

INSPECTION REPORT

REEDNESS PRIMARY SCHOOL

Reedness, Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117939

Headteacher: Mr C A Williams

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 14th – 16th October 2002

Inspection number: 247833

Short inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Reedness Goole East Riding of Yorkshire
Postcode:	DN14 8HG
Telephone number:	01405 704264
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Harrison
Date of previous inspection:	2 nd March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school caters for pupils from ages three to eleven and is smaller than other primary schools nationally. Numbers have increased substantially since the last inspection and there are now 95 pupils on roll, 39 boys and 53 girls in four mixed-age classes and a nursery. Currently, six children are registered to attend the nursery which is open for three half-days each week. One in three pupils travel to school from outlying villages and farms. Pupils living in this rural area come from a wide variety of backgrounds and the attainment of most when they enter the reception class is above average.

Less than ten per cent of pupils are entitled to free school meals, which is below the national average. The school has five pupils with special educational needs, which is well below the national average. There are only two pupils from a minority ethnic background, which is low when compared to other schools nationally and neither of these pupils have English as an additional language. At eleven per cent of the total, the number of pupils who arrive at or leave the school during term is similar to most other schools.

HOW GOOD THE SCHOOL IS

This is a very effective school. It has a genuine commitment to the inclusion of all pupils and gives every child the best opportunity to succeed. The reputation of the school in the local community is confirmed by parents' desire to admit their children. Most years, this popular school is over-subscribed and plans are in place to create more space. Under the very able leadership and management of the experienced and respected headteacher, there is a strong determination to raise standards and improve the quality of education for all pupils. The care and attention shown to individual pupils by everyone who works at the school is of a high standard, helping to create a very good climate for learning. As a result, pupils enjoy coming to this school and they do well. Their positive attitudes towards the school and their work, together with the mature and sensible way they behave, are having a significant impact on the overall standards being achieved. When all these factors are taken into account, along with the high costs per pupil, the school is providing good value for money.

What the school does well

- The standards achieved by pupils by the age of eleven in English, mathematics and science are well above average. Pupils throughout the school also do well in information and communication technology (ICT) and in music.
- The leadership and management provided by the long-serving headteacher, ably supported by the governors, are a strength of the school.
- The quality of teaching and learning in all classes is very good.
- Pupils love coming to this school and are keen to learn. Their behaviour is of a high standard and all enjoy very good relationships with one another and their teachers.
- The provision for pupils' social and moral development is very good. It helps to account for the high standard of pupils' behaviour.

What could be improved

- There were no major areas for improvement identified by the inspection team. However, aspects of the accommodation, such as the lack of space, the dining room and small hall are well below modern-day standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the last inspection in March 1998, key areas such as the leadership and management of the school and the quality of teaching and learning were judged to be good. The rate of improvement since then in each of these areas has been good with each now being very good. The standards achieved by pupils in

1998 were very good, overall. These high standards have been maintained. The key issues in the last report have been tackled with determination. The school development planning is much improved and there is a clearly defined role for governors in helping to identify priorities and in the evaluation of the progress being made in them. Resources for ICT have been greatly improved in order to help raise standards and more time is devoted to the subject on the weekly timetables for each class. The impact of these changes is beginning to show as Year 6 pupils achieve standards which are above those expected nationally. Most pupils now take care to produce neatly presented work in their books, using the newly adopted common style of handwriting. As a result of these changes for the better, along with an improvement in the quality of teaching brought about by the appointment of three new teachers, parents' perceptions of the school have also improved since 1998. This is evident in the much more positive response by parents to the questions in the questionnaires sent out prior to this inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A*	A*
mathematics	A	C	A	A
science	A	D	A	A

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

The relatively small number of pupils taking the tests means that each pupil represents a high percentage figure. This accounts for the wide variation in standards from year to year. In 2001, for example, only six pupils were tested. The trend in the school's average National Curriculum points score for English, mathematics and science since 1997 is below the national trend because of this factor. In 2001, pupils aged eleven achieved very well in relation to their prior attainment in English and well in mathematics and science. All achieved the targets set for them in these subjects, with some exceeding them. One pupil achieved Level 6 in mathematics, for example. Pupils are on course to achieve the targets set for them in English and mathematics in 2003. When pupils' results in 2001 are compared to those in similar schools, they are exceptionally good in English, as shown above. Early indications show that standards have been maintained in the 2002 national tests for English and mathematics and improved in science. Of the 16 pupils involved, every one achieved the expected level in science with one third attaining the higher Level 5. Inspection evidence shows that standards, by the age of eleven, are well above average in English, mathematics and science. Pupils also do well in ICT and music, achieving standards above those normally expected.

The small numbers involved each year similarly affects pupils' performance in the National Curriculum tests for seven-year-olds. Inspection evidence shows standards for this year group in English, mathematics, science, ICT and music are above average. Children in the Foundation Stage are confidently expected to achieve the early learning goals in communications, language and literacy and mathematics by the end of their first term in the reception class and in all other areas of their curriculum well before they transfer to Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and show a willingness to work unsupervised. All are keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly. In lessons, and around school, they behave very well. There have been no exclusions, reflecting pupils' exceptionally good behaviour.
Personal development and relationships	Very good. Pupils are considerate towards one another. Older pupils care for and support younger ones without being asked. All readily accept responsibility.
Attendance	Good. Pupils are punctual.

The school supports all pupils regardless of their needs or abilities and positively develops their social understanding and self-esteem. This underpins the excellent atmosphere that exists in school.

TEACHING AND LEARNING

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

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

Three new teachers have been appointed in this four-teacher school in the last two years due to the retirement of staff. Parents at the meeting prior to the inspection and in the questionnaire were full of praise for the quality of teaching at the school. Inspection evidence supports the high opinion they have of the teaching staff. Inspectors also rate highly the very good level of educational support provided by classroom support assistants. Teachers make full and effective use of their expertise. The quality of teaching in music and in ICT, for example, is very good and results in above average standards. Together, all members of staff are helping pupils to do well and achieve their full potential. In the last report in March 1998, teaching was found to be good, overall. The level of improvement since then has been good.

In almost half of the 20 lessons seen throughout the school, teaching was very good and in the rest it was good. This is a remarkable achievement by the teachers, including one who is newly qualified. All teachers show enthusiasm for their work and plan their lessons well. The challenging and interesting activities successfully motivate pupils. Teachers' high expectations of pupils means that they behave exceptionally well and always try to do their best in lessons. Targets for learning are shared with pupils, and they are given independence and much responsibility for their own learning. As a result, the quality of learning is very good. Pupils work hard in lessons and invariably produce neat work. This shows that the previous issue over the presentation of work has been well and truly corrected.

Literacy and numeracy are taught well. Pupils with special educational needs are fully included in lessons and receive good support, helping them to achieve well. The very high attainers and pupils with special talents are identified and care is taken to ensure that they too achieve their potential, wherever their skills lie.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Statutory requirements are met. Curriculum provision for music and ICT is a strength. The accommodation limits opportunities for some aspects of physical education. Provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Good. The school's belief in full inclusion for all pupils enables these pupils to do well and gain a lot from their time in school. Individual learning targets are clearly defined and pupils' progress towards them regularly assessed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school is educating pupils for 'life' in modern society. Pupils have a very good sense of right and wrong. Social development is high on the school's agenda and is very well provided for. Cultural development is promoted satisfactorily but more emphasis could be given to studying different world faiths.
How well the school cares for its pupils	The school is a caring and supportive place to be. It actively promotes racial and religious harmony, which is reflected in the caring ethos.

Parents are supportive and very appreciative of the school and all that it is trying to do for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The long-serving headteacher demonstrates a high level of professional expertise, leading the school most effectively. The successful induction of three new teachers is an indication of this. The delegation of duties is difficult because there are so few staff but all work together well as a team.
How well the governors fulfil their responsibilities	Very effectively. The chair of governors is very astute and knows the school well. All governors carry out their duties conscientiously. They are rightly proud of the school's performance to date but still look for ways to further improve it.
The school's evaluation of its performance	Good. Results in national tests are monitored closely by staff to identify areas for improvement in standards and teaching for all subjects.
The strategic use of resources	Very good. A very experienced secretary, under the direction of the headteacher, manages the finances extremely well. Best value is sought in all expenditure.

Staffing is very good. Classroom support staff make a major contribution to the standards being achieved. The accommodation is unsatisfactory for a number of reasons, the most important being the lack of space. Most physical education lessons have to be taught outdoors and are dependent on suitable weather conditions. Resources for learning are good, overall. In ICT, they are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils like school and they make good progress.• Behaviour is good and school helps pupils to become more mature.• Teaching is good and pupils are expected to work hard.• Parents work closely with the school and are well informed about pupils' progress.• The school is well led and parents feel comfortable about approaching school.	<ul style="list-style-type: none">• Homework.• The range of activities outside normal lessons.

Inspectors agree with parents' positive comments. However, they do not agree with the very small number who expressed concerns about homework and the provision of extra-curricular activities. The amount of homework set and use made of it to support pupils' learning is satisfactory. Opportunities for many pupils to take part in extra-curricular activities are restricted by travel arrangements. A satisfactory range of sporting and musical activities is provided throughout the year for a school of this type and size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards achieved by pupils by the age of eleven in English, mathematics and science are well above average. Pupils throughout the school also do well in ICT and in music.

1. Everyone at the school is totally committed to do the best they can for every pupil. Children are assessed carefully when they start in the reception class and parents are encouraged to attend during this assessment process. This sets the scene for pupils' future development and the close partnership which exists between home and school. Each child is considered as unique and treated as an individual with their own particular talents, strengths and needs. As a result, all pupils achieve well in relation to their prior attainment and parents appreciate what the school is doing for their children. All those who responded to the questionnaire agreed that pupils make good progress and almost every parent agreed that pupils have to work hard. Inspectors found evidence for this in:
 - the well-planned lessons which covered a wide range of learning experiences;
 - the enthusiastic teaching which effectively motivated pupils;
 - the way pupils enjoyed being in school and their keenness to learn.
2. Attainment on entry to the reception class is above average. Some children have attended the nursery sessions which are held in the small school hall on three half-days each week. This helps them to settle quickly into the reception class. All benefit from the detailed lesson planning which effectively covers the six areas of learning in the Foundation Stage curriculum. The quality of teaching for the youngest children is very good and, as a result, most make good progress in communication, language and literacy and in mathematics. All this year's intake of children were well on course to attain the early learning goals in these two curriculum areas before the end of their first term in school. All are expected to achieve the goals set for them in their knowledge and understanding of the world, creative and physical development and in their personal and social development well before they are ready to transfer to Year 1. For example, children listen well to all adults, respond well to instructions and work well on the tasks set for them. In their physical development, progress is good. Good use is made of the outdoor play area with equipment such as a large sandpit and wheeled toys for children to push or ride. The caring and supportive approach in school and very good relationships with older pupils helps to give children the confidence needed for them to do well.
3. Pupils' performance in the national tests for seven-year-olds varies from year to year because of the relatively small numbers in each year group. In 2000, for example, pupils achieved standards in writing that were very high compared to those nationally but the following year, standards in writing were well below average. This is often caused by no more than one pupil failing to reach the expected level as each pupil equates to a large percentage of the total.
4. In the national tests for eleven-year-olds, pupils overall performance in national terms is similarly affected by the small numbers involved in the national tests. In 2001, for example, only six pupils did the tests and their performance was very high in English and well above average in mathematics and science. All did well in relation to their prior attainment. This shows that pupils make good progress throughout the school. The preliminary results for 2002 show that standards have been maintained at well

above average in English, mathematics and science. Pupils did particularly well in science with 100 per cent achieving the expected level and 36 per cent achieving the higher Level 5. Their success is directly linked to the very good quality of teaching and their very positive attitude towards their work. All behave exceptionally well in lessons and are keen to do well.

5. Inspection evidence, based on a scrutiny of pupils' completed work, displays in classrooms and discussions with pupils, shows that attainment in the core subjects of English, mathematics and science is above the national average for seven-year-olds and well above average for eleven-year-olds. This represents a good level of improvement for pupils by the time they are ready to leave the school. The introduction of the National Literacy and Numeracy Strategies and a marked improvement in the quality of teaching is helping to ensure that standards for eleven-year-olds since the previous inspection have improved in English, mathematics and science. Inspection evidence also shows that the standards pupils achieve in ICT and music are above average for seven- and eleven-year-olds. In both these subjects, the school uses the expertise of teachers who are talented with computers and in music very well. Improvements to the resource levels in ICT and the creation of a computer area have also ensured that the school has been able to correct a significant weakness in standards identified in the previous inspection. All teachers do their best to include music on their class timetable. The choir sing impressively in assembly and all pupils join in with hymns or songs tunefully. A good example of the willingness to enjoy making music was seen in a Year 2 class when pupils used un-tuned instruments.
6. In English, pupils are provided with regular opportunities to express themselves in class discussions. Most make good progress in their speaking and listening as a result. Reading is taught effectively, allowing pupils to develop their technical skills well. All have good strategies, for example, to try and read unfamiliar words. Most read with understanding. The close liaison between home and school, with parents regularly hearing their children read and the efforts of classroom support assistants with children who need additional practice, is helping to improve standards.
7. Pupils are provided with many opportunities to write in most subjects. For example, in science pupils record their results following investigations into growing microorganisms, such as yeast or plant growth and record findings from research about famous scientists like Edward Jenner, who discovered the vaccine for cowpox. The daily literacy sessions successfully introduce skills that pupils can use when writing in other subjects. For example, junior pupils produce quite lengthy pieces of writing and their work covers a wide range of writing styles and topics. They write reports about making paper cup puppets in design and technology and research historical information about the Tudor period from books or the Internet, which requires them to make notes. All recognise examples of persuasive writing when analysing advertising on cereal packets, for example. The standard of their spelling is above average.
8. The formal structure of literacy and numeracy sessions is having a beneficial effect on standards throughout the school. Detailed lesson planning, well chosen texts and teachers' skills in teaching reading, supported by parents at home, helps most pupils to exceed nationally expected standards. Teachers provide very good opportunities for pupils to write in a wide range of contexts and styles, often using computers. Pupils, for example, record the results of science experiments into the cooling rate of water, write imaginative stories and research information about the ancient civilisations in the Indus Valley in India. All pupils demonstrate a fluent joined style of

handwriting when completing handwriting exercises and remember to use the same style neatly in their exercise books. Some older pupils have not yet adapted to the newly adopted style and the neatness of their writing was disappointing.

9. Pupils do well in mathematics. This is mainly because of the clear structure of lessons which closely follows the guidance of the National Numeracy Strategy, the quality of teaching and the pupils' positive attitudes. All pupils enjoy the challenge of finding answers to number problems and most can competently explain how they worked out an answer. By the age of seven, pupils successfully count in twos, fives and tens, halve and double numbers and competently add and subtract numbers to 50. All have a very good knowledge of two- and three-dimensional shapes. Pupils in the junior classes are quick to calculate the answers to number problems involving two- and three-digit numbers. They calculate perimeters of mathematical shapes and can measure and draw angles accurately. By the end of Year 6, all show a good knowledge of fractions, decimals and negative numbers. Pupils collect, record and process data well, producing graphs showing the results of science investigations or favourite foods.
10. Much of the work in science is of a practical nature. By the time they are age seven, pupils have studied electricity, magnets, sounds, light, materials and living things such as plants. Pupils in the junior classes have many opportunities to investigate and conduct experiments independently of their teacher, for example measuring the temperature as liquids cool and growing plants in different conditions. All are well motivated and work hard in lessons to complete a copious amount of work in their books. Some examples of topics covered include: monitoring how materials such as metals rust; plant growth; healthy lifestyle; sound; light; and electricity. Year 6 pupils were able to link pulse rate to exercise and knew about the function of the heart and blood circulation. Girls and boys of all abilities achieve equally as well in science as they do in English and mathematics.
11. Teachers' expertise in ICT helps pupils to achieve above average standards. Pupils of all ages use the very good supply of computers confidently and competently. Year 2 pupils were able to load programs into the computer unaided and were familiar with the functions of the various keys. They could change font size, use capital letters and print their work. All demonstrate good control of the mouse when selecting options in mathematics programs. All pupils make good use of a digital camera to take photographs of school events and are able to select and scan one of these into the computer. All use data gathered on temperatures recorded from cooling experiments and present it accurately in a variety of graphical forms.
12. The provision for pupils with special educational needs is good. The determination to help each pupil to achieve their potential means that they are well supported in all classroom activities. The skilled support provided by the extremely conscientious classroom support assistants helps all pupils to achieve the challenging targets set for them. All pupils are fully included in all aspects of school life, with teachers ensuring equality of opportunity for all. As a result, by the time they are ready to leave at the end of Year 6, these pupils achieve well in relation to their prior attainment and make good progress towards the targets set for them.

The leadership and management provided by the long-serving headteacher, ably supported by the governors, are a strength of the school.

13. The quality of leadership and management has further improved since the previous inspection when leadership was described as 'sound' and giving 'satisfactory

educational direction'. The commitment to four days a week teaching and insufficient time for management were the main cause for concern, along with a lack of involvement by governors in school development planning. The headteacher has conscientiously addressed these and all the other issues raised in the previous inspection and maintained his strong determination to raise standards in all aspects of school life. His leadership and extremely capable management are largely responsible for the school's success and its well-established reputation in the area. Overall, leadership and management are very good.

14. The headteacher still has the same teaching commitment. This keeps total staffing costs down and allows additional classroom support assistants to be provided, benefiting all class teachers and pupils. However, he has introduced measures intended to support him in his management role. The amount of administration time, for example, is much more than is normally found in a school of this size and governors now are much more proactive, giving effective help and support to the headteacher. He has a clear picture of what he wants to achieve for the benefit of the pupils and the community. As a direct result of his vision, experience, calm approach and leadership of the highest quality, the school has made a good level of improvement since the previous inspection. The quality of teaching, presentation of pupils' work and standards in the core subjects of English, mathematics and science are some examples. Staff and governors share his very strong commitment to the school and work hard in partnership with him to meet the clear and specific aims set out clearly in the school's prospectus. These aims and values are strongly reflected in all aspects of school life such as the pupils' very good attitudes to their work and their mature and sensible behaviour. Inspectors were impressed with the excellent atmosphere in the school.
15. The successful induction of three new teachers is a strong indication of the quality of leadership and management. Expertise was sought and found for improving standards in ICT, for example. The delegation of responsibility to staff is difficult in such a small school. The approach is to work together on specific areas. This promotes a feeling of unity as all work together very effectively as a team, sharing responsibility to evaluate the school's performance and to plan for its future. The headteacher constantly strives for high standards and has a regular programme for analysing national test results and monitoring pupils' completed workbooks to evaluate the standards being achieved. Last year, for example, the highlighted need for improvements in standards in writing has already borne fruit. The system for monitoring and evaluating teaching is a prime example of co-operation and teamwork to effect improvements. Lessons are observed and a dialogue entered into with the headteacher, who does most of the monitoring. This is very useful for highlighting any areas of weakness. A small improvement to this system would be to record in more detail the evaluation of the monitoring visit and establish a course for future action such as in-service training.
16. Staff work closely together to co-ordinate the development of subjects within the curriculum, giving much support to one another. Subjects are tackled on a rota basis as outlined in the school improvement plan. This is an effective way of identifying areas for development. Co-ordinators have recently identified different approaches to the assessment of the non-core subjects, for example, and work is planned to make assessment of subjects such as geography and art and design more consistent throughout the school.
17. Non-teaching staff feel part of the 'school team' and value the guidance and support they receive from teachers. The quality of their work for pupils with special

educational needs and those who are experiencing difficulty with aspects such as reading adds significantly to the success of pupils' learning experiences. All are extremely conscientious and their commitment to pupils was seen on many occasions during the inspection. Right up to the last minute of school time, for example, one classroom support assistant was hearing a pupil read in the quiet of the staffroom and making notes about the progress being made.

18. The governing body carries out its statutory duties extremely well and works hard to support the school. The knowledgeable chair of governors has a clear understanding of the school's strengths and weaknesses through regular weekly meetings with the headteacher. Individual governors accept responsibility for areas such as literacy, numeracy and special educational needs. This gives them a clear overview of learning in these areas. All approach their duties conscientiously and are proud to be associated with the school. Importantly, all appreciate the level of improvements brought about by the headteacher and express confidence in him. Minutes of the governing body's meetings indicate that these are well attended and business is conducted efficiently. The statutory requirements for the special educational needs Code of Practice are met.
19. The school office is run efficiently. Administration staff are friendly and welcoming, giving visitors an excellent first impression of the school. Very good use is made of new technology in the office, with an electronic mail facility and computer programs for managing the finances and recording pupils' attendance. Government grants for computers and for making improvements to the internal accommodation were used effectively and correctly. The school has a very favourable ratio of computers to pupils, for example, with one for every five pupils. Plans are well advanced to add more new computers and the school is planning to purchase an interactive computer-linked whiteboard. The headteacher, ably supported by the chair of the finances committee, is meticulous in making sure that funds are applied to the best effect. Overall financial control is very good. The contingency budget, amounting to seven per cent of the total, is above normal acceptable limits. However, this has been planned to protect staffing levels over a short period if there is a fall in pupil numbers. The school buys its resources at the most competitive prices and pays careful attention to quality. The policy of appointing the best person for the job, without necessarily going for the cheapest, reflects the governors' determination to stick to the principles of best value. Parents' appreciation of the quality of the new teachers at the school shows that the governors have succeeded.
20. Staffing levels are very good. Teaching staff levels are above average, with a teacher to pupil ratio of 22 to 1. The level of provision for non-teaching support staff is well above average for a school of this size. The accommodation in a building dating from the Victorian era does cause difficulties to both staff and pupils and is unsatisfactory overall for the number of pupils attending. Regular upgrades and the addition of a new temporary classroom ease rather than solve the problems. The proposed extension, planned for next year should secure this very good school's future development. Resources are good, overall and very good for ICT
21. This is a very successful school, with a well-deserved local reputation. Taking into account the way in which the school is led and managed, the standards being achieved, the very good quality of teaching and pupils' very good attitudes, along with the high costs for each pupil, the school is providing good value for money.

The quality of teaching and learning in all classes is very good.

22. Parents were quick to praise the quality of teaching at the meeting for parents prior to the inspection. In the past two years, three teachers have been appointed in this four-teacher school. Inspectors agree with parents. The quality of teaching is very good. It has improved since the previous inspection in March 1998 when it was described as 'good, overall' as a direct result of the headteacher's leadership and a shared determination by all staff to raise standards.
23. The quality of teaching observed during this short inspection was very good in almost half of the 20 lessons seen and good in the rest. This is a remarkable achievement by all the teaching staff, which includes a newly qualified teacher. Staff are guided effectively in their lesson planning by detailed teaching programmes for all subjects. This, along with the appointment of a teacher with specialist knowledge in computing, has helped to bring about a marked improvement in teachers' expertise generally in ICT. This was identified as a weakness in the previous inspection. The quality of all teachers' lesson planning is very good with learning objectives clearly defined. All other aspects of teaching such as teachers' high expectations of pupils, their relationships within the class and use of resources, are very good. Classroom support staff are used effectively to support lower attaining pupils or those with special educational needs and this is helping these pupils to be fully included in all activities and to achieve their full potential. Praise, strict time targets given to finish tasks, humour and teachers acting as good role models result in very good class discipline. This enables pupils to work sensibly and independently of their teacher when necessary in a quiet orderly learning environment. As a direct consequence, pupils work conscientiously in their lessons, concentrating well until they finish their work.
24. There is a very strong determination by all staff to raise standards and pupils are playing their part by showing a very good attitude towards their work. As a result of this, an extensive amount of pupils' completed work was available to the inspection team for their scrutiny. Teachers' enthusiasm, their very good knowledge of the curriculum and ability to make learning challenging and exciting, help to keep all pupils fully motivated and extremely busy. In a Years 5 and 6 English lesson, for example, pupils enjoyed suggesting more powerful words when re-drafting the story of 'Kunda, the fisherman'. In Year 1, the teacher successfully encouraged pupils to identify sounds they could hear during a period of silence.
25. All teachers demonstrate a very good subject knowledge and level of expertise. As a result, basic skills are taught very effectively. Teachers work hard, for example, to overcome the difficulties imposed by the lack of space in the small hall to cover all aspects of the physical education curriculum, such as dance. Sessions are held outside in summer. Very good links are made between different subjects. In a Years 3 and 4 lesson in the computer area, skills in English, art and design and design and technology were all well utilised by pupils to complete their task: writing instructions; making a box for biscuits; and designing the wrapping paper. In a Years 3 and 4 literacy session, pupils used digital photographs and added text entitled, 'Who am I?' Overall, expectations of pupils are high and they respond by behaving extremely well and working conscientiously. Pupils of all abilities are given suitably challenging tasks, which is why they achieve so well.
26. Following criticism in the previous inspection over the presentation of pupils' work, a new handwriting style has been introduced and most of the pupils are now producing neatly written work. Teachers develop pupils' social skills well by planning lots of opportunities for pupils to work on their own or as part of a small group. This encourages pupils to use their initiative and resolve any difficulties they come across

without being too dependent on their teachers. The very good attitude pupils have towards their work means that they can be trusted to work diligently, whether they are supervised by an adult or not. In a Years 5 and 6 science lesson investigating pulse rates, pupils worked well in small groups to organise their investigation and record data. Year 6 pupils acted as leaders and younger pupils readily accepted this. All worked very well together. Praise is used well throughout to motivate or raise pupils' self-esteem, as shown in the supportive written comments attached to pupils' marked work. The quality of teachers' marking, described as 'perfunctory' in the previous report, is much improved. However, few of the written comments let pupils know how to further improve their work.

27. The quality of teaching in the literacy hours and during numeracy sessions is good throughout the school. When teaching other subjects, all teachers use the skills that pupils have learned in these sessions effectively. The written instructions prepared by Years 3 and 4 pupils in their design and technology lesson is a typical example. Pupils are frequently provided with the opportunity to use computers as part of their work in all subjects and this invariably involves them practising their literacy or numeracy skills. In English and mathematics, all achieve the targets set for them by the time they are ready to leave the school. This is a direct result of the quality of teaching and the successful implementation of the National Literacy and Numeracy Strategies. In ICT, pupils' above average achievements reflect the greatly improved level of resources and quality of teaching. Teachers have developed a considerable level of expertise and provide pupils with a wide range of challenging experiences. However, access to the computer area in the hall is restricted as a class is based there. It means that pupils have few opportunities to practise computer skills or to work independently on computers. In most classes a rota exists so that individuals, or pairs of pupils, can use the computer. Parents, at their meeting prior to the inspection, reported that they were happy about the opportunities for pupils to use computers; inspectors agree. The ratio of one computer for every five pupils is much better than in other primary schools. It is a credit to teachers' planning and expertise that standards by the ages of seven and eleven are above those normally seen.
28. Music is another well-taught subject and staff and pupils benefit from the expertise of a part-time specialist teacher. Good opportunities exist for pupils to sing or play a variety of pitched instruments in music lessons. Year 2 were able to follow the teacher as she acted as a conductor, getting pupils to play their instruments faster, slower, loudly or quietly. The Years 3 and 4 pupils thoroughly enjoyed their music lesson and succeeded in following some complex rhythmic patterns thanks largely to some very skilled teaching. 'Boxing above their weight' was the lay inspector's unique description of the obviously high standards observed.
29. All teachers work hard to establish a good working atmosphere and promote effective learning. Pupils obviously enjoy the calm, orderly atmosphere in lessons and behave exceptionally well. This results in a productive working environment in all classes and sustained levels of concentration. Pupils of all ages are keen to work. The close support available from the class teachers and classroom support assistants, clear instructions and carefully structured tasks ensure that all are fully involved. As a direct result, very effective learning occurs in virtually all lessons. Children entering the reception class, for example, have a very good start to their education. The class teacher is supported exceptionally well by the classroom assistant. They work effectively as a team for the benefit of the children. Planning of children's work meets the new requirements of all six areas of learning in the Foundation Stage curriculum.

30. The good provision made for pupils with special educational needs shows that the school is determined to help all pupils, whatever their ability, to do well. Those on the register for pupils with special educational needs in each class are provided with much individual attention. Staff use expert advice and very good assessment information to ensure that individual learning plans identify precise and achievable targets in relation to literacy, numeracy and social behaviour. Teachers take full account of these individual targets in their lesson plans. Classroom support assistants work closely with teachers to ensure that the best possible use is made of their time when teaching pupils in class or withdrawing them for short sessions to work on a one-to-one basis. As a result, all pupils with special educational needs consistently receive the help they need to make good progress in relation to their personal targets. Teaching is of a high quality, characterised by well-planned activities and a sensitive and caring approach, which successfully builds pupils' confidence. As a result, pupils with special educational needs are able to take a full part in all activities in this school.
31. Almost every parent who responded to the questionnaire sent out prior to the inspection agreed that teaching was good at the school. A few were not happy with the amount of homework their children were expected to do or the opportunities for pupils to take part in activities outside normal lessons. Inspection findings do not support the views of these parents. The school's policy statement gives clear guidance to teachers and parents on homework. Teachers make good use of homework as part of their strong commitment to raise standards and the amount and quality satisfactorily supports pupils' learning. Difficulties imposed by the size of the school and the fact that many pupils have to travel some distance to school limits the effective provision of extra-curricular activities. During the course of the school year a satisfactory range of sporting and musical activities are provided. The school choir, for example, gained two first places and a second after long hours of practice for a local music festival.

Pupils love coming to this school and are keen to learn. Their behaviour is of a high standard and all enjoy very good relationships with one another and their teachers.

32. The previous inspection found that pupils' attitudes were good and they behaved very well. Today's pupils rate even higher judgements on their attitudes and behaviour. This is a reflection of the way the school is led and managed and the much-improved quality of teaching. Pupils' attitudes and behaviour are very good. They are keen to take part in the wide range of activities available and willingly engage adults in conversation about their work. They love coming to school and approach their work with a genuine commitment and desire to learn. In the 20 lessons observed, their attitudes and behaviour were judged to be very good in 17 and good in the remainder.
33. Almost every parent who returned the pre-inspection questionnaire agreed that their children like coming to school. Virtually all agreed that the school is helping their children to become more mature. This confidence is well placed. During lessons, pupils of all ages quickly settle down to work and persevere with things they find difficult. They listen carefully to their teacher and are proud of their completed work. For example, in a Years 5 and 6 design and technology lesson, pupils were keen to show the template they had cut out to make a slipper. Year 2 pupils were just as keen to show their completed worksheet on three-dimensional shapes in a mathematics lesson.
34. Pupils' behaviour is very good, not only in lessons but throughout the school day. They are friendly and outgoing and get along exceptionally well with members of staff

and with each other. Pupils of all ages mix freely and during lessons are well-mannered and polite. All members of staff lead by example and address the pupils with the respect and consideration they deserve. Pupils respond similarly and their very good attitude to learning helps to create a lively and vibrant working atmosphere. Pupils listen carefully during lessons and usually wait their turn to answer their teacher's questions. Their behaviour during lunchtimes and playtimes is every bit as good and there is a pleasant family atmosphere in the playground with older pupils looking after younger ones. A measure of how mature the pupils are was seen during wet playtimes when all found something sensible to do such as using a computer, reading, finishing work or chatting to friends. One playtime, older boys and girls were given the space to play football. No one ran onto the pitch area to interrupt the game.

35. The school has a very successful policy of social and educational inclusion and all pupils play energetically and happily together. Bullying, racism or other anti-social behaviour is extremely rare and any such incidents are dealt with firmly and very effectively. Teachers, whenever possible, encourage pupils to resolve their own differences. Throughout the school there is a strong sense of community, and relationships between pupils and with members of staff are very good. This helps to create an excellent atmosphere in school. There have been no fixed-term exclusions during the last school year.
36. Pupils' personal development is very good. Opportunities for pupils to take responsibility are widespread, helping them to become mature and confident. Year 2 pupils, for example, all willingly helped to carry mathematics equipment when they had to move out of the hall for a class to have a music lesson. Personal, social and health education and citizenship lessons effectively teach pupils about growing up, healthy foods, sex and drugs. All pupils are fully included in any special activities, such as visits to places of interest like the local Methodist chapel, a local nature reserve or Tropical World at Leeds. Within each class, pupils willingly undertake a wide range of responsibilities, such as acting as monitors and helping to tidy away equipment. For example, a Year 2 pupil was quick to spot and to pick up one of their three-dimensional shapes from under a desk as they were going back to their classroom. Pupils are independent and work very well on their own and in small groups. This was evident in a science lesson in Years 5 and 6 where pupils had to work in groups to devise an investigation linking pulse rate to exercise. When required to do so, pupils can be relied upon to get on with their work and to complete any homework which is set.
37. The school provides a limited programme of extra-curricular activities throughout the year. These are mainly of a sporting nature. Provision is satisfactory for a school of this size and type with so few staff. An added difficulty to be overcome is the fact that about one third of the pupils are transported to school from outlying areas by minibus. The school has a successful choir, which gained awards at a local music festival and has just recorded a CD of their singing for parents to purchase.
38. At the time of the previous inspection, attendance levels were well below the national average. Attendance is now above average, showing a good level of improvement. The school's procedures for following up absences are thorough and so few unauthorised absences occur. All pupils arrive punctually and lessons start on time.

The provision for pupils' social and moral development is very good. It helps to account for the high standard of pupils' behaviour.

39. The overall provision for pupils' spiritual, moral and social development is good. This is an improvement on the satisfactory judgement reported by the previous inspection team. One important factor responsible for the improvement is the broad, balanced, and at times exciting, curriculum. It supports pupils' personal development just as well as their academic progress. Although there is a strong emphasis on raising standards in the core subjects of English, mathematics and science, teachers have not lost sight of the importance of all other subjects in the National Curriculum. For example, the provision for music is very good and pupils get extensive opportunities to work and perform together, enhancing their social development.
40. Very good moral and social values are implicitly communicated to pupils in such a natural way that all pupils respond to the very high expectations of them and behave impeccably in school. Many examples of pupils working together and supporting one another were seen during lessons. This has a direct impact on the quality of learning in every class as pupils display very good attitudes to one another and to their work. The provision for pupils' cultural development is satisfactory. The school has little cultural variation among the pupils but all show a clear understanding of some of the major religions in the world, such as Hinduism. However, there are few opportunities for pupils to visit different places of worship and visits by non-white people are rare. As a way of raising pupils' awareness further, the school should consider increasing the range and quality of books and artefacts associated with the different cultures and faiths which exist in Britain today.

WHAT COULD BE IMPROVED

41. Aspects of the accommodation are unsatisfactory by modern-day standards. The worst features are as follows:
- The lack of space. The school building, at the time of the inspection, had an official capacity for 77 pupils and there were 95 pupils on roll.
 - The detached dining room, which is well past its sell by date! The kitchen area has already been closed and no hot meals are available. All pupils bring their own lunch and those entitled to free school meals are provided with sandwiches. When the nursery is in session three times each week, Year 2 pupils have to move into this building and use it as their classroom. It is totally unsuitable for this purpose being bare and cold.
 - The small hall, which is currently being used as a classroom for Year 2 or the nursery and houses the computer suite along with masses of stored equipment. It makes physical education lessons impossible except for small groups of about ten pupils.
 - The playing field is across a road, restricting access to it.
42. The overall quality of the accommodation is therefore unsatisfactory. Technically, this is out of the control of the school but it presents both staff and pupils with problems, which they have to overcome on a daily basis. Physical education lessons, for example, are dependent on fine weather as most are taught outside on the schoolyard. A building programme is scheduled to commence next year when a new hall and an additional classroom will be provided for this increasingly popular school. In the meantime, a temporary classroom has been erected in the school grounds, but delays to the completion of flood defence work meant that it was not ready to be occupied when the inspection began.

43. In the face of all these accommodation deficiencies, it is a testament to the commitment and dedication of all who work at the school that it has achieved such a high reputation in the area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. There are no major educational areas of weakness for the school to address. This is consistent with the reputation the school enjoys locally. It reflects the quality of leadership and management provided by the very experienced and hardworking headteacher and the determination of staff and governors to ensure all pupils receive a worthwhile education.
45. In the near future, the assessment of subjects such as art and design and history and geography could be improved to make it more consistent throughout the school and a better system for recording the results from monitoring and evaluating the quality of teaching could be devised. At present, the emphasis is on an oral feedback with only a brief record of the monitoring visit. Targets for improvement and a link with in-service training, for example, could be included.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	11	0	0	0	0
Percentage	0	45	55	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	6	89
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	93	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It 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)	4
Number of pupils per qualified teacher	22.2
Average class size	22

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.3
Number of pupils per qualified teacher	6.1

Financial information

Financial year	2001 - 2002
	£
Total income	262,923
Total expenditure	250,905
Expenditure per pupil	2,876
Balance brought forward from previous year	6,684
Balance carried forward to next year	18,702

Total number of education support staff	1
Total aggregate hours worked per week	22
Number of pupils per FTE adult	3.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	2	0	2
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	28	47	14	0	11
The teaching is good.	60	39	0	0	2
I am kept well informed about how my child is getting on.	30	61	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	4	0	0
The school expects my child to work hard and achieve his or her best.	53	44	0	0	4
The school works closely with parents.	30	60	4	0	7
The school is well led and managed.	60	33	7	0	0
The school is helping my child become mature and responsible.	46	49	0	0	5
The school provides an interesting range of activities outside lessons.	12	30	33	12	12