

INSPECTION REPORT

St Joseph's Catholic Primary School

Bishop Thornton, Harrogate

LEA area: North Yorkshire

Unique reference number: 121636

Headteacher: Mr B J Bridson

Reporting inspector: Paul Evans
20737

Dates of inspection: 24th – 26th January 2000

Inspection number: 196946

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Colber Lane Bishop Thornton Harrogate North Yorkshire
Postcode:	HG3 3JR
Telephone number:	(01423) 770083
Appropriate authority:	North Yorkshire LEA
Name of chair of governors:	Mgr' John T Dunne
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Evans	Registered inspector	English Science Art Design and technology Physical education Pupils with special educational needs Pupils for whom English is an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
Jim Griffin	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents and carers?
Agnes Patterson	Team inspector	Mathematics Information technology Geography History Music Under fives Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a very small Catholic primary school serving two parishes covering a wide geographical area and many pupils travel to school by bus. The catchment area includes an American Military Base, which can affect the numbers on roll at the school. The school is, at present, under-subscribed in every year group. At the time of the inspection there were 29 children on roll, 15 boys and 14 girls. The school has two pupils on Stage One of the Special Educational Needs register and one child for whom English is not the main language spoken at home. It is difficult to compare attainment on entry to national levels because of the small cohort entering the school. There are no pupils eligible for free school meals, which is well below the national average. The attainment of pupils on entry to the school is average. The school's main aim is to provide an individualised education for all its pupils in order that each reaches their true potential.

HOW GOOD THE SCHOOL IS

The quality of teaching is very good. The leadership and management of the headteacher and the teaching staff are very good. The school achieves high standards. The overall effectiveness of the school is very good. The school gives good value for money.

What the school does well

- The curriculum is rich and varied.
- The assessment of pupils' work is excellent. The use of assessment information to match future work to pupils' abilities is also excellent.
- Teachers' lesson planning is very good.
- The development of relationships between pupils and between pupils and teachers is excellent.
- High level care and concern are consistently shown for all pupils.
- The excellent moral and social development of pupils.
- The headteacher provides very good leadership. There is excellent teamwork between the headteacher and the staff.
- The quality of teaching in the school is very good.
- Parents are provided with very high quality information about the progress of their children.

What could be improved

- Planning for fire drills is not carried out.
- The governing body is not effectively monitoring the strengths and weaknesses of the school.
- Governors are not acting as critical friends to the school. They are not fulfilling their role as partners in management.
- The level of training for governors is not good enough to enable them to fulfil their role.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection. The teaching and learning of information technology throughout the school has been improved. Procedures for assessing pupils' work are now excellent. The use of assessment information to match future work to pupils' levels of ability is also excellent. The development of structured programmes for the sequential teaching of skills has been established in all subjects except in the element of designing and the building of progressive skills in the use of tools in design and technology. The national strategies for literacy and numeracy have both been very well introduced.

STANDARDS

The table does not show the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English					well above average A above average B average C below average D well below average E
mathematics					
science					

No comparisons can be made between similar schools or with national averages because the number of pupils entered for tests is always below 10.

In the 1999 national tests at the end of Key Stage 1 the school entered five pupils. All pupils reached Level 2, the standard expected for seven-year-olds, in reading, writing and mathematics. Forty per cent reached the higher Level 3 in reading and 20 per cent reached Level 3 in writing. Twenty per cent of pupils also reached the higher Level 3 in mathematics. Teacher assessments in science in 1999 judged all pupils to be reaching average standards.

In the 1999 national tests at the end of Key Stage 2 the school entered seven pupils. All pupils reached Level 4, the standard expected for eleven-year-olds in English, mathematics and science. Eighty six per cent of pupils reached the higher Level 5 in English. Twenty five per cent of pupils reached the higher Level 5 in mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. They are eager to attend school and show a keen interest in their work.
Behaviour, in and out of classrooms	Very good. Pupils move around the school in an orderly manner. They have developed good manners and the calm atmosphere during the midday meal is particularly striking.
Personal development and relationships	Very good. Pupils show caring and considerate attitudes towards each other and to adults. Relationships between adults and pupils and amongst pupils are excellent.
Attendance	Satisfactory. Attendance for the year 1998/99 was just below the national average. This has remained static in recent years.

Pupils in both key stages are very enthusiastic about school. Their interest and involvement in their work is excellent. Behaviour is almost always very good and there is no evidence of bullying. They learn right from wrong and learn to respect the feelings and values of others. Relationships between pupils and between pupils and their teachers are excellent.

TEACHING AND LEARNING

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

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

The quality of teaching in literacy and numeracy lessons is at least good and often very good. There is a very good quality of teaching throughout the school.

Teachers' planning is of very high quality. The excellent use of assessment information to closely match future work to pupils' levels of ability ensures pupils progress.

There is very good support for pupils with special educational needs and for those for whom English is an additional language. All make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced, rich and varied. It fully reflects the school's aims and values and is a strength of the school.
Provision for pupils with special educational needs	Very good. Procedures for the early identification of pupils with special educational needs are very thorough.
Provision for pupils with English as an additional language	Very good; pupils make good progress. There is consistent support which guarantees full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the moral and social education of pupils is excellent. Provision for spiritual development is very good and, for cultural development, is good.
How well the school cares for its pupils	Very good. Pupils are effectively encouraged to be sensible, to help and share and to think of others. However, the school does not undertake fire drills in accordance with its planning.

The quality of the information provided for parents is very good. The effectiveness of the school's links with parents and the impact of parents' involvement on the work of the school are both good.

The quality and range of learning opportunities are very good. The statutory curriculum is in place. Because the school does not have a large room that can be used as a gymnasium, and because it is so far from the nearest swimming pool, the school cannot deliver the whole of the required curriculum in physical education.

The very good knowledge and understanding of pupils by all teachers and the school's consistent striving to deliver its aims and values means that the levels of care shown to pupils is very high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads a small group of dedicated teachers. They make corporate decisions about the direction of the school.
How well the governors fulfil their responsibilities	Unsatisfactory. However, the newly adopted self-evaluation procedures, when put into practice, will enable the governors to fulfil their responsibilities.
The school's evaluation of its performance	Excellent. Appraisal and the monitoring of the quality of teaching are used to further develop the performance of staff.
The strategic use of resources	Good. The good advice of the bursar and the school's involvement in the Yorkshire Purchasing Organisation scheme ensures that the principles of best value are applied well.

The number, qualifications and experience of the teaching staff are very good. The school's premises are unsatisfactory. The quality and range of resources for teaching and learning are good.

The levels of teamwork between the headteacher and the staff are excellent. The levels of delegation and the teachers' contribution to the management of the school are also excellent. At present the governors do not monitor the school's strengths and weaknesses. They are not fulfilling their role as partners in management.

The school's involvement with the Yorkshire Purchasing Organisation and the good advice offered by the part time bursar mean that the application of the principles of best value are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Prepares pupils well for secondary school. • Standards achieved by pupils. • Attitudes and values promoted by the school. • Homework linked to pupils' areas of weakness or school work. • Consultation evenings are highly valued. 	<ul style="list-style-type: none"> • Concern about the amount and consistency of homework. • Lack of extra-curricular activities.

The inspection findings support the positive views of parents. The evidence with regard to homework is that, from the earliest age, pupils are set work to do at home. This builds consistently throughout the school. In Key Stage 1 most work is offered in English and mathematics. In Key Stage 2 this is extended to other subjects, for example science and geography. In this area inspectors do not support the views of some parents about the amount and consistency of homework. There is a low level of extra-curricular activity offered by the school. However, because of the low numbers of pupils in the school and the difficulties of transport, the schools clubs, run during lunchtimes, are deemed to be appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests at the end of Key Stage 1 the school entered five pupils. All pupils reached Level 2, the standard expected for seven-year-olds, in reading, writing and mathematics. Forty per cent reached the higher than average Level 3 in reading and 20 per cent also reached Level 3 in writing. Twenty per cent of pupils also reached the higher than average Level 3 in mathematics. Teacher assessments in science in 1999 judged all pupils to be reaching the average Level 2 or above. With so few pupils being entered for the tests each year, fluctuations are inevitable.
2. The results of just one pupil can have a marked effect on the overall standards achieved by the school. However, the trend over the four years 1996-1999 is one of sustained high levels of attainment in English and mathematics.
3. In the 1999 national tests at the end of Key Stage 2 the school entered seven pupils. All pupils reached Level 4, the standard expected for eleven-year-olds in English, mathematics and science. Eighty six per cent of pupils reached the higher than average Level 5 in English. Twenty five per cent of pupils reached the higher than average Level 5 in mathematics and science.
4. Fluctuations are inevitable when the results of one pupil can have a marked effect on the overall test standards achieved by the school. The trend over the four years 1996-1999 is one of steadily improving standards in English. The trend in mathematics and science is one of maintained high standards.
5. Because of the low number of pupils entered for national tests each year, comparisons with national averages or those achieved by pupils in similar schools are not justified. However, the local education authority has produced statistics which show St Joseph's school achieving standards which are consistently above the steadily improving trend in the area.
6. Very good teacher planning is guided by the excellent use of assessment information. This enables the accurate matching of future work to the levels of achievement of each pupil. In English and mathematics, particularly, this effectively produces individualised learning for each pupil in both key stages.
7. The number of pupils with special educational needs is very low and all these pupils are on the first stage of the nationally agreed Code of Practice. The school provides very good support for these pupils in lessons and employs part time specialist support for them. This is very good provision and pupils with special educational needs make good progress. They are reaching average standards.
8. There is a very low number of pupils for whom English is an additional language. Teachers provide very good support. The standards of work seen during the inspection were mostly good. Since the last inspection good progress has been made.
9. In lessons in literacy and numeracy, seen during the inspection, standards were consistently good. Standards in science were mostly good and sometimes very good across the school.
10. In information technology the school has made good progress since the last inspection. Pupils are taught skills progressively throughout the school and progress is good. Computers are used well in other areas of the curriculum.
11. Pupils make very good progress in all areas of music in both key stages. In history, geography and art, standards are reached which are appropriate to pupils' age and abilities at the end of both key stages and progress is satisfactory for all pupils.

12. Progress in design and technology are in line with pupils' age and abilities at the end of both key stages. However, the skills of designing and the use of tools are not developed sequentially or in sufficient depth.
13. Standards in physical education are satisfactory in the development of games skills, dance, some elements of gymnastics and outdoor and adventurous activities. The school does not have a hall which can be used as a gymnasium. This means that pupils do not have opportunities to transfer their gymnastic work to high level or large scale equipment or to move and position such apparatus. The closest swimming pool is too far away to make the teaching of swimming a sensible use of time.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are excellent. Pupils are eager to come to school and show a keen interest in their work. In all year groups, pupils listen attentively, volunteer answers or suggestions enthusiastically and are comfortable asking questions of their teachers. Pupils show good concentration and perseverance during activities.
15. During literacy and numeracy hours, nearly all pupils work well in their groups when the teacher is working specifically with one particular group. At the start of breaktimes, some pupils are keen to ask the teacher further questions and they settle to their work without delay at the end of breaktimes.
16. Pupils with special educational needs show very good attitudes to learning. They work hard and enjoy the extra individual help they receive.
17. There are no instances of pupil exclusions.
18. The high quality of teaching is a major contributor to pupils' excellent attitudes. The teaching often provides an individual curriculum and manages to weave pupils' learning in different parts of the curriculum into a coherent and interesting whole.
19. Behaviour in classrooms, during lunchtime and playtimes, is very good. In lessons, all pupils behave very well. Prior to moving in groups, pupils routinely form orderly queues and move about without running or jostling. Pupils hold doors open for visitors and for each other, often even when no adult is present.
20. During the inspection, the behaviour of pupils at lunchtime and playtimes was very good. The calm atmosphere, whilst pupils took lunch, was particularly striking. It resembled a very well behaved family group, quietly discussing school and their social life.
21. Pupils confirm that only very rarely do incidents of bullying or other antisocial behaviour occur in the playground. Pupils are clear that they would inform adults and provide peer group support in such an event. There have been no pupil exclusions in living memory for untoward or unacceptable behaviour.
22. The great majority of parents are very positive about pupils' behaviour. The very good and reliable behaviour of nearly all pupils creates the atmosphere for very effective learning. It also enables staff to give pupils more responsibility and, thereby, provides opportunities for them to use their initiative. Pupils take very good care of property and resources and help keep the school in an attractive condition.
23. Relationships between adults and pupils and among pupils are very good. Adults in the school act as excellent role models. Teachers value pupils' work and effectively praise effort and good work.
24. Pupils respond in a positive manner. Pupils show caring and considerate attitudes towards each other and adults in the school community. For example, when a pupil grazed a knee in the

playground, three or four pupils gathered round to console the hurt pupil. One pupil then took personal responsibility and reported the matter to the staff member on duty.

25. Almost all pupils work well in pairs and small groups and are willing to collaborate when opportunities arise. Special educational needs pupils are fully accepted during lessons and playtime.
26. Pupils' personal development is very good overall. All pupils, even in Key Stage 1, enjoy speaking with visitors. When questioned in groups, pupils calmly listen to the views of others. When they have different viewpoints, individuals are comfortable expressing their opinion without signs of rancour from others.
27. Nearly all pupils show respect for rules and others. They also notice what needs to be done and help each other without prompting. Pupils respond well to the opportunities to help and take responsibility in the day-to-day running of the school. For example, Key Stage 1 pupils help set out the tables at lunchtime. As well as acting as door monitors, pupils in Key Stage 2 look after younger pupils and those new to the school.
28. All pupils show respect for others. They understand the effects of their actions on other people and the world around them. There is very clear respect for the feelings, values and beliefs of other cultures.
29. As pupils progress through the school, they show an increasing ability to plan and organise their work. For example, following a video on the solar system, a group of four Key Stage 2 pupils chose to split into pairs and work in parallel to find further information from reference books and a computer database.
30. Pupils show real interest and initiative to putting on performances. For example, a group of Key Stage 1 pupils worked without adult direction during lunchtime, to convert earlier literacy work on rhyming into a musical performance, complete with guest list.
31. Pupils enjoy composing songs, which they sing at the Christmas and Year 6 leavers parties.
32. In Key Stage 2, pupils have chess and recorder clubs. Pupils also take part in small school leagues and tournaments in chess, football and kwik-cricket, as well as an inter schools sports day. These events help develop pupils' discipline, personal application, team spirit and a sense of fair play.
33. Attendance is satisfactory. The attendance level of 93.5 per cent, for the 1998/9 reporting year, is just below the national average. Attendance levels have remained broadly static in recent years. There was no unauthorised absence in the past two years. Punctuality is very good. Pupils come to school on time and settle to their work promptly and calmly. This positively contributes to pupils' progress.

HOW WELL ARE PUPILS TAUGHT?

34. The quality of teaching is very good in both key stages.
35. The introduction of the National Literacy Strategy has been very well managed. All teachers in both key stages teach phonic reading skills to a high standard. Skills of writing are taught consistently and are used well in other areas of the curriculum, such as science, history and geography. Skills of reading are well taught and skills in researching information from books are developed very well as pupils progress through the school.
36. All teachers employ high level questioning skills to build pupils' knowledge and understanding. Teachers build pupils' confidence in discussions and pupils' skills of speaking and listening are very good in both key stages.
37. The National Numeracy Strategy has been introduced very well. Teachers use very good techniques to develop pupils' mental strategies. All aspects of numeracy are well developed

and numeracy skills are used well in the wider curriculum. For example, Year 5 and 6 pupils used scale in a science lesson on the solar system.

38. Teachers demonstrate good knowledge and understanding of a wide range of subjects. The procedures for assessing pupils' standards are very good. All teachers make excellent use of assessment information to guide the planning of future work. Tasks are very closely matched to pupils' levels of abilities. This was a key issue of the last inspection and the school has made very good progress to implement it.
39. Homework is built steadily through both key stages. During the week of the inspection, reading books were taken home regularly and inspectors saw homework set in geography and science.
40. All teachers provide very good support for pupils with special educational needs and for those for whom English is an additional language. All these pupils make good progress.
41. A very good range of teaching methods is employed. In some lessons of particularly high quality, in music and science, the teachers brought real awe and wonder into pupils' learning experiences.
42. Teachers have high expectations for pupils' progress and attainment and for their behaviour. This results in a highly focused and productive learning environment in the great majority of lessons.
43. Pupils work hard at their tasks bringing a combination of thoughtful application and positive initiative to their learning. They use their knowledge and understanding of literacy and numeracy to solve problems in other areas of the curriculum. Pupils in both key stages show a very high interest in their lessons and show good levels of concentration. From the very youngest children, teachers foster skills as independent learners. This leads to pupils being able to study without direct supervision in later years.
44. Pupils of all ages and abilities have complete equality of access to the curricular opportunities offered by the school.

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

45. Since the last inspection, the school has successfully addressed the key issues and has made very good improvements in establishing a structured programme for the sequential development of skills, so that the curriculum builds systematically on pupils' previous learning as they move through the school. There has also been a marked improvement in information technology since the last inspection.
46. There is a very good quality and stimulating range of curricular opportunities provided for children under five. This very well planned curriculum is based upon the recommended desirable outcomes for learning and supports good progress.
47. Both the teacher and classroom assistant take an active part in planning and developing the curriculum. They provide many opportunities for children to listen and to talk about what they are doing. This has a positive impact upon their language and literacy skills. As a consequence, children are very well prepared for their work in the National Curriculum.
48. In both key stages, the quality and range of opportunities is very good. The curriculum is rich, varied, broad and balanced. It fully reflects the school's aims and values and is a strength of the school. Statutory requirements are met, except in physical education. All pupils have full access to the whole of the curriculum.
49. Pupils' personal development is well promoted through opportunities for them to take significant responsibility and initiative.
50. There is an appropriately strong emphasis placed on literacy and numeracy and very good

efforts have been made to put into place the recent numeracy curriculum, following the introduction of the guidance of the national framework. A notable feature is the emphasis being placed on the teaching of mental arithmetic and problem solving in all classes.

51. This is beginning to be effective in further improving pupils' mental skills of calculation and well-structured lessons accommodate this development. This, also, is a strength of the school.
52. Planning in both key stages is particularly good. Staff have put a great deal of effort into developing the current system of long and medium-term planning and this provides a very clear picture of what will be taught to each year group throughout the school. Planning is meticulously monitored by both the headteacher and other staff, to ensure that it builds systematically on each individual pupil's previous learning as he or she moves through the school.
53. Teachers use this framework when planning their lessons so that they clearly identify what each pupil is expected to learn during these lessons. Very good planning is also apparent when it is tied to a tight framework, such as the literacy and numeracy hour.
54. Throughout the whole curriculum, a strong emphasis is placed upon the development of pupils' speaking and listening skills and teachers make very good links between subjects, successfully promoting pupils' literacy and numeracy skills. These cross-curricular links give an added dimension to pupils' personal development. For example, mathematics provides good support in scientific investigation and appropriate opportunities are given to develop their writing and information technology skills in other subjects, such as geography and history. Together with the regular provision of homework, all of this makes a very positive contribution to pupils' standards and achievement.
55. Sex education is taught, when appropriate, through science and health education. The school offers a satisfactory range of extra-curricular activities such as football, kwik cricket, chess and recorder playing and these activities are very well supported.
56. Older pupils have the opportunity to attend a residential visit, and educational visits to places, such as Beamish Museum, together with visitors to the school, for example, adults helping with information technology or cooking, further enhance and enrich the curriculum.
57. Good links have been established with the secondary schools and other areas of the community, such as sporting events, which involve the whole community.
58. Procedures for the early identification of pupils with special educational needs are thorough and provision is very good overall. These pupils have full access to the curriculum, with good quality support, and individual education plans are satisfactory. They identify specific and precise learning targets and the timescale for completion. They are regularly updated and are fully evaluated.
59. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is very good.
60. The spiritual provision for pupils is very good. The headteacher and staff make a concerted effort to sustain the family atmosphere of the school and a sense of a close community is evident.
61. The school is committed to its Catholic values. In assemblies, pupils are given opportunities to reflect and explore their own feelings and thoughts. The close relationship between the school and the church further promotes spiritual development. Opportunities abound for pupils to experience a sense of awe and wonder. For example, in a music lesson where pupils listened intently to extracts from Beethoven and Strauss, they described the music as "emotional". Their unaccompanied singing also created that same magical feeling.
62. Provision for moral development is excellent. All staff provide very good role models for pupils. They are sensitive to individual needs, patient and firm when required.

63. The school rules are devised by the pupils themselves and are an integral part of their school life. Younger pupils learn from the older ones by example. A clear understanding of what is right and wrong is thus translated into practice.
64. The school's provision for the social development of its pupils is also excellent. All pupils are given opportunities to work collaboratively.
65. Break-times and lunchtimes contribute positively to pupils' social development as times when they enjoy the company of others or choose to continue to work together on unfinished tasks. Older pupils help the younger ones and, in the playground, they play co-operatively. Few disagreements were observed during the inspection and these were always resolved amicably.
66. Pupils are given responsibility in lessons and in the running of the school. For example, they lay out resources, give out hymnbooks and act as porch monitors. They are taught how to take care of and respect property.
67. The school makes good provision for cultural development. Local culture features prominently in lessons and planning, with the village as an important resource for study, backed up by visits to places of interest, such as Beamish or Bradford. Visits to the school by the chair of governors have enhanced their cultural provision.
68. Music lessons familiarise pupils with the work of famous composers, such as Beethoven and Strauss. Pupils are learning to understand about the multi-cultural society of today and have learned about Divali and Thanksgiving.
69. The inclusion of a number of American pupils, in both key stages, offers awareness and a valuable insight into understanding of another culture. However, the school does not take all opportunities to further celebrate the wide range of cultural differences within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

70. The last inspection report judged that the school was a caring community in which all pupils were valued equally. The high quality of personal support and guidance for pupils was contributing positively to the educational standards achieved. This high quality provision has been maintained, except in the undertaking of fire drills.
71. Procedures to promote and ensure pupils' wellbeing are good. Pupils are effectively encouraged to be sensible, to help and share and to think of others. This leads to a calm and supportive atmosphere in school and has a positive effect on pupils' learning. Pupils are well cared for if they are ill or otherwise distressed.
72. Parents confirm that pupils gain in confidence and are effectively taught the importance of good relationships and respect for others.
73. The school has good arrangements for the induction of pupils into the reception and other classes. Parents are positive about these arrangements. Year 6 pupils, who typically transfer to one of three secondary schools, are well supported. Thereafter, a number of these pupils maintain contact with the school and the main feeder secondary school informs the school of their achievements at the end of Key Stage 3 and of their public examination results at a later stage.
74. Despite many secure features, procedures to ensure pupils' health and safety are unsatisfactory overall, since statutory evacuation drills are not held. The health and safety policy adequately defines responsibilities in school.
75. Teachers make pupils aware of health and safety issues in practical lessons, such as physical education and science, thereby contributing to the development of a safety conscious attitude among them.

76. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. The practical arrangements, including first aid, to deal with any incidents or accidents are well established and appropriate.
77. Child protection procedures are good. There is a clear school policy. The headteacher is the designated staff member with responsibility for child protection issues. The arrangements are known to staff. There are good opportunities for pupils to develop a secure understanding of these matters in assemblies as part of their personal and social education. Group discussions, supported by videos on strangers and saying 'No', are the main methods used.
78. Procedures to monitor and promote good behaviour and discipline are very good. A clear policy is applied consistently across the school. This makes a positive contribution to pupils' standards and learning. A clear range of rewards and sanctions are in routine operation. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively.
79. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Staff show great patience and care for the few pupils with behaviour difficulties. They tease out the nature of the pupil's difficulty and work painstakingly to develop the pupil's understanding of why the behaviour is unacceptable. Parents are effectively involved if behaviour difficulties persist.
80. Staff take a serious view of bullying incidents, which pupils confirm are very rare. Pupils are well acquainted with this issue through assemblies and other classroom discussions.
81. Procedures to monitor and promote attendance are satisfactory. Parents and pupils are clear on the need to contact school in the event of absence. Although this is made clear in the home school agreement, it is not included in the school's prospectus. Attendance is the expectation for all pupils.
82. In response to the assessment issues raised in the previous inspection, the school has worked hard and now has excellent procedures in place for planning and assessing pupils' attainment. This is a commendable achievement. When children enter the school, their language and literacy skills are tested and these results provide a baseline from which their future progress can be measured.
83. There are excellent assessment procedures in all subjects and these are regularly and consistently used to monitor individual pupils' progress very closely in relation to their past learning. This is indeed a strength of the school.
84. Opportunities for assessment are clearly identified in teachers' medium term plans. Assessment tasks are regularly administered to pupils and these results are carefully recorded in individual pupils' assessment sheets to ensure that work is closely matched to pupils' ability.
85. The school is producing a levelled portfolio of examples of pupils' work in English, mathematics, science and information technology as a very useful reference book for judging standards. This illustrates the different levels of the National Curriculum within which pupils work.
86. The results of national tests are analysed carefully by the headteacher and the staff, as a team, who look for areas in which to further improve standards. Where improvements are required, they are acted upon effectively. For example, since the introduction of the Numeracy Strategy, the school has decided to further raise the standard of pupils' mental calculation. This individual systematic monitoring of each pupil's work leads to modification or changes to the curriculum and this effectively supports their performance and future development.
87. Parents receive an annual report at the end of the summer term. This provides very helpful and positive information on pupils' attainment and achievement and meets statutory requirements.

88. Procedures to monitor and support pupils' academic progress and personal development are very good overall. The assessment information is systematically used to identify pupils' strengths, targets and areas for development.
89. Parents are informed where important areas for development are identified. School and home work closely together, using homework and discussions, to effectively address these issues. Good work and attitudes are regularly celebrated in assemblies.
90. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem.
91. The levels of support provided by the school are offered at the same high levels to pupils with special educational needs and to those for whom English is an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

92. Overall the partnership with parents makes a very good contribution to the quality of education provided and the standards achieved. Since the previous inspection, the quality of partnership has improved, particularly in the area of parental involvement in pupils' learning.
93. Pupils' reports and homework are now clearer and better targeted to achieve pupil improvement in subjects and in their personal development.
94. The great majority of parents are very positive about what the school provides and achieves. All parents feel comfortable about approaching school with questions or concerns. They consider that the school is well managed, has high expectations, that teaching is good, and that pupils make good progress and become mature and responsible.
95. Parents confirm that nearly all pupils like school and they are positive about pupils' behaviour. A significant majority of parents are satisfied with the levels of homework. However, nearly a fifth of parents do not consider they are kept well informed about how their children are getting on and a significant minority do not think that the school provides an interesting range of activities outside lessons. Judgements on their views are reported in the summary and, as appropriate, throughout the report.
96. The quality of information provided for parents is very good overall. In particular, the information on individual pupils, in reports and other contacts linked with well targeted homework, makes a significant contribution to pupils' learning.
97. Pupils' annual reports are very good. They provide a clear and realistic view of pupils' progress and, where needed, set clear targets for improvement in attitudes to learning and in the main subjects. There is additional information about booster homework for parents of pupils who are undertaking national tests.
98. School-related information, such as the prospectus and governors' annual report, are of good quality. The prospectus gives parents a very clear impression of the school's expectations and character. Frequent newsletters keep parents well informed about school life.
99. Overall there is a very good level of parental involvement in pupils' learning and the life of the school. Some parents help pupils with their work in lessons. Discussions with pupils indicate that most parents check that homework is done, help with homework when needed and test their children in spellings and tables. The school has effectively consulted parents prior to the introduction of the home school agreement. Parents are effectively involved if concerns arise about pupils' behaviour.
100. The two formal parent consultation evenings in spring and summer terms are very well attended. The informal consultation evening in the autumn primarily aimed at discussing how pupils are settling into school or a new class is not well attended. Some parents would prefer a formal consultation in the autumn so that they are informed at an early stage about their children's academic progress.

101. Based on comments attached to the questionnaire returns, this is the main reason why nearly a fifth of parents currently consider that they are not well informed about how their children are getting on.
102. The school has provided information on the literacy project and plans to hold a workshop on numeracy. Five adult helpers provide regular support at Key Stage 1 with information technology, mathematics and literacy games, as well as baking, art and crafts.
103. Parents also support the preparation for Holy Communion and attend pupils' masses on special feast days. Nearly half the governors are parents, which is an indication of parents' interest in supporting the school.
104. Parents, governors and the school share the task of organising fundraising and social events. These events are well supported by parents and help to establish and maintain informal links between staff, parents and pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

105. The leadership and management of the headteacher and the staff is very good. The headteacher leads a small group of dedicated teachers. In some areas, for example the development of the curriculum, all the staff work as a very close team. They make corporate decisions, are in complete agreement about the direction of the school and the striving for high standards.
106. The very good quality of teaching is based on the excellent use of the excellent assessment information to plan future work, which is closely matched to pupils' abilities.
107. The school only has two classes, one for each key stage. The very high level of teachers' planning, coupled with the teachers' very good knowledge and understanding of each pupil, enables the provision of individualised education, particularly in English, mathematics and science.
108. The aims and values of the school are very well reflected in its work. The delegation of duties and the very close teamwork of all the teachers in the management of the school are excellent.
109. The use of appraisal in developing the performance of staff and the monitoring of teaching are very good.
110. The school prioritises its aims, sets targets for the performance of staff and pupils and takes decisions which are designed to meet those targets.
111. The constantly changing number of pupils makes financial predictions difficult. However, a suitable contingency fund is maintained. The work of the part time bursar and all the teachers ensure that good financial planning supports the school's educational initiatives.
112. All grants for pupils with special educational needs and for the professional development of staff are used appropriately. Extra money from the school's main budget is used to provide extra support for pupils with special educational needs.
113. The governing body's fulfilment of its statutory duties is unsatisfactory. The school does plan to practise procedures to be undertaken in the event of a fire. These plans are not put into practice. This is a weakness in ensuring the health and safety of pupils and staff.
114. The governors express their support for the headteacher and staff and they receive regular reports from the headteacher and the bursar which help to give them an overview of the school's provision. However, they do not fully monitor or understand the strengths and weaknesses of the school. They are not undertaking their role as partners in management. nor fulfilling their duty as critical friends which is essential in supporting the school's management.

115. The governing body has recently adopted a scheme for self-evaluation and an action plan to address these weaknesses. This plan needs further development and full implementation in order for the governing body to fulfil its role properly.
116. The number of qualifications and levels of experience of teaching staff are very good. There are good resources for teaching and learning in English, mathematics, science and information technology. Resources for teaching and learning are good.
117. The school buildings provide two classrooms which are good in size and provide good areas for learning. The office accommodation for the headteacher and the part time secretary is very small. There is no staff room. The buildings are well maintained, clean and in good repair.
118. The Key Stage 1 classroom also serves as the school dining room and as a utility room for other school functions. Dance lessons are also regularly held in the Key Stage 1 room.
119. There is no large space which can be used as a gymnasium. This means that the school cannot deliver the whole of the required national curriculum in physical education. There is a small playground and a reasonably sized playing field but, overall, the school's range of accommodation is unsatisfactory.
120. Taking into account its context, the very good improvement since the last inspection, the standards achieved and the money it spends, the school's effectiveness is very good and it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards the headteacher, staff and governors should:

- a. as a matter of urgency, implement the planned practice of procedures to be followed in the event of fire (paragraph 113);
- b. the governing body should develop procedures for the effective monitoring of the strengths and weaknesses of the school (paragraph 115);
- c. the governing body should provide the appropriate support for the headteacher by becoming true partners in the management of the school (paragraph 114); and
- d. provide training for governors so that all governors fully understand their role (paragraph 115).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
23	46	15	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	2

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	2	3	5
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	3	3	3
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	3	3	3
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	3	3	3
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	3	3	3
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	29
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	13.8
Average class size	14.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	8

Financial information

Financial year	1998/99
	£
Total income	102,071
Total expenditure	94,300
Expenditure per pupil	2,418
Balance brought forward from previous year	2,425
Balance carried forward to next year	10,196

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	29
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	7	0	0
My child is making good progress in school.	54	43	4	0	0
Behaviour in the school is good.	32	43	11	0	4
My child gets the right amount of work to do at home.	32	43	14	4	0
The teaching is good.	61	29	0	0	11
I am kept well informed about how my child is getting on.	21	54	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	39	61	0	0	0
The school expects my child to work hard and achieve his or her best.	39	61	0	0	0
The school works closely with parents.	14	57	18	4	7
The school is well led and managed.	46	39	7	7	0
The school is helping my child become mature and responsible.	54	43	4	0	0
The school provides an interesting range of activities outside lessons.	18	46	32	0	4

Summary of parents' and carers' responses

The majority of parents feel that the school is a good one, providing a good education for their children. The level of extra-curricular activities is quite low but, with the low number of pupils and the transport difficulties, the range of activities provided at lunchtimes, for example, chess and recorders, is judged to be satisfactory. The standard of annual reports about pupils' progress was judged to be very high.

Other issues raised by parents

Some parents were concerned that the Autumn term consultation evening does not provide enough information about pupils' progress. For the parents of children who have just entered the school, there is discussion about their child's levels of ability as shown by base line assessment tests. Parents are offered the results of the tests and the targets, which have been set as a result. If they agree with the targets, parents are asked to sign the document. No parent has ever declined to sign.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

121. Children under five are taught in the reception class, which also contains Year 1 and Year 2 pupils. Planning is based around the six desirable areas of learning for children under five. Provision for these children is very good and is a strength of the school.
122. Attainment for personal and social education at age five is very good. As a result, children make very good progress. They co-operate well, persevere with their tasks and are willing to take turns to demonstrate an interest and concern for others. For example, they used role-play, water, painting and construction areas well, each taking turns and showing consideration for others.
123. They benefit from sharing activities with older pupils and quickly learn to become independent and to establish effective relationships with both them and adults. By the time they are five years old, their personal and social skills are very well developed.
124. Attainment is good in language and literacy and children make good progress. They are very good listeners and are interested in books and are learning to write. A very good feature is the prominence given to reading and the importance of books about which children show considerable excitement and enjoyment. They are keen to talk about them and can recall and retell stories using the picture cues on each page, for example, when working with a counting number book.
125. They are learning to form letters in writing, for example "l", know that words convey meaning and can write their first names. They are confident speakers and their range of vocabulary is wide. They enjoy the books which they are learning to read. By the age of five, they are already working within the National Curriculum framework.
126. There is good attainment in mathematical development and children make good progress. They are introduced to numbers, shapes and colours and learn rhymes and songs related to numbers. There are well-structured opportunities and learning experiences in the role-play area.
127. Children use mathematical equipment well for counting, matching and sorting. They recognise and name numbers up to at least eight accurately and can count on to at least fifteen with help. They can arrange objects in sets of eight and check that this is correct by counting. They also understand the simple language of number, such as corners and edges and enjoy number work and talk with confidence.
128. Support from the classroom assistant and other adults plays an important part in encouraging children to be confident in understanding mathematics. By the age of five, their attainment is good and they have made good progress.
129. There is very good attainment for developing children's knowledge and understanding of the world. Through the wide variety of experiences and practical activities presented to them, they make good progress. As with the other areas of learning, these children have the opportunity to follow the topics that the older pupils follow and gain from the discussions that teachers have with older pupils. They look at houses and homes around the village where they have collected autumn leaves which they have used in their art work, and they have experienced hot and cold in different environments. Some of their role-play is built around these experiences as well as their art and literacy work. Children gain experience in using the computer and controlling images using the mouse. They also develop their manipulative skills in their constructions using kits and other modelling materials.
130. Attainment in creative development is very good. Children are introduced to a wide range of musical and creative experiences and they make good progress. They learn to listen to and sing

nursery rhymes, to draw, paint, cut and glue materials and construct models, such as houses, which they have painted or coloured attractively. They were observed successfully using a variety of materials to make a home large enough to house Roamer, their programmable robot.

131. No judgement can be made of attainment in physical development at five years of age. The classroom is used for this activity but no lessons were observed during the inspection. However, good provision is made for the use of large outdoor play apparatus.
132. All children show very positive attitudes to their work and relate well to others. They enjoy their work, are very well behaved and polite to each other and to adults. These adults warmly welcome children and their parents and demonstrate very high levels of care and concern for all.
133. The provision for children under five is of a high quality and, as a result of this, the quality of standards and levels of achievement are good. By the time they are five years of age, children are well motivated and are encouraged to develop positive attitudes and good learning habits.
134. The curriculum is broad and balanced, rich and varied. The quality of teaching is very good. Planning and preparation for lessons are carried out very effectively and shared with other teachers, always reflecting the aims of the under fives, and the objectives are clearly outlined in each lesson plan. The teachers balance the work that children under five undertake with older classmates very carefully with work which is specifically planned within the six areas of desirable learning. This has the dual effect of providing good learning experiences in the areas of desirable learning and also giving children early experience of the National Curriculum.
135. The classroom is very well organised and the number and range of activities made available are sensibly limited to enable teachers to work closely with each child. However, on a few occasions when all the pupils in the class are working together, older pupils detract attention from the younger ones who are then less involved in the activity.
136. Assessment procedures are excellent and are consistently and conscientiously completed from the time children enter the school. This provides a clear picture of the standards and achievement of each child to inform planning, guide teaching and to inform other staff who work with the children. Teachers know their children very well and provide an environment that is both colourful and stimulating.

ENGLISH

137. In the 1999 national tests for seven-year-olds all of the pupils entered reached Level 2, the expected level for seven-year-olds, in both reading and writing. Forty per cent of pupils reached the higher Level 3 in reading and 20 per cent in writing.
138. In the 1999 national tests for eleven-year-olds all the pupils entered reached Level 4, the expected level for their age. Eighty six per cent reached the higher Level 5.
139. Standards of attainment overall seen during the inspection are above that expected for pupils of their ages at the end of both key stages.
140. The last inspection report found that standards in English were above the national expectation in Key Stage 1 and in line with expectations in Key Stage 2. The school has made good progress since the last inspection.
141. Due to the individual nature of the English curriculum provided for each pupil, progress in both key stages is good.
142. Because of the very small number of pupils in each age group, comparisons with national averages would be misleading. Comparisons with the results of schools with a similar level of free school meals would also be misleading. The school never enters more than eight pupils for the national tests in Key Stage 1 or Key Stage 2. Statistical data from the local education

authority shows that the school's results have been above the steadily improving trend in the authority for the past four years.

143. There are excellent procedures for assessing pupils' work. Assessment information is used excellently to guide very good teacher planning which carefully matches future work to what pupils know, understand and can do.
144. Pupils in both key stages have very good attitudes to their lessons in language and literacy and show initiative in extending their learning in their own time. During the inspection, a group of girls in Key Stage 1 took the text from their literacy lesson and set it to their own tune during playtime. They then developed a short dance routine, practised their presentation and wrote out a list of guests to be invited to see their "show", on the following day.
145. Standards of speaking and listening are very good in both key stages. All pupils in both key stages listen carefully and respond thoughtfully to teachers' questions. Pupils in both key stages discuss their work sensibly. They use extended sentences and a good range of vocabulary, which is fostered by teachers throughout the school.
146. All pupils make good progress in their speaking and listening skills. In both key stages they are given very good opportunities for oral work. They grow in confidence from the earliest age. Teachers encourage all pupils to become involved in discussions and to answer questions. All teachers are very skilful at guiding pupils to reach correct answers to questions without ever giving them the impression that they are wrong. This raises pupils' confidence and their levels of involvement which, in turn, promotes very good progress.
147. Attainment in reading is good. The school has a consistent and thorough programme for teaching phonics to pupils of all ages. Books are regularly taken home and all pupils read regularly, both to teachers and to their parents.
148. The school uses a combination of commercial reading schemes, which build vocabulary and reading skills progressively. All pupils are taught to use their reading skills to research information using a good range of reference sources including encyclopaedias and computer software. Pupils in Key Stage 2 develop advanced skills in reading, such as scanning, and all demonstrate good word attack skills.
149. Pupils know the difference between fiction and non-fiction books and use tables of contents and indices to quickly locate information. Progress in reading is good throughout the school. Pupils enjoy reading for fun and many read a wide range of fiction from Roald Dahl to Charles Dickens.
150. Attainment in writing is good. Pupils are given a wide range of writing experiences in both key stages. In Key Stage 1, pupils use their half term books to develop free writing. These books are used by teachers to assess pupils' progress. Pupils' work is annotated with the context in which it was written and with the pupils' age. This practice indicates each pupil's progress very clearly.
151. All pupils progress to writing in sentences in Key Stage 1. They develop an understanding of punctuation in Key Stage 1, which is built upon throughout Key Stage 2. Handwriting is developed into a good cursive style and skills of written grammar are developed to a high standard. Pupils in both key stages write in a good range of styles.
152. Levels of support for pupils with special educational needs are very good. The progress of pupils with special educational needs and for those pupils for whom English is an additional language is good in all areas of the subject.
153. The quality of teaching seen during the inspection was at least good and mostly very good. All teachers' planning was very good in matching pupils' tasks to their age and personal level of development accurately. Teachers have high quality skills of questioning, drawing out what pupils know and leading them to greater understanding. The pace of all lessons was good, no

time was wasted and a purposeful atmosphere was created. The National Literacy Strategy has been introduced and developed very well.

154. Each class contains pupils of several age groups and teachers match group and individual tasks not only to each year group but also to the different individual levels of ability within each year.
155. Resources, including the range of fiction and non-fiction books, are good in both key stages.
156. The management and development of the curriculum are very good. There is a nominated co-ordinator but all staff plan the curriculum together in a truly equal partnership. Decisions are, therefore, corporate and, as a result, the planning and development of the English curriculum is very strong.

MATHEMATICS

157. In national tests at the age of seven, all pupils reach standards appropriate to the end of key stage expectations against National Curriculum levels and many reach higher levels. No valid comparison can be drawn between these results and those of similar schools because of the small number of pupils taking national tests. The percentage of pupils who achieve at each level is solely dependent upon the spread of ability in this small school, in Year 2.
158. Attainment at the end of Key Stage 1 is good. By the end of Year 2, pupils calculate mentally, counting forwards and backwards in fives and tens up to at least 100. They can add and subtract to at least 20 and order numbers, ascending or descending, to and from 100. Their written work indicates sound knowledge of computational addition of tens and units. They know about odd and even numbers, two and three-dimensional shapes and can describe their properties, for example, "a sphere is circular". They are learning to measure using standard units, such as centimetres or metres. Simple mathematics' programs in information technology provide a valuable extension to their work.
159. The previous inspection stated that in both key stages pupils' attainment matched the level expected for their age. Attainment at the end of both key stages is now good. This shows a good level of improvement.
160. All pupils, including those with special educational needs, make good progress. In Year 1, they learn to calculate mentally. They count forwards and backwards in ones and twos and are learning about odd and even numbers. They arrange numbers in the correct order, for example, first, second and so on and can add and subtract to and from at least ten, recording their work horizontally. They use money confidently and recognise regular shapes of two and three dimensions. They construct simple block graphs.
161. In 1999 national tests at the end of Key Stage 2 all pupils reached the expected standard for eleven year olds, and many reached the higher Level 5.
162. By the end of Year 6, standards match the level expected for eleven-year-old pupils. Pupils have a sound understanding and knowledge of mathematics, which is used in investigations, for example, how to record numbers using Roman numerals such as $920 = \text{CMXX}$. Completed work indicates sound knowledge of working with large numbers, using the four rules, calculating fractions and working with at least two places of decimals.
163. Skills in other aspects of mathematics are well developed, such as shape, space and measurement, and these are applied competently in other subjects, such as science and design and technology.
164. In Key Stage 2, pupils make good progress in all aspects of mathematics. They calculate mentally, with confidence, practising swift mental recall, using the four rules of number. They successfully carry out problem-solving and investigative activities by working with complex numbers, thus consolidating and extending their knowledge and understanding of place value. In Year 3, pupils understand that repeated addition is the same as multiplication and Year 4 pupils know about frequency and describe it as "the number of times". Year 5 pupils develop

their own strategies whilst working with challenging probability problems and they can estimate reasonably accurately what the answers could be. Pupils with special educational needs and those for whom English is an additional language make good progress towards the targets set for them.

165. Pupils respond very positively in their lessons throughout the school. They work very well together, behave responsibly and maturely, showing high levels of sustained concentration, and this makes a positive contribution to their standards and achievement.
166. The quality of teaching is very good overall, with one excellent lesson observed in Key Stage 2. Teachers' medium and short-term plans are both comprehensive and meticulous in their detail. They plan assiduously for individual pupils, include effective links with other subjects and identify useful assessment activities. They meticulously track pupils' progress throughout the year. Teachers have high expectations of their pupils, use time very well, know their subject very well and their planning takes careful account of the needs of all pupils. Throughout the school, pupils' work is regularly marked.
167. The curriculum is broad and balanced and is successful in providing a variety of valuable experiences for pupils to become interested in the subject. The school has already made a very good start to the introduction of the National Numeracy Strategy.
168. A strong emphasis is placed on developing pupils' numeracy skills and their strategies for mental arithmetic and this is beginning to have a positive impact in further raising attainment. Speaking and listening skills are used well in pupils' investigative work, and literacy skills, information technology and science make a positive contribution to the subject.

SCIENCE

169. 1999 teacher assessments of standards in science at the end of Key Stage 1 show that all pupils reached Level 2, the standard expected for their age.
170. In the 1999 tests at the end of Key Stage 2, 80 per cent of pupils reached Level 4, the expected level for eleven-year-olds, and above. Twenty five per cent reached the higher Level 5.
171. Because of the very low number of pupils in each class, comparisons with national averages or with similar schools are neither appropriate nor helpful.
172. The last inspection report stated that standards in science were average for the majority of pupils and progress was satisfactory. The school has made good progress in science since the last inspection.
173. On entry to the school, pupils' levels of knowledge and understanding of science are broadly average. In reaching good standards at the end of both key stages pupils make good progress.
174. In Key Stage 1 pupils investigate common objects. They can sort living and non-living things accurately. They study plants and animals and the components of a healthy life style. Pupils develop a clear understanding of the elements of fair testing. When experimenting to discover whether ice cubes melted more quickly in cold water or a gloved hand, pupils were very careful to check the passage of time accurately and to ensure consistent application of the criteria throughout the test. From the earliest age pupils make predictions and record their discoveries carefully.
175. Key Stage 2 pupils successfully build on their early knowledge and understanding. They develop an understanding of a range of forces and extend their knowledge and understanding of different materials. Pupils are very interested in their work. They have compiled a large display of samples of their work, which includes some good extended writing about microbes and how they develop. Beneath this display there was an ongoing experiment in which different varieties of fruit have been left to decay.

176. In a lesson in which the Key Stage 2 class were extending their knowledge and understanding of the solar system, each year group had been set different tasks. Year 3 pupils researched the colours of planets from large-scale posters. They explained how this was linked to their project in art. Some Year 4 pupils used a computerised encyclopaedia to further research facts about individual planets. Other pupils in the group used their literacy skills to research using non-fiction books and an encyclopaedia. Year 5 and 6 pupils used their numeracy skills to draw the diameter of the various planets. They used mathematical compasses skilfully and accurately and calculated scale from hundreds of thousands of kilometres into centimetres.
177. The science curriculum is well balanced and successfully promotes the development and use of investigating skills alongside pupils' knowledge and understanding in both key stages.
178. In the lessons observed, the quality of teaching was mostly very good with some which was excellent. Teachers showed high level knowledge and understanding of the scientific material and used very good questioning skills to promote greater understanding. The pace of lessons was very good and the tasks set closely matched pupils' individual levels of development.
179. Pupils with special educational needs and pupils for whom English is an additional language are well supported and make good progress.
180. Pupils in both key stages thoroughly enjoy their science lessons and work hard to make their own discoveries. They listen carefully, are keen to answer questions and work well co-operatively when required. All explain their science work using high levels of scientific vocabulary and their very good skills in speaking.
181. All the teachers work as a very close team when planning the science curriculum. There is a nominated co-ordinator but all curriculum decisions are made corporately. The level of science resources is good.

INFORMATION TECHNOLOGY

182. The previous inspection report indicated that the school should improve the teaching and learning of information technology throughout the school. No direct teaching was observed during this inspection, but sufficient information was obtained through discussions with pupils and teachers, scrutiny of work, displays and teachers' planning to make judgements on attainment.
183. By the end of Year 2, pupils' attainment in information technology matches the levels expected for seven-year-olds. By the end of Year 6, pupils' attainment also matches the level expected for eleven-year-olds and this is a good improvement.
184. By the end of Year 2, pupils are familiar with the mouse and keyboard and use these skills to produce work in several subjects. The breadth of the curriculum is well illustrated, for instance, in the different forms of writing, such as a story, "The Scary Wind Whoooo", incorporating full stops and capital letters beneath their art pictures. Informative displays of work include poetry called, "Beside the Sea", which is linked to their history and geography topic, and diagrams in their science topic on names of part of the body, with large font labels using the word-processor. There are informative paragraphs about the North Pole, the weather and letters to Santa. They have completed bar charts on the weather in December and can programme a floor robot to perform a simple set of instructions.
185. Pupils make steady progress in Key Stage 1. In Year 1, they have good keyboard skills and are confident in using the computer for word processing. They learn the basic skills of how to use the mouse, enter and delete text, use capital letters and know how to print their work. They are familiar with simple reading, matching and counting programs, which help them to improve their reading and number skills. These pupils benefit from the work they often share with the older pupils in the class and this is evident in the confident way in which they share these tasks.
186. By the end of Year 6, pupils have extended their skills in word processing and can store, retrieve and edit text, and print a combination of text and pictures. They organise, amend,

improve and present information for specific purposes in a wide range of subjects. For instance, some were observed writing stories for the very young children in school, being aware of the need to use large print and few words on each page. In science and history, they develop their research and literacy skills by using the CD-ROM to collect information on the planets and the Victorians. In mathematics, they produce information as bar or pie charts, choosing the most appropriate means to communicate information. They can create a series of instructions for controlling events on the screen as an introduction to controlling real events, such as the temperature. Investigative skills are developed through simulation programs such as "Merlin's castle".

187. Pupils make steady progress throughout Key Stage 2. Because these pupils work together, younger pupils benefit from sharing tasks with older pupils. As a result, tasks which are set challenge all pupils and the degree of independence with which they are expected to work significantly enhances their progress. For example, a simulation program, "The Lost Frog", encourages pupils to develop their investigative skills. Pupils with special educational needs and those for whom English is an additional language have equal access to computers and also make satisfactory progress.
188. Pupils' attitudes to their work are very good and they have a very confident approach to the use of computers. They work with commitment and enthusiasm and thoroughly enjoy the range of tasks set. They treat equipment with respect and are eager to develop their skills. They freely discuss their work with each other, share resources amicably and acquire very good collaborative skills when working in pairs or groups. All pupils show considerable self-discipline when working independently.
189. No judgement can be made about the quality of teaching due to the lack of direct evidence. However, teachers' planning is very clear and indicates the skills to be taught in an appropriate sequence, building on what has gone before. It provides for a wide range of experiences, particularly at Key Stage 2, and includes regular assessment opportunities. Teachers have very good subject knowledge. They strive for high standards and this has a direct influence on their pupils' standards and achievement. Throughout the school, teachers keep comprehensive and accurate records to ensure that all pupils have equal opportunity to use computers.
190. The curriculum is broad and balanced. The detailed scheme of work ensures that teachers are aware of the skills to be taught in each year group and that individual pupils are provided with a range of activities which build upon their previous learning. Although the element of monitoring the environment was not observed, this is clearly recorded in teachers' planning for the year. Parents and other adults provide valuable support within classes and this has a positive impact upon pupils' progress.

Because care was taken to ensure that individual teachers were not over inspected, in this small school and because of the need to observe lessons in literacy and numeracy, there were limited observations of lessons in the following subjects.

Judgements of standards are based on a scrutiny of pupils' work, teacher's termly plans, discussions with pupils and staff and examining displays of work in classrooms.

ART

191. Throughout the school, progress in art is satisfactory. From the youngest age, pupils are taught the skills of drawing, painting and modelling using a good range of materials. Pupils work hard to produce a desired effect and can explain why they have chosen particular colours.
192. Pupils in Key Stage 2 can name famous artists and know that different artists used a wide range of techniques. They use paint and texture to achieve particular effects; for example all have paintings of water on display in their classroom.
193. There is good use of artistic skills in other areas of the curriculum, for example in designing posters in a scientific display about microbes. There are also good quality pencil drawings of birds on display. All pupils have a sketchbook, which is regularly contributed to.
194. Teachers plan to cover all aspects of the art curriculum overtime and the sequential development of skills is well planned for.

DESIGN AND TECHNOLOGY

195. Throughout the school progress in design and technology is generally sound over time. Pupils' skills in making are developed in Key Stage 1 through the use of modelling using recyclable materials in support of a variety of topics. Rockets on display are used to illustrate the story "Can I go to the moon?" They have been made by cutting and sticking tubes, silver foil and coloured paper and are of good quality.
196. In the one lesson seen during the inspection pupils made "houses" for the programmable robot. Pupils judged the size of the machine and made structures from a variety of materials. All use scissors appropriately and standards demonstrated were average.
197. In Key Stage 2 wheeled machines, made from commercial construction materials, are on display. Pupils have also cut and joined timber and card in the construction of moving toys.
198. There is satisfactory coverage of the skills of designing and making over time. However, there are insufficient opportunities to fully develop skills of designing or more advanced skills in using tools. Planning to include skills of designing and making in other curriculum areas is satisfactory.

GEOGRAPHY

199. The school has maintained its standards in geography since the last inspection.
200. Pupils make steady progress in Key Stage 1. They have explored their immediate environment to look at, for example, different types of houses and the seaside and have recorded their findings in a variety of ways. By the end of Year 2, they have learned much about their immediate environment. They know the difference between different types of maps learning, through asking questions and discussion, to express their views clearly. This is reflected well in their art and writing tasks.
201. In Key Stage 2, pupils' achievement in geography matches the expectations for eleven-year-olds. Because of the small number of pupils in this key stage, they are able to work on topics individually and co-operatively, as a team and at their own level. They make satisfactory progress from Year 3 onwards and further develop their geographical and research skills. They

build upon their knowledge of the physical features of two differing localities and can make sound judgements and comparisons about gathered information. For example, they consider and write about similarities and differences between different areas of the world, such as California and New Zealand. Clear, informative, factual writing and diagrams reveal the extent of their research of natural disasters, such as earthquakes, volcanoes and hurricanes. In their topic on transport, pupils are able to research and recognise physical processes and how these can change features of places, for example, damage or improvement to the environment. They use appropriate vocabulary to illustrate their findings, using geographical terms such as delta, irrigation, evaporation and reservoirs and, when invited, can articulate their views and opinions clearly. Information technology is well used by all pupils to further develop their research skills.

202. Pupils' attitudes to geography are very good. This is evident in their research and writing which shows high levels of concentration. When asked to discuss what they have learned, they are pleased to share their work and are proud of what they have achieved. They enjoy their lessons. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress within the targets set for them.
203. Although only one very good lesson was observed at Key Stage 2, teachers' very good knowledge and understanding of the subject is evident in their very clear planning for each individual pupil. They have high expectations of their pupils throughout the school.
204. The geography curriculum is broad and balanced. The subject is introduced through a well co-ordinated topic approach that introduces geographical skills and knowledge in a systematic and progressive way. Teachers' long and medium-term plans are very clear and linked closely to the National Curriculum Programme of Study. Good use is made of the local environment. Excellent use is made of the comprehensive assessment procedures at the end of each topic. It successfully promotes pupils' literacy and numeracy skills and good links are made with other subjects, such as history, art and design and technology. The curriculum makes a significant contribution to pupils' social, moral and cultural development.

HISTORY

205. In Key Stage 1, pupils acquire and consolidate an understanding of history through studying aspects of the village in which the school is situated. They develop a sense of living history through examining changes that have happened as people get older, for example, comparing changes over time in their topic "At the Seaside". They begin to acquire knowledge of landmarks in British history that contribute to their knowledge of our culture, such as the Victorians and of others, such as the Pilgrims.
206. In Key Stage 2, pupils learn about the history of Britain by studying, for instance, events in the Second World War. Their knowledge becomes more detailed as they learn at first hand by talking to grandparents and other visiting adults about their experiences as evacuees. In this way, there is an increasing emphasis on the acquisition of skills of historical enquiry, looking at events from different people's points of view. Pupils' written work illustrates how the subject contributes to the development of literacy skills.
207. It is not possible to come to a judgement on pupils' attitudes and the quality of teaching due to a lack of inspection evidence. It is clear from teachers' planning that they use a variety of teaching methods to promote interest in history, including taking pupils to places of historical interest, such as Beamish Museum.
208. The curriculum is broad and balanced. Teachers plan very well to ensure that pupils are introduced to historical skills and knowledge in a systematic and progressive way. They keep excellent assessment records of their pupils' progress and use these to inform their future plans. Colourful displays around the school illustrate the variety of experiences that are offered to pupils and these, together with visits and visitors to the school, make a valuable contribution to pupils' personal and cultural development.

MUSIC

209. Pupils' progress in music has improved markedly since the previous inspection, when it was

judged to be satisfactory. This is a very good achievement for the school and standards at the end of both key stages are very good.

210. Throughout the school, pupils make very good progress in music. In Key Stage 1, they learn about rhythm in simple sounds, clap in time and understand that a “rest” is a moment of musical silence. They develop good control of their breathing. They use percussion instruments to keep the beat and are learning to listen to music and sing well from memory, in tune and in time. They are learning that music comes from different times and places. They use a variety of untuned instruments to interpret sounds and recognise that certain musical symbols convey meaning, for example, when they described “weather” music as “creepy”.
211. Pupils make very good progress in Key Stage 2 in performing and composing. By interpreting the mood of a song they know when to sing loudly or quietly. They are learning to play the recorder and this they do well. They sing very confidently, with very good examples of controlled phrasing, particularly at the upper end of the key stage. They can interpret well the mood of particular pieces of music, for example when they gently sang in an assembly, and in a lesson observed, “Twenty First Century Children”. Pupils listen carefully to and appreciate music by composers such as Beethoven and Strauss, interpreting beginnings, middles and endings. They all work in small groups to compose their own music, exploring, refining and achieving a planned effect by arranging appropriate resources, using information technology well to record their arrangements. Pupils with special educational needs and those for whom English is an additional language also make very good progress within the targets set for them.
212. Although there was too little opportunity to observe teaching and provide a firm judgement of the overall quality of teaching, it is evident that teachers have a very secure knowledge of the subject, have high expectations and offer their pupils a wide variety of musical experiences. They have established excellent relationships with all their pupils. They are very enthusiastic and all of this has a most positive impact on pupils’ standards and achievement.
213. Pupils have very positive attitudes in their music lessons. They are very well behaved, attentive and listen eagerly to each other and to their teachers whilst performing. They have respect for each other’s work and take great care of musical instruments. They thoroughly enjoy their music lessons and activities.
214. The curriculum is broad and balanced and the scheme of work provides appropriate guidance to ensure that pupils make the progress that they should throughout the school. The subject successfully promotes literacy skills and skills in other subjects, such as history, geography and design and technology, where some pupils have made their own instruments. Music makes a most valuable contribution to pupils’ spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

215. The school is unable to deliver the whole of the required curriculum in physical education. The school buildings are comprised of two classrooms. There is no hall which can be used as a gymnasium. Pupils do not have the opportunity to transfer their gymnastic skills, practised in the small playground, onto large scale or high level equipment.
216. Skills of traditional games are developed throughout the school. In Key Stage 2 pupils can pass a ball in a variety of ways, judging pace and direction accurately. They move in a satisfactory range of ways of running and jumping, changing direction while doing so. They can throw and catch a ball consistently and use these skills when playing small side games.
217. The skills of dance are developed through regular lessons. Planning for physical education activities is satisfactory and pupils express pleasure in undertaking physical education lessons.
218. Outdoor and adventurous activities take place on the school’s field in appropriate weather and when taking part in the school’s residential visit.

219. The closest swimming pool is too far away to make its use practicable. The school has made the sensible decision that the time taken in travelling would have a detrimental effect on the broader curriculum.
220. The school does enter teams in local sports competitions and in 1999 was a semi-finalist in the local kwik cricket. Pupils also take part in the local festival each year when a part of their involvement is a display of dance.