

INSPECTION REPORT

**RISTON CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Long Riston

LEA area: East Riding of Yorkshire

Unique reference number: 117988

Headteacher: Mrs T M Chambers

Reporting inspector: Katharine Halifax
25439

Dates of inspection: June 30th to July 2nd 2003

Inspection number: 247841

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Main Street
Long Riston
Hull
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Telephone number: 01964 562422

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Appropriate authority: Governing body

Name of chair of governors: Mr D Bemasconi

Date of previous inspection: July 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	English Science Art and design Design and technology Music Special educational needs Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	Anthony Anderson	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27591	Madeline Campbell	Team inspector	Mathematics Information and communication technology Geography History Physical education Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the parish of St. Margaret Long Riston and is for pupils aged 4 to 11 years. Of the 51 pupils on roll, over thirty are boys. Admission numbers vary each year. The percentage of pupils moving in and out of the school is very high. Seven pupils left and seven others joined other than at the usual time. Though set in a rural community with a nucleus of families in agriculture, many parents are commuters. Most houses are privately owned. The number of houses in the village is increasing rapidly. All pupils are of white British background. None of the children are in the care of the local authority. Neither are there any refugees nor children from Traveller families. The percentage of pupils receiving free school meals is broadly average. Four pupils have identified special educational needs of whom one has a statement of need. Learning needs include delayed development and difficulties with communication and language. Nine children are of reception age and are taught alongside pupils in Years 1 and 2, and at other times by themselves with a nursery nurse. Pupils in Years 3 to 6 are taught in two groups according to age each morning for numeracy and literacy, and in the afternoons for science, design and technology, and art and design. For other subjects, the four age groups are taught together in an afternoon. Prior to attending the school most children have attended privately run nurseries. Children enter the school with a very wide range of capabilities but overall, their attainment is broadly average. The school came out of special measures in July 2001 and has been awarded the nationally recognised Basic Skills Quality Mark and Investors in People.

HOW GOOD THE SCHOOL IS

This is a good school where staff endeavour to include pupils of all capabilities in all activities. Good teaching has resulted in good achievement for all levels of attainment. Staff provide a good quality education. The school is well led and managed in a cost effective way. Managers are clear about the school's strengths and areas for improvement. Of necessity, because this is a small school the cost of educating each pupil is high. Nevertheless, the school provides good value for money.

What the school does well

- The quality of teaching is good and is reflected in pupils' learning and achievements.
- Standards and achievement in science are very good by Year 6.
- A very good programme for children in the reception class provides a firm basis for learning.
- The creative way in which topics are taught interests pupils and enriches their learning.
- Strong teamwork between the committed and hard working staff and with governors contributes significantly to pupils' learning.
- The good provision for pupils' personal development is reflected in their positive attitude and good behaviour.

What could be improved

- Standards in information and communication technology are unsatisfactory.
- Standards in gymnastics and dance are unsatisfactory.
- Some aspects of health and safety need improving.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the inspection in July 2001 has been good. The criticisms of the previous report have been addressed. Standards have continued to improve for pupils of all ages and all levels of attainment. The monitoring of pupils' progress and school effectiveness has resulted in improved achievement. Members of the wider community are contributing well to pupils' learning. Governors and staff have the capacity to continue to improve at a good rate.

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
	2000	2001	2002	2002
English	A*	C	C	E
Mathematics	A*	A	C	D
Science	A*	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

As in previous years, the 2002 group was very small. This distorts the figures as one pupil makes a considerable difference to the school's percentage points. Inspection findings show that pupils of all levels of attainment achieve well in all age groups. Those with special educational needs, including severe learning difficulties achieve equally well. Though levels of attainment on entry to the school vary considerably, children make good progress in the reception class with almost all achieving the early learning goals.¹ Achievement is equally good in Years 1 and 2. In the 2002 tests for pupils in Year 2, all achieved the required level 2 in reading, writing, mathematics and science. The 2002 results for Year 6 present a distorted picture. Of the five pupils taking the tests, one pupil had learning needs and two others had only been in the school for a short time. In the 2003 tests for this age group, all six pupils have attained the expected level 4 in English, mathematics and science. Furthermore, more pupils than were expected achieved the higher level 5, including four pupils in science. It is not reliable to compare trends over time because each year group is so small and so diverse. Challenging targets have been agreed with the local education authority for pupils who will take national tests over the next two years. Pupils do not do as well as they should in information and communication technology, dance and gymnastics. By Year 6, achievement in science is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy attending school and have a positive attitude to their work.
Behaviour, in and out of classrooms	Good. Pupils are generally well-behaved in lessons, at break and lunchtimes. This creates a good climate for learning.
Personal development and relationships	Good. Relationships between pupils and with adults are good. Pupils use their initiative and often work independently in lessons.
Attendance	Satisfactory. The attendance of almost all pupils is very good. The attendance of a very small number makes a significant impact on the overall figure.

¹ The standards expected for children at the end of the reception year

TEACHING AND LEARNING

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

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

Teachers manage the complicated organisation of teaching pupils of a wide range of capabilities and different ages well. The teamwork between teaching and support staff makes a significant contribution to learning. The teaching of English and mathematics is good, as is the teaching of numeracy and literacy. Teachers provide good opportunities for pupils to improve their reading, writing and mathematical knowledge in other subjects. Teachers have a good knowledge of most subjects, but lack confidence in using and teaching new technology. As a result standards in information and communication technology are unsatisfactory. Science is taught very well in Years 3 to 6. This is reflected in high standards. Teachers plan and endeavour to include all pupils in all activities. Consequently, pupils of all levels of attainment make good gains in the knowledge and skills they acquire.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There are many strengths especially in the provision for children in the reception class, links with other schools and the creative way topics are taught. However, the provision for some aspects of physical education and for information and communication technology is unsatisfactory and does not meet legal requirements.
Provision for pupils with special educational needs	Good. Pupils are identified early and receive good support. There is a commitment to include all pupils in all activities regardless of their levels of attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The Christian ethos is reflected in all aspects of school life. Teachers plan good opportunities for pupils to contribute to the life of the school and wider community.
How well the school cares for its pupils	Satisfactory overall. Arrangements for child protection are very good. Staff know their pupils and families. Though good procedures are in place for most aspects of pupils' welfare, some health and safety concerns were raised with managers. Systems to monitor pupils' academic performance and personal development are good. Procedures for assessing and recording pupils' achievements are good for the main subjects. Ways to identify pupils who have a gift or talent need some improvement.
How well the school works in partnership with parents	Links with parents are good and contribute to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	Good. Though having no deputy and teaching three-quarters of the week the headteacher leads and manages the school effectively.
How well the governors fulfil their responsibilities	Good overall. Governors are supportive of the school, giving freely of their time and expertise, but a small number need to be more aware of what is happening in the classrooms.
The school's evaluation of its performance	Good. The headteacher monitors pupils' achievements well and discusses these with governors. The principles of best value are being applied well through consulting parents, comparing results in national tests to those of pupils from similar backgrounds and in challenging staff and pupils to continue to improve. Though subject managers know what needs to be improved they have not had time to monitor what is happening in classrooms.
The strategic use of resources	Good. The headteacher uses the strengths of staff well. Creative use is made of the limited accommodation.

Staffing, accommodation and learning resources are satisfactory overall. The school is staffed by hardworking teachers and support assistants. Despite tremendous improvements having been made to the building and yard, the classroom accommodation is still cramped. The constraints of the site limit what can be taught in physical education. Most subjects are well equipped.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Small class groups help their child make good progress. • The Christian ethos. • Pupils with special educational needs receive good support. • The links and activities with other small schools. 	<ul style="list-style-type: none"> • The amount of homework their child receives. • Some parents do not feel well informed about their child's progress. • Parents would like to see more interesting activities out of lessons.

The inspection team agrees with the strengths identified by the parents. In response to their concerns, an analysis of homework diaries shows homework has been given regularly over the past three months and is contributing to progress. In addition to consultation evenings, parents receive good quality written reports each term. The range of activities out of lessons is limited.

PART B: COMMENTARY

Where the report makes comment about progress since the last inspection, this is against the 2001 Section 3(1) of the Education (Schools) Act 1992 inspection report, which is deemed a Section 10 inspection under the same act, and which judged that the school no longer requires special measures. The previous report did not report on all aspects, so it is not always possible to remark on improvement since the last inspection.

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The key issue identified by the previous inspection to continue to raise standards is being met. However, standards vary year on year due to the wide range of capabilities, the small size of each group and the high percentage of pupils who leave or join the school. Consequently, comparison with national test results and with pupils from schools with a similar background is unreliable. Nevertheless, standards are continuing to improve and evidence shows good progress for almost all pupils. There is no significant difference in the performance of boys and girls.
2. When pupils enter the school their levels of attainment vary considerably. Overall, the current group of children in the reception class is of marginally above average ability. All who were expected to do so achieved the early learning goals and some surpassed them in mathematical development, communication, language and literacy, knowledge and understanding of the world and personal, social and emotional development. This is good progress and is due to the very good programme and good teaching in all areas of learning.
3. Achievement in English is good in all year groups. In the 2003 national tests for Year 2, all who were expected achieved the required level with three pupils attaining the higher level in reading and writing. In the national tests for pupils in Year 6, all attained the required level 4, and though no pupils had a target of level 5, one pupil achieved this. This is good progress because this group started from a low baseline. All aspects of English are given high priority both in English lessons and in other subjects. This is paying dividends, especially in writing. The investment in staff training and resources has resulted in the National Literacy Strategy being adopted well and improved standards. Speaking and listening is promoted effectively. Staff emphasise new specialist words in each lesson so pupils extend their vocabulary at a good rate. In addition, they plan opportunities for pupils to discuss aspects of their work in pairs. Pupils make equally good gains in reading because staff expect them to read aloud from worksheets and texts, for example in history and religious education, and to use their knowledge of reading strategies to recognise new words. Teachers have improved pupils' confidence in writing by providing relevant and interesting activities such as writing letters to a local paper about buying sweets, and producing leaflets in history giving instructions how to cope with the Blitz. Lower attaining pupils and those who lack confidence have been helped to improve through help in structuring their writing.
4. In the 2003 national tests for Year 2 in mathematics, all those expected to do so attained the required level. This represents good achievement because this group entered the school with knowledge and skills in mathematics below those expected of young children. In the 2003 national tests for Year 6, all pupils attained the required level 4 and two the higher level 5. This represents good progress because the early years of these pupils' education were affected when the school was in special

measures and failing to give them a suitable standard of education. The National Numeracy Strategy has been adopted effectively and is contributing to rising standards. Pupils improve their mathematical knowledge and skills equally well in other subjects for example, in science when measuring accurately and compiling bar charts to show the food pets eat, and line graphs to show how the pulse rate is affected by exercise.

5. Achievement in science is good. In the 2003 national tests, all pupils in Year 2 have attained the required level. Pupils make good gains in all aspects of the subject. Achievement by Year 6 is very good. In the 2003 national tests, all pupils attained the required level 4 with four of the six pupils, two of who surpassed their target, attaining the higher level 5. This is because of skilled teaching by a subject specialist, exciting activities and a very good emphasis on investigative science.
6. Standards and achievement in information and communication technology are unsatisfactory. Progress has been limited by out-dated machines and a lack of teacher confidence due to problems with training through the national programme. The subject is not taught as a discrete lesson and there is no systematic programme for the acquisition of skills. Pupils have too few opportunities to gain and develop these skills in other subjects.
7. Standards and achievement are satisfactory in geography and history. Achievement is good in art and design, and in design and technology. Much of this is attributable to the designing element of the subjects and pupils' knowledge and willingness to improve their work. In physical education, pupils do well in games when taught by specialist sports coaches. However, their performance in dance and gymnastics is unsatisfactory because of poor accommodation and limited teacher knowledge. Standards in religious education meet the requirements of the East Riding Locally Agreed Syllabus. In the time available, it was not possible to make a judgement on music.
8. The achievement of pupils with special educational needs is good. This is because pupils are identified at an early stage and there is a good match of tasks to their prior attainment. Suitably challenging targets are identified in individual education plans and reflect individual needs. Learning support staff contribute significantly to the achievement of these pupils. Though staff know pupils well, have identified those who are high achievers and plan accordingly, there are no formal systems to support these pupils nor to identify and provide for pupils who have a particular gift or talent in music, sport or art.

Pupils' attitudes, values and personal development

9. As at the time of the previous inspection, pupils' attitudes, behaviour and personal development are good. Their attendance is satisfactory. Though levels of attendance are broadly average, the attendance of most pupils is very good. As this is a small school, the absence of one pupil significantly affects the overall rate.
10. Most are keen and eager to attend school and display consistently good attitudes to their work and to their fellow pupils and teachers. Many arrive with a look of anticipation on their faces as they are welcomed by the headteacher and support staff at the start of each school day. In lessons, most pupils show a willingness to listen and want to achieve. Particularly when the teaching is good or very good, they become absorbed in the activities. Occasionally, however, some pupils, especially in

Years 3 and 4, become distracted, especially when teachers adopt a casual attitude, and this reduces their rate of learning.

11. The behaviour of pupils is mostly good and in some cases, for example when in the playground at lunchtime, it is very good. Similarly pupils behave well when eating their lunch within the constraints of the classroom. They demonstrate a friendly and courteous appreciation for all staff as well as to the many visitors. There have been no recent exclusions from the school.
12. Pupils develop positive relationships and increase their independence through responsibilities around the school. Older pupils conscientiously look after the younger ones and most willingly help their teachers by tidying up and collecting books at the end of lessons. Pupils demonstrate good relationships in the way they work and play together and in the way they show respect to all adults in the school. Pupils are beginning to take responsibility for their learning, undertaking personal research. This was evidenced in the response to a homework activity set in English where pupils had to find information about a wood louse. Some pupils made sketches, others wrote notes from books, a couple used the Internet and, drawing on skills gained in design and technology, one pupil made a pop-up-book using a cereal packet. Pupils try hard to be a good example to others and are thrilled when, on completing a yellow reward card, they are invited to 'take tea with Mrs C' when they socialise with the headteacher, eating cakes and drinking from china cups.

HOW WELL ARE PUPILS TAUGHT?

13. The good quality of teaching has been maintained since the last inspection. No criticisms were made of teaching in the previous report. As at the time of the last inspection a strong feature is the way teachers manage to meet the needs of pupils of different ages in the same class, as well as the very wide ability spread. Furthermore, they have to manage and provide for the high number of pupils who arrive at the school throughout the year. This is especially so in lessons in the afternoons when some teachers work with four age groups in the same room. Much of this is attributable to very good teamwork and the skills of learning support staff. In addition to allowing pupils of different ages or capabilities to work in small groups, joint planning and a consistent approach give pupils confidence and the opportunity to work at a pace which challenges them. Individual skills such as literacy support make a significant contribution to standards and achievement.
14. Teachers are knowledgeable in most subjects and especially so in English and mathematics. As a result pupils make good progress in these subjects. Specialist science teaching for pupils in Years 3 to 6 has resulted in very good progress with standards being above those expected of pupils of this age. However, staff lack confidence when using and teaching information and communication technology. This is partly because the computers are old and need a lot of attention and partly because of difficulties with the national training. In other lessons where teaching was less effective, though still satisfactory, a lack of subject knowledge in drama and physical education meant that, though pupils made progress, they did not achieve the qualities required, for example in their movement. In addition, both these lessons were taught in the village hall which was damp, too small and had tables and chairs stored around the side which limited the amount of useable space. Though teaching is good, on occasions, some teachers adopt a casual attitude, for example, sitting on a desk while teaching. In these lessons, a few pupils pick up on this and adopt a similar attitude, slouching on their desks and rocking on the back legs of their chairs. This reduces their rate of learning.

15. Teachers plan well for pupils to improve their literacy and numeracy in other subjects. 'Big Books' are used effectively. For example, in science when teaching life cycles, the teacher checked pupils' understanding of 'index' and 'contents' and used strategies such as initial letter sounds, breaking the word up 'into chunks' and picture clues to help read new words. Pupils make good improvement in their writing because they are expected to make notes or write lists, for example of items which were rationed in World War II. In addition they are expected to write independently about the lives of people like Nelson Mandela and St. Patrick. Specialist vocabulary is highlighted at the start of each lesson and reinforced throughout. So, for example, by the end of one religious education lesson, pupils had extended their vocabulary and had a good understanding of 'font', 'pulpit' and 'altar'. Numeracy is extended well in lessons such as science when pupils accurately measure liquids for their investigations and construct graphs to plot the size of the canopy of a parachute and the time the parachute takes to land. Though some use is made of new technology for a small amount of basic word processing and digital photography to record achievement, pupils have too few opportunities to practise and develop their skills.
16. Teachers make good provision for pupils with special educational needs and ensure that all pupils, irrespective of gender, capability or background are appropriately included and involved in all aspects of the programme of work. Through carefully chosen questions, teachers and support staff make sure pupils are made to think while having the opportunity to display their knowledge and be successful. Where necessary, different activities and worksheets are provided so pupils are challenged. Teachers know which pupils are high achievers and have made suitable arrangements. For example a child in reception who is very good at mathematics is stretched because he takes his lessons with Year 1. However, on the odd occasion one or two higher attaining pupils are not always challenged.
17. Pupils have a good attitude to learning and so achieve well. They concentrate well in lessons, though some, especially the younger ones in Years 1 and 2, visibly tire in the long lessons. Pupils of all capabilities produce a good volume of well presented written work. Work is organised and completed. Pupils willingly talk about their work saying what they have found easy or difficult. They are interested in the activities prepared for them. Consequently they make good gains in the knowledge and skills they acquire.
18. Some parents expressed concern about the amount of homework their child receives. The provision of homework is satisfactory and takes various forms. For example, learning new spelling, completing worksheets and undertaking research in preparation for a new topic. Pupils' homework diaries and other inspection evidence shows this contributes well to pupils' learning.

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

19. The school is successful in providing all pupils with a satisfactory range of learning opportunities, with some very good aspects. In most respects, the curriculum meets and surpasses the requirements of the National Curriculum and religious education, which is taught in accordance with the Locally Agreed Syllabus. For example, older pupils are taught French in preparation for secondary education. However, due to the lack of appropriate accommodation, the provision for physical education is unsatisfactory. The provision for information and communication technology is equally unsatisfactory. This is partly because of out-dated machines, though these were

replaced the week before the inspection. In addition, some staff lack confidence in teaching the subject and in using new technology. Consequently, pupils are not given the experiences to develop the skills necessary to meet required standards. Though staff have worked hard to provide a balanced timetable, some lessons are long. Mathematics and English are taught for over one and a quarter hours. Despite a change of activities, younger pupils visibly tire while endeavouring to concentrate for this length of time. The length of taught time each week meets requirements for children in the foundation stage and pupils in Years 1 and 2. This is not so in Years 3 to 6 where taught time does not meet that recommended by the Department for Education and Skills. This limits the amount of time that can be given to subjects such as history and geography and impacts on achievement.

20. The national strategies for literacy and numeracy are used effectively to provide a framework for the teaching of English and mathematics and are contributing to improved standards. Furthermore, pupils are given many opportunities to use and improve their literacy skills in subjects other than English. Similarly numeracy skills are extended well in science and design and technology. This is contributing to improved achievement. In most other subjects, the curriculum follows the suggested programmes. Of necessity, these have been incorporated into a two-year rolling programme in Years 1 and 2 and a four-year programme in Years 3 to 6 to avoid repetition in the mixed year classes.
21. Provision for children in the reception class is very good. To ensure learning opportunities meet the requirements of the foundation stage curriculum, children in the reception class are taught by the nursery nurse for much of the week, overseen by the class teacher. Learning is supported by thoroughly prepared activities that are wide-ranging and interesting. Planning is good and activities reflect the six areas of learning. As children get older and make progress, they are introduced to ways of working which prepare them well for the National Curriculum.
22. Relationships with other institutions are very good. In order to offer a range of learning opportunities not usually available in such a small school, very good links have been established with other small schools in the area and with some local secondary schools. The local cluster of small rural schools, 'The Riversiders', is very active and work together to enrich the curriculum. Expertise from local secondary schools is planned for the near future to support the development of sport and of new technology. All schools work together very closely to make the transition of pupils from primary to secondary education as smooth as possible. During the inspection, pupils in Year 6 were working through a transition module on 'metamorphosis', to be used as the basis for work in their new school in September.
23. An innovation that has contributed significantly to pupils' learning was funded for one term under the umbrella of 'Creative context'. During this time, following the theme of 'The Water Cycle', work in all subjects by pupils in all age groups was inspired by a visiting artist and through poetry. Pupils of all levels of attainment achieved high standards in their writing such as non-fiction books and reports of visits to The Deep. Imaginative writing about waves making 'a giant roar as they brushed against the shore' is beautifully illustrated by very good studies depicting the movement of waves. Examples of the high quality work were later displayed in Beverley Minster.
24. The programme for physical, social, health and citizenship education, though still developing, is satisfactory. The co-ordinator has undertaken suitable training but, as yet, this aspect of the curriculum is not fully established. Sex education is taught through the science curriculum and a theatre group contributes to raising awareness

of drug misuse. Pupils begin to understand the importance of healthy eating and exercise as part of the programme.

25. The school is mostly successful in implementing its policy for equality of opportunity and has worked hard to include all pupils in all activities. All pupils, irrespective of gender, race, capability or background, have equal access to the curriculum. Provision for pupils with special educational needs is good. Lessons are planned to meet individual needs taking account of targets in individual education plans. Support assistants are well qualified and have taken part in training to meet individual needs. As a result of one element of training, all pupils have been taught a simplified sign language so they are able to communicate with those who find speech difficult. In collective worship, staff and pupils use sign language whenever possible and all speaking is signed in the reception class and in Years 1 and 2. Additional equipment has been purchased so pupils with learning difficulties needing to work on a computer to aid their understanding of, for example, letter sounds are able to make good progress. While staff have identified pupils who are high achievers, managers recognise the policy, identification and provision for pupils who are gifted and talented needs further work. The school's commitment to promoting equality of opportunity and developing positive attitudes in its pupils is reflected in its work. Throughout the school, teachers take opportunities well to raise pupils' awareness. This often occurs through the use of carefully chosen literacy texts and through work in other subjects such as art, geography and music.
26. Parents expressed concern about the number of out of lesson activities. This is satisfactory, particularly considering there are only two full time teachers who provide a residential experience for older pupils every other year. As well as providing a valuable social experience, the residential allows pupils in Years 5 and 6 to take part in the outdoor and adventure elements of the physical education programme. Every effort is made to provide a rounded education despite a lack of expertise in some subjects. Visiting musicians, local artists working in school and creative activities with other local small schools contribute significantly to the expressive arts programme. Learning opportunities are further enriched by visits and visitors. These include local clergy, theatre groups and representatives of local services. Professional sports coaches are used weekly in the summer months to teach tennis and football. This has contributed well to standards and achievement in games. Visits by younger pupils to the local church and older pupils to a water treatment works contribute considerably to pupils' learning in religious education and science.
27. The good provision for pupils' personal development has been maintained since the last inspection and is reflected in their attitude, behaviour and in relationships. Pupils' spiritual development is successfully promoted through daily acts of collective worship. Though these vary in quality, being of a higher standard when taken by teachers than by visiting clergy, most are successful in promoting pupils' awareness of positive values and attitudes to each other and their community. Opportunities for quiet reflection and during worship enable pupils to be aware of the importance of prayer as a way of communicating with God. Spirituality is fostered through the many opportunities for pupils to consider why they are special and their relationships with friends and family. Pupils are encouraged to be tolerant and respectful of the beliefs of others through their studies in religious education. For example, younger pupils reverently handled a crucifix, the Bible and a Muslim prayer mat as they compared Christian and Muslim artefacts. Older pupils considering the Hindu belief in Karma, made mature suggestions about what actions would create good or bad Karma in the classroom. As pupils progress through the school, most show greater maturity in thinking about their own behaviour and the feelings of others. While some adults use

their voices and interesting objects well to create a sense of wonder in learning, for example when gently removing the cover off a 'wormery' to show the contents to pupils in Years 1 and 2, more could be done to raise pupils' awareness of special moments and the wonder of their creation.

28. The good provision for moral development has been maintained since the last inspection. Teachers work hard to promote good behaviour, so pupils are aware of what is right and wrong and most adhere to rules and regulations. The reward system is used consistently by all staff and pupils take pride in winning points towards the cup. Pupils are encouraged to think about the choices they have to make and the implications for themselves and others. Moral issues such as how man changed the balance of nature by, for example, introducing the fire ant to the Galapagos Islands are dealt with in a mature way so pupils consider their moral responsibilities and the fragility of the planet.
29. The provision for social development is similarly good as pupils are encouraged to consider their responsibilities to the school and the local community. In and out of lessons, pupils have good opportunities to take responsibility and develop self-confidence. The organisation of lessons provides many opportunities for pupils to work with a partner or as part of a small group, and the mix of year groups within each class is used well to encourage the development of self-esteem and confidence. Pupils show care and concern for one another when playing and working together. A sense of citizenship is developed when, for example, pupils take part in activities with other local small schools. Parents and pupils eagerly support fund-raising events to collect money for local and world charities. Older pupils make particularly good progress in their personal development through the bi-annual residential experience where they live, work and play together for three days.
30. Provision for cultural development is now good. This is good improvement since the last inspection when it was judged to be very limited. Visits to sites of outside interest and visitors to the school enhance pupils' understanding of the subjects they learn in lessons. Assemblies, celebrations and religious education lessons foster an awareness of other cultures and faiths. Pupils have good opportunities to learn and appreciate the richness of their own and other cultures through literature, art, geography and history. Through religious education lessons and the study of the major world faiths, all pupils are made aware of important festivals such as Christmas, Hannukah, Diwali, Easter and the Chinese New Year. A good awareness of Jewish celebrations was gained as pupils of all ages celebrated harvest through the Jewish Sukkoth. Though all pupils are of white British background, they are well prepared for living alongside other cultures. A recent celebration of world cultures and music with other small rural schools allowed them to learn more about celebrations in Australia, India, Mexico and Africa, as did a geographical study of Long Riston compared to life styles around the world in places such as Nigeria and Jordan.
31. While good opportunities are available for all aspects of personal development, and these are highlighted in some teachers' planning, they are taught on an ad hoc basis and have not been drawn together as a planned programme which would make them even more effective.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The procedures for child protection and welfare are good. Those for the monitoring and promotion of attendance and behaviour are equally good. A few aspects of safety to fully ensure the health and welfare of pupils are in need of improvement.
33. All staff are familiar with the effective child protection procedures. Teachers, support staff and lunchtime supervisors provide a high level of support and guidance to individual pupils. The day-to-day pastoral provision is of a very high quality. This is particularly so for pupils who arrive at the school in the middle of a term. Time is taken to talk with pupils who are experiencing difficulties in school or in their home life. Adequate numbers of staff are trained in first aid. Records are maintained of any accidents to pupils. However, it is not always clear whether parents have been informed of any incidents that have occurred. Regular safety reviews of the site are undertaken. While some assessment of risks has been made for visits out of school, no such assessments have taken place for activities in lessons. These and other issues that came to light during the inspection are already receiving action.
34. Good procedures are in place to monitor and promote good behaviour. Although only a minority of pupils demonstrate instances of inappropriate behaviour, effective systems have been introduced to monitor and manage such occasions. The 'Yellow Card' system is of significant support to the behaviour management system and the outcome of this provision has a positive impact on pupils' personal development. Staff monitor pupil absence carefully and the outcome can be seen in the levels of attendance. Parents are discouraged from taking their children out of school for holidays during term time. External agencies provide a good level of support in monitoring and promoting good attendance.
35. Pupils with special educational needs receive good support. Teachers and support staff have a good knowledge of a wide range of learning difficulties and a clear understanding of how pupils' learning is affected by their physical, intellectual, emotional and social development. The co-ordinator for special educational needs monitors provision to ensure the requirements of these pupils are met and that they make suitable progress. The headteacher and parents are in discussion with the local education authority about this. Individual educational plans are good and are reviewed with parents and pupils each term. All include clear targets for, where necessary, behaviour, literacy and numeracy. Plans are implemented consistently and regularly monitored by teachers and classroom assistants to sustain pupils' achievement.
36. Procedures for assessing the knowledge, understanding and achievements of all pupils are good. Good improvement has been made since the last inspection enabling the key issue to develop strategies for monitoring and evaluating pupils' progress to be met. The use of assessment to predict pupils' future performance and to make adjustments to what is taught and how it is taught is satisfactory. All children are assessed on entry to the reception class and at the end of the year using a nationally recognised system. This provides a very clear picture of individual strengths and enables teachers to predict accurately national task and test results at the end of Year 2. Detailed records have been compiled for each pupil tracking their performance in national and school tests. These are used to set challenging targets for pupils of all levels of attainment. Individual learning targets have been introduced in termly progress reports and are shared with pupils and parents. Assessments of individual pupils are undertaken each term in literacy and numeracy. Teachers use the results to identify pupils who are high achievers and also areas of weakness, thus influencing what is taught. There is still room for improvement in other subjects where pupils'

performance is measured against National Curriculum benchmarks as each unit of work is completed. This does not always highlight areas of weakness or allow for the identification of pupils who may have a particular gift or talent for example in art and design, music or in physical education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents' views of the school are good, as are the school's links with parents. Though this aspect was not reported on in the previous inspection, relationships with parents had been a key issue in the inspection which put the school into special measures; as such improvement is judged to be good. The parents' meeting with the inspectors was moderately well attended and the parental questionnaire was returned by around 2 of every 3 parents. Based on this return and discussions at the parents meeting, the majority of parents are supportive of the school and of its aims. A recent survey by the school presents a positive picture of the relationship between the school, parents and children. Discussions with parents visiting school during the inspection confirmed the largely positive views.
38. The information provided by the school through the prospectus and the annual report of the governing body is good and complies with legal requirements. Information in the weekly newsletters is of a very high standard. Some parents expressed concern at the amount of information they receive about their child's progress. Although annual academic reports to parents lack detail about achievement in subjects these are very well supplemented by additional termly reports and, taken together, provide parents with detailed information of their child's progress along with targets for improvement. In addition, parents are invited to attend three consultation evenings each year.
39. Most parents have entered into a home and school agreement designed to promote improved relationships between the school, parents and pupils. Parental support for their child's education at home and at school is good and this has a positive impact on pupils' learning. The active parents' association plays an effective role in fundraising and providing additional support to the work of the school. Social events organised by the association and celebrations such as the Christmas performance and harvest festival are very well supported by parents. An increasing number of parents attend the weekly Parents' Club, helping staff, making costumes and contributing to the provision. Parents and relatives contribute to pupils' learning, by for example, talking about rationing in World War II and demonstrating bee-keeping. A few parents have set up a well-attended after school craft club which is contributing to learning in art and design and technology. The school's partnership with parents makes a significant contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. As at the time of the last inspection, the school continues to be effectively led, well managed and efficiently run. Despite teaching for almost three-quarters of the week and without a deputy to assist with managing the school, the headteacher has successfully created an effective environment for learning. She is open to new ideas, has a clear vision for the work of the school and the skills to make this succeed. The key issue of monitoring the performance of pupils and the effectiveness of the school has been met and is contributing to improvement. However, because of the constraints of time in a small school, as already identified by the headteacher, little time is available for teachers to formally observe each other in the classroom in order to ascertain the impact of teaching on learning. Alongside the governors, the headteacher critically reviews the school's performance. Each year, she undertakes

an analysis of the results in national tests and tracks the performance of individual pupils in compulsory and optional tests. In addition she compares the results to those of pupils in similar schools. Though this is a useful exercise, because this is a small school, numbers can be considerably distorted by the results of one pupil. In order to check on the achievement of each pupil she has devised a 'traffic light system' which identifies pupils who are causing concern, those who are making suitable progress and those who are doing particularly well, not only in academic terms but also in their personal needs. The results of this are used effectively to provide additional support to those who are in need or to further challenge those who are high achievers.

41. The work of the governing body has improved since the last inspection. While there is a need for training for some of the longer standing members of the group, a number of new governors are making a significant contribution to school improvement. The skills of individual governors in the curriculum and in school management have brought rigour to the group. An impressive review has been undertaken of how the school includes pupils of all capabilities. Governor expertise in pupils with special educational needs has contributed to the provision for these pupils. Furthermore, the review has highlighted the need to do more in identifying and providing for pupils who are gifted and talented. The recent addition of the headteacher of the local secondary school has resulted in clearer procedures for the transition of pupils at the age of eleven and a good arrangement for support from a technician for information and communication technology. Governors acknowledge the need for improvement in some areas such as health and safety. The majority have the enthusiasm and skill to help the school continue to improve.
42. As this is a small school, teachers carry a heavy workload. Nevertheless, all are clear about their responsibilities and ways in which they can improve. Suitable professional development has resulted in consistently good teaching. Subject management is good for the main subjects of English, mathematics and science. Teachers have kept abreast of developments and this has resulted in good achievement. In addition, improvements have been made in other subjects with staff having clear ideas how the subjects need to be developed to impact on standards. Teachers are aware of the strengths and weaknesses in their subjects. Classroom support assistants are well qualified and skilled. In addition to support given for special educational needs, and for pupils of different ages in the same class, their work with pupils who need help with literacy has resulted in improved standards and achievement for these pupils.
43. Though good improvements have been made to the building, and the accommodation is maintained to a high standard, the lack of a hall limits and affects a number of activities. Lunches and assemblies have to take place in the classrooms. This necessitates re-organising furniture and means work cannot be left on desks to be continued at a later time. The greatest impact is on drama and physical education. While the school has use of the village hall, this is far from ideal. The walk to the village hall is time consuming, especially in inclement weather when pupils have to spend time getting in and out of coats and shoes. The ceiling of the hall is low which means large apparatus cannot be used for gymnastics. The amount of available floor space is small and tables and chairs stored around the sides present a risk, limiting activities that call for a change of speed or direction. As a result pupils' performance in gymnastics and dance is unsatisfactory. The school is sited adjacent to the village playing fields and having access to new all-weather tennis courts, a football field and an adventure playground. Very good use is made of these facilities in good weather. This contributes well to pupils' physical abilities. Resources are generally good. Equipment is of a good quality, well maintained and easily accessible. Interesting objects, for example, from the major world faiths, intrigue pupils, make them curious

and contribute to learning. One exception is equipment for information and communication technology. Until two weeks prior to the inspection staff were coping with out of date machines that could not be relied on. This, coupled with a lack of expertise, has affected standards in the subject.

44. Day-to-day management is efficient. Financial management is good. The most recent audit report identified only minor areas for improvement and these have been met. Prudent housekeeping has enabled the class for older pupils to be split for English, mathematics and science. This has simplified teachers' planning and contributed to improved achievement in these subjects. Similarly sufficient funds are available to provide three classes for the next academic year. Though the cost of educating each pupil is high because this is a small school, taking account of pupils' achievements, the quality of education provided and the quality of leadership and management despite the very demanding workload of the staff, value for money is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. Whilst maintaining the many strengths of the school, the headteacher, staff and governing body should:
- improve standards in information and communication technology; (paragraphs 6, 14, 15, 19, 68, 75, 78, 80, 81, 82, 84)
 - improve standards in gymnastics and dance; (paragraphs 7, 14, 19, 91, 92)
 - improve the aspects of health and safety discussed with the headteacher and governors. (paragraph 33)

The first two issues have been identified in the school development plan

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

- increase the length of taught time in Years 3 to 6 to meet the recommendations of the Department for Education and Skills; (paragraph 19)
- provide more opportunities for subject managers to monitor classroom practice; (paragraphs 42, 69, 79)
- formalise the way pupils who have a particular gift or talent are identified and provided for; (paragraphs 8, 25, 41)
- further develop procedures for recording pupils' achievements in all subjects to bring them up to the quality of those for English and mathematics. (paragraphs 36, 95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	15	5	0	0	0
Percentage	0	9	68	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four 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)	N/A	51
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	4

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

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	1	9

- All pupils reached the expected level 2 in reading, writing and mathematics.
- A higher percentage than would be expected attained the higher level 3 in reading and mathematics. The percentage attaining level 3 in writing was average.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	0	5	5

- Of the 5 girls who sat the tests, only three had been at the school for the whole of Years 3 to 6. In addition one pupil has special educational needs. Nevertheless, all five pupils reached the expected level 4 in science and four pupils in mathematics. Three of the five pupils reached this level in English. Two pupils attained the higher level 5 in English and science and 1 pupil in mathematics.
- Of the 6 pupils entered for the 2003 tests, all achieved the expected level 4 in English, mathematics and science. Four pupils attained level 5 in science, 2 in mathematics and 1 in English.

NB Because the number of pupils in each of the above year groups is below ten, national test results are not provided as numbers are so small that one pupil distorts the figures considerably.

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	43	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	0	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	7	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)	2.8
Number of pupils per qualified teacher	16.66
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

Nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.1
Number of teachers appointed to the school during the last two years	0.2

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.

Financial information

Financial year	2002/3
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	£
Total income	214,810*
Total expenditure	196,764
Expenditure per pupil	3,784
Balance brought forward from previous year	23,010
Balance carried forward to next year	41,056

* This includes an annual donation of £2,500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	3	0	3
My child is making good progress in school.	26	56	9	3	6
Behaviour in the school is good.	21	71	6	0	6
My child gets the right amount of work to do at home.	24	29	35	9	3
The teaching is good.	29	56	6	0	9
I am kept well informed about how my child is getting on.	21	50	26	0	3
I would feel comfortable about approaching the school with questions or a problem.	50	35	15	0	0
The school expects my child to work hard and achieve his or her best.	50	32	3	0	15
The school works closely with parents.	12	59	24	0	6
The school is well led and managed.	15	68	12	0	6
The school is helping my child become mature and responsible.	15	74	0	0	12
The school provides an interesting range of activities outside lessons.	3	35	29	32	0

NOTE

The headteacher had carried out a similar consultation very recently, the results of which were much more positive than this response.

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

46. Children enter the reception class in the September prior to their fifth birthday. Provision for this age group is very good. Nine children were in the group at the time of the inspection. Children are given work that is stimulating, interesting, practical and of a high quality. This motivates all children, including those with special educational needs, to learn well. This is an above average ability group of children. Of the current group, by the end of reception, most achieve the early learning goals and some surpass them, especially in mathematical development, communication, language and literacy, knowledge and understanding of the world and personal, social and emotional development. Overall, this is good progress and is due to good teaching in all areas of learning. A real strength is the effective team-work. The nursery nurse, who does most of the teaching, and the classroom support assistant, overseen by the teacher for pupils in Years 1 and 2, are fully involved and bring much enthusiasm, skill and understanding to the children's learning. They work very well with the children, for example, by careful questioning and by developing vocabulary. As one child has communication needs, all staff use sign language and many children are also proficient at signing. Every opportunity is taken to develop spoken language, literacy and numeracy skills and this helps the children make good progress in all areas of work.
47. Planning is good and activities reflect the six areas of the Foundation Stage curriculum and, as they get older and make progress, children are introduced to ways of working which prepare them for the National Curriculum. Learning is supported by thoroughly prepared activities that are wide-ranging and interesting. Other key strengths of the teaching are the consistently high expectations of the teaching team, the organisation and management of the children and the high quality of provision. Overall, the quality of teaching in the reception class is good. Emphasis is placed on learning through practical and imaginative experiences. The area is very well organised within the large infant classroom, which is used in a flexible way. The secure outdoor area, with a small garden, makes a good contribution to children's physical development.

Personal, social and emotional development

48. Children make good progress in this area because they receive patient, caring and appropriate teaching. By the end of their year in the reception class, most will have achieved the early learning goals and many will have surpassed them. Progress is good because the nursery nurse specifically plans activities to promote skills through other areas of learning. Once in school, children quickly become familiar with routines, for example placing their name in the appropriate box for mealtime arrangements on their arrival at school. They learn that, at times, they will work with an adult and at other times they are responsible for making choices. Quickly, they realise how many children may be at any one activity by the wearing of coloured bands. Children take part willingly, for example, at 'tidy up time', because they have learnt that working together makes the task easier. They quickly realise good behaviour is expected. As all staff are quite softly spoken, they act as good models for children, praising good behaviour and explaining calmly why certain behaviours, like shouting out or taking somebody else's belongings, are not acceptable. As a result, most children show good levels of self-discipline and confidence by the end of the year.

49. Relationships are very positive and help play a significant part in children's learning. Children arrive full of enthusiasm and keen to become involved in the exciting range of activities. They enjoy their work and do it confidently. They respond positively to new experiences such as the 'Riston Camp Site', making frogs during creative activities or sequencing a set of photographs with accompanying text. They share the wonder of seeing the worms and slugs in the 'wormery' when it is briefly uncovered each morning, and take great delight in finding five speckled frogs at various sites around the school from a set of photographic clues. Children are developing an awareness of the needs of others, using signing so one of their classmates can understand. All show great respect for the beliefs of others, handling with reverence a variety of interesting objects from Christianity and Islam.

Communication, language and literacy

50. Of the current group, most enter school at the expected levels in all aspects of this area of development. By the end of the reception class, most will have achieved the early learning goals and many will have surpassed them. All children make good progress because of good teaching. Children develop confidence when speaking because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word, especially in 'Teaching Talking' sessions. Children enjoy speaking to each other and extend their vocabulary at a good rate using words such as 'sphere', 'cylinder' and 'curved surfaces' from previous mathematical learning. The room is a rich environment for promoting the use of language with an abundance of labels and captions for children to read. Staff take every opportunity to develop vocabulary, speaking, listening, writing and sign language. The children initiate their own conversations because they are interested in the well-planned activities as they play, for example, in the tent on the 'camp site' or on the computer.
51. Children listen well to stories such as 'The Very Hungry Caterpillar' and 'One day in the Jungle' as well as information books about the life cycle of the frog. Many know the names and sounds of letters and most children write their name. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. In a language activity observed during the inspection, children added to a list of mini-beasts which they saw on an imaginary trip to the woods, thereby developing vocabulary and thinking skills. Throughout this activity, all children and adults signed their spoken word.
52. Children use the book area independently to 'read' books and are developing a lively interest in books and stories. They have many opportunities to practice handwriting. Outside specified literacy time, teachers provide many well-chosen experiences to enhance children's skills, especially in speaking and listening. For example, children recall the life cycle of the frog and butterfly and talk enthusiastically about their recent trip to the parish church. Children take books home to read or share with adults and are given homework which supports their work in school.

Mathematical development

53. Overall, children's attainment in mathematics is good, with most of the current group working beyond the early learning goal. They experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Children recognise two and three-dimensional shapes and know the names of a cube, cylinder, sphere, cuboid and square based pyramid. They know which of the shapes

will slide, roll or do both down an incline and know that ones that roll do so because they have curved surfaces. Most count to 10 forwards and backwards and some carry out this activity with numbers to 20 and beyond. In order to stretch higher achieving children, one child works with Year 1 pupils. Towards the end of the reception class, the national strategy is gradually introduced and builds well on the practical work done earlier.

54. The nursery nurse encourages children to use mathematical vocabulary as they explain their work. Much attention is given to confirming learning through play and numerical language such as 'biggest', 'smallest', 'more than' and 'less than' is emphasised by all adults in as many situations as possible. Teaching in this area is very good, offering all children, including those with special educational needs, opportunities to consolidate previous learning and extend their mathematical thinking.

Knowledge and understanding of the world

55. Children make good progress with most working beyond the expected levels in this area. Staff plan an interesting range of activities which help children learn about the world around them and develop an appropriate vocabulary. For example, children met the local post lady, wrote postcards, went to the village post office to buy stamps and then posted their cards. Children study the various stages of a butterfly's life cycle and listened attentively whilst one grandpa talked about his bee-keeping activities. Attractive displays and photographs evidence the exciting activities that children are offered. In most activities, children have good adult support to help them develop their vocabulary and knowledge.
56. Children begin to investigate simple scientific ideas. They study mini-beasts, investigating and observing the lives of worms with a 'wormery'. They learn about spiders, snails, butterflies, bees and frogs and use their learning in other areas such as sewing a spider's web or making clay snail models. Such activities form the foundations for more advanced investigative work in later years. Visits and visitors enrich learning. The bee-keeper bought his specialist equipment for the children to try on, a pet shop owner bought a selection of unusual animals, such as a Giant African snail, for the children to touch and hold, and the local post lady gave them each a turn on her special bicycle.
57. All children have access to information and communication technology. They are given the opportunity to practice mouse control. Most know to click and drag clothes across the screen to dress teddy and some know how to use the printer when they have been word processing work about their weekend activities. They are given opportunity to use a programmable floor robot and make good use of the language master. Though children have access to these activities, the use of new technology is an area for further development. Staff make very good use of a digital camera to enhance classroom displays as well provide evidence of children's achievements.
58. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They know about Christmas and Chinese New Year and have looked at Muslim places of worship. This has helped the children to learn the need to respect the views of others and raise their awareness of the importance of belonging to a multi-cultural society when they live within a mono-culture themselves. They help those less fortunate than themselves by raising funds through dressing up for World Book Day and Comic Relief.

Physical development

59. Most children reach expected standards by the end of the reception class. They learn quickly and make good progress because they participate in structured and purposeful activities both indoors and outdoors. As there is no school hall, reception children use the playground and village hall for physical activity. In addition, the adjoining village playground is used in good weather. Children run, jump, climb and balance with confidence. They use space well when running, skipping and walking. Games using a parachute not only contribute to physical development, but enhance their social development as they learn to participate as member of a group and take turns.
60. In the classroom, children are given ample opportunity to develop hand-eye co-ordination. They manipulate the computer mouse and they are supervised closely so that they acquire a correct pencil grip when learning to write. They cut paper with scissors, roll and use tools with dough and clay, dig in their garden and control small tools such as glue sticks and needles, under supervision, when they sew spiders' webs. They are offered a wide variety of construction toys to create structures. All children are on course to meet the early learning goals in this area of development and some will surpass them.

Creative Development

61. Children's progress is good as they have access to good quality daily activities. Children cut and paste a variety of papers and use oil pastels for observational drawing. They use brushes for paint and are taught basic skills and techniques in their creative work. This can be seen in the scope of children's work displayed around the classroom. Children use recycled materials to create models, clay to model snails and collage and printing of the 'Very Hungry Caterpillar' create an attractive frieze. They created large frogs using different papers and techniques and follow instructions very well.
62. Children's creative skills are developed further by the provision of a wide range of activities in the role play area. Children use the exciting resources imaginatively. During the inspection, the 'Camp Site' was the centre of lots of activity, with children using tents, binoculars, a camp fire and other accessories to enrich their play. Staff talk to children as they play to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others.
63. Children's musical experiences are well developed by the nursery nurse. Children enjoy singing and acting and are enthusiastic participants in these activities. During the inspection, they were often heard singing '5 green and speckled frogs', wearing frog outfits and hats. They dance and perform in front of audiences in school productions and compose and play music using a variety of musical instruments, such as shakers, bells and castanets. Children's attainment in creative development is in line with that expected of this age.

ENGLISH

64. Standards have improved since the last inspection particularly in writing in both age groups. Increased teacher confidence and the National Literacy Strategy have resulted in improvement in reading and writing, and in pupils' knowledge of grammar, punctuation, phonics and spelling rules. In addition, improved resources have given pupils access to a good range of literature.

65. Standards in speaking and listening are good. By the end of Year 2, pupils understand and respond to increasingly complex instructions, statements and questions. They grow in confidence, they look at the person they are speaking to and understand that they must wait their turn. They make sensible contributions to discussions and elaborate their ideas, for example, when discussing their recent visit to the parish church. Pupils in this age group know a number of simple signs which they use confidently to support conversation and to 'talk' to a pupil with communication needs. By Year 6, pupils respond in clear speech using standard English where appropriate. Speaking and listening skills improve at good rate because teachers plan for pupils to work in pairs discussing, for example, character traits. Pupils are expected to reason their answer and all lessons end with pupils reporting what they have achieved to others in the group. Pupils of all capabilities converse with adults in an assured manner. All pupils take part in drama. In addition to breaking down the barriers of self-consciousness, pupils grow in confidence and achieve well through taking part in annual whole-school productions.
66. Standards in reading are good. By Year 2, pupils of all capabilities have acquired a suitable variety of strategies such as letter sounds, using contextual clues and prior knowledge, to make sense of the written word. Higher attaining pupils read unfamiliar texts fluently and offer considered opinions about what they have read. All express reading preferences and name a number of authors. By Year 6, pupils identify themes and features of characters, referring to the text to support their points. Almost all are fluent, independent readers and have a good level of understanding. A programme of additional literacy support activities, operated by teaching and trained support staff, makes a significant contribution to their learning of phonics, grammar, punctuation and spelling rules. As class groups, pupils respond well to texts, showing enjoyment of the stories and listening carefully when books are read aloud. Pupils transfer their skills well when finding out information in other subjects.
67. Achievement in writing is good. This is because a lot of work has been put into improving standards. Pupils in Years 1 and 2 compose poetry of a high standard. They use interesting vocabulary to make their writing lively because their teacher asks them to provide adjectives. Such was the case when pupils were asked to describe a toad. All hands shot up with pupils volunteering 'warty', 'slimy' and 'stinky' and higher attaining pupils using similes such as 'as slippery as a bar of soap'. Pupils in this age group make good progress in spelling because of the introduction of a structured programme. Though all pupils write neatly and produce a good volume of work, few join their letters. Pupils continue to make good progress in Years 3 to 6 because of good teaching in spelling, grammar and sentence structure. Teachers provide a wide range of writing activities that appeal to boys as well as girls. For example, play scripts on the theme 'Aliens are alive', leaflets and posters for precautions needed during the Blitz, and letters to the local newspaper about children having too many sweets.
68. Teaching is consistently good. Planning and lessons follow the recommended format. Challenging activities are provided for pupils of different ages and capabilities. Support staff are used well, so all make good progress. Teachers skilfully target questions to each age and ability group to assess understanding and further learning. Literacy targets have been agreed with all pupils. This contributes well to their progress. Marking in books helps pupils improve further. While recognising good work and suitably praising "I liked the way you used the words 'banished' and 'entrusted'", areas for improvement are highlighted by, for example, giving an instance of where a colon could have been used. All staff provide good opportunities for pupils to write in other subjects such as non-fiction books about 'mini-beasts' in science and an

account of the Great Fire of London in history. A small amount of word processing has taken place, but insufficient use is made of computers for pupils to draft and present their work. Nevertheless, good use is made of new technology to support pupils with special educational needs.

69. Subject management is good. The co-ordinator is very knowledgeable and provides good support for colleagues. She has ensured that a very good range of books is available to suit all tastes. A number suitably reflect other cultures and studies of texts such as 'The Peacock Garden' raise pupils understanding of cultural diversity. Though there is no space for a library, attractive, well-organised reading areas have been provided around the school and books are catalogued to the Dewey system. This contributes to progress in research skills. The co-ordinator monitors pupils' work through looking at books, teachers' planning and displays, but there has been no observation of classroom practice to assess the impact of teaching on learning. Managers recognise this is an area for improvement.

MATHEMATICS

70. Standards in Year 2 are in line with those expected of pupils of this age. This represents good achievement because this group entered school with knowledge and skills in mathematics below those expected of young children. In the 2003 national tests for Year 6, all pupils attained the required level 4 and two the higher level 5. Most pupils of all capabilities make good progress in relation to their prior attainment. Pupils with special educational needs make as good progress as their classmates. The National Numeracy Strategy has been adopted effectively and is contributing to standards.
71. By Year 2, most pupils have a satisfactory knowledge and understanding of number. Most read, write and order numbers to 100 and beyond. Some of the pupils have a developing understanding of basic place value and know that the position of a digit signifies its value. Pupils generally make good progress in their calculations, selecting and using addition and subtraction processing especially when doubling numbers. Teaching gives careful attention to mental work and this assists pupils in developing a range of strategies to solve basic problems. Pupils make good progress in Years 3 to 6 because of good quality planning and work that builds upon their previous learning. They demonstrate increasing accuracy when working with the four rules of number. By Year 6, pupils use a range of mental strategies to solve problems. They have a good grasp and knowledge of the extension of the number system. This is reflected in their work using negative numbers, and in their knowledge and understanding of the relationship of fractions, decimals and percentages. Learning is good because time is given for pupils to explain the strategies they use.
72. In both age groups, pupils benefit from a range of well-planned activities and experiences which effectively support their work in shape, space and measures. In such work, teachers require pupils to use precise mathematical language. As a result, pupils develop a good knowledge of the associated terminology, which they use effectively when describing the properties of two and three-dimensional shapes. Many older pupils confidently use a range of measures. They understand how to calculate perimeters and area using accurately simple formulae. By Year 6, pupils demonstrate developing skills in solving problems in practical situations. They organise their work carefully. Most present their results clearly and explain precisely the strategies they have used. Older pupils are introduced to handling data and generally make good progress in collecting information, recording their results and interpreting their findings. For example, pupils conducted a traffic survey on the local

by-pass and have looked at the frequency of use of alphabet letters in 100 words. By Year 6, pupils have a sound knowledge and understanding of the use of measures of average, and use appropriate terms such as mode, mean and median in relevant problem solving contexts.

73. Pupils have many opportunities to practice and consolidate their mathematical knowledge and skills in other subjects. For example, in science Year 2 pupils have constructed a block graph based on a survey of mini-beasts in a given area. Those in Years 3 and 4 constructed a line graph to illustrate that the size of a canopy may affect the time a parachute takes to drop and Year 5 and 6 pupils interpreted their graphs which showed at what temperature salty water boiled. Most pupils read stop watches and thermometers accurately.
74. Lessons are well planned to the recommended format, including different activities for different age and ability groups. Higher attaining pupils in Years 5 and 6 are suitably challenged. However, at times, some of the work in the mixed age class for Years 1 and 2 does not provide sufficient challenge for the more mathematically able pupils. Pupils enjoy the brisk mental start to lessons and are well supported by their teachers' knowledge and understanding of the subject. The quality of the teaching is at least satisfactory and frequently good. Most lessons proceed at a good pace and the content is well matched to pupils' differing needs. Questioning is a strong feature and is used effectively to probe pupils' thinking and consolidate their learning. The final part of the lesson is effectively used to assess pupils' learning and sometimes to correct misconceptions. In addition, it is used to identify the next step for learning.
75. Subject management is sound. The co-ordinator monitors pupils' achievements each year and has done some classroom observation. The subject is a priority for development in the coming school year. Resources are adequate but need further improvement. Little use is made of information and communication technology. The impact of recent acquisitions of hard and software have yet to be felt.

SCIENCE

76. Standards and achievement are good by end of Year 2 and very good by the end of Year 6 because of the amount of time spent on investigative work and the teacher's knowledge of, and enthusiasm for, the subject. By Year 2, pupils have a good knowledge of living and non-living things. They know they have five senses and have carried out investigations, for example on taste. Pupils are familiar with the properties of a number of materials and have investigated substances which do or do not dissolve. Work on weather, the power of water and clouds have led to imaginative work in English, music and art. Pupils make very good gains in their knowledge and understanding in Years 3 to 6. By the end of Year 6, they have a very good knowledge of, for example, food groups, their body, solutions, forms of matter, measuring forces and circuits. Through exciting investigative work, pupils know how to plan an investigation. They confidently predict what they would expect to see, what they think the outcome might be, what makes their test fair and how changing elements of the investigation can affect the outcome.
77. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6 where it is taught by a subject specialist. Teachers ensure pupils with special educational needs are supported well and this contributes to their progress. Both teachers use questions very effectively to ensure pupils of all capabilities understand and increase their knowledge. This was so in a Year 3 and 4 science lesson where pupils had to think deeply and draw on their previous knowledge of solutions and

filtration to work out how to separate a mixture of salt, sand and water. When reporting that the salt would be recovered through evaporation, they reasoned that the solution would need to be kept somewhere warm for the process to take place more quickly. In Years 3 to 6, the breadth of work covered and the expectation that pupils consistently use their knowledge and understanding to make predictions and practical suggestions about their investigations result in high attainment. In these year groups, good use is made of individual 'dry wipe' boards for pupils to plan and predict. Pupils are keen to learn, and are perceptive. Their books show a very positive attitude to the subject with a good volume of neatly produced, well organised work.

78. Pupils improve their literacy at a good rate because they are expected to read worksheets and texts, and key vocabulary is highlighted and reinforced in each lesson. Writing is developed well, for example, pupils in Years 1 and 2 have produced information books about 'Honey Bees' and the lifecycle of the butterfly. In Years 3 to 6, pupils record their predictions and conclusions, write instructions and accounts and have produced leaflets and posters encouraging a healthy lifestyle. The subject enables pupils to make good gains in mathematics. For example, they have produced graphs to find out if the tallest person has the longest thigh bone. Though some use has been made of new technology such as an electronic microscope, and personal research about scientists such as Louis Pasteur, staff recognise this is an area for improvement.
79. Subject management is good. The co-ordinator provides good support for her colleague. She checks pupils' achievements through monitoring teachers' planning and the work in pupils' books but has not spent time in the classroom observing the impact of teaching on learning. Resources are good and contribute to learning. The teaching of science is supported by attractive displays. For example numerous well chosen texts, high quality photographs and facts about snails in Years 1 and 2 and a colourful three-dimensional depiction of the water cycle in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

80. Standards in both age groups are well below those expected nationally. The majority of pupils, including those with special educational needs, have failed to make satisfactory progress due to poor resources, inadequate provision and lack of teacher knowledge, understanding and confidence with the subject. Equally important, pupils have too few opportunities to use new technology to support work in other subjects, particularly mathematics and science. Though the planned programme of work meets the requirements of the National Curriculum this is not taught. This is partly due to out-dated equipment. However, new hard and software was delivered shortly before the inspection but this has not had time to impact on standards. Computers are now sited in all classrooms.
81. Pupils in Years 1 and 2 develop their mouse skills taught in reception and gain confidence in using the keyboard to enter simple text. Most are able to space their work and use the delete button when necessary. By the end of Year 2, they print their work with adult help. Pupils in Years 3 to 6 correct their spelling and adjust the style and size of print. However, though pupils have word processed, for example, poems, most of these are produced using the same colour, style and size of font. Pupils do not know how to import images to illustrate their work or how to change a background or border. Progress becomes slower as more advanced skills are needed and pupils are not given sufficient opportunities to practice and utilise their knowledge. Little use is made of new technology to handle data and this limits work in science and mathematics. Research opportunities are few but the school has recently acquired

new software to aid this aspect. Very few pupils know how to use new technology to present information in a variety of ways such as leaflets and multi-media presentations. Those who do have learned the skills at home. Suitable use is made of a digital camera to record achievement. Pupils have a basic knowledge of controlling a carpet robot but little other experience of control technology.

82. Though no direct teaching of skills was seen, teaching is judged to be unsatisfactory because of the lack use of new technology. Although staff have taken part in national computer training, until very recently, they have become exasperated because the machines were not reliable. Likewise, pupils have become frustrated when the equipment has crashed half way through their work. Nevertheless, pupils respond enthusiastically when they use computers and many have machines at home.
83. The co-ordinator has identified the subject as a priority for development now the equipment has been delivered. In addition, as there were difficulties with the nationally provided training, she has negotiated with a local secondary school for technician support and further training. Though there has been good improvement in resources, these are still only satisfactory, with no specialist white boards or equipment for whole class teaching.

ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC, PHYSICAL EDUCATION AND RELIGIOUS EDUCATION

Owing to timetable arrangements and the short duration of the inspection, lessons were not observed in all subjects. Judgements about the overall quality of teaching and standards therefore cannot always be made. Where judgements have been made, these are based on a careful scrutiny of pupils' work, displays and photographs, through looking at teachers' planning and from talking to staff and pupils. It is not possible to make judgements on progress since the last inspection, as subjects were not reported on.

- One lesson was observed in history, and in art and design
- No lessons were observed in design and technology, geography or music.
- One physical education lesson was observed and two sessions with professional coaches.
- Two lessons were observed in religious education.

Subject	Achievement	Quality of teaching
Art and design	Good	Good
Design and technology	Good	Good
Geography	Satisfactory	At least satisfactory
History	Satisfactory	Satisfactory
Music	Insufficient evidence	Insufficient evidence
Physical education	Unsatisfactory overall	Satisfactory overall
Religious education	In line with that laid out in the Locally Agreed Syllabus	Good overall

84. In **art and design**, pupils make good progress because skills are taught well and there are good resources. By Year 2, pupils investigate and use a good range of media. Linked to work in science and literacy, they have produced studies in blue and white of the action of waves, and created bees using crepe paper. Investigations of the Giant African snail, have resulted in good observational drawings, paintings, collage work and clay models. An awareness of the art of other cultures has been gained through weaving in the style of Mexicans and using thick paint to depict animals in the jungle. Pupils continue to make good progress in Years 3 to 6 acquiring

skills in designing, appreciating the work of other artists, in investigating materials and in using their imagination. By Year 6, achievement is good. Pupils have given great consideration to designs for, for example, costumes and masks. After investigating the design of chairs, they have created a chair on wheels for the secretary so she can move quickly around the school when she sells biscuits. As part of a celebration of others cultures, pupils have designed and fashioned masks and a colourful ten-foot dragon using chicken wire, paint, fabrics and other materials. On completion four pupils donned the dragon and performed a dance to celebrate Chinese New Year. Though older pupils have used the Internet to research art from different cultures, insufficient use is made of software programs for pupils to create pieces using the computer.

85. Teaching in art is good. The teacher has good subject knowledge. She teaches skills well while allowing pupils to develop their own style. This was evident when teaching water-colours. Pupils were given a limited palette and so made good gains in mixing colours, commenting that 'to make a colour lighter you need to add water, not white paint'. Works by famous artists gave pupils ideas on different techniques. Pupils used previously drawn sketches well as a basis for their painting. Good resources in the form of different size brushes, sponges and reference works contributed well to learning as pupils made good progress in the use of colour and texture.
86. Achievement in **design and technology** is good in both age groups. Pupils make good gains in the knowledge and skills they acquire because of good teaching. Very good attention is paid to the designing element of the subject. As a result, pupils produce good quality work. Pupils are expected to evaluate their work. They say what they found difficult or easy, how the finished product reflects their design and how they might improve it. By the end of Year 2, pupils join materials in different ways, for example using glue, staples and sticky tape. In food studies, they have considered fruits suitable for a fruit salad and evaluated the appearance and taste. By Year 6, pupils have designed and made greetings cards, footwear and packaging for Christmas gifts. Good links are made to other subjects such as circuits in science with pupils commenting that the propeller on their controlled vehicle would not spin because "the switch is open and the electricity can't get past to power the motor". Homework contributes well when, for example, after studying a range of musical instruments such as a mandolin, castanets and cymbals, pupils constructed a musical instrument at home using junk material.
87. Standards in **geography** are broadly in line with what is expected for pupils at the end of Years 2 and 6. Progress is sound. Those with special educational needs make similar progress to their classmates. By the end of Year 2, pupils have a good knowledge of the immediate area and of places beyond. Most are familiar with their route to school, where they live and the immediate locality. They extend their knowledge of maps and locations by studying distant places such as the Isle of Struay and Mexico. Pupils confidently compare life styles looking at the similarities and differences between their lives in Long Riston and those of Mexican children. Pupils continue to make sound progress in acquiring geographical skills and knowledge. By Year 6, most accurately identify the continents of the world as well oceans and major cities. They compare and contrast land use in Long Riston with villages in places such as Jordan and Nigeria. Through their study of climates, they become aware of different regions such as rainforests, mountains and deserts. Older pupils have a good understanding of the water cycle, and combining this with art and design have created an impressive three-dimensional display of the cycle. Work seen indicates that teaching is at least satisfactory. Activities are interesting and meaningful to pupils.

88. Pupils' achievements in **history** are broadly in line with those expected in Years 2 and 6. By Year 2, pupils show a sound understanding of the distinction between the past and present. Using their own toys and other objects, they make comparisons between their lives and those of children in the past. They consider the Great Fire of London, causes, effects and how they can research this information. By Year 6, pupils have widened their historical knowledge to develop an understanding of the more distant past. Through their study of topics on famous people, Tudor exploration and childhood during World War II, they have acquired a sound range of factual knowledge. Older pupils have a secure understanding of chronology and can name events and people from the past. Pupils are encouraged to think as historians as they use a range of sources to find out about recent and past events. Older pupils make effective use of eye-witness accounts and visitors, for example, to find out more about World War II and the effects that rationing had upon daily life in England, finding it hard to imagine life without sweets or television.
89. The quality of teaching in history is satisfactory. Teachers manage lessons and organise different tasks within the mixed age classes well. Good use is made of educational visits to places of interest, such as Eden Camp to support learning. Planning and pupils' work indicates that teachers have a good understanding of the subject. Teaching is enthusiastic and good use is made of resources.
90. It is not possible to make judgements on standards and teaching in **music**. However, since the previous inspection a new scheme of work has been purchased which teachers report has increased staff confidence. To compensate for the lack of staff knowledge, musicians such as a string quartet visit the school regularly to increase pupils' knowledge of different instruments and their appreciation of music. Music is used well to support other subjects. For example, pupils experienced playing old traditional instruments when studying the Tudors in history. In geography, they sang Mexican songs to reflect life in Mexico and sea shanties when learning about the sea. Pupils are given the opportunity to perform annually at the school production and carol service. Insufficient use is made of music to create an atmosphere, for example in daily worship, although pupils' singing in assemblies is of satisfactory quality.
91. Pupils' performance in **physical education** is, overall, below that expected nationally by Years 2 and 6. The lack of suitable accommodation means that pupils do not achieve as well as they could in dance and in gymnastics. Achievement in games is good by Year 6 because of teaching by qualified sports coaches in the summer term, though this is dependent on the weather. Older pupils swim in the autumn term with most achieving the required level. In games, pupils develop their skills through practice and learn to apply them in competitive games. All increase their skills at a good rate when, for example, hitting a ball with a racquet in tennis or developing accuracy in passing and collecting the ball in football. Playtime equipment provides additional opportunities to extend skills such as throwing and catching. Pupils in Years 5 and 6 have the opportunity to engage in outdoor and adventurous activities during their bi-annual residential trip.
92. The quality of teaching is satisfactory in dance and good in games when taught by sport specialists. Teachers have a satisfactory knowledge of teaching physical education. They provide a suitable warm up and ensure pupils are physically active. Lessons achieve a good balance between teacher direction and demonstration. However, demonstrations were not always used well to improve the quality of movement. Class management is generally sound, promoting good behaviour and

enabling pupils to develop positive attitudes towards the subject. Pupils respond enthusiastically in all aspects of physical education.

93. Standards in **religious education** are in line with those required by the East Riding of Yorkshire Locally Agreed Syllabus. Pupils, including those with special educational needs, achieve well in relation to their prior attainment. By the end of Year 2, pupils have a good understanding of human values and the need for rules. Pupils become aware of the rich diversity of world faiths, and learn that though we are all different, we are all special. Pupils have a good knowledge of what is important to Christians. Following a visit to the local church, pupils confidently recalled seeing, for example, the crucifix on the altar, the lectern and font and they know how these are used. They know the Bible is the special book for Christians and that the Koran is special to Muslims. By Year 6, pupils increase their knowledge of Christianity and consider similarities in religions and how to learn from the beliefs of others. For example, they explore the Hindu belief in Karma, discussing acts that would result in good or bad karma in the classroom. When learning about the Muslim observation of Hajj, pupils considered where they might visit as a pilgrimage. Pupils are aware of the influence that people such as St Francis of Assisi, and Nelson Mandela have had on religion. Celebrations form an important part of school life, including the observance of festivals such as Christmas and Easter. Alongside pupils from other small schools, these pupils have acquired a good understanding of the celebrations that take place at Chinese New Year and in other countries such as the Caribbean and Mexico. This contributes well to pupils' spiritual and cultural development.
94. Of the two lessons observed, teaching was good in one and satisfactory in the other. Both teachers have a good knowledge of the subject and provide activities which make it meaningful. Both use objects from the different faiths well to interest pupils and promote discussion. Pupils in both lessons made good progress in speaking and listening because they were expected to give reasons for their answers. Where teaching was good, the pupils' attention was held better.

Other information

95. Overall, co-ordination is satisfactory. Understandably, as teachers have a number of subjects to manage they have had to prioritise. This has been done sensibly with the most recent focus on numeracy, literacy and science to raise standards. Religious education has been targeted alongside information and communication technology as the next priorities. Though all teachers are clear about the strengths of their subject and are aware what needs to be done in order to improve, management is more effective when teachers are confident in the subject. In order to reduce the workload, art and design, music, drama and physical education have been grouped together as the expressive arts. While this is a sensible move, care needs to be taken that all are monitored to ensure adequate time is allocated to each subject. Assessment procedures are satisfactory. In most subjects attainment is measured against the requirements of the National Curriculum. However, in subjects such as art, design and technology and physical education, there is no skill checklist to indicate areas of weakness or to identify pupils who may have a particular gift or talent. Whilst resources are good overall, there is scope for improvement in history for both equipment and texts. Though good use is made of a digital camera to record achievement, very little use has been made of information and communication technology to support any of these subjects either to record work, find out information or to present findings. Teachers have been observed in the classrooms as part of an assessment of their performance but because this is a small school there has been

no opportunity for subject managers to monitor the impact of teaching in their subject on standards achieved. Managers have identified this as an area for improvement.