract number: 707648

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
Type of control :	Voluntary controlled
Age range of pupils :	4 – 11 years
Gender of pupils :	Mixed
School address :	Dam Lane Saxton Tadcaster North Yorkshire LS24 9QF
Telephone number :	01937 557396
Appropriate authority :	Governing Body
Name of chair of governors :	Mr A.Greenwood
Date of previous inspection :	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
J.N.Thorp, Rgl	Children under five; English; Information technology; History; Art; Music; Special educational needs; Equal opportunities	Attainment and progress; Teaching; Curriculum and assessment
R.Mothersdale, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community
R.W.Hardaker	Mathematics; Science; Religious education; Design and technology; Geography; Physical education	Pupils' spiritual, moral, social and cultural development; Leadership and management; Staffing, accommodation and learning resources; Efficiency

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The provision made for children under five is good
- Standards of reading are good throughout the school
- Standards of attainment in science are above average at Key Stage 2
- In a significant number of lessons teaching is good; teaching in the literacy hour is consistently good throughout the school
- Teachers are highly committed to the school and they work hard for their pupils
- There are good relationships in the school; teachers are very good role models for their pupils
- Pupils' attitudes to learning and their response in the classroom are positive
- Pupils' behaviour is consistently good – they are polite, courteous and friendly
- Leadership of the school is good – the headteacher provides a clear vision for future development and has already made significant improvements
- The school provides a very positive and caring environment for learning
- The school has good links with the community
- Governors are supportive and increasingly involved in aspects of management and school development
- Pupils benefit from the good range of extra-curricular activities, including the very valuable homework club

WHERE THE SCHOOL HAS WEAKNESSES

- I. Older pupils' handwriting is not as good as it could be; their work is frequently carelessly presented
- II. Teachers' written comments in pupils' books are not always sufficiently helpful in enabling them to improve their work
- III. There are too few opportunities for individual curriculum co-ordinators to contribute to the monitoring of teaching and learning in classrooms
- IV. There is insufficient emphasis on developing pupils' understanding of our contemporary multicultural society
- V. Some curriculum development work has not yet been completed; some existing subject policies are now very dated and ineffective in supporting teaching and learning
- VI. There has been no formal risk assessment of the school premises

Saxton CE Primary School is a good school that is serving its pupils well; its very real strengths far outweigh any weaknesses identified. However, these will form the basis of the governors' action plan for development to be sent to all parents or guardians of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made good progress in addressing the key issues for action and some of the other issues identified in the previous inspection report. There is a very effective team of teachers now at the school and the overall quality of teaching in lessons has improved. There are systems now in place for the assessment of pupils' attainment and the monitoring of their progress. Although teachers are now able to set targets for individual pupils, the use of the assessment information gained to inform teachers' planning is not yet fully effective. Teachers' marking is also still not as effective as it might be in enabling pupils to improve their work. Most of the curriculum development work needed has been completed, although some existing policies are now very dated and in need of review. Governors are slowly becoming more involved in monitoring the curriculum development work. The school is now well managed, the new headteacher provides good leadership and the school's development plan is very effective as a tool for the management of further improvement. Although curriculum responsibilities have been appropriately distributed, there is still some way to go before individual co-ordinators are fully effective in contributing to curriculum management. The school has increased in size since the previous inspection and the management of this growth has been good. Governors have been active in securing the new classroom which has been added to the school and which is used most effectively, along with the increased staffing, to ensure that pupils are now taught in three classes for their work in literacy and numeracy. The school's capacity to improve even further is very good.

STANDARDS IN SUBJECTS

A table comparing the attainment of pupils in this school with those in other schools usually appears in the summary of the inspection report. Since the school is so small, with very small numbers of pupils taking national tests each year, such comparisons are unreliable. Consequently the comparative table has been omitted.

Inspection evidence shows that pupils make good progress with their reading throughout the school and that their attainment is above average at the end of both key stages. Pupils' attainment in science is also above average by the time they leave the school. In all other subjects in which a judgement could be made, the majority of pupils are attaining a standard in line with that expected of pupils of their age.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Satisfactory

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

The overall quality of teaching in the school is good. All the teaching seen was satisfactory or better; in more than half the lessons seen teaching was good or very good. The teaching of children under five is good. Most effective use is made of a classroom assistant to support the teacher of these youngest pupils. All teachers are knowledgeable, skilful and work hard to promote pupils' learning and good behaviour at every stage through the school. The quality of their teaching has a positive impact on the progress that pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour around the school is consistently good. Pupils are courteous, friendly and sociable. Relationships in the school are good and children play well together.
Attendance	Attendance is good; there are no unauthorised absences from school. Procedures now fully comply with statutory requirements.
Ethos*	Most pupils have positive attitudes to learning and show an interest in their work. Relationships are good throughout the school. Teachers are positive, understanding, caring and approachable. There is a firm commitment to raising standards of attainment.
Leadership and management	Leadership of the school is good. The headteacher provides clear direction and purpose. There is a strong sense of teamwork among the staff; governors play an increasing part in management and development. Parents value the improvements already made.
Curriculum	The curriculum provided for children under five is good, ensuring they have opportunities to learn through practical activity and play. The curriculum in Key Stages 1 and 2 is broad and balanced. The school's response to the National Literacy and Numeracy Strategies is good. There is a good range of extra-curricular activities, in particular the Homework Club for older pupils. Systems for assessing pupils' attainment now provide good information to guide future planning, although as yet this is not used as effectively as it might be. Monitoring progress in the early years is good.
Pupils with special educational needs	There is satisfactory provision for pupils with special educational needs – the good teaching they receive contributes to the good progress they make. They benefit from the increasing amount of time the special needs co-ordinator has to monitor work across the school.
Spiritual, moral, social & cultural development	Provision for spiritual and moral development is good; provision for social development is very good. Provision for cultural development is satisfactory overall. Pupils have good opportunities to learn about their own culture, but there is insufficient emphasis on the multicultural nature of our contemporary society.
Staffing, resources and accommodation	There is a good balance of experience among teachers and good use of support staff. The school makes very good use of available space, including the valuable new classroom. Space for indoor PE is limited in the school, but good use is made of the village hall.
Value for money	The school's finances are efficiently managed and the school provides satisfactory value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>vii. The headteacher is very approachable and gives much time to new parents</p> <p>viii. There has been a definite improvement since the new headteacher took over – it is a good schools which is getting better</p> <p>ix. Pupils are stretched – teachers do not hold children back</p> <p>x. They show concern for less fortunate children - it is a very warm and friendly school</p> <p>xi. The school picks up on children’s problems at an early stage</p> <p>xii. Pupils are now better motivated and behaviour in the school is good. Lunchtime is now better organised</p> <p>xiii. It is a happy school - the children care for each other</p> <p>xiv. There is a range of after school activities and a valuable homework club for juniors</p>	<p>xv. Not all news and information gets passed on by letters. However, under the new headteacher things are improving</p> <p>xvi. Reports do not give a lot of detail. Many comments say what the pupils are doing not how they are doing.</p>

Inspectors fully agreed with the parents positive views of the school. While reports vary, they are improving and providing more accurate information about how well pupils are doing.

KEY ISSUES FOR ACTION

Considerable work has already been undertaken to develop the school and good progress and improvement has been made. The headteacher, staff and governors should continue to build on their achievements so far. To improve further the standard of pupils' attainment and the quality of education provided by the school, they should:

XVII. Take steps to improve the standard of pupils' handwriting and the presentation of their work at Key Stage 2 by:

- (a) raising teachers' expectations of their pupils' writing and the presentation of their work
- (b) devising and implementing a clear and consistent policy on the development of pupils' skills of handwriting
- (c) teaching pupils how to improve the presentation of their work.
- (d) adopting a consistent style and improving the quality of teachers' handwriting as an example to pupils in their books
- (e) introducing systematic assessment of pupils' writing, increasing the frequency with which pupils' progress is monitored

Paragraphs: 20; 92; 94 – 95; 136

(●) Develop the role of the individual co-ordinators in curriculum management, by:

- (a) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible
- (b) extending their opportunities to scrutinise pupils' work across the school
- (c) providing opportunities for them to lead and manage review and development in their subjects
- (d) extending their responsibilities for co-ordinating assessment in their subjects
- (e) ensuring they monitor continuity and progression in pupils' learning, by monitoring teachers' planning for example

Paragraphs: 59 – 60; 74; 123

(●) Improve the effectiveness of teachers' marking, by:

- (a) extending the written comments teachers make in pupils' books to enable them to provide a clear indication of how they might improve their work

Paragraphs: 30; 42

(●) Undertake a formal risk assessment of the school premises

Paragraphs: 53

In addition to the key issues above, the following should be considered for inclusion in the action plan:

- (●) Extend pupils' understanding of our contemporary multicultural society

.
. Paragraphs: 47

INTRODUCTION

Characteristics of the school

1 Saxton CE Primary School is located in the village of Saxton, about 6 miles south of Tadcaster. The area is fairly affluent. While local agriculture provides employment for some of the parents of pupils in the school, others travel to work in nearby urban centres. The school serves the villages of Saxton, Scarthingwell and Lead, although some pupils travel to the school from further afield.

2 The school is much smaller than average in size, having 57 pupils on roll at present. This represents a significant increase in size since the previous inspection. As numbers of pupils on roll has risen and the need for space increased, a new classroom has been added to the school. Along with the increased staffing, this enables the school to organise three classes each morning. Additional library space has also been created and this now contributes to the attractive entrance to the school.

3 Children are admitted to the school once a year in the September of the school year in which they become five years old. At the time of the inspection there were nine children under five years of age in the school.

4 The headteacher reports a range in children's attainment as they enter the school. Baseline assessment indicates that attainment among the majority of children entering the school is at or above the average expected. Most children start school having had some pre-school experience in a local private nursery or playgroup, with both of which the school has very good relations. There are currently no pupils in the school with a statement of special educational need; in all around 14% of pupils are identified on the school's special needs register, which is below the national average.

5 The school is located on a very compact site next to the village church. There is small hard-surfaced play area adjacent to the building. Appropriate play equipment has been provided for pupils to use during break times. A separate outdoor area has recently been added for the youngest children.

6 The school's aims are comprehensive and clearly stated in its prospectus. Among them they include the provision of a happy, safe and stimulating environment; a balanced and broad curriculum delivered by high quality teaching; encouragement and rewards for success. The school aims to value achievement, co-operation, good behaviour, encourage improvement and care for the environment.

7 On taking up her appointment at the beginning of the previous school year, the headteacher identified a number of priorities for development. These are prioritised in the school's current development plan and include:

- (•) improving the provision for children under five with the completion of the outside area;
- (•) involving parents in pupils' learning in mathematics at home;
- (•) developing school management structures to support school development;
- (•) improving delivery of the information and communications technology curriculum;
- (•) implementing the National Numeracy Strategy;
- (•) developing the library area.

8 The school has already begun to address some of these identified priorities.

Key Indicators

Since the school is so small, with such small number of pupils taking statutory tests each year enabling individual pupils to be identified, assessment results are not published.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	2
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

9 Indicators of pupils' attainment gained from examining the school's test results and comparing them with the national test results are unreliable given the very small numbers in each age group in the school. Over the past few years the size of the age groups has varied enormously at each key stage, ranging from one to nine pupils. The results of one or two pupils may therefore alter the school's average results considerably; comparisons made with schools nationally and with similar schools are unreliable and consequently none have been included in this report.

10 By the end of Key Stage 1, pupils' attainment is average in English, mathematics science and information technology; pupils attain above average standards in their reading. By the end of Key Stage 2, pupils' attainment is average in English, mathematics and information technology but above average in science. Again their reading is above average by the end of Key Stage 2.

11 More specifically in English, pupils make satisfactory progress in developing their speaking and listening skills through Key Stage 1 and their attainment is broadly average. Pupils express themselves appropriately, they listen well and answer questions willingly and confidently. Pupils make good progress in reading and their attainment is above average at this key stage. Pupils benefit from the systematic phonic work that is undertaken. Progress in writing is satisfactory; pupils attain average standards in their writing and in their spelling and punctuation. Pupils continue to make satisfactory progress through Key Stage 2 and standards in speaking and listening and writing are all broadly average. Most pupils answer questions clearly and the more able offer sustained accounts of what they are doing. Progress in reading is good however and the standard of pupils' attainment is again above average. Most pupils read text at their own level with good understanding and expression.

12 Pupils make satisfactory progress in mathematics through Key Stage 1, by the end of which standards of attainment are average. Most pupils can mentally add and subtract numbers to 20. Numeracy is developing well and the National Numeracy Strategy is having a positive influence. Pupils have a good knowledge of numbers to 100 and understand place value. They handle money with confidence. Pupils continue to make satisfactory progress through Key Stage 2 and again standards are average. Pupils are competent in the four operations of number, their ability to calculate mentally is usually accurate but somewhat slow. They are developing a range of strategies for calculation, and some can explain what they do, but generally they have too few such strategies on which to draw in their work.

13 Pupils make satisfactory progress in science through Key Stage 1, by the end of which standards of attainment are average. Pupils can recognise and name their five senses and describe their purposes. They can use them to investigate a variety of substances and materials. In Key Stage 2 however, pupils make good progress in extending their knowledge and understanding and their attainment in science is above average by the end of the key stage. Pupils have a wide knowledge of animals and living things, they understand that they can be classified by different characteristics. They have had good experiences of investigative work, they often conduct experiments for themselves on the lines of a fair test and show a clear understanding of what they are doing.

14 Pupils make satisfactory progress in information technology through Key Stage 1, where standards of attainment are average. Pupils can produce text, vary the size of font and print in different colours. They can also import clip art illustrations into their work. Although progress is

satisfactory through Key Stage 2 and the overall standard of attainment is average, some pupils make good progress and show higher levels of attainment. Progress is slowed by the too few opportunities pupils have to use the computers across the curriculum.

15 Pupils make satisfactory progress in developing their knowledge and understanding of Christianity in religious education. Pupils know and can recount stories from the bible. By the end of the key stage their attainment is in line with that expected in the locally agreed syllabus. Pupils extend their knowledge and understanding particularly well at Key Stage 2 where overall their progress is good. At this key stage pupils have a good understanding of Jesus' ministry and are able to make complex inferences from biblical texts and express their own interpretations maturely.

16 The extension of pupils' skills in literacy forms an important part of many lessons. Teachers maximise the opportunities to use and develop appropriate language and vocabulary in most lessons. In geography, history and religious education there are good opportunities for discussion and debate and good use of descriptive writing. Numeracy is also developed satisfactorily in other subjects such as science.

17 Children enter the reception class with attainment levels that are generally in line with what is expected of children their age. They quickly settle into school and make good progress towards achieving the outcomes of learning in the six identified areas by the time they are five years old.

18 Through Key Stage 1 pupils make good progress in history, with good opportunities to extend their knowledge and skills contributing positively to the standards they achieve. Similarly in aspects of art at Key Stage 2 pupils make good progress in extending their skills of drawing. In all other subjects in which a judgement could be made, pupils make satisfactory progress through both Key Stage 1 and Key Stage 2. There was insufficient evidence available to support a judgement about the progress pupils make in design and technology.

19 Where targets are specific, pupils with special educational needs make satisfactory progress in meeting them. Often these targets relate to literacy or numeracy skills, although they are not always sufficiently specific, making it difficult to judge progress. These pupils are also well supported in lessons, which contributes positively to their making satisfactory progress.

Attitudes, behaviour and personal development

20 Pupils' attitudes to learning are good. They try hard to respond to their teachers and most are generally confident to express their own point of view. Pupils concentrate well on their work without close supervision. In smaller group sessions, pupils mainly listen carefully to each other, and they sustain their interest throughout the lesson. If pupils do not understand an aspect of their work they are generally confident enough to ask for an explanation, as seen for example in a literacy lesson when a new text was introduced to the class. Pupils work well independently and there is a good response to the school's provision of a homework club for older pupils. Pupils persevere with work but the care and attention they pay to the presentation of their work is variable.

21 Pupils' behaviour is good in lessons and this has a very positive impact on their learning and on the whole ethos of the school. Behaviour is generally good at break times; the school beneficially staggers lunch times to enable pupils to have more space to play in the restricted area of the school playground. No particular groups of pupils dominate in lessons or restrict the contributions of others, which is an improvement since the previous inspection. There have been no exclusions.

22 Pupils' relationships with each other and with staff and visitors in school are good. Pupils are friendly to each other and older pupils care for younger ones. Pupils of all ages play well together

and the mixed ages in classes promote a mingling of friendships. Pupils work well in groups, observed in a science lesson for example, where pupils were investigating taste and had to take turns with resources in the investigation.

23 Pupils' personal development is very good. They take responsibility for aspects of school life, collecting numbers of pupils staying for lunch for example, and older pupils serve pupils fruit in the afternoon break. Pupils demonstrate good table manners at lunchtime, an aspect which parents are particularly pleased about, and older pupils help younger pupils when serving at the tables. Pupils contribute to the life of their local community, supporting the local church restoration appeal for example, and they appear in village and church events such as the forthcoming Christingle celebration.

Attendance

24 Attendance is good; no unauthorised absence from school is excellent. Registration is prompt, efficient and wastes no time at all. Procedures fully comply with statutory requirements and include all information on absences, which is an improvement made since the previous inspection.

25 Pupils are punctual to school and lessons start on time.

QUALITY OF EDUCATION PROVIDED

Teaching

26 The quality of teaching throughout the school is consistently good, with more than half of lessons good or very good. All the teaching seen during the inspection was satisfactory or better. Teachers know their pupils very well and communicate appropriate expectations of them from the start. They have created an environment for learning which is attractive and stimulating; their classrooms are well organised and resources are carefully arranged and readily accessible. Teachers at the school work hard, drawing successfully on a range of strategies to promote effective learning and their pupils benefit from the considerable effort they put into their teaching.

27 The teaching of children under five is good. The teacher knows the children very well; she has a clear understanding of their needs and gives careful attention and proper emphasis to extending their personal and social development. She provides good opportunities for young children to work in a variety of contexts, on their own, with other children or supported by a classroom assistant. There is an appropriate emphasis on play and practical activity for these young children. The teacher demonstrates a clear understanding of the children's particular stages of development and she responds flexibly with the organisation and management of her mixed age class to ensure that their needs are met through the variety of activities, groupings and tasks provided. Both the teacher and classroom assistant use language carefully, providing good opportunities to extend young children's vocabulary, in their group discussions for example or to introduce specific subject vocabulary like that in mathematics, science or art lessons. The teaching of children under five is lively, imaginative and most effective in engaging them in the variety of good learning activities provided. The teacher and the classroom assistant work hard to exploit these activities and they intervene effectively, building on what young children do to extend their learning. The good teaching they receive ensures that children under five are able to make good progress.

28 Teaching in Key Stage 1 is satisfactory. Teachers have a good knowledge of the subjects they teach and they are able to draw on a range of strategies to manage and motivate their pupils. They plan their lessons carefully and provide a good variety of activities to develop pupils' knowledge, understanding or skills. The best lessons in this key stage contain many strengths. For

example, in one literacy lesson with Year 2 and Year 3 pupils, the teacher ensured they knew what they were going to be doing and why, not only in this lesson but over the whole week. Pupils were very effectively involved and engaged in the planned activities as the teacher skilfully guided them through discussion, introduced or checked understanding of vocabulary and used the outcome of what individual pupils did to extend their knowledge or improve their skill. In a mathematics lesson with the same class the teacher demonstrated an effective use of informal assessment of what individual pupils understood about the equivalence of values in coins to provide additional activities to take them on further. She made sure that all levels of ability were catered for and injected appropriate pace into the management of the lesson. Throughout the lesson the teacher used her effective group organisational skills to manage the work of the various groups and she skilfully used the pupils' work to make points about improvement. Such skilful teaching has a positive impact on the progress pupils make.

29 In Key Stage 2 teaching is satisfactory. Lessons are consistently well thought out and planned; they are interesting, frequently demanding and contribute effectively to pupils' progress. The more effective teaching at this key stage is characterised by planning which is both thorough and imaginative. Expectations and learning objectives are appropriate for the different age or ability groups in the class, which are managed flexibly, efficiently and effectively. Teachers use a variety of teaching techniques and approaches to enhance pupils' understanding. There is a clear commitment to learning. This was evident for example in an English lesson with Year 4-6 pupils, where the teacher's lively and engaging manner immediately captured her pupils' interest and where her organisational skills enabled her to manage the variety of planned literacy activities most effectively. Her own knowledge of the subject was very good and this had a positive effect on her work with the pupils. She had chosen text taken from St Luke's gospel and was able to review the pupils' analysis of the text to re-direct their thinking and to guide them towards an appreciation of the narrative or impersonal voice. The lesson focused on the chronology of the report but the teacher also constantly used opportunities to probe pupils' knowledge and understanding. This effective teaching communicated a genuine enthusiasm for the subject. Similarly in a music lesson at this key stage, the teacher was able to provide invaluable background information to enhance the pupils' appreciation of the pieces they were listening to.

30 Throughout the school teachers are conscientious in their marking of pupils' work. Verbally they respond warmly and positively to pupils' efforts and they are frequently enthusiastic in recognising the particular achievements of individuals. This serves to motivate and encourage pupils. However, teachers' written comments in pupils' books often provide too little indication of how they might improve, develop or extend their work. Teachers' writing in older pupils' books and on the whiteboard is ineffective in helping pupils to improve the standard of their own handwriting.

31 Teaching in literacy sessions is good. Throughout the school these lessons are well planned and provide good opportunities for all pupils to make effective progress. Lessons are well managed at a brisk pace. Teachers have a good understanding of the elements of the literacy hour and they organise their lessons well, flexibly meeting the needs of the different groups of pupils in each class.

32 Pupils with special educational needs are well taught. They receive good support from their class teachers and at times from other classroom assistants.

33 Overall the quality of teaching is having a positive effect on the progress that pupils make as they move through the school.

The curriculum and assessment

34 The curriculum for children under five is appropriately broad and balanced. It successfully promotes all six areas of learning, although long term planning is insufficiently closely linked to the identified desirable outcomes of children's learning. Nevertheless it prepares the children well for their work on the National Curriculum at Key Stage 1. There are good opportunities provided for young children to learn through practical activities and play. Children under five now have access to learning in the outdoor area and although at an early stage this is developing well.

35 The curriculum provided for pupils in Key Stage 1 and Key Stage 2 is broad and includes all the subjects of the National Curriculum and religious education as described by the local education authority's agreed syllabus. There is an appropriate emphasis on English and mathematics, which takes up around half of the teaching time available. The curriculum meets statutory requirements and reflects recent curriculum changes. Equality of access to the curriculum is provided for all pupils. With such a small team, the teachers readily maintain regular communication and this ensures that the continuity of education for the pupils is sustained throughout the school.

36 There are long-term plans for the curriculum. These show how the curriculum is to be spread over a two-year rolling programme in Key Stage 1 and over four years in Key Stage 2. Mathematics is planned annually. Since the end of a planning cycle has coincided with the review of National Curriculum requirements, the school currently has appropriately planned for a single year. Major revised planning will be undertaken once the new requirements are known. Current plans have provided good opportunity for the consolidation of topics previously covered. Throughout the school some parts of the curriculum are linked through themes and topics, although in practice most subjects are taught discretely. The medium-term plans are appropriately detailed, using the model provided by the local authority and together they form useful schemes of work. The format of shorter term planning is inconsistent across the school. However, while in places it successfully indicates the different activities for pupils of different ages in the class, it does not show how the needs of pupils of different levels of attainment are to be provided for. It is not clear how adjustments are made to the curriculum in the light of assessment information.

37 The curriculum is enhanced by visits, for example into the local environment, to the local church and to historic sites and by involving the community in activities like the café project. Pupils have good opportunities to sing and perform for their parents and the community. Pupils in Years Rec – 6 benefit from swimming lessons at a nearby secondary school.

38 Pupils with special educational needs have full access to a broad curriculum and where appropriate their needs are identified in individual education plans. At times these are sometimes rather general and do not accurately pinpoint specific targets for the pupil. This makes it difficult to assess these pupils' rates of progress towards those targets. Pupils are taught within the class group and are well supported by their teachers and other classroom assistants at times. However, when additional support is not available, the teachers' plans do not show sufficiently clearly how the activities are to be adjusted to meet the needs of these pupils.

39 An act of collective worship is held each day and these meet legal requirements. They contribute effectively to pupils' spiritual, moral, social and cultural development and also provide opportunities for the reinforcement of pupils' learning, particularly in religious education.

40 There is a clear policy for homework, linked to the home-school agreement, which aims for a consistency of approach across the school. The amount of homework expected increases appropriately with the age of the pupils. Teachers provide valuable feedback on pupils' work in their homework notebooks and parents can comment in pupils reading records. Parents are pleased with the way things have developed recently. The introduction of a homework club one night a week has also been valued by parents. This provides very good opportunities for older pupils to engage in a

wide variety of supporting activities with their teacher and each other.

41 Procedures for assessing pupils' attainment are satisfactory. Baseline assessment provides a profile of pupils' abilities on entry and this is used as a basis for the teacher's plans. Teachers make regular assessment of pupils' progress in reading and spelling and they can identify the progress they make in these areas. Along with statutory assessment at the end of both Key Stage 1 and Key Stage 2 the school makes use of the optional national assessment in Years 3-5. Some standardised tests are used, which also contribute to teachers' knowledge of pupils' attainment and progress. Pupils read to an adult regularly and notes are usually made in the reading record. More recently teachers have begun to monitor pupils' work in areas of immediate concern, as in their monitoring of pupils' writing. This is a good way to monitor attainment and progress across the school. Governors have also recently begun to monitor teaching and learning in classrooms. The school now collects substantial assessment information about each pupil, and this is beginning to provide detailed information to guide further planning or to adjust what is taught. Further analysis of this information and the outcomes of specific monitoring will provide the basis of a rigorous review of curriculum policies and medium and short term planning. At times assessment information is also used to identify individual targets for pupils, and these are recorded in the beginning of some of their workbooks. This initiative is a most valuable one, but it is as yet insufficiently well established to provide information on its effectiveness in raising standards of attainment.

42 There is a clear policy for marking pupils' work; among its aims is that of improving the standards of pupils' writing. However this is not fully implemented, neither in the insistence on what is expected of pupils in their work nor in the effectiveness of the feedback which teachers provide. Generally teachers provide too little indication in their written comments on pupils' work about how they can improve, or extend what they have done.

Pupils' spiritual, moral, social and cultural development

43 The school makes good provision for pupils' spiritual, moral, social and cultural development. Traditional Christian values underpin all that happens within the family of the school and this ethos is much appreciated by parents. Central to the school's aims is the importance placed upon children valuing their own and others' achievements and celebrating the successes of others.

44 Provision made for pupils' spiritual development is good. Pupils' spirituality is heightened effectively through collective worship, religious education lessons and other aspects of the curriculum such as science, art and music, which nurture inner growth and self-knowledge. They are given good opportunities to think deeply about their feelings, emotions and personal lives and to experience amazement at fresh learning experiences. On some days the whole school gathers together for the daily act of worship and on other days worship is conducted in the classrooms. The daily act of worship fully meets statutory requirements and is of sound quality. During the inspection period spiritual development was promoted particularly well in a whole school assembly when pupils were encouraged to reflect upon the theme and the prayers. A lighted candle was used most effectively to help the pupils focus on their own individual thoughts and feelings. Key Stage 1 pupils respond with delight and wonder in science when they experience new sensations, for example when touching hidden but familiar objects and trying to guess their identities. In religious education lessons pupils study both how and why people worship and they are encouraged to reflect on the process of worship.

45 Provision made pupils' for moral development is good. Pupils are effectively taught principles which enable them to distinguish right from wrong behaviour through the school's rules, moral teaching in religious education and other lessons and assemblies. Pupils are part of the partnership in the home-school agreement. The agreement is explained to them and they are invited to sign up

to it. Pupils learn to care for one another, for others outside their immediate community and for the environment. Key Stage 2 pupils consider a range of environmental issues, for example in geography lessons pupils debate about public transport and they are encouraged to examine all sides of the argument for a comprehensive system and to consider the effects decisions might have on all parties involved. Pupils actively support charities that care for those less fortunate than themselves, for example pupils support Help the Aged and the Royal Society for the Protection of Animals. The staff have high expectations regarding pupils' conduct and provide very good role models for the pupils by their own thoughtfulness, fairness and co-operation and their shared vision for the school.

46 The provision made for pupils' social development is very good. Pupils are actively encouraged to relate positively to one another. They play together purposefully in the playground and older pupils take turns to serve food to the younger ones at lunchtime. In library sessions older Key Stage 2 pupils read with the younger pupils and help them choose their library books. The pupils have good opportunities to make social contact with the wider community through educational visits and a variety of functions. One of these visits is a residential visit to an outdoor pursuits centre which gives older pupils the opportunity to engage in a range of adventure activities whose purpose is to develop team work and self-reliance. Special occasions such as the Harvest Festival and Christingle Service held in church, and the opportunity to join others in a festival of country and morris dancing held in the streets of York make significant contributions to social development. In lessons pupils are suitably encouraged to get out the equipment and materials by themselves and to tidy these away afterwards. Good manners, politeness, respect for others and for property are expected and pupils are encouraged to apologise for their wrong doing.

47 Provision made for pupils' cultural development is satisfactory. The school fosters pupils' awareness of their own cultural heritage well through the humanities, music and art and through visits to the local church and museums. Whilst considerable progress has been made recently in relation to heightening pupils' awareness of different cultural traditions and world faiths other than Christianity, particularly in religious education, geography and history, not enough is done as yet to prepare pupils for life in our contemporary multi-cultural society. Through the locally agreed syllabus pupils look at the rudiments of Islam and Judaism in addition to Christianity. In geography they have learnt something of the cultural traditions in Nigeria. The school now needs to plan to bring first-hand experiences of different cultural traditions represented in our own multi-cultural society to the pupils in order to strengthen and broaden these positive images.

Support, guidance and pupils' welfare

48 Overall the school's provision for the support and guidance and welfare of its pupils is good.

49 The school's procedures for monitoring the academic progress and personal development of pupils are good. The close relationships in the school enable staff to have good knowledge of their pupils. Effective liaison with the nursery, from which many of the children come to the school, promotes an early analysis of baseline assessment results and swift identification of any individual special educational needs. The school makes good use of reading tests and the commentaries included by parents in home/reading diaries, to monitor pupil's reading progress. The whole school promotion of personal and social education is an effective method of monitoring each pupil's personal development.

50 The school's procedures for monitoring and promoting attendance are good. Pupils' punctuality is closely monitored and parents are discouraged from taking their children away from school during term time as this disrupts both continuity and progression in their learning.

51 The school's procedures for monitoring and promoting good behaviour are effective. The

behaviour and discipline policy is clear and precise on strategies for staff to follow. Pupils know the limitations of tolerance for any disruptive behaviour and that the school's anti bullying procedures are fully effective. Evidence in the previous inspection of a dominant group of pupils whose behaviour gave cause for concern in lessons has been addressed, and behaviour management strategies are now improved and effective.

52 The school's procedures for child protection are good. All teaching and support staff have received training on child protection issues. The school's policy and procedures are clear and well known to staff and they follow the agreed procedures of the local area child protection committee.

53 The school's procedures for promoting the health of pupils are good. Two of the staff have received first aid training and the school has clear procedures for administering only prescribed medication that cannot be taken out of school hours. The facilities at school for promoting the hygiene of pupils have improved since the previous inspection. The school promotes healthy eating and the delivery of appropriate sex education and drugs awareness education. The accident book is up to date. The school's procedures for the safety of its pupils are satisfactory. Although the school is very attentive to the regular maintenance of fire fighting equipment, physical education equipment, portable electrical appliances and fire alarms, risk assessments have not yet been completed. The school holds regular recorded fire drills.

Partnership with parents and the community

54 Overall the school's partnership with parents and the community is very good.

55 The quality of information that the school provides for parents and carers is good. The information in the prospectus and the governors' annual report to parents meets statutory requirements; this is an improvement since the previous inspection. Annual reports to parents meet statutory requirements although a few parents perceive that they report on work covered and not on what pupils know, understand and can do. Much of the day to day information on school and individual pupils' activities is passed on a daily basis to parents and carers who come into the school at the start and finish of the school day. The school is increasingly aware however that not all parents can be at school themselves to bring and collect their children, and parents approve of the efforts that the school is making to ensure that all information reaches them at home by letter. Good use is made of the home/school reading diaries to support the transfer of information on pupil's reading progress.

56 Parents and carers involvement with their child's learning is very good. The school benefits from a wide range of parental skills, and a significant number of parent helpers in school. Parental support for the numeracy and literacy programmes has made a significant impact on pupils' attainment and progress. Many parents accompany the school when pupils go swimming to assist staff, and parents frequently accompany staff and pupils on educational activities out of school. An active friends of the school organisation raises valuable funds for resources in the school and receives good support from all pupils' families and the community. School performances and activities such as Sports Day are well attended by parents.

57 The enrichment of the school's curriculum through links with the community is very good. The school's close proximity to the church enhances the pastoral and curriculum support that the partnership with the church offers to the school. The minister holds regular assemblies in the school and the school makes good use of the church and its grounds to support aspects of the curriculum. A successful cross-curricular project, centring on a café theme, made very good use of the school's strong links to a business in the village. The school is very aware of the dominant agricultural tradition of the village, and recent cross curricular and social development tasks have been linked to tracing the family trees of present and past pupils of the school, and aspects of farming and

environmental work in the local woods.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

58 The leadership and management of the school is good. The headteacher has been in post for just over a year. She effectively manages the school and has established good links with parents, who express confidence in her leadership. The headteacher provides the school with both strong leadership and clear direction. She has a clear understanding of the needs of the school and she articulates a clear view of its future development, which is substantiated in the school's effective development plan; she is well supported by her hardworking staff. The day-to-day management and organisation of the school are good, and staff and pupils work with a clear purpose. The governors share the headteacher's vision for the school and have confidence in her leadership. There are very good relationships within the school and a strong sense of teamwork among all the staff.

59 Following the previous inspection in March 1996, an action plan was prepared in response to the key issues identified for future improvement. These key issues have been satisfactorily addressed. Although at the present time there are no statemented pupils on roll, systems are in place to help the school meet this requirement when appropriate. The school now has a designated co-ordinator for special educational needs, an effective policy and has recently undergone a review of its provision by two advisers from the local education authority. The school now has a satisfactory assessment policy, which details assessment procedures and indicates how achievement and progress is recorded. Teachers have clearly defined job descriptions and designated curriculum co-ordinating roles. However, some of their curriculum responsibilities have only recently been allocated so it is too soon to judge the effectiveness of their efforts across the whole curriculum. Regular staff meetings ensure a consistent approach to all aspects of school life, and in particular to the curriculum. Overall the school has made good improvements since the last inspection and is well placed to continue improving.

60 The headteacher is well aware of the quality of teaching and learning in the classes. Some effective curriculum monitoring is being done, for example in literacy, mathematics and science. The headteacher actively monitors the curriculum and has recently been well supported in this area by members of the local education authority advisory team who have observed teachers teaching and provided useful feedback to them both in oral and written reports. In other subjects, co-ordinators have a good understanding of the issues relating to their subjects, but do not regularly observe teachers and pupils at work. The governing body takes a role in curriculum monitoring, with several governors most usefully visiting classrooms to observe teaching and learning.

61 The National Literacy Framework is well co-ordinated. Its introduction is effectively monitored in line with school policy. The numeracy hour has also been introduced and is developing effectively throughout the school. Three teaching groups are formed for teaching literacy and numeracy and this narrows the range of attainment in each group, contributing positively to the overall effectiveness of teaching and learning in these subjects.

62 The school sets specific and realistic targets to improve pupils' attainment in English and mathematics. Targets are agreed with both the governing body and local education authority.

63 The governors are very supportive of the school's work. Governors hold regular meetings and have formed committees to monitor issues concerning finance, premises and staffing. The headteacher provides detailed reports to enable governors to have an overview of the school's

work. The Chair of Governors has a very good understanding of current issues and regularly discusses these with the headteacher. Some governors work in the school and others have regular informal contact with the school and with local families. Statutory requirements are met in all areas.

64 The policy and arrangements for pupils with special educational needs are in line with the national Code of Practice and are applied appropriately. The leadership and management of special educational needs are good. The special educational needs co-ordinator conscientiously monitors the provision for pupils with special educational needs and ensures that pupils' progress is regularly reviewed. The headteacher ensures that the governing body is kept properly informed about the school's special educational provision.

65 The school's ethos is good and is fully reflected in its work. The school is a caring community in which pupils are valued as individuals. The successful leadership and management of the school ensures that all pupils play a full part in the life of the school and have an equal opportunity to progress. Relationships and pupils' attitudes to work are good. The whole school community has a commitment to improve attainment for all pupils. The school is a stimulating and secure environment in which Christian values flourish. Pupils are expected to work hard and most develop high levels of self-esteem and an enjoyment of learning.

Staffing, accommodation and learning resources

66 The school has a sufficient number of appropriately qualified teachers to meet the demands of the National Curriculum and religious education. Many of the subject co-ordinators have new roles and responsibilities but those who have held a particular responsibility for some time are having a positive impact on pupils' standards of attainment. Teachers are enthusiastic about developing their curriculum knowledge through in-service training. Teachers and support staff who work with children under-five work particularly effectively as a team; the classroom assistant is experienced and makes a significant contribution to the good progress these children make in the school. The arrangements for the professional development of all staff are good.

67 The school secretary is efficient and effective and ensures school administration runs smoothly. The caretaker, cleaners, kitchen staff and lunchtime supervisors also make a significant contribution to the pupils' personal and social development.

68 Internal accommodation is good overall, and provides a learning environment in which the curriculum can be taught effectively. It has been extended and improved since the previous inspection. The recent addition of a new classroom has enhanced the teaching facilities of the school and provided most valuable space for a new library. The new entrance hall is welcoming and attractive to parents. The building is clean and well maintained. Classrooms are adequate in size for the number of pupils on roll. They are well organised, have attractive displays of pupils' work and teaching materials, which promote learning effectively. Although the hall is small, it provides appropriate accommodation for physical activities for younger children, collective acts of worship for the whole school and for school meals. Good use is made of the village hall, providing additional accommodation for physical education for older pupils.

69 The outdoor playground area is an adequate size for the number of pupils on roll. There are playground markings to encourage games. The lack of a school field does not restrict opportunities for games as the school has made arrangements to use a field in the village for this purpose. There is a new secure outdoor area appropriate for the children under five.

70 Overall, resources are suitably managed and accessible to staff and pupils. There are sufficient resources for all subjects to meet the needs of the curriculum for all pupils. Science

resources are used well and make an effective contribution to the satisfactory development of pupils' investigative skills. Additional resources have recently been acquired to support literacy and they have contributed towards raising standards of pupils attainment. The number of computers available is satisfactory in relation to the number of pupils on roll. The library stock of books is adequate and accessible to all pupils. Visits to places of interest, such as the parish church, local museums and the residential adventure week visit, effectively support learning and pupils' social development.

The efficiency of the school

71 The headteacher and governors' finance committee manage the budget efficiently. The school makes appropriate use of its budget to provide for the education of its pupils.

72 The school office runs smoothly and administrative procedures are effective and efficient. The few minor issues raised in the most recent audit report are being addressed satisfactorily by governors. The report commented on the good procedures in place with regard to ordering and purchasing.

73 Financial planning is good. There is an effective system to ensure that there is a clear relationship between educational objectives and available resources; funds are appropriately allocated. For example, the school development plan and staff training are linked appropriately to each other and to the school budget. Financial control procedures are in place and effective. Concern was expressed in the previous report that governors had no clear view of the school's cost effectiveness. Much closer monitoring of spending by the governing body has addressed this issue; it is no longer a concern. The school is carrying a high surplus at the present time. Prudent budgeting and careful spending had enabled the school to accumulate this surplus for the purpose of providing an additional classroom. However, just before completion of the building project the school was given a large capital grant that covered much of the cost. The governors are now in a position to consider carefully how this surplus can best be used to further raise the standards of attainment in the school.

74 There are specific job descriptions but no non-contact time for co-ordinators to manage their subjects. Resources for subjects are used satisfactorily; the available computers are not used as extensively as they could be. The library is now well sited and central to the whole school; both its contents and use are satisfactory.

75 The school makes good use of funds for the literacy hour and this is having a beneficial effect on standards in English. Funds available for developing the numeracy strategy have been appropriately used to establish the numeracy strategy in the school. Support for pupils with special educational needs is effective, there are no pupils in the school with statements of special educational needs but pupils identified as having a special need but who are without a statement are making satisfactory progress in all aspects of the curriculum.

76 Taking into account the following factors: -

- (●) the context in which the school works;
- (●) above average attainment of pupils on entry;
 - (●) average attainment levels achieved by pupils in English and mathematics and the above average attainment levels reached in science;
- (●) satisfactory progress overall throughout the school;
- (●) the good teaching of children under five and the sound teaching throughout the school;
- (●) good behaviour of the pupils;

- (●) effective management and leadership ;
- (●) satisfactory provision and support for pupils with special educational needs;

the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77 The provision made for children under five is good. At present there are ten children under five, taught full time in the mixed Reception and Year 1 class. The majority of them have attended a nursery while others have attended the local playgroup. Baseline assessment indicates that the standard of their attainment on entry to the school is in general typical of children their age and frequently better and this informs their teachers' future planning for them. The school successfully promotes the six areas of learning defined nationally for the age group and children make good progress. This ensures the children make a good start to their time in the school and by the time they begin their work on National Curriculum subjects children attain at least the levels expected for their age and some attain higher levels.

- *Personal and social development*

78 The school's programme to promote the children's personal and social development is good, both in the planned activities and in the daily routines. The four-year-olds are learning to be part of a larger class group and relationships between children of different ages in the class are very good. Children quickly learn to work and play together in small groups and as a whole class. They relate well to adults and to each other and willingly join in the various activities and conversations. The children under five are able to sit quietly in the various whole class sessions, during the sharing of the story *Happy Birthday Titch* during the literacy hour for example, and most are confident to reply to appropriate questions directed at them. There are well established daily routines which encourage the children to behave well. Young children understand the difference between right and wrong and their overall level of behaviour is very good. They share the resources well and play together sensibly and co-operatively, taking turns with the equipment in the role play area or in playing a game for example. The children feel secure in this supportive environment and are confident to express their feelings. They respect each other and adults and look after the resources in the classroom, often helping to clear away at the end of an activity. The children are able to select from the variety of activities which are frequently made available for them and they are keen to do this. They concentrate very well in small groups and also become deeply involved in work done on their own.

- *Language and literacy*

79 The language and literacy skills of children under five are appropriate for their age. They understand that reading and writing are used to communicate messages and some are beginning to write as part of their play and in the writing area. Some can write recognisable letters. They handle books appropriately, turning the pages and telling the story using the pictures as cues. They enjoy listening to stories, commenting on the events and answering and asking questions. When engaged in role-play, in the health clinic for example, they take turns when speaking and are beginning to listen to each other. They are able to explain their tasks clearly and confidently using appropriate vocabulary and sentence structure. They talk confidently about the different objects on display and the discussion in the 'clinic' was very good. They are interested in words and are making good progress in understanding using a wider vocabulary, with some using more complex sentence structures. They are beginning to identify some words and letters and their associated sounds. Many of them are able to identify the initial sound in a word and match it to the letter. The adults interact very effectively with the children and use every opportunity to engage them in conversation. Children under five make good progress in this area of learning.

- *Mathematics*

80 In the mathematical area of learning, children under five attain appropriate levels. They practise sorting, matching and counting objects as part of their play and are learning to use numbers to 10 with understanding. They can sort by number, colour or shape and many activities are provided to reinforce this work. They are beginning to show an interest in numbers and they count confidently to 10, shown for example as they counted the different numbers of animals on a picture jigsaw. Some can count well beyond this however and many of them are able to recognise numerals to 10. The children make good use of appropriate mathematical vocabulary and they readily explain position by using below, behind and over. They have a growing knowledge of comparative vocabulary, which they demonstrated confidently in their work with the classroom assistant building model walls and towers that were higher and lower. The teacher exploits the opportunities provided by the variety of play activities and plans appropriately to use them to develop the children's mathematical skills.

- *Knowledge and understanding of the world*

81 Children under five make good progress in extending their knowledge and understanding of the world and attain appropriate levels. Through role-play for example, they learn about aspects of health and their own bodies. Some children understand that trees grow from seeds of different kinds and they can comment on this. They become aware of the seasons and the growing cycle through their work in school and through visits out. When gathered together the children share their experiences and they are able to talk about events which took place earlier and they are beginning to have an understanding of the passage of time. They gain an understanding of the functions of machines, which they demonstrate through their talk as they play with various toys in the sand for example. They have many good opportunities to cut, fold and fix materials together and they show they can use the appropriate tools well. Children under five use the computers with confidence and are able to manipulate the mouse to move objects around the screen.

- *Physical Development*

82 Young children's physical development is good. They show they can handle tools and materials with increasing skill. They control paint well, able to mix some colours and they are beginning to control the size of the drawings and marks they make. Their skills with scissors are developing well. When they use construction equipment they can manipulate pieces carefully and accurately into the shape they want, in constructing models to show differences of size for example. These skills are developing well and children show good co-ordination and increased accuracy. Children under five have access to an appropriate range of play activities outdoors, which promote their physical development. When they use the various pieces of apparatus in the playground, for example, they demonstrate good control, as they move in and out of the equipment. Four year-olds in the reception class work with other Year 1 pupils for physical education and they attain appropriate levels, showing good control of their bodies and a keen awareness of other children around them. Most of them can throw up a ball, quoit or bean bag and catch it.

- *Creative Development*

83 Children under five develop well in the creative area of learning. They use paint and other mark making materials to express their ideas and record what they observe. They learn a variety of techniques including drawing, printing and collage and they use a range of media including paint, pencils and crayons. The children enter into the role-play based on the doctor's clinic and they show enjoyment and imagination as they interact with others. When they use the paint or modelling equipment they talk imaginatively or create stories about the activities. In class music lessons young

children learn to sing songs and play percussion instruments. They make satisfactory progress in this activity. The good opportunities they have to paint, create pictures and models or engage in imaginative play all contribute to the good progress they make.

84 Overall, the quality of teaching of children under five is good and makes a very positive contribution to children's progress. The teacher has an excellent understanding of the needs of the age group and the work is well planned to provide stimulating experiences in all the areas of learning. The teacher assesses the children as they enter the school and uses this information when planning the activities. As a result, the activities are well matched to the children's needs and they are enabled to make good progress. Children are given opportunities to initiate activities as well as benefiting from working directly with the teacher. The teacher works very well with the classroom assistant and together they provide the children with a rich learning experience.

85 The reception class is well resourced to meet the needs of children under five. The newly constructed outdoor area when completed will provide an attractive, stimulating and safe learning environment. The four-year-olds in the reception class already have some access to outdoor activities as part of the curriculum and this new area enhances that provision very effectively. There is some equipment for activities outdoors but these are not extensive, although children do have the opportunity to be involved in getting out and putting away the equipment. As yet there are no suitable wheeled toys to promote physical control and co-operative play. The additional space available to this class to spread out into the hall for a range of activities is also beneficial, providing space for the youngest children to work with the classroom assistant at times away from the older children in the class.

86 The quality of the provision made, including the good classroom support, the attention to detail, the progress children make and the high standard of teaching indicates that provision for children under five is a strength of the school.

ENGLISH, MATHEMATICS AND SCIENCE

English

87 By the end of Key Stage 1, pupils' attainment in English is in line with the levels expected for seven-year-olds. Some pupils attain higher levels. By the end of Key Stage 2, most pupils attain the levels expected for the age group, although many attain higher than average levels in their reading. In the national tests for seven year olds in 1999, the schools' results were well above the national average in both reading and writing. This standard of attainment has been maintained since the previous year, when the standards were also well above the national average. The results of national tests for eleven year olds indicate that there has been a significant improvement since the previous year. Great care needs to be exercised in interpreting these results and the comparisons with the results in other schools however, given the small numbers of pupils taking the tests each year.

88 In Key Stage 1, pupils make satisfactory progress in developing their speaking and listening skills, although some pupils' skills are very variable and they often want to talk when they should be listening to the teacher or other pupils. This doesn't limit the progress that the majority of pupils make however; they generally listen attentively to stories and poems and to others during class or group discussions. There are good opportunities for pupils to develop their speaking skills through role-play, in the doctor's clinic currently set up in the classroom for example. Most activities are directed by the teacher or another adult for the older pupils at this key stage, but there are good opportunities for younger pupils to initiate their own individually or in small groups. In both classes in which there are pupils at Key stage 1, there are good opportunities for pupils to ask questions or

take part in a discussion as part of the class group. In Key Stage 2, pupils listen attentively, and when given the opportunity, are confident to ask questions and offer ideas in discussion. Most lessons provide good opportunities for pupils to develop their speaking and listening skills, which the teacher exploits effectively.

89 In Key Stage 1 pupils make good progress in reading. They learn to read some words and to recognise letters and the sounds they make. The youngest pupils record letter sounds in their own alphabet books and through the key stage they systematically extend their knowledge of how letters combine to make a different sound and to recognise these combinations in words. This is evident when they read aloud, with most pupils of all levels of attainment able to use their knowledge of letter sounds to help work out what a word says. Their knowledge of phonic patterns is also effectively reinforced with the recording they do in their word family books. While most pupils use this phonic knowledge and some use the pictures to help them, few use the rest of the sentence to help them work out an unknown word. The development of such strategies could further enhance their progress. The higher attaining pupils read fluently and with expression; they understand what they have read. All the pupils are enthusiastic about reading and books and are eager to improve their skills.

90 In Key Stage 2, pupils make satisfactory progress in extending their reading skills. They read a wider range of texts and gain experience of different styles of writing. Many of them talk enthusiastically about what they have read. Although standards of reading are above average, pupils still use only a limited range of strategies to help them to read unfamiliar words. This inhibits the progress they make in acquiring higher order reading skills. By the time pupils are eleven they read a variety of appropriately challenging texts fluently and they can talk about what they have read with understanding. The most fluent readers read with expression and can discuss aspects of the plot, the characters and ideas in stories with confidence and enthusiasm. At this key stage some pupils can already identify clear preferences about subject matter for their reading or favoured authors. They are beginning to use books for research and they understand how to use contents and index pages.

91 Pupils in both key stages make satisfactory progress in writing. In Key Stage 1, pupils learn to write simple sentences, and they can often do so independently. Overall progress in developing a clear printed style of handwriting is satisfactory, although sometimes their letter formation is weak. There are good opportunities for the youngest pupils to practice or use writing as part of their play or in the writing area, which helps develop their manipulative skills in controlling the pencil and contributes positively to the progress they make. They use pictures to develop understanding of sequence in stories. At this key stage pupils begin to write at greater length, in their own stories for example, or to re-tell familiar stories like *The Firebird* or to report on activities they have done. These are often effectively presented in their own little books, like their *I can . . .* books or their *Rhymes* for example. They also begin to learn about writing for different purposes, as in their instructions for how to make bread. They begin to use full stops and capital letters and spell a range of simple words accurately. By the end of the key stage the focused work they have completed on punctuation ensures that most pupils can use capital letters and full stops consistently in their writing. The school's own assessment of spelling indicates that the majority of pupils achieve an above average standard at this stage.

92 In Key Stage 2, pupils continue to develop the content of their writing and they can write interesting and clearly expressed accounts. The majority however make insufficient progress in developing their handwriting skills. Lack of control in their writing results in letters that are not always properly shaped or joined and although their writing becomes more consistent in size and they begin to add a joining stroke, this is not always transferred to the other written work they do. In much of their work too little care and pride is taken with the result that standards of presentation are frequently poor. Pupils can spell an appropriate range of words correctly but their lack of care often

results in familiar words which are carelessly spelt. Similarly with punctuation, pupils can use an appropriate range of punctuation accurately, but too often are careless and inconsistent, repeatedly making mistakes which they are capable of avoiding. Pupils do experience writing of different styles and forms, they have written their own limericks and cinquains for example and younger pupils produced some imaginative writing in their shape poems. Older pupils in this key stage demonstrate that they could use an appropriate range of vocabulary, in their sound poems for example. At times pupils plan for their writing, with an emphasis on sequence and at times they draft their work, which improves the final presentation, as in their *Robin Wood* stories for example. By the end of the key stage pupils can sustain interest and direction in their writing and develop ideas of character. While pupils use the computers for word processing work, demonstrating that they can select and use appropriate fonts and different sized print, they generally have too few opportunities to use them to refine their drafting and re-drafting skills.

93 Pupils with special educational needs in both key stages make satisfactory progress overall. The targets set for some pupils are very clear and precise and help them to move forward in their learning. However other individual education plans are less specific and make it difficult for the teacher to plan sufficiently targeted work or to recognise the progress the pupils make.

94 The quality of teaching varies. At times teaching is good at both key stages. Teachers usually explain things well and give clear instructions. They manage their pupils well, encouraging them to ask questions and share ideas in discussions, and they use praise effectively to encourage pupil's positive attitudes and work habits. Teachers manage the range of needs of their pupils in these mixed age classes particularly well, ensuring that tasks set are closely matched to learning needs. These contribute to their success in creating a most positive atmosphere in their lessons. Teaching in the literacy hour is often imaginative and at times teachers provide considerable challenge in their lessons, as in a particularly good one with older pupils at Key Stage 2 in which they studied a biblical text to consider both characterisation and the chronology of the report. Teaching is weaker however where pupils are not provided with appropriate guidance on how to improve their writing and where it is undemanding of the presentation of work. The teacher's own handwriting is frequently a poor model for the older pupils at Key Stage 2, both in their books and on the whiteboard.

95 Pupils' attitudes to their work are directly related to the quality of teaching that they receive. Where the quality of teaching is good, they respond well, completing tasks set and make appropriate effort in the presentation of their work. In lessons seen, for example, pupils demonstrated that they could work with concentration and application without constant supervision while the teacher focused her attention on other pupils in the class. At other times, where teachers are insufficiently demanding of them, they make little effort to improve or present their work appropriately.

96 The English curriculum is broad and balanced and takes up an appropriate proportion of the curriculum time available. The school has implemented the National Literacy Strategy and this is beginning to have a positive impact on the pupils' knowledge of the technical skills of grammar and punctuation. The literacy strategy effectively promotes continuity and progression in learning. Assessment of pupils' progress in English enables teachers to check what has been taught and to indicate pupils' strengths and weaknesses. In Key Stage 2 the identification of individual targets in the beginning of pupils' workbooks positively encourages improvement.

97 The school is well resourced with an appropriate range of good quality books. The library has recently been relocated and is currently being reorganised with parental help. However, although pupils undertake some individual project work at Key Stage 2, this aspect of their work is underdeveloped.

Mathematics

98 The results of statutory assessment in 1998 indicated that pupils' attainment in mathematics at the end of Key Stage 1 was well above average, when compared with all schools nationally and with schools with pupils from similar backgrounds. This standard of attainment has been consistently maintained over the three years from 1996. Inspection findings show that pupils currently in Key Stage 1 are achieving standards of attainment that are in line with the national average. The difference between current and previous standards is due to year on year variations in pupils' ability and the small number of pupils involved.

99 The results of statutory assessment in 1998 indicated that pupils' attainment in mathematics at the end of Key Stage 2 was well above the national average. The proportion of pupils reaching the higher level 5 was also above the national average. Taking results from the three years 1996 to 1998 into account, pupils' attainment was close to the national average. Inspection findings show that pupils currently in Key Stage 2 are achieving standards of attainment that are in line with the national average. The difference between current and previous standards is due to year on year variations in pupils' ability and the small number of pupils involved.

100 At the end of Key Stage 1, pupils' attainment in number and algebra, and in shape, space and measures is in line with expected levels. By the end of Key Stage 1, pupils have satisfactory mental recall of addition and subtraction using numbers to 20. They understand place value and can order numbers up to 100. Whilst playing in the shop they handle small sums of money with confidence. They have good coin recognition and good knowledge of coin equivalencies. They calculate the change due on small cost items when paying with a pound. They can work out the total cost for a number of items at a given price, for example the cost of five items at ten pence each. Pupils use a good range of mathematical vocabulary when discussing their work. They also have a satisfactory understanding of mathematical symbols. They use a range of strategies when computing small numbers and they can describe these. Pupils can double and halve small numbers. There is an appropriate emphasis on numeracy and this makes a significant contribution to the pupils understanding. Overall, standards of numeracy at Key Stage 1 are satisfactory.

101 By the end of Key Stage 2, most pupils are able to make mental calculations, accurately and confidently, if somewhat slowly. They use a range of mental strategies when solving mathematical problems and they are able to explain them. For example, when adding large numbers they can round them up to the nearest ten before adding and then they can adjust the answer by subtracting the amounts they have added on in the rounding process. However, higher attaining pupils need to develop further the range of strategies they use. Standards of computation are satisfactory with the higher attaining pupils able to handle large numbers when carrying out addition, subtraction, multiplication and division. However, mental recall of mathematical tables and number bonds requires further consolidation in order that calculations can be made with greater speed. Pupils can collect data, record it in a frequency table and use a range of graphs including line graphs and block graphs to interpret it. Higher attaining pupils use their graphs to draw conclusions. Pupils' understanding and use of mathematical vocabulary is well developed, for example when discussing probability higher attaining pupils use words such as fair, certain and likely. By the end of Key Stage 2 standards of numeracy are satisfactory.

102 Teachers are successfully integrating mathematics into other subjects. In science, for example, pupils make and record measurements in a variety of activities. Pupils are introduced to time lines in history and in geography they discuss traffic volume and vehicle frequency in the context of a study of a public transport network.

103 Pupils' make satisfactory progress at Key Stage 1 building on the mathematical knowledge, skills and understanding gained in reception. Mental recall of number facts improves as pupils

become older, as does their ability to use this knowledge when carrying out mathematical calculations. Pupils demonstrate a developing understanding of measurement with the older pupils recognising the need for standard measure in order to make accurate comparisons.

104 Pupils make satisfactory progress at Key Stage 2. A strong emphasis is placed on the development of mathematical vocabulary and in this pupils make good progress. The recent emphasis on numeracy is successfully developing pupils' abilities in mental arithmetic. As pupils get older they are broadening their range of mental strategies and their ability to apply them to solve mathematical problems. However, by the end of the key stage higher attaining pupils are not yet sufficiently confident with an appropriate range of strategies. Pupils learn to represent data in increasingly sophisticated pictorial form. Pupils are given opportunities to consolidate previously learnt skills and to build on them. Generally, most pupils are given appropriate and sufficiently challenging tasks, although higher attaining pupils are not always sufficiently extended or challenged. Homework is set in mathematics and it contributes positively to the progress pupils make. The school has built up a good library of mathematical games which pupils are able to take home. Parents are encouraged to play these games with their children on a regular basis.

105 Pupils with special educational needs make satisfactory progress throughout the school. These pupils receive a good level of support from class teachers and the support assistant and the tasks they are set match their learning needs.

106 The school has recently adopted the National Numeracy Strategy and the curriculum now has a strong emphasis on the development of numeracy skills. This is beginning to have a positive impact on the pupils' performance in number, which is satisfactory at both key stages. However, at Key Stage 2 higher attaining pupils' skills of mental calculation and their ready recall of number bonds is insufficiently well developed.

107 Most pupils enjoy mathematics and in lessons seen pupils' response overall was good. Pupils are well motivated and they behave well in lessons. They display an enthusiasm for mathematics, the majority sustain good levels of concentration, respond enthusiastically to their teachers' questions and work confidently. For example, in a lesson involving younger Key Stage 1 pupils the teacher was observed directing specific questions to individuals thereby ensuring that all pupils participated fully. Lack of tables knowledge causes a minority of pupils to hesitate in responding to mental arithmetic questions. Most pupils develop good working habits presenting their work clearly and neatly, however, some of the older pupils do not form numbers clearly and poor presentation of work impedes accuracy of calculation.

108 Overall, teaching is good. Teachers plan well. Lessons have well-defined objectives which are made clear to pupils. Teachers plan a range of appropriate activities that meet the learning needs of most pupils. Some activities consolidate previously learnt skills and others help pupils to develop new skills and understanding. However, higher attaining pupils are not always sufficiently challenged. There is an adequate range of resources available and teachers and pupils use them effectively. They are readily accessible to pupils. Teachers use the ends of sessions well both to consolidate and assess pupils' learning.

109 Teachers use both formal and informal assessment effectively to test the pupils' levels of skills and understanding, and to plan appropriate programmes of study. Teachers keep good records in their monitoring of pupil progress. Teachers mark pupils' work regularly, however this often only signifies whether a calculation or problem is right or wrong and gives little indication as to how the pupils might improve work or correct a miscalculation.

110 Since the last report satisfactory progress has been made in the development of mathematics. The school has successfully adopted strategies associated with the National

Numeracy Strategy. Standards of numeracy are satisfactory at both key stages. A few concerns were expressed in the previous report. One of these concerned the difficulty older pupils experienced in selecting the right strategy to solve a given problem. This is still an area needing further development but should be given a clear focus as the school continues to apply the National Numeracy Strategy. Concern was also expressed about planned learning objectives not being fully implemented in lessons. Since the last report the school has successfully addressed this concern. It was stated that higher attaining pupils were not sufficiently extended in their mathematical thinking. This remains a concern. There were further criticisms concerning assessment and record keeping which the school has successfully addressed.

111 The co-ordinator has a clear idea of future developments in the subject and a commitment to raising standards of attainment. She has a clear view of the subject's strengths and weaknesses. She monitors the subject by scrutinising teachers' planning and scrutinising assessment test results. The local education authority adviser has done some monitoring of teaching giving effective feedback to teachers. There is a school policy in place but it now needs revising to incorporate the school's response to the National Numeracy Strategy.

Science

112 By the end of Key Stage 1, teacher assessment of pupils at the end of Key Stage 1 indicated that the standard of their attainment was very high in comparison with the national average when comparing all schools and schools with pupils from similar backgrounds. The proportion of pupils achieving the higher level 3 was also very high in comparison to the national average. By the end of Key Stage 2, the results of statutory assessment in 1998 show that pupils' attainment was well above the national average and above average in comparison with schools of a similar type. However, care must be taken in interpreting these results since the cohorts of pupils taking these tests were very small. Results of teacher assessment tests and national tests taken in 1999 follow a similar pattern at both key stages. However, only one pupil was involved in the tests at Key Stage 2.

113 Inspection findings indicate that attainment among pupils currently in Key Stage 1 is in line with the national average while that of pupils currently in Key Stage 2 is above average. The difference between current and previous standards is due to year on year variations in pupils' ability and the small number of pupils involved.

114 By the end of Key Stage 1, pupils can name the five senses and they understand their functions. They use their sense organs to investigate similarities and differences in materials and objects, for example they differentiate a variety of foods according to their taste. They use a range of appropriate vocabulary to describe these differences. Pupils make simple predictions, handle materials with care and understand the need for careful hygiene when experimenting with foods. They can record their findings in a number of ways.

115 By the end of Key Stage 2, pupils demonstrate a broad knowledge about animals and living things. They understand how animals can be identified by a range of characteristics and assigned to groups. They also have knowledge of a number of habitats. They have good experience of investigative work and know how to carry out a fair test and apply this knowledge effectively in their experiments, for example when studying the insulation properties of materials. They predict what will happen, they give clear explanations for their observations and they record their findings. They can take accurate measurements from a range of equipment, for example from a thermometer probe when measuring changes in temperature over time.

116 In Key Stage 1, pupils make satisfactory progress. In Key Stage 2, pupils' progress is good. When investigating a range of drinks the youngest pupils in Key Stage 1 sample them to see if they can detect differences in taste in a range of different types of fruit juice. They are encouraged to

predict which they will like best by their appearance. They then sample them without seeing them and order them according to preference. Older pupils sample a range of foods and try to classify them according to types of taste, for example sweet or sour. Much work in Key Stage 1 is investigative and pupils are encouraged to make predictions and decisions. In Key Stage 2 pupils study the properties of sound. They investigate their own hearing capabilities, they investigate the causes of sound and they investigate pitch. They consider what they have done to change things, what has happened, and why it has happened. They carry out investigations in many areas, for example they study a range of magnets and grade them according to their magnetic strength. Throughout the school pupils are encouraged to record their findings appropriately.

117 Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. They receive good levels of support from their class teachers and in Key Stage 1 pupils also receive good support from the classroom assistant.

118 Pupils are given frequent opportunities for discussion in science, for example when working collaboratively and classifying a selection of animals. This contributes significantly to their progress in speaking and listening. Pupils' literacy skills are satisfactorily developed in their scientific research and recording. They record their findings and write up reports. Pupils having opportunities to work individually and to personalise their written accounts. They extend their knowledge and use of technical vocabulary, for example when writing about sound pupils use words such as timbre, echo, vibration and frequency in correct context. Pupils measure and calculate in some of their investigative work and they draw graphs to present their findings. This makes an effective contribution to the development of their numeracy skills.

119 The subject makes an effective contribution to spiritual, moral, social and cultural provision. Pupils learn about the contribution famous scientists make to society, for example pupils study the contributions made by Charles Darwin, Louis Pasteur and Alexander Fleming. Pupils study environmental issues in science, for example how to care for the environment and the need to restrict pollution, they also learn about healthy eating.

120 Pupils have sound attitudes to science. They listen attentively and are keen to contribute to classroom discussions. They concentrate appropriately and benefit effectively from opportunities to develop their collaborative and investigative skills. Pupils enjoy science at both key stages. They are excited by the subject and ask lots of questions. They are keen to find out more and enjoy predicting what will happen. Older pupils enjoy discussing their findings and they can use a good range of scientific vocabulary in context, as for example when discussing how to classify a number of animals. They handle equipment well and treat it with care.

121 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers' subject knowledge is good. In their planning teachers take account of the need to cater for pupils from more than one year group. For example, in a mixed age Key Stage 2 class the activities planned appropriately extended the high attainers. There is a good pace to lessons with time and resources being used effectively and efficiently. Teachers use questioning skilfully to challenge and extend knowledge and understanding.

122 There have been significant improvements in the provision of science since the last inspection. Assessment and recording procedures have been appropriately developed and are used to promote effective learning. Planning considers the needs of pupils of all levels of attainment and the higher attaining pupils are given challenging tasks. All the previously identified areas of weakness have been addressed satisfactorily.

123 The co-ordinator has a clear idea of future developments in the subject and a commitment to raising standards higher. She gives good support to her colleague and she has a clear view of the

subject's strengths and weaknesses. She largely monitors the subject by scrutinising teachers' planning and the work done in pupils' books. She has little opportunity to monitor teaching by direct observation. The science policy was written some years ago and is due for revision.

OTHER SUBJECTS OR COURSES

Information technology

124 Pupils' attainment in information technology is average in relation to the standard expected nationally at the end of Key Stage 1. At this key stage pupils make satisfactory progress in acquiring basic information technology skills. Pupils continue to make satisfactory progress through Key Stage 2, and overall the majority attain a standard of work which is average, although by the end of the key stage some pupils achieve above average standards.

125 In Key Stage 1 pupils develop positive attitudes towards the computer and they are able to use a range of software in a variety of applications. Most of the younger pupils at this key stage use the computers confidently, having access to programs which develop their skills in controlling the mouse. Older pupils at this key stage are able to use the computer to present information in various forms. Their skills are well illustrated in their *Picnic News* completed as part of their work on teddy bears. This shows that pupils can create text using a basic word processing program, they can frame the text, change the font size and the colour for printing, and they can include clipart illustrations with captions. This successful topic also provided good opportunities for pupils to use the database in the program *New Teddy Bears Picnic* to create graphs of the information they had collected about their own teddy bears.

126 In Key Stage 2 pupils have some opportunities for pupils to consolidate their skills, although overall there is insufficient time provided for them to work with the computers. Younger pupils at this key stage were observed using the computer to create word lists, during their literacy work and older pupils were able to use the computers to create graphs of various kinds to present their information. Both the *Roamer* and *Dart* have been used to extend pupils' understanding of patterns and angles. Pupils make some progress in developing their word processing skills, which they sometimes use in presenting a final draft of their own pieces of writing, for example, but they have too few opportunities to develop and extend their skills of drafting and re-drafting using the computers. Overall at this key stage pupils have insufficient opportunities to develop their information technology skills or to work with the computers in all subjects.

127 A careful scrutiny of teachers' planning indicates that neither their longer term plans, nor their individual daily plans indicate sufficiently clearly or coherently appropriate stages in the development of pupils' knowledge, understanding and skills in information technology. Neither do they indicate how such skills might be used in all areas of the curriculum. In places teachers do indicate in their planning for other subjects how information and communications technology will contribute to pupils' learning. In science, for example, the use of spreadsheets to display information on plants is good and in history pupils have had the opportunity to explore the variety of fonts in their work on the history of writing. In other subjects however, planning is vague, as in geography where the intention to use the Internet to gain geographical knowledge is insufficiently specific. While planning sometimes includes an indication of the programs that might be used, like *Junior Pinpoint* for data-handling for example, it does not identify specific learning objectives and fails to ensure that appropriate activities are provided to meet the learning needs of all pupils. Across the curriculum as a whole teachers provide too few opportunities for pupils to work with the computers.

128 The co-ordinator for information and communications technology is new to the post. She is enthusiastic about the responsibility and is working hard to familiarise herself with the situation in the school. She has already identified priorities for development and a start has been made. Her own

full time class teaching commitment however, restricts opportunities for monitoring teaching and learning across the school and this restricts her opportunities to advise and support her colleagues. She is working on a more detailed and progressive scheme of work however, which will be valuable in informing teachers' planning.

129 Resources for information and communications technology have recently been improved, with the addition of three networked computers and two other older personal computers donated to the school. Appropriate software is systematically being increased and improved.

Religious education

130 By the end of Key Stage 1, pupils' attainment in religious education is in line with standards expected in the locally agreed syllabus. Pupils know that the Bible contains stories about Jesus. They know and can recount a number of these stories. They also have a developing understanding of what worship is. They know that people go to Church to worship and they have some knowledge about the various types of service held in church. For example, pupils have learnt about baptism and know why children are taken to church to be christened. They have knowledge of the meaning associated with this special occasion.

131 Progress is satisfactory in Key Stage 1. Pupils are building their knowledge of Christianity appropriately. Overtime they gain a secure understanding of church life, and the roles and responsibilities of those who participate in church life. Pupils' progress over time is also good in developing the skills of reflection, empathy and interpretation. Pupils fully participate in role-play and discussion, as they did when learning about Christenings for example.

132 By the end of Key Stage 2, pupils' attainment in religious education is above the standard expected. Their knowledge and understanding of the main elements of Jesus' ministry is good. They can express a view as to why the response of ordinary people to Jesus differed from that of the officials. They have a mature understanding of biblical text and can express their own views in its interpretation.

133 Progress is good in Key Stage 2. Overtime pupils' knowledge about Jesus' life and their understanding of the main implications of his ministry increase. By the time they reach the end of Key Stage 2 they are making quite complex inferences from biblical text. Their retention of knowledge from religions other than Christianity is satisfactory.

134 Throughout the school pupils with special educational needs are well supported in classes and they make satisfactory progress.

135 The school follows the North Yorkshire Agreed Syllabus. Pupils study Christianity and religions other than Christianity. In Key Stage 1 pupils study Judaism and in Key Stage 2 pupils extend their understanding of Judaism and study Hinduism effectively.

136 Religious education makes a satisfactory contribution to literacy in the school, through a range of reading and writing tasks. Discussions in lessons enable speaking and listening skills to be developed appropriately. Presentation of pupils' work in books is variable but generally satisfactory. The standard of handwriting varies from poor to satisfactory; the quality of illustrations is good.

137 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Clear learning objectives are matched to appropriate learning activities. Lessons are organised and managed well. Teachers use a range of artefacts and visual aids to enliven the learning process, for example in a lesson observed the teacher showed the pupils a child's christening gown to help illuminate some of the symbolism associated with infant baptism. The vicar visits the classrooms on a regular basis and

makes a contribution to the teaching.

138 The co-ordinator is managing religious education well. She is enthusiastic and gives the subject good direction. The scheme of work fulfils the requirements of the Agreed Syllabus for North Yorkshire. There is an effective policy to ensure that the rationale for, and delivery of, religious education is consistent throughout the school. Resources for the subject are good. Artefacts boxes are available to support a number of topics including Judaism, there are a number of Good News Bibles available for pupils to use and there is a good range of appropriate reference material available which meets the needs of all year groups. Pupils have visited the local church and other churches further afield, for example Tadcaster Methodist Church. Recent visitors to school have included a Jewish couple who explained to the pupils how they worshipped and also explained the significance of some foods used in Jewish worship.

139 A concern was expressed in the previous report that pupils do not always take full advantage of the opportunities for reflection. This area of concern has been satisfactorily addressed. In the lessons observed the response of pupils was good.

Art

140 Pupils are provided with an appropriate range of opportunities to make progress in developing their skills in art. They explore a range of different media and techniques and this enables them to make satisfactory progress as they move through the school. Their work is valued and celebrated in the various displays around the school. Teaching in art focuses both on the development of pupils' individual skills and providing opportunities to use them in their own creative expression and in their work in other subjects.

141 Pupils' progress is enhanced by the opportunities they have to work alongside visiting artists, as they did when a potter spent time in the school. They also benefited from the experience of sketching alongside a parent, who also showed and discussed her own paintings. Pupils demonstrate they are able to recognise and emulate the style of famous artists. This was seen in their efforts at Key Stage 1 to compose a picture in the style of Pablo Picasso; earlier interesting work had been completed in the style of David Hockney.

142 At Key Stage 1 pupils use sketchbooks to record their ideas and observations. They have used these to record their experimenting with pencil and pencil crayons, to depict texture and the colouring of a peacock's feather for example. This opportunity to explore the possibilities of the media, the blending of colour and shading contributed to the progress they were able to make in extending their skills. Pupils' completed work indicates that they become increasingly competent in expressing their ideas on paper.

143 At Key Stage 2 pupils have good opportunities to extend their skills using a range of media; they make satisfactory progress. Younger pupils at this key stage show evidence of good progress in their drawing skills; they are able to show shadows in their pencil drawings and they begin to show that they can depict perspective and distance in their pictures. While painting lacks some care and control at times, in their repeated pattern work for example, pupils nevertheless demonstrate increasing understanding of colour mixing. Older pupils at this key stage are able to depict animals and people accurately and in good proportion, showing movement and action. This enables them to include some good illustrations in their work in other subjects, as in their work on the Egyptians in history for example. In their work on the history of writing, pupils have had good opportunities to work with a variety of media like chalk, pastels and charcoal. They show increasing awareness of shape and the effect of sources of light, which they can illustrate with effective shading in their pencil drawings, as well as with good use of colour, although they demonstrate less control in their larger paintings. At the end of this key stage pupils demonstrate careful thought in their repeated or tessellated pattern work, as they try to emulate the style of other artists, like Escher for example,

and a growing maturity as they are prepared to practice and experiment with their ideas.

144 Teaching of art is well organised, allowing time for discussion about techniques, styles and materials as well as opportunities for pupils to express their ideas on paper. Teachers' subject knowledge is appropriate in helping pupils to extend their knowledge, understanding and skills. However work in each of the areas of art is not equally represented in the school's programme. Three dimensional work is under-represented so pupils have fewer opportunities to extend their skills than they do in drawing and painting. Progress in this area is uneven. Pupils have had good opportunities to work with both clay and fabrics in their African art topic at Key Stage 2 for example, while at other times they have had insufficient such experiences. One reason is that the detailed guidance to enable teachers to extend their pupils skills is lacking. Similarly there have been too few opportunities for pupils to work with fabrics and these aspects need to feature more consistently in the school's programme of work in art.

Geography

145 Overall progress in geography at both key stages is satisfactory for all pupils both within lessons and over time. In some lessons it is often good. Pupils with special educational needs make satisfactory progress in both key stages. The completed work seen and observation of two lessons shows that pupils' attainment is at least of a standard expected for their age by the end of both key stages. In one lesson Key Stage 2 pupils demonstrated a breadth of knowledge and depth of thinking beyond the level expected for their age.

146 The youngest pupils are introduced to geography through a study of their immediate environment. They are encouraged to study their own locality including their own house, the school and the local church. They also study some of the local services including shops. Fieldwork starts early. Pupils benefit from visits into the locality and other places of interest, for example the local church and a local farm.

147 Key Stage 2 pupils have well developed mapping skills. They use maps and atlases with confidence and they can locate places on a map. They have good knowledge of map conventions and can use a key to describe the status of a road on a map. They have an understanding of some of the factors affecting weather patterns and changes. They have studied a number of recent natural disasters and have knowledge of weather conditions associated with these catastrophes. Key Stage 2 pupils have studied Nigeria and have some knowledge of its global position and its festivals and culture. Pupils also have an appreciation of differences in rural and urban environments having made contrasting studies of Bristol and Saxton.

148 Pupils' speaking skills are well developed. They are introduced to a wide range of technical vocabulary, which they use both in speaking and in their writing. This extends literacy provision. In discussion they use words and phrases such as dual carriageway, central reservation, road lanes, A-roads and motorways. An inspection of pupils' completed work shows that their recording skills are satisfactory.

149 In the two lessons observed in Key Stage 2 pupils' attitudes and behaviour were good. They show positive attitudes to and interest in geography. The majority of pupils join in discussions making relevant contributions and they listen well to the teacher. In one lesson pupils were considering transport networks and how public transport should develop in the future. Pupils demonstrated an unusually high awareness of contemporary transport issues. They also demonstrated a good knowledge of their region's geographical features such as major road networks. They understand that people can both improve and spoil the environment and that political decisions can affect theirs and future generations in all kinds of ways. They are also developing a good awareness of the several political procedures for making community decisions.

Pupils adopt a very mature attitude when discussing in groups. They enjoy participating and those that take on leadership roles carry out their tasks most effectively. In the whole class debates the majority of pupils are keen to contribute. They speak confidently and articulate their points clearly.

History

150 It was not possible to see any lessons in history at Key Stage 2 during the inspection and only one at Key stage 1. However, the ample evidence of work on display, teachers' planning, discussions with pupils and their earlier completed work all inform judgements about their progress in this subject.

151 In Key Stage 1 much of the work in history is linked to other subjects. Overall their progress at this key stage is good. Wherever possible visits out of school to various buildings, sites and museums or visitors into school are used to provide the stimulus for further work in this subject, providing experiences which help pupils understand more about the past. Pupils satisfactorily develop a sense of chronology in a variety of activities, like ordering artefacts and photographs and in keeping diaries. They are aware of changes over time and they can make meaningful comparisons between past and present, as they think about conditions in hospitals in their work on Florence Nightingale for example or in their discussions of similarities and differences in schools in the 1930s and the present. Good use is made of stories to extend pupils' knowledge and by the end of the key stage they demonstrate a factual knowledge of the lives of some significant people from the past, like Francis of Assisi, Brunel and Van Gogh.

152 In Key Stage 2 pupils build satisfactorily on their knowledge and understanding in history as they work on the required range of study units. In their earlier work on both the Ancient Egyptians and Invaders and Settlers there was a strong focus on knowledge and pupils successfully extended what they knew about these topics. Good links are made with other subjects, like art and design and technology, but the development of pupils' skills of investigation and interpretation feature less predominantly in the work they do. Pupils make appropriate progress in developing their understanding of chronology through the key stage, with good use of timelines to reinforce this.

153 At Key Stage 1 pupils respond positively to the tasks set. They work well together and take pleasure in recounting information they remember from previous history lessons. In the lesson seen pupils enjoyed the opportunity to use the materials provided to find out more about the life of Picasso. Most pupils were confident when answering questions.

154 Teaching of history is good. At times very good use is made of the resources available, both in the school and in the community. In work already completed, for example, pictures, photographs, artefacts and accounts had enabled pupils to gain insight into aspects of the history of the village community. The focus on family history was most effective in enabling pupils to make good progress in extending their understanding of chronology, as well as different ways of investigating local history. Good use is also made of visits out of school, as in the visit to Beningborough Hall for example, which enabled pupils to extend their learning through role play. Teachers successfully exploit such opportunities to encourage pupils' empathy with people in the past, considering the role of the servants in the hall for example.

155 Teachers' own knowledge of history is good and this is enabling them to plan a varied programme of work for their pupils. At its best, their planning provides a clear structure for pupils learning and for extending their skills. Clear links are identified with other subjects and this integrated approach is successful in introducing pupils to the range of skills at Key Stage 1. At Key Stage 2 there is a concentration on extending pupils' knowledge and in places too little emphasis on developing their skills, particularly of investigation. This has been overcome to a certain extent in

their more recent work on the history of writing. A newly published scheme has been adopted and this is providing structure for learning, ensuring appropriate continuity and progression. The planning cycle, previously a four year one to accommodate the range of required study units has been temporarily suspended as the school awaits publication of the most recent changes to the National Curriculum Programmes of Study.

Music

156 Although the amount of time for teaching and learning in music is limited, pupils throughout the school nevertheless make satisfactory progress. By the time they leave the school, the standard of their attainment is in line with that normally expected of pupils of their age.

157 At Key Stage 1 pupils are able to sing songs from memory, sometimes with added percussion accompaniment. They are able to join in with action songs, and they do so appropriately, attentive to rhythm and the directions given. At this key stage pupils learn simple rhythm patterns, which they can repeat when clapped. Their singing is tuneful, and mostly accurate as they follow the keyboard accompaniment. Older pupils at this key stage quickly learn new songs.

158 At Key Stage 2 good use is made of a variety of activities to reinforce and extend pupils' understanding of rhythm patterns and develop their singing. Older pupils are able to maintain a steady pulse and they understand increasingly complicated rhythm patterns. Their singing improves satisfactorily and they can sing rounds, like *Frere Jacques* maintaining tune and rhythm. In the lesson observed during the inspection pupils impressively sang two songs they had learned previously in counterpoint, able to keep time even when the rhythms became complicated and distracting. Teaching is effective in enabling pupils to make good progress in singing; pupils at this key stage sing clearly, in tune and with obvious enjoyment and enthusiasm.

159 All pupils from Year 3 have the opportunity to learn to play the recorder, with groups at different stages of development. A number of pupils receive tuition on other instruments, including flute and trumpet. They make good progress in developing their instrumental playing. Pupils have good opportunities to develop their skills of listening and appraising music. In one good lesson observed, pupils were introduced to the work of George Gershwin. The teacher's own knowledge was good and this enabled her to extend pupils' understanding of the role of sheet music sales in popularising new songs. Pupils listened to both *American in Paris* and *Rhapsody in Blue* intently and were confident to offer their views about what they heard. At other times pupils have had a rich diet of music to listen to. Pupils also have good opportunities to perform music, in concerts in school, in services like that at harvest time in church and on invitation to sing carols at Fairfax House. Opportunities for pupils to compose their own pieces of music are less well developed. However, the teaching of music makes a most valuable and effective contribution to pupils' cultural development and to the whole ethos of the school.

160 The quality of teaching in music is variable. Where teachers make effective use of the visiting accompanist and manage the singing sessions well, then pupils are able to make appropriate progress in developing their skills. Where their own knowledge and understanding is good, they are able to support and challenge pupils appropriately. Where they are less sure about the specific objectives of the lesson however, teaching is weaker and pupils' progress is inhibited.

161 Resources for music are satisfactory, with a useful range of tuned and untuned percussion instruments readily accessible to pupils and teachers.

Physical education

162 Pupils experience all aspects of physical education included in the National Curriculum. Swimming lessons are time tabled. Two lessons were observed during the inspection. One lesson involved a mixed age group of older Key Stage 1 pupils and younger Key Stage 2 pupils. The other lesson was a mixed age class of Key Stage 2 pupils.

163 Pupils' progress in both key stages is satisfactory overall. In the lessons seen, pupils' physical skills are at least as expected for their ages by the end of both key stages. Pupils' progress is satisfactory, they are encouraged to think about how to improve their skills in games activities. Pupils build upon their previous skills, for example when they practise games skills such as throwing, catching, striking and passing. Pupils' progress is supported through the good use of adequate indoor and outdoor space, appropriate activities, and opportunities to practise their skills. Teachers evaluate pupils' work constructively and regular praise is effectively motivating. Teachers also support pupils effectively, enabling them to evaluate their own and each others' work.

164 By the end of Year 6 most pupils are able to swim at least twenty-five metres. The school keeps good pupils records of progress made in swimming.

165 Pupils with special educational needs participate fully and with enjoyment. They receive good support and make good progress.

166 Pupils respond well to physical education lessons. They enjoy lessons and concentrate well. They listen carefully to instructions and are aware of safety rules. Pupils' are appropriately dressed. They are building an awareness of some of the rules of fair play and demonstrate healthy competitive attitudes. They can make appropriate contributions in a team context being able to co-operate well together.

167 Teaching is sound in both key stages. In one lesson observed during the inspection in Key Stage 2 teaching the teacher demonstrated good subject knowledge and ability to effectively coach pupils in games skills techniques such as striking a ball and a ball with a hockey stick and dribbling it along the ground, or fielding and catching. The pace of most lessons is brisk. Teachers use good examples of pupils' work to effectively encourage other pupils to improve their efforts. Teachers' planning is satisfactory and they manage pupils well, although there is no scheme of work nor guidelines to support teachers' planning for physical education.

168 In the previous inspection report there were no concerns expressed about physical education. The curriculum provision in physical education is satisfactory. Pupils participate in gymnastics, dance and movement, and a range of games activities. There is also an after school club offering pupils further opportunity to practise skills and to participate in team games. Competitive fixtures are held with other schools in netball. Facilities in the school are satisfactory. Younger pupils enjoy the use of a small hall in the school for indoor lessons; older pupils benefit from the larger space available in the village hall. A hard surfaced playground is also available for practising games skills and for participating in games activities. The school also uses Saxton cricket club field for outdoor activities.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

169 A team of three inspectors carried out the inspection over a period of three days. The team:

- (•) observed 35 lessons or parts of lessons
- (•) listened to pupils in each year group reading from their reading books and/or from their own work
- (•) scrutinised samples of pupils' work, including that in folders already completed
- (•) discussed aspects of their work and school life with pupils
- (•) attended 4 assemblies
- (•) examined the most recent school development plan and school policy documents
- (•) studied teachers' planning and pupils' records
- (•) interviewed the headteacher, other permanent members of staff and members of the governing body
- (•) scrutinised the provision for pupils with special educational needs and examined the special needs register and individual education plans
- (•) analysed the school's budget
- (•) held a meeting prior to the inspection which 5 parents attended
- (•) analysed the responses of parents in the 20 completed questionnaires received and considered the views parents expressed at the pre-inspection meeting with the inspectors
- (•) judged the effectiveness of the school's implementation of the National Literacy and Numeracy Strategies and assessed literacy and numeracy across the school
- (•) checked attendance registers and observed daily registration of pupils
- (•) examined the school's reports to parents

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	57	0	8	1

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	2.7
Number of pupils per qualified teacher	21

Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	22

Average class size:	19
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Financial data

Financial year:	1998-99
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	£
Total Income	112 398
Total Expenditure	96 341
Expenditure per pupil	1 853
Balance brought forward from previous year	14 219
Balance carried forward to next year	30 276

PARENTAL SURVEY

Number of questionnaires sent out:	39
Number of questionnaires returned:	20

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50	45	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	40	0	0	0
The school handles complaints from parents well	15	65	20	0	0
The school gives me a clear understanding of what is taught	5	60	20	15	0
The school keeps me well informed about my child(ren)'s progress	25	40	25	10	0
The school enables my child(ren) to achieve a good standard of work	35	45	20	0	0
The school encourages children to get involved in more than just their daily lessons	25	60	10	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	55	10	10	0
The school's values and attitudes have a positive effect on my child(ren)	35	50	10	5	0
The school achieves high standards of good behaviour	45	45	5	5	0
My child(ren) like(s) school	50	45	5	0	0

NB: Percentages given are in relation to total number of returns, EXCLUDING nil replies.
Percentages of responses are rounded to nearest integer and sum may not equal 100.