

INSPECTION REPORT

Sutton-upon-Derwent C of E Primary School

Sutton-upon-Derwent, York

LEA area: East Riding of Yorkshire

Unique reference number: 118026

Headteacher: Mr N G McNally

Reporting inspector: Mrs J Morley

Dates of inspection: 6 - 8 December 2000

Inspection number: 224168

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Main Street Sutton-upon-Derwent York
Postcode:	YO41 4EN
Telephone number:	01904 608440
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Newlove
Date of previous inspection:	4 - 8 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jean Morley (OFSTED No: 25470)	Registered Inspector	English Science Art Music Physical education Equal opportunities Special educational Needs	What sort of school is it? How high are standards? a) The school's results and achievements. How well are the pupils taught? How well is the school led and managed?
Marvyn Moore (OFSTED No: 11040)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Norman Bertram (OFSTED No: 10316)	Team inspector	Provision for children in the Foundation Stage Mathematics Information and communication technology Design and technology Geography History Religious education	How good are curricular opportunities?

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The Registrar
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PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

With 37 pupils on roll, Sutton-upon-Derwent Church of England Primary School is very small. Its pupils come from the village of Sutton-upon-Derwent and from the surrounding rural area. There is significant pupil turnover in the school. There is one pupil for whom English is an additional language and none are eligible for free school meals. Fifteen per cent are on the register for special educational needs and this is lower than the national proportion. With an average size of just 5 pupils, the attainment of these small year groups at the time of their entry to the school is variable from year to year. Over time, however, it is above average. Children enter the school in the term in which they will be five. Hence, the oldest children in the cohort have three terms in the Foundation Stage while the youngest have one.

HOW GOOD THE SCHOOL IS

This school provides good quality education. Pupils of all abilities achieve well in relation to their potential. In particular, their basic skills of literacy and numeracy are very secure. The quality of teaching is good overall. The headteacher leads the school well and with a real sense of family. The staff, all of whom are part time, work hard to support him. The school provides good value for money.

What the school does well

- Standards in literacy, numeracy and science are well above average.
- Standards of behaviour are good and pupils have mature attitudes to their work.
- The collegiate style of management adopted by the headteacher works well.
- The quality of teaching is good and support staff contribute to this high standard.
- The school watches over pupils' personal development with sensitivity and care.
- The school works well with parents and is attentive to their views and concerns.
- The school encourages pupils to become self-reliant and independent.

What could be improved

- Standards in information and communication technology.
- The extent to which standards in writing, although good, lag behind those in reading.
- The quality of teachers' marking.
- The quality of annual reports to parents.
- Some items of health and safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since that time, standards have improved in English, mathematics, science, history and music. The school has worked hard and successfully to produce plans and policies to support the curriculum. It has also been successful in adapting national schemes for this very small school. The need for more diagnostic marking of pupils' work remains an issue.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	E	A*	A*
Mathematics	A	D	A*	A*
Science	A*	A*	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards achieved in the 2000 end of Key Stage 2 national tests in English, mathematics and science placed the school in the top five per cent of all schools nationally. All pupils achieved the expected level and 75 per cent achieved the higher level. The variable results over time reflect the natural differences between the school's very small cohorts and should not, therefore, be judged as unsatisfactory trends; standards are good in this school. All pupils currently in Year 6 are expected to at least reach the national standards in the 2001 tests and, given their current rate of progress, they will do so.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show positive and mature attitudes and take a pride in their work.
Behaviour, in and out of classrooms	Pupils behave well and are able to learn independently.
Personal development and relationships	Pupils are supported well. They learn how to get on with everyone and to resolve their differences. They are noticeably at ease with adults.
Attendance	Very good and supported by excellent monitoring procedures.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
18 lessons seen	Good	Good	Good

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

English and mathematics are taught well. The good co-operative planning that teachers undertake, particularly for the younger children, ensures continuity despite the job-share arrangements. Teachers are very good at teaching the basic skills of literacy and numeracy. No group of pupils is disadvantaged: the school caters well for them all. All make good progress through the school. Of the teaching observed, 11 per cent was very good, 72 per cent good and 17 per cent satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum planning is satisfactory and a particularly positive feature is that it supports very thorough and systematic teaching in English, mathematics and science.
Provision for pupils with special educational needs	Pupils with special needs are identified early and supported well. Classroom support assistants make a valuable contribution and are, rightly, appreciated by the teaching staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall but good for moral development. More attention needs to be paid to the multicultural aspects of society.
How well the school cares for its pupils	This is a caring school where pupils are happy and where their academic achievement is monitored well.

Parents are welcomed at this school and they appreciate that level of openness. They report, correctly, that provision of regular extra-curricular activities is very limited. Visits, visitors and other events, with local schools and in the village of Sutton itself, do make a satisfactory contribution to the curriculum. Information and communication technology is planned for, but the full curriculum is not delivered. Specialist music teaching is a valuable part of the school's provision, paid for by money raised by parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, underpinned by the warm working relationships that he nurtures in this very small school. Staff are working hard to improve the quality of co-ordination, particularly between the key stages.
How well the appropriate authority fulfils its responsibilities	Combined, the school governors have a range of skills that are used for the benefit of the school. They work hard to help where they can and they support the headteacher in planned developments. Governors do not fulfil all statutory requirements.
The school's evaluation of its performance	The school is aware of its strengths and weaknesses. It is a listening school; very willing to try new ideas and to learn.
The strategic use of resources	The school has only a very small surplus budget. Nevertheless, money is spent wisely, particularly on additional classroom support; this is a real key to success in the mixed age classes.

Accommodation is very small and the use of a classroom as the dining room is far from ideal. The village hall is used for physical education: a walk of about a quarter of a mile. Lack of toilet facilities in the classroom used by the youngest pupils means they sometimes have to cross to the main building unsupervised. This is unsatisfactory. Resources for gymnastics are inadequate. Grounds are adequate in size and attractive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>At least 80 percent of those who responded felt:</p> <ul style="list-style-type: none">• their child likes school and makes good progress there;• behaviour in school is good and children are helped to become mature and responsible;• children are taught well;• the school works closely with parents and staff are approachable;• the school is well led and managed.	<p>Almost all parents who responded indicated that the range of activities outside lessons was very limited.</p>

The inspection team agrees with all the positive views of parents. While the school has just a very small staff and only the headteacher works full time, parents are right to point out that activities outside lessons are constrained. However, they expressed this as a fact rather than as a disappointment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school, most have above average attainment. By the time they start Year 1, their attainment is good in all areas: language and literacy, mathematics, knowledge and understanding of the world and personal, physical and creative development.
2. The 2000 national test results for Key Stage 1 indicated that standards were above average in both reading and writing and below average in mathematics. The test results for Key Stage 2 indicated that standards were in the top five per cent nationally in English, mathematics and science. The results however, as with those from other years, should be interpreted with caution. This is because the cohorts are so very small. For the same reason, there is little to be gained from looking at trends in performance over time or from comparing Sutton School with schools in which a similar proportion of pupils is eligible for free school meals. The important feature is that, overall, the standards that pupils achieve are good when compared to their starting level. This applies to pupils of all abilities and in both classes.
3. Inspection findings indicate that, overall, standards are good at the end of Key Stage 1 in reading, writing and mathematics. At the end of Key Stage 2, standards are very good in reading, mathematics and science. Standards in writing are good. Information and communication technology standards are unsatisfactory throughout the school because there are elements of the statutory curriculum that are not taught. Pupils' work in religious education meets the requirements of the Locally Agreed Syllabus.
4. Standards in music are satisfactory. Although the subject is taught well, too long a gap frequently exists between lessons. Pupils produce some very good work in art. Standards are satisfactory overall, however, as the range of media used is limited and there is too little emphasis on the work of famous artists. Standards in physical education are sound, constrained by lack of the on-site space and equipment. Standards in design and technology and geography are satisfactory, while in history they are good.
5. In the current year, the school set 100 per cent targets for pupils expected to achieve Level 4 in the end of Key Stage 2 tests. These were realised and, in addition, 75 per cent of the pupils in the cohort achieved the higher level, Level 5, in each subject. The target for this school year is the same and, given the current rate of progress, this too will be realised. The school achieves the success it does because, in the small classes, pupils receive individual attention on a more regular basis than would be feasible in most schools. In addition, the curriculum has been skilfully and carefully adapted for the specific needs of this school. As a result, it copes well with seven year groups and three key stages in two classes.
6. Pupils with special educational needs make good progress. This is because teachers have time to help them individually, providing them with work suited to their ability and because they receive good quality, additional support from classroom assistants.
7. The basic skills of literacy and numeracy are very well taught in English and mathematics lessons. Thereafter, the school does try to promote these skills in other areas of the curriculum. It meets with some success, particularly in geography and history where there are opportunities for pupils to write at greater length. Writing standards could, however, be better promoted and there are four things in particular that the school has not yet fully explored. Firstly, and in all subjects, before resorting to the use of a worksheet, the teacher does not always ask the question 'Is this the best possible way for pupils to record this particular work?' On a significant number of occasions, the answer would be 'No'. Secondly, opportunities for pupils to produce pieces of writing of a longer length are not built into the very early stages of planning. This task would be most usefully undertaken by all staff, working together and planning for the whole school. A

particular, although not exclusive, emphasis on Key Stage 1 would be useful. Thirdly, as pupils do not have individual writing targets at the moment, to remedy this would be a useful development. Finally, a concerted effort to harness the good support from parents in helping their child achieve the targets identified has not been tried.

Pupils' attitudes, values and personal development

8. Pupils' attitudes in the school, whether in the classroom or at play, are very good and have improved since the previous inspection. In class, pupils remain on task for the whole of lesson periods. The behaviour noted during the inspection week was consistently good. The views of parents, as expressed in the parental questionnaire, indicate that pupils enjoy coming to school and that the school actively helps pupils to become mature and responsible. These views are confirmed by inspection findings.
9. In lessons observed during the inspection, enthusiasm and involvement in activities by the pupils were judged to be very good. Pupils enjoy their work. They take a pride in its presentation and in the quality of what they do. For example, in a Key Stage 2 art lesson, pupils' work was of a very high standard and they displayed maturity and skill when working on a painting. The positive and very good attitudes that pupils have to the school and their good behaviour both in and out of the classroom contribute positively to their academic progress.
10. Pupils arriving at school for the start of the school day are enthusiastic, happy and cheerful. They greet staff and each other warmly and are keen to start to learn. Their behaviour in and around the school is good and pupils display respect for their peers, school staff, and belongings.
11. At lunchtime and break times, pupils' behaviour is good. They demonstrate good table manners. Year 4, 5 and 6 pupils sit and converse. The older pupils help the younger pupils at mealtimes and display maturity and sensible behaviour.
12. There is an absence in the school of aggressive behaviour, with no incidents of bullying, sexism, or racism recorded during the inspection week. The few pupils at the school with learning difficulties integrate well into school life and are fully accepted by their peers. The level of support provided for these pupils is good and their integration into school is successful.
13. Pupils reflect on their work in school. During an assembly, pupils experienced awe and wonder, were given time for quiet reflection and expressed enjoyment. They related well to the local vicar, who attended the assembly. The contribution made by Key Stage 1 and 2 pupils, who led the prayers and read prepared passages from the Bible, enhanced the atmosphere.
14. Pupils are starting to take initiative and accept responsibilities. Whilst in the classroom, older pupils assist younger ones: during lunch-time and playtime they befriend them and join with them in their activities.
15. Attendance at the school is very good. The school has excellent procedures for promotion and monitoring of attendance and liaises where necessary with the Education Welfare Service. There have been no exclusions during the past year.

HOW WELL ARE PUPILS TAUGHT?

16. At the time of the last inspection, teaching was judged sound overall. Of the lessons observed, the quality was good in 52 per cent, satisfactory in 41 per cent and unsatisfactory in the remaining 7 per cent. In this inspection, the quality of teaching ranged from satisfactory to very good. It was very good in 11 per cent of lessons, good in 72 per cent and sound in the remaining 17 per cent. Overall it is good and has improved since the last inspection.
17. Most lessons are taught at a brisk pace, are challenging and, in them, pupils learn well. The

school has worked hard and successfully to develop a curriculum that supports teachers when they plan their lessons. Although class sizes are small, there are seven year groups and three key stages in two classes and this provides teachers with a real challenge. The response is good; there is work to suit the full age and ability range and skilful deployment of classroom assistants.

18. Overall, teachers' subject knowledge is good in all areas of the curriculum, with the exception of information and communication technology. Here, it is variable but growing. All teachers are very good at teaching the basic skills of literacy and numeracy. The classroom support assistant is also skilled at fostering early reading, writing and number skills and children in the reception year benefit significantly from her work.
19. Teachers know pupils very well and can make an accurate assessment of their work. They use this knowledge effectively for all pupils in order to identify those who find their work particularly difficult – or easy. The school makes good classroom provision for pupils with special educational needs, particularly in English and in mathematics.
20. Homework is used effectively to reinforce what pupils learn in school, although there is no system to build systematically on the amount of homework pupils receive as they reach their final year in school and prepare to transfer to secondary education.
21. One feature that separates the very good from the satisfactory lessons in the school concerns the dynamism and enthusiasm of the teacher. Overall, however, there are no particularly significant weaknesses in teaching; in the few lessons that were satisfactory, a common feature was a slight lack of 'tightness' in pupil management. This necessitated reminders to pupils to be quiet and, although they responded when asked, these small pockets of time did combine to reduce teaching and learning time a little. In teaching that is good overall, this is one area in which it could be improved. Part of this same issue relates to inconsistency in the expectation that pupils will put their hands up when they wish to speak.
22. At a more general level and looking at teaching over time, there are three important points to make. Firstly, it is clear that it is rare for pupils to work in books. Most work is done on paper that is then collated and covered. The quality of folders and covers is testament to the fact that teachers value the work pupils do. However, a significant proportion of the loose paper on which pupils work is in the form of worksheets. This is not always the best format and it does reduce the number of opportunities that pupils have to write, to write from scratch and to select, for themselves, the way they think it is best to record that particular piece of work. Secondly, teachers talk to pupils about the quality of their work and help them to improve. This is clear from the progress they make. They do not, however, mark work well. Marking is cursory at best and there is no record to *remind* pupils of the advice they were given to help them improve. Nor, of course, is there a comment to help parents' understanding of how well their child is doing. Finally, the school has not embraced the notion of individual target setting for pupils in literacy and numeracy and therefore has not benefited from the advantages of doing so. This includes, although is clearly not limited to, the enormous assistance that parents can provide in helping their child to achieve, once they are told what the next step is.

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

23. The school provides a broad range of curriculum opportunities for the pupils. Curriculum planning ensures that the interests, aptitudes and ages of the pupils within the classes are met, including those pupils who have special educational needs. This has presented a real challenge but the school has worked hard and successfully to tailor the National Curriculum and the National Literacy and Numeracy Strategies to its specific needs. With the exception of information and communication technology (ICT), all subjects of the National Curriculum and religious education meet with the statutory requirements. Although the *policy* for this subject meets requirements, its teaching does not. As a result, the skills, understanding and experiences needed by the pupils to

fulfil the requirements are not fully developed and there is insufficient use made of information and communication technology in the teaching of other National Curriculum subjects. The music curriculum, unsatisfactory at the time of the last inspection, is now satisfactory.

24. The Code of Practice relating to pupils with special educational needs is applied in full in this school. The few pupils who are on the register of special educational need receive a really 'personal service' from teachers and support staff alike. It is little wonder that they make the good progress they do.
25. The basic skills of literacy and numeracy are very well taught in English and mathematics lessons. The school tries to promote these in other areas of the curriculum with some success, notably in geography and history in Key Stage 2. There is still work to do in this regard.
26. Overall, spiritual, moral, social and cultural provision is satisfactory. Spiritual provision is sound in assembly, where there is a little time for reflection. Although there are few planned opportunities in lessons, pupils do have some experiences with a spiritual dimension. They were, for example, excited by an experiment in which they watched popcorn being made. Moral provision is good; the school rules are displayed in classrooms and the high standards expected are known to all. All pupils are eager to gain the school rewards for good behaviour and everyone knows clearly what is right and wrong. Misdemeanours are dealt with sensitively, with the result that there is a high level of knowledge of personal responsibility. Social provision is sound, with a biannual residential visit, day visits both out of school and visits to the school by people other than the staff. Pupils do respond readily to requests for help and some offer without being asked. Cultural needs are adequately met, with museum and occasional art gallery visits. A tile map of the area was the result of visits to the school by a local potter. The wider multicultural aspects of society are not so well covered, with little being provided for a knowledge or understanding of the diverse nature of British society in this mono-cultural area; even, for example, by use of its e-mail communication facility.
27. Pupils are well known to the staff and receive a great deal of personal and social guidance from headteacher, teachers and classroom assistants alike. The policy of the school is to provide sex education as required in classes where there is a wide diversity of maturity. This is a satisfactory arrangement. Drugs misuse education is not delivered and the governing body is currently considering the most appropriate way to do so. In this small village, the school is an important component of its life and the reverse applies. There are few community activities that do not include the school. Hence, pupils are involved in the carol service and charity efforts. Links with the secondary school to which most of the pupils go are close. Valuable visits are made and received by both. Links with other primary schools to give and receive mutual help are not well developed.
28. Extra-curricular activities are circumscribed by the smallness of the school, the substantial proportion of pupils who are brought and taken from the school from outside the village at the start and end of the school day and the time and space available in the school at lunch-time. Although parents note that there are few such activities other than sporting opportunities, they understand that there is a limit to what the school itself can do to expand in this aspect. During lunch-times pupils are allowed access to the computers in the school but tuition is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Some procedures that the school has for child protection and for ensuring pupils' welfare are unsatisfactory. The health and safety audit and inspection has not been carried out at the school for three years. The nominated first-aid team has not received up-to-date training and an additional and important lapse of practice has been reported, by the inspection team, directly to the governing body.
30. The school has a detailed and comprehensive child protection policy and, in this regard, child protection procedures are effective. The nominated child protection officer is well aware of his role and all the staff are aware of his position and to whom to go in matters of concern. The school

has very good procedures in place for recording accident details. Regular fire drills and testing of fire appliances takes place.

31. Procedures for monitoring and supporting the personal development of pupils of all ages and abilities are very good. Individual pupils are known to the staff. Their needs and progress are monitored constantly and pupils are given advice, help and guidance to enable them to make progress through the school with confidence.
32. The omissions regarding the lack of provision of water and toilet facilities in the mobile classroom, as mentioned in the previous report, have not yet been addressed. The school should do so as a matter of urgency.
33. Children enter the school in the term in which they are five and are assessed in accordance with the county's baseline assessment procedures. In Key Stage 1 there are regular and thorough assessments at the end of topics. Standard assessment procedures are well used and the results noted. The assessment in Key Stage 2 is not so formal, although optional National Curriculum tests are used, partly to assess and partly to prepare pupils for the national testing time. The school keeps good records of all pupils in all tests, many of which go back many years. They are kept on paper and used to guide long term planning rather than to set individual targets to help pupils to raise their own standards. In the form in which they are kept, however, it is difficult to establish trends. A database is not used. The lack of such methods is part of the position in the progress towards use of information and communication technology throughout the school. It is an underdeveloped tool in raising standards, alongside the underuse of the detailed and precise marking policy that the school has worked out for itself.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The positive views of the school expressed by parents in the questionnaire are supported by the inspection findings. The vast majority of parents feel that their children are making good progress in school and behaviour in the school is good. They are kept well informed on how their children are progressing and feel comfortable about approaching the school with questions or a problem. The inspection team agrees with the view of almost all parents, who feel that the school does not provide an interesting range of activities outside lessons but accepts the view of the school that little more can be done, owing to constraints of the building and deployment of staff.
35. Information provided by the school for parents about the school activities and pupils' progress is satisfactory. The school produces regular newsletters, giving detailed information about activities. The school brochure is well presented and informative and contains all the required statutory information. Parents are welcome to come into school to help and, particularly in Key Stage 1, they take the opportunity to do so. They help the school in a variety of ways: for example, with reading, art, design and technology and supervision of pupils on school visits. Annual reports are provided to parents but are not fully detailed; they do not offer sufficient information on each pupil's achievements or set individual targets that are precise enough for parents to support their child.
36. The school holds three open days per year, where parents are able to come to school to discuss, in either a formal or informal way, their children's progress. Parents are appreciative both of the way that the school is attentive to their views and concerns and of the way in which the school communicates with them.

37. The annual governor's report to parents is produced but, as there is no indication on the report of how parents are elected to the governing body, it does not fully comply with statutory requirements.
38. The very positive views that parents have of the school and the concerted efforts made by the school to involve parents in school activities have been maintained since the previous report, and pupils' progress is enhanced by efforts to inform and involve parents in school life. The school is aware that it needs to take a further step and to set individual, precise targets for pupils and, as this will enable parents to help their child make still better progress, it will serve to further strengthen the ties between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. This very small school is well led and managed by the headteacher, who successfully exercises sensitivity to underpin the good relationships that exist between all adults who work there. Under normal circumstances he teaches all of the Key Stage 2 pupils for four and a half days each week, although, currently, additional but temporary funding has allowed him an extra half-day away from the classroom. Given this heavy workload and the very small number of pupils in the school, it is not surprising that systems such as assessments and tracking pupil progress are the simple paper and pencil records that they are. Despite that, they are accurate, helpful and provide almost all of the information required. The headteacher has a good awareness of the strengths and weaknesses of the school's performance and has realistic ideas about how the weaker areas might be strengthened.
40. The headteacher finds it difficult to find the time and the funding to monitor the quality of teaching in the school. However, there has been regular, adequate and valuable monitoring of all staff by the local education authority. Some governors have also seen teachers at work, particularly in literacy and numeracy lessons. There are opportunities for staff to undertake training related to their own professional development. Training is still needed in information and communication technology.
41. For some time, the school has struggled to find a workable system of co-ordination. Almost all co-ordination has been limited to the class in which the teacher has been working. In this school, of course, this is important in itself as one class has four year groups and the other three year groups and two key stages. What remains to be done is to forge a stronger link between Year 2 and Year 3 and staff have now devised a system that they feel will serve this purpose. There is no reason why the system they are trialling should not be successful.
42. The school has made good progress overall on the key issues identified in the last inspection report.

'Prepare a school development policy which clearly identifies priorities, time scales and financial implications for educational developments and which includes the regular review of subject policies.'

There is a comprehensive and suitably detailed School Development Plan, appropriate in demand to the number of staff able to work on initiatives. It incorporates a three year overview. There is no current intention, in writing, to review policies.

'Develop a long term curriculum plan in which every subject has a clear focus for each term's work.'

The school has worked hard and very effectively to address this key issue. It has been helped significantly by planning produced by the local education authority, specifically for very small schools, but has adapted this further to fit snugly into its own situation.

'Devise a system for recording the assessment of individual pupils which relates to levels of the National Curriculum.'

There is an effective system for monitoring the progress that pupils make. All the assessments

and the tracking that the school undertakes is, rightly, done on an individual pupil basis. Currently, the system is not supported by ICT software.

'Prepare and implement an effective music curriculum which provides opportunities for composing and performing, listening and appraising through both key stages.'

The school teaches the music National Curriculum. It employs a specialist music teacher for a half day every alternate week. She teaches both classes during this time and, through this arrangement, the skills of the other staff in the school have improved. Standards have risen from unsatisfactory to satisfactory.

'Develop a consistent policy and system across the key stages for marking the work of pupils.'

The school has a good marking policy but does not apply it fully.

43. The governing body provides good support to the school, with all members contributing according to their particular strengths. There are governors linked to literacy, numeracy and to special educational needs who monitor the work of the school in these areas. The expertise of the governors is rightly valued by the headteacher, who appreciates the constructive support they give. Governors are suitably involved in setting the budget and spend prudently, taking appropriate steps to secure good value for money. Office routines are well established and school administration runs smoothly.
44. Accommodation is very limited but the school makes the best use of it that it can. The Key Stage 2 classroom doubles as a dining room and the staff room is also the library, the television room and the Key Stage 2 computer room. Although these are unusual arrangements, they work well and it is very difficult to see what more the school could do. There is no school hall and indoor physical education (PE) lessons are taken in the village hall, which is about a quarter of a mile away. The school playground / field area is used when the weather permits but, all in all, there are constraints on the quantity of regular PE. Swimming lessons and the outdoor activities undertaken during a residential visit for pupils in Years 5 and 6 help to balance the overall picture. Resources are adequate in most areas. They are weak in terms of gymnastic equipment for physical education. For ICT, there is no programmable toy (such as a *floor turtle*) and limited software. Children in the Foundation Stage do not have large play equipment such as wheeled toys and climbing apparatus but there is not a secure area in which they could use it; to provide both would overburden the very limited funds of the school. There are no toilet facilities attached to the classroom used by the very youngest pupils.
45. Staffing arrangements work well in Key Stage 2 where the teacher who spends half a day in school teaches the science and religious education curricula. Job-share arrangements work very well in the other class in the school where the two teachers and the classroom assistant plan together. Under teacher guidance, the classroom assistant works with the reception children while the Year 1 and 2 pupils work with the teacher. This is a very effective arrangement. The specialist music teaching, purchased by the school is of great value. The school deploys other support staff well; in Key Stage 2, Year 3 pupils in particular benefit from the additional support they receive.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to raise standards, the headteacher, staff and governors of the school should work together to:
 - Improve standards in information and communication technology (ICT) by:
 - securing, as quickly as possible, the training staff need in order to enable them to teach the primary curriculum fully and well; (para. 103, 105)
 - purchasing any software necessary to enable this curriculum to be taught; (para. 44)
 - working together as a whole staff to plan, precisely, opportunities across the curriculum for pupils to use and develop their ICT skills; (para. 103)

- seek to use ICT linked to pupil assessment and tracking. (para. 33)
The co-ordinator should check that the plans have reached fruition.
- Reduce the extent to which writing standards lag behind those of reading by:
 - setting targets with pupils and then actively involving parents in the process of helping the child to achieve them; (para. 22, 61)
 - in all subjects, using worksheets only when they are the best method of recording for the activity; (para. 22, 61)
 - working together as a whole staff to plan, precisely, an increased number of opportunities across the curriculum for pupils to write at length and in a range of styles. This should include a particular, although not exclusive, emphasis on Key Stage 1. (para. 22, 61)
The co-ordinators should check that the plans have reached fruition.
- Improve the quality of teachers' marking by applying the school's marking policy. (para. 22)
- Improve the quality of annual reports to parents by providing:
 - more detail about what the child knows, understands and can do; (para. 35)
 - more specific targets for improvement so that parents have a focus when helping their child; (para. 35)
 - where possible, details of the National Curriculum level at which the child is working. (para. 35)
- Address the following items of health and safety:
 - carry out an annual risk assessment; (para. 29)
 - ensure that there are adequate staff with up-to-date first aid training; (para. 29)
 - other items reported directly to the governing body. (para. 29)

Other minor issues that need to be addressed are multicultural education (para. 26) and ensuring the governors' annual report to parents satisfies statutory requirements (para. 37).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	72	17	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	No of pupils
Number of pupils on the school's roll	37
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	1
Number of pupils on the school's special educational needs register	5

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	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.7

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 Stages 1 and 2

Numbers in both year groups are too small for the data to be meaningful, when compared with national averages. Please refer to Part B, paragraph 2 of the report.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	37
Any other minority ethnic group	0

Exclusions in the last school year

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

This table gives the number of exclusions, 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	17.5
Average class size	17.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	117052
Total expenditure	114484
Expenditure per pupil	3013
Balance brought forward from previous year	0
Balance carried forward to next year	2568

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	0	4	0
My child is making good progress in school.	42	39	15	4	0
Behaviour in the school is good.	42	46	4	8	0
My child gets the right amount of work to do at home.	28	48	12	8	4
The teaching is good.	46	35	15	0	4
I am kept well informed about how my child is getting on.	38	38	12	8	4
I would feel comfortable about approaching the school with questions or a problem.	73	15	12	0	0
The school expects my child to work hard and achieve his or her best.	46	31	19	0	4
The school works closely with parents.	39	42	19	0	0
The school is well led and managed.	54	27	12	0	8
The school is helping my child become mature and responsible.	46	42	8	0	4
The school provides an interesting range of activities outside lessons.	4	4	54	33	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. Children enter the school in the term in which they will reach the age of five and join the class for reception, Year 1 and Year 2 pupils. All of the reception children at the time of the inspection were already aged five. The previous inspection report made no reference to children at this stage. The attainment of children on entry to the school varies significantly from year to year but, viewed over a period of time, they are above the level of attainment found nationally as confirmed by baseline testing. While this applies to most years, the smallness of the numbers makes commenting on trends statistically unreliable. In most cases, pupils reach the expected outcomes in each of the areas of learning by the time they enter Key Stage 1.
48. In the reception year, children make good progress in their personal and social development. They learn to be at ease with others and to help one another in group-work, both when they are part of the larger class and when they are separate. All approach visitors with confidence and freely ask for help and information when they need it. They quickly learn to share equipment such as rolling pins and cutters when working with play-dough and to take turns when asked to take part in reading from a shared text. When in the large group, they develop assurance in asking and answering questions of the teacher. All the adults are good role models for the pupils, including the lunchtime staff, whose helpful supervision is part of this aspect of learning.
49. Good development in communication skills with literacy and language springs out of the good development at a social level. The children learn to speak so that they can be clearly understood; for example, when asking for equipment, for clarification and for help in what they are doing. The classroom is a stimulating place, with provision of the 'café corner', which is used by all of the children and pupils as a learning environment. When they were required to join in changing the décor, menu and staff uniforms for Christmas, they were as equally involved in making suggestions as were the older pupils. They knew all of the items on the current menu, the name displayed on the café and the names of the 'foodstuffs' on the counter. Their vocabulary develops rapidly as they hear words used by older pupils and by being in the vicinity when the class teacher is engaged in talking with Years 1 and 2. Planned reading activities underpin this. All children enjoy the experience of reading and are able to identify a good range of words. When reading in the group, they associate words with pictures and, by repetition, learn to recognise more and more words. Regular reading sessions ensure the good acquisition of vocabulary. They write their own names legibly and name and write almost all of the letters of the alphabet without reversal. They recognise that 'c' is the beginning of 'ch'. The development of writing skills matches national expectations, including forming legible letters, writing their own names and recognising those of others.
50. Concepts of number develop well. Children count to ten in correct sequence and write the numbers down. Good progress is made in correcting reversal of numerals that typifies the efforts of children of this age. In one lesson, they made particularly rapid progress; not only did they learn the days of the week but were also able to put them in the proper order and to say which came before and which after a named day. They have learned concepts such as 'smaller' and 'larger' from play using sand and water and by labelling pictures. Good progress is being made in recognising patterns and grouping symbols. Pupils recognise that when making a menu, a price is essential!
51. Learning about the world around them is normally part of the whole-class activity and progress is good. When making popcorn, they observed how the maize changed when it was heated. They then joined in the discussion on how to be safe around hot objects, such as the cooker. In making a Christingle, they were involved in the delight of construction and listened carefully to the discussion about what each item meant. From the early days in the class, they are a part of the thinking process that goes into designing; making a jelly and looking at the finished result is a good example. From all of these diverse activities they develop an understanding of how to handle

- materials, what is involved in making things and the wider and spiritual world.
52. Physical development is good. There is no specific separate play area for the children. They join in the physical education activities of the older members of the class, which involves a journey to the village hall. Here they learn to use space without impinging on others. When asked, they follow instructions to 'jump', 'walk' or 'skip' and do so slowly, or briskly. They develop an awareness of their bodies by forming shapes, such as trying to become like a lamppost, or a hedgehog. In this aspect of their learning they have the same level of provision as the rest of the school and this is limited by the size of the accommodation and its location. Within these limitations the children develop their sense of well-being by being equal with the others and by joining in all of the activities offered. Their confidence is in no way impaired, nor is their physical strength or agility. While learning music alongside the pupils of Years 1 and 2, they learn about rhythm and beat. While making, for example, Christmas hats using scissors and glue sticks, their hand and eye co-ordination reaches a good level.
 53. Creative development is good, with many opportunities for expression. From the design and making of Christmas hats to making aboriginal types of pots, they encounter a wide range of materials. At various time they work independently of the rest of the class, while, at other times, they all work together. The teacher judges these well so that there is no sense of disadvantage felt by the youngsters. Most of the children are near to being able to fill in outlines without going over the edge and they make sensible drawings of 'my house' when they illustrate work on the village. Pictures are mostly well formed and recognisable. They listen well in music and follow the beat of tunes. They sing, mostly in tune, and join in singing in the assemblies.
 54. Teaching for the Foundation Stage, in common with that of Key Stage 1, is always at least satisfactory and usually good. This is true of all areas of the Foundation Curriculum. The class teacher and the classroom assistants work closely together, with careful planning and close supervision of work being characteristic. The teacher and the assistants make good use of questioning to make children think for themselves. During a lesson there is frequent change of role, depending on what is best for the class. There is a good range of activities, though they do not include the use of large play equipment other than that used by the older pupils in physical education. The local authority assesses pupils with special educational needs. There were none identified at the time of the inspection. Children throughout the Foundation Stage make good progress in the objectives set and the school records this.
 55. The staff make good use of the classroom, which is not over generous in size. There is provision for discrete Foundation Stage teaching when it is required. For much of the time, however, children are successfully incorporated, at their own level, in the lessons. Work is well displayed and celebrated by rewards and praise. Parents support frequently and purposefully, helping to break the class size into smaller groups.
 56. Overall, the children benefit significantly from their carefully planned incorporation into the work of the whole class. There is certainly no problem with transition into the National Curriculum and from time to time those with lower previous attainment can flexibly be retained until their maturity is such that they can cope with Key Stage 1 demands.

ENGLISH

57. In the 2000 end of Key Stage 2 national tests, all pupils achieved the expected level, Level 4, and 75 per cent of the group achieved Level 5. These results were very high. In the end of Key Stage 1 tests in reading, 80 per cent of pupils achieved Level 2, the expected level, and 30 per cent achieved Level 3, the higher level. These results were well above average. In writing, however, while 80 per cent of pupils achieved the expected level, no pupils achieved the higher level. Moreover, of the whole cohort, 60 per cent achieved Level 2C or below. The particular significance of 2C is that pupils who achieve this level are less likely than those who achieve 2B or 2A to go on to achieve Level 4 at the end of Key Stage 2. Trends over time indicate that standards are above those expected and that pupils make good progress.

58. Inspection findings indicate that standards in English at the end of Key Stage 2 are well above average overall but significantly stronger in reading than in writing. In Key Stage 1 they show that standards are above average but, again, with a significant difference between the reading and writing elements. Standards have improved since the last inspection.
59. The basic skills of literacy are very well taught and this is a strength of the school. The Literacy Hour is well embedded into school routines and has been very skilfully adapted to take account of the large age and ability range in each class. Pupils are taught the '*nuts and bolts*' skills of both reading and writing very well. The difference in the outcomes is that pupils have plenty of opportunities to use the former and their parents are very supportive in this process. Opportunities to write are more limited, as is the involvement of parents in helping their child to improve.
60. Standards in speaking and listening are very good. Pupils have regular opportunities to speak in front of their class. They are articulate. In other subjects, science and mathematics in particular, they have a wide technical vocabulary. Pupils listen attentively for almost all of the time in lessons and, when working independently of their teacher, do so effectively because they have listened so carefully beforehand and understand the task set.
61. Standards in reading are very high in both key stages, particularly so in Key Stage 1 where pupils' skills are a real bonus in helping them with work in every subject. Teachers, rightly, praise parents for their contribution in this respect. Pupils are offered the structure of a range of reading scheme books in the very early stages of reading but soon progress to children's books of novel length, of which there is a good range in school. Young pupils use a range of strategies to help them with words that they do not recognise on sight and this includes good phonic skills.
62. Standards in writing are good overall. The school views writing as a weakness and is right to do so. However, it is only a relative weakness in that reading standards are so very good. Pupils know how to write; they use basic punctuation correctly and with growing sophistication as they get older. The oldest pupils, for example, use a comma to introduce or to conclude direct speech. They recognise monotonous writing and have an age related repertoire of strategies to ensure that theirs does not fall into this category. These skills, however, do not grow and flourish as their reading skills do and the school is actively seeking ways to improve. The following are a few strategies that either have not been tried or have not been fully developed. Firstly, pupils do not have individual writing targets that they have discussed with their teacher. Hence they do not know, *precisely*, what they should do to improve. Secondly, the wealth of help that parents can offer has not been tapped in the way that it has, so successfully, to support reading development. Thirdly, teachers resort to worksheets a lot in this school and often when they are not the best option. Fourthly, there is no whole school plan for writing opportunities across the full curriculum, incorporating length and range of style. This is true of both key stages but is more of an issue for Key Stage 1.
63. Of the three lessons observed during the inspection, the quality of teaching was very good in two and good in the third. Taking all factors into account, the quality of teaching is good overall. There are several strong features. The underlying strength is the support that the adapted literacy strategy provides. This is a great help to teachers in their planning and the result is work that is appropriate for the range of age and ability in each class. The school has spent wisely on additional support staff to help them teach literacy well. Teachers have high expectations of what pupils produce, in terms of both quantity and quality. Lessons are interesting; teachers try hard to find texts that will interest and to provide writing opportunities that will fire the imagination. A key weakness is marking; the quality is not good enough and teachers do not comply with the school's policy.
64. All pupils learn well and make good progress. It is a credit to the school that they deal so well with the full range of age and ability in each class. Pupils with special educational needs are well supported. Pupils are attentive in lessons and they behave well.

65. Resources for the subject are adequate. There is a small but attractive library adjacent to the Key Stage 2 classroom, which pupils wander into and out of at will to use the resources. Books in the Key Stage 1 classroom are attractive and plentiful. Co-ordination of the subject hitherto has been problematic. *Within* each class, where there are either three or four year groups, it is good. While it is less good *between* Years 2 and 3, staff have embarked on a new strategy which should serve them well. It has had insufficient time, as yet, to prove its worth.

MATHEMATICS

66. Over recent years, test results have been variable in mathematics, particularly in Key Stage 1 where the school has had less time to *make a difference*. Clearly, however, the very small numbers entered for the National Curriculum tests in each year makes comparative statistical analysis unreliable: very small variations can have profound effects on the percentages. The important factor is that all pupils, including the small number who have special educational needs, achieve well in relation to their prior attainment and many exceed the levels expected of pupils of the relative ages. In the 2000 national tests, 90 per cent of Key Stage 1 pupils reached the expected level, with 30 per cent reaching Level 3 or above. Results achieved by Key Stage 2 pupils were very high: in the top five per cent nationally.
67. During the inspection, observations of lessons and work presented showed that the pupils at the end of Key Stage 1 were working above the levels expected. They count with assurance, writing down numbers correctly in hundreds, tens and units, both forwards and backwards. They know basic vocabulary so that they understand that 'count on' and 'add' mean the same thing and that 'take away' and 'difference' are elements of subtraction. Most understand that adding and taking away are reversible elements. By the end of the key stage, they know that multiplication is repeated addition and division is similarly a part of subtraction. Their mental agility is enhanced by frequent use and most can double or half of number. Their assurance is increased by repetition and by the fact that, if they make a mistake, both teacher and classmates will help them. They recognise two and three dimensional shapes such as spheres, prisms, pyramids and cuboids and know how many sides rectangles, hexagons and pentagons have. They know which shapes have right angles and which do not. In measuring, they use both standard units, for instance centimetres and metres, and weigh in grams and kilograms. From recognising half and quarter turns they are able to tell time by the half and quarter of an hour. Given a time, they name the time one hour before it and half an hour after it. In other subjects they use mathematics quite naturally, as when they give a price to the Christmas dinner at the café. When they make the hats for the staff, they measure the material before cutting.
68. Standards at the end of Key Stage 2 are above those expected for pupils of their age. The cohort has high previous attainment and is maintaining this level. Pupils are confident in their approach to the subject and not at all apprehensive to tackle new problems. Most pupils actively enjoy solving the problems set for them, and those for whom this is not a favourite subject know how to use their skills to good effect. They appreciate challenge and feel good when they achieve the correct answer. Pupils in Year 6 are able to find patterns in complex numerical sequences where it is not a straightforward counting on or backwards but involves both. Most are able to identify whether sequences can be drawn in a spiral and understand that finding sequences can have a practical use in predictions. Their presented work showed that they not only understand the use of co-ordinates, of transformations, rotations of shapes and the names of angles, but that they can also calculate areas and volumes, using metric units. Times are understood in analogue and digital values and they know that timetables can normally be used to plan journeys.
69. Progress and achievement in Key Stage 1 is good. From the knowledge of numbers and their sequence when they join the National Curriculum class, they become adept at using numbers to make sense of the world around them. They measure and weigh and know whether something is 'greater' or 'less'; 'larger' or 'smaller'. From their knowledge of time, they understand not only how to tell what time it is but also how to estimate how long something will take.
70. By the end of Key Stage 2, pupils have maintained their good progress from the previous level. It is a constant progress, underpinned by knowing from Year 3 what is expected from them as they

grow through the four years in the class. They constantly practise making mental calculations so that it is part and parcel of their mathematical experience. The more complex problems are a challenge that they rise to, seeing through, for example, irregular sequences when given the initials of the months of the year. Symbols such as $<$; $>$ and $+$ are correctly used and understood and vocabulary has developed so that they know what an integer is, how to 'round up' and the value of 'estimating'.

71. A strong feature of the subject is that the majority of pupils find that it is one of their favourites, if not their most favourite. Pupils are keen to get the right answer and to participate in discussion, and are not put off if they cannot. They help one another and are willing to ask for help from any adult in the classroom. They produce neat work, which they regard as an asset in mathematical work particularly. Concentration levels are high during individual and group work and they set themselves good time targets, rarely finishing work set for them. Where extended work is set they are keen to get on with it.
72. The numeracy strategy has played an important part in keeping mathematics at a high standard in the school. A weak feature is the slight use that is made of information and communication technology. Graphs are normally drawn by hand, though some examples of computer work were seen at Key Stage 1. This facility of computer use is underdeveloped and time is wasted in drawing graphs. Opportunities are missed when drawing the spirals from the numerical sequences that could have given pupils the chance to use a control program.
73. Teaching was good in both of the lessons seen. The good use of well drilled mental agility sets the scene for most lessons. Teachers have a good knowledge and understanding of the subject and use the structure of the numeracy strategy well. There is a stimulating range of work set for the wide variety of age and ability of the pupils, particularly in the Key Stage 2 class. High expectations are written into the good planning of the lessons and work is set to raise standards. Simple but effective resources are used and evoke good responses from all pupils. The good relationship between teacher and pupil allows both to make mistakes without embarrassment and, indeed, to use it to build on. It is the lack of training in information and communication technology that holds back its integration into lessons, a weakness that it is planned to be overcome in the near future, with some teachers already undertaking relevant courses.
74. Co-ordination of mathematics is a shared responsibility, as it is with most subjects in this small school. The scheme of work is comprehensive and ensures coverage of all the elements of the National Curriculum. Less used is the good marking policy that the school has worked out for itself. Its analytical approach is not consistently used, nor are written comments made on pupils' work. This means that pupils cannot refer back to find out whether or not they have made progress. Though guided by their teachers in making progress, pupils do not, as a result, develop the ability to gain skills in self-analysis of their own progress.
75. Resources other than computers are well used in setting different work for the variety of pupils in each class. The main resources are the quality of the teaching and the good relationships with all adults, teachers, classroom assistants and parents, both of which give a positive ethos in all lessons.
76. Since the last inspection report the quality of teaching has improved. Most of the other elements commented on remain at a good standard but the use of marking is not sufficiently developed to increase the already high attainment standards.

SCIENCE

77. Standards in science are good at the end of Key Stage 1 and very good at the end of Key Stage 2. These judgements mirror the Teachers' Assessments at the end of Key Stage 1 and the consistently very high national test results at the end of Key Stage 2. There has been an improvement on the good standards at the end of Key Stage 2 at the time of the last report.
78. Recorded work in Key Stage 1 is limited but a combination of written work, lesson observation and conversations with pupils indicates that performance is above that expected. The work that pupils do is underpinned with practical work and they are helped to make the link between what they have done and the 'science' that lies behind it. In investigating changes, for example, they make bread buns and then find out whether these can be turned back into dough. They look at corn, see it fresh, tinned, dried and as corn flakes. Having predicted what they think might happen if the dried variety is heated – 'it will burn', 'it will explode' – they watch what actually does happen and understand the 'pop' in the result! They create a fantasy germ in a good link between science, art and literacy. They draw their skeleton, introducing a good level of detail, and investigate whether or not soap and water is better than water alone for washing dirty hands.
79. Pupils in Key Stage 2 watch closely the growth of a pea and record their observations in detailed drawings of high quality. They investigate to see if an unbalanced force will cause a balloon to move. They appreciate the power of their senses as they 'feel only' items like a tea bag and pasta shells and 'smell only' both pungent and subtle smelling contents in a range of containers. They have the opportunity to find out about the work of famous scientists such as Sir Isaac Newton and to investigate how animals have adapted to their environment.
80. Pupils enjoy science lessons, particularly the practical elements, and work sensibly at all tasks. They ask questions that clearly indicate their interest: 'How does a salmon manage to jump so high and so far?' is a typical example. They take a pride in the presentation of their work and record the finished product tidily and without a reminder to do so.
81. The quality of teaching is good throughout the school and was good in all three lessons seen. Teachers provide a range of interesting investigations. They plan well, taking account of the full age and ability range in the classroom. Technical vocabulary develops well throughout the school and, as a result of due emphasis on investigative work, pupils have a growing understanding of the need for a fair test. Older pupils explain how variables can be altered.
82. The science co-ordinator works in school for just a half day per week, although additional funding has increased this temporarily to one day. She co-ordinates the work in Key Stage 2 well and has embarked, together with a Key Stage 1 colleague, to work towards a whole-school overview. The school either has, or has access to, resources that allow it to teach science well.

ART

83. The art on display in the school is of a standard higher than that expected of pupils of the age of those who produced it. It shows careful work with very good attention to detail. In the areas of drawing and painting pupils are taught skills which they reflect in the quality of their work and there is plenty of work in these media. There is less work, however, using other media: pastel, charcoal, clay and other modelling materials, for example. While pupils occasionally study the works, techniques and style of famous artists such as Mondrian and Holbein, this forms too small a part of the whole. For these reasons, the overall judgement is that pupils attain satisfactory standards in the subject.
84. One lesson was observed and the quality of teaching was good. There is insufficient evidence, however, on which to make an overall judgement on how well art is taught throughout the school and over time.

DESIGN AND TECHNOLOGY

85. At the end of both Key Stage 1 and Key Stage 2 pupils achieve standards that are in line with the standards expected nationally. During the period of the inspection it was possible to observe one lesson of design and technology, in Key Stage 1. Other evidence came from seeing some of the work that the pupils have completed and displays of classwork. All of this showed that the pupils have a wide experience of looking at design principles and making what they have designed. Throughout, pupils with special educational needs are integrated into the class and are well supported by teachers and classroom assistants where necessary, so that they make good progress overall.
86. Early experiences as part of the Foundation Stage lead to a secure approach in Key Stage 1 to the practical skills necessary in design and technology. Work is based on the pupils' own experience, for example when they designed a jelly, and is very much cross-curricular, with elements of science and art being woven into teaching. When making aboriginal pots, pupils are made aware of the way in which materials can be shaped according to pre-planned designs, based on their work on aboriginal people. Their displayed results are compared to the Australian designs. When, through a 'letter from the proprietor', they are asked to re-design the café, they begin by brainstorming what is needed to change it into a Christmas café. From the many suggestions they are able, with guidance, to refine what are the essentials, and then work at their own particular tasks, using simple tools. At the end of the session they evaluate whether the menu is suitable (it was) and which of the staff should wear which hats. The pupils who produced the menu used word processing, showing some knowledge of simple computer skills, although guidance was needed throughout. Achievement through the key stage is sound, with steady assimilation and learning of the basic approaches to designing, finishing and evaluating.
87. The pupils in Key Stage 2 are more assured in their approach and skilled in execution, and thus continue to make sound progress. In a geography lesson they used design principles to decide which form of folding would display the pictures, maps and text that they thought would best show the features of the village to a visitor. Given that the folders for their National Curriculum subjects are of a good quality, when they were asked to design a cover for their religious education folders they naturally wanted it to match. The result showed a high quality of artistic design and was executed with embroidery techniques that gave dignity to the finished article. The progress and achievement in their years in Key Stage 2 is satisfactory, with a weakness in the use of ICT as a support, especially for design.
88. Pupils of all ages enjoy the process of designing and making. They are keen to be active both in discussion and in making. From early in Key Stage 1, they take turns in making suggestions and wait to make their own contribution. When working in groups, most help one another willingly. Concentration is normally good, even when they are busy cutting, gluing, painting or working at the computer. They show respect for their classroom by being reasonably careful when working and by clearing away conscientiously.
89. The teaching seen in Key Stage 1 was good and ensures that the pupils have a firm basis when they want to make objects for a purpose. Whilst giving pupils the freedom to discuss, guidance is subtle and based on good knowledge and understanding of the principles involved. Planning is good, backed by good resources and co-operation with parent helpers and classroom assistants when they are present. The confidence and competence of the teachers limit the application of ICT, and this aspect of teaching is weak in a subject that offers many opportunities for its use.
90. Letting the pupils know how to raise their standards in association with National Curriculum levels does not follow on from assessment of the work. The teachers constantly encourage and guide in lessons but more constructive and written advice is underused as a means of developing pupils' confidence in setting targets for the future. Since the last inspection, pupils have developed an awareness of the use of design approaches in other subjects and in most other respects they remain satisfactory. The weakness, as in many other National Curriculum areas, is in the application of ICT.

GEOGRAPHY

91. As at the last inspection, standards of attainment in geography at the end of both Key Stage 1 and Key Stage 2 are in line with those that are expected for pupils aged seven and eleven. In lessons combined with the study of history, pupils begin to understand that people live differently in towns than they do in villages. They find out that there are different numbers and types of shops in these two contrasting locations. Writing is limited at this key stage, and opportunities are not taken to develop descriptive writing that is essential to the recording of geographical observations.
92. By the end of Key Stage 2 there is more extensive use of writing of different types. For example, in the study of the village and what it has to offer, pupils compile a 'tourist brochure'. By doing so, they not only develop geography study skills, they also learn to use language more precisely to get the maximum information into the minimum number of words. They also use design principles in deciding how to set out the information to the best advantage relative to their own approach to the leaflet. In the lesson seen in Key Stage 2 all pupils, including those with special educational needs, made satisfactory progress in this topic and displayed good enthusiasm. ICT was used to show the area in greater detail, with an enlarged map downloaded from the Internet, but this was the only example of its use in the work seen in the school. The subject offers opportunities for its use in gaining information and for those with higher attainment to make individual researches but these are underdeveloped. Topics such as the study of rivers show firm understanding of physical processes and an awareness of some of the rivers of the world, as well as those of the British Isles. Use is made of visits to Pocklington and York as contrasting places. Literacy is developed by the longer pieces of writing and by scanning exercises to increase reading skills.
93. The teaching in Key Stage 2 seen in the inspection was satisfactory, with effective planning following on from previous use of documents. It used the knowledge gained by pupils from previous learning to document the facilities of Sutton-on-Derwent for a visitor. Links with other subjects of the National Curriculum were used to sound effect. Pupils enjoyed the exercise and worked willingly and well, an aspect which is reflected in the past work that was seen in their folders. They all relate well to the teacher and to their classmates. Where help is needed both teacher and pupils offer it to one another. All pupils are involved in the learning because of the way work is related to the age and attainment levels in both of the mixed age classes, and extension work stimulates efforts to higher levels of attainment. Marking does not back this up because it does not tell pupils how they are doing on each topic, or how to improve for the future. The marking policy includes both of these points but it is not consistently used.
94. There is sufficient provision of computer hardware, though this is not backed up by software material. Teachers are neither sufficiently confident nor knowledgeable in information and communication technology to use it effectively. In this aspect the subject has not moved forward but in basic knowledge and skills it remains satisfactory.

HISTORY

95. At the end of Key Stage 1, pupils achieve the expected standards while, by the age of 11, standards are good. By the end of Key Stage 1 pupils have studied and understand their immediate locality and know about what happens in towns in conjunction with geography. They have grasped the concept of the passing of time and begun to understand that the things around them are not the same as those that existed when their parents and grandparents were young. They do not write much at this stage, which means that history does not contribute as much to literacy as it might if they wrote simple descriptions or stories that illustrated the passing of time. Numeracy is underpinned by understanding the sequences of events.
96. History is more wide ranging at Key Stage 2 and most pupils, including those with special educational needs, know many facts about, for example, ancient Greece. They know the names of the important people, the gods, and events such as the battle of Thermopylae and what followed as a result. At this stage there are longer pieces of writing that help in the development of literacy skills. The rolling programme of work encompasses more modern history, but the nature of the class, having in it all four years of Key Stage 2, did not allow evidence of this to be

examined during the inspection. The approach to the work seen is, however, sound in both knowledge and understanding to ensure that the pupils are given a satisfactory grounding in history.

97. Work in the pupils well presented folders shows that they take a pride in their work and most of it is finished to a high standard, with neat writing and clear illustrations. History does give some insights into how people of past cultures lived and the rules by which they lived. The more able can understand how this changes from time to time.
98. Although no history was seen being taught during the inspection, evidence from the scrutiny of work and other evidence gives no reason to doubt that it is at least satisfactory. Marking is not as helpful to the pupils as it could be, with few statements of how work could be improved in the future. The marking policy is a good one, which, if applied, has the potential to raise standards. Assessment of the work is not routinely used to guide the planning of subsequent lessons.
99. Too little use is made of ICT and the opportunities it offers in, for example, finding out information from CD-ROMs and Internet sources. The use of primary evidence is underdeveloped, though the school does visit museums and historic sites. To move on further, the school needs to consider how these two areas of study can be incorporated into its teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

100. The standards of attainment in ICT are unsatisfactory. The pupils at both key stages have an insufficient and inconsistent level of skill to apply ICT to the subjects of the curriculum and there are inadequate opportunities to use what skills some pupils have acquired from experience out of school. Since the last inspection, when the standards were judged to be in line with national expectations, its use has changed. The school has not kept pace with these changes.
101. By the end of Key Stage 1, little evidence of the use of ICT was seen, either in lessons or in the scrutiny of work. Computers with printers are available in the classroom and are used to give hard copies of work. Evidence of their use as a common tool for education is insufficient to ensure that standards in word processing, spreadsheets or other applications meet those expected for pupils aged seven. Individual pupils know how to access the programs. This was seen when a pupil described accurately how to start the computer and, by using passwords and correct terminology, was able to give instructions for the classroom assistant to enter a previously used program. The use of this knowledge is underused in the subjects of the National Curriculum, although a series of graphs was seen in display in the classroom.
102. By the end of Key Stage 2 the pupils do not generally regard the use of ICT as an integral part of study, presentation or investigation. Their skill level is more dependent on home access to computers than to the provision and teaching in school. One pupil in Year 6 was able to access the Internet, find a map and print it out with confidence. The map of the local area was part of one that the whole class could see displayed on the wall for their topic. This is an exception. Word processing is not used for drafting work in English and, in mathematics, opportunities to produce graphic information were missed. Although there were downloaded maps from the Internet used in geography, no use was made of e-mail to contact other people in different environments in order to exchange information that would be a real part of the National Curriculum study. Contacts like these would give the chance for pupils to encounter those of other faiths and ethnicity that are not prevalent in the locality in which the school exists. The entitlement of pupils in ICT is not met because of deficiencies such as these in subjects across the curriculum.

103. Pupils seen using the computers enjoy showing their expertise. Most of these are pupils who have computers at home and are familiar with what they have to offer. They respect the machines and are proud of the work they produce.
104. No direct teaching was seen during the inspection. There is a policy governing the use of ICT, which is sound in its approach. Long term planning is vague, showing no timing of where the subject would complete or complement learning. Planning of lessons does not include reference to ICT. The practice is inhibited by insufficient expertise on the part of the staff, few of whom have had recent or relevant training for delivery of information and communication technology or its use in the curriculum subjects. This is planned using national funding but there is no date fixed. Staff are willing to undertake such training, with some already gaining qualifications. All of them understand its importance for raising standards.
105. There are enough computers for effective use of ICT in each classroom and in the adjacent study room. The school is on the Internet to enable wider sources of information to be used. Although e-mail is available, it is not being used to contact others to widen horizons.
106. ICT is not meeting the needs of pupils in basic skills and use in classroom learning. Raising standards is a matter of priority. There is inadequate direct teaching of the basic skills in word processing, spreadsheets, artwork programs and wider applications. Use in National Curriculum subjects is hampered by lack of precise planning for teaching everyday lessons. Staff are not confident or skilled in the use of ICT for either of these aspects. Until these fundamentals are in place, little progress can be made in providing a satisfactory entitlement for the pupils. Teachers are committed to raising standards and know what is needed for its implementation.

MUSIC

107. Standards in music have improved since the last inspection and are now commensurate with those expected from pupils at the end of both key stages. Some elements of the work of the younger pupils are good.
108. Money raised by the parents of the pupils at the school funds a specialist music teacher for an afternoon in every alternate week. During the afternoon, she teaches music to all the pupils in the school and this has made a significant difference to music standards. While not every key component of the music curriculum was taught in the lessons observed, it is clear from teachers' planning, tapes of performance and photographic evidence that pupils do have regular access to all these elements.
109. Pupils in Key Stage 1 name an impressive range of untuned percussion instruments and select them to play as a 'best match' to some simple graphic symbols. They sing a range of songs from memory and, through practice, improve their performance in terms of remembering challenging lyrics.
110. Pupils in Key Stage 2 explain the difference between beat and rhythm. Working in groups they all add chants to a steady beat: these chants increase in difficulty according to the pupils' age and ability. Most pupils manage this well. They learn new songs and add actions to them.
111. Pupils' behaviour was good in one lesson and satisfactory in the other. The younger pupils whose behaviour was good were attentive and, although they had to be reminded once or twice to be quiet, it was their interest in the activities that caused their excitement. The behaviour of pupils in Key Stage 2 was less impressive; some were silly. This arose from an error of judgement in planning. It was because both the class teacher and the music specialist were involved in the lesson that neither really took charge of the discipline in the way that was needed. Behaviour did improve towards the end of the session when singing words they had just learned and adding a complex action routine demanded pupils' full concentration, leaving none to be channelled into mischief. As a result, the school has already decided that, in future lessons, the class teacher will withdraw from direct involvement.

112. The quality of the teaching seen was good. It is surprising, therefore, that the progress that pupils make is only satisfactory. However, there are several reasons for this apparent mismatch. Firstly, although the staff in the school now have increased expertise themselves, they do not always teach a lesson in the weeks between the visit from the specialist. Secondly, and as a result, the visiting teacher sometimes has to adjust her teaching '*on the hoof*' in response to what has / has not been taught or rehearsed in the intervening week. Finally, the presence of the class teacher in the room is not always an advantage. This is particularly the case in Key Stage 2 where the action that needs to be taken to settle the pupils and to keep them on task needs to be the clear responsibility of one teacher.
113. In addition to music lessons, there are no other musical activities in the school.

PHYSICAL EDUCATION

114. From the limited evidence available, it is not possible to make a judgement about the standard of physical education (PE) in school. A gymnastics lesson was the only one seen. Teachers' planning indicates that all requisite elements of the curriculum are covered, although school timetables indicate that, for this term at least, each class has just one lesson of PE each week. This is of 45 minutes duration and includes the walk to the village hall.
115. All pupils do go swimming for a term and all the older pupils in school have the opportunity of a residential visit, in which they experience some outdoor and adventurous activities. There are some additional opportunities for sport in local athletics competitions, a swimming gala and in occasional football matches with other schools. Together, these just cover the requirements of the PE national curriculum.

RELIGIOUS EDUCATION

116. Standards for pupils following the Agreed Syllabus of the East Riding of Yorkshire are in line with expectations at the end of both Key Stage 1 and Key Stage 2. There have been recent changes in this syllabus and the school has effectively adapted these for its own use.
117. By the end of Key Stage 1 most pupils are aware of the main festivals of the Christian church, take part in harvest festivals and are a main part of the village carol service in alternate years. This gives an insight into how the church progresses through the year and most are aware of why Easter and Christmas are important in relation to the life of Christ. By using the theme of light, pupils are introduced to other faiths, in particular when studying the festival of Hanukkah and how people of the Jewish faith use the menorah.
118. In Key Stage 2 they look deeper into the theme of light and understand the significance of the festival of Diwali to Hindus. Being older, they understand that many faiths use the symbolism of light. During the inspection they talked about Christingle, with its complex meanings of the orange for the world, the fruit for feeding, the four sticks for seasons and directions and the candle to represent Christ as the light of the world. Some knew other episodes in the New Testament which related to light; for instance, the star that led the kings. Though both classes made Christingles, the meanings were understood at a deeper level in Key Stage 2, with many understanding that the red band showed the sacrifice of Christ. There is planning in the new syllabus, begun only in September, to cover Judaism and Hinduism in depth. Evidence shows that the approach to teaching is sufficiently sound to ensure that all pupils, including those with special educational needs, have a satisfactory experience of religious study.
119. Teaching seen during the inspection was satisfactory or better. Planning took into account the mixed nature of the classes and enabled all pupils to understand at their own levels. There is provision for longer descriptive writing for the older pupils at Key Stage 2, although worksheets are extensively used. These limit more extensive opportunities for this valuable aspect of literacy. The

spiritual element of the subject was used when the candles were lit, though opportunities to develop this in the later assembly were kept at a low key. The school is connected with the local church in its establishment, although this is not overly obvious in its appearance. It uses its attachment by involving the local clergy from time to time.

120. The development in the use of the new agreed syllabus has given the school the opportunity to study fewer religions other than Christianity and to do so more deeply. It has taken this option. In this respect the school has moved on since the last inspection, although the awareness of the cultures associated with other religions found in the wider society of Britain is insufficiently developed to underpin the multicultural aspects of education.