

## **INSPECTION REPORT**

### **BISHOP THORNTON PRIMARY SCHOOL**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121552

Headteacher: Mrs J Rutledge

Reporting inspector: Mrs L A Furness  
8245

Dates of inspection: 24-26 June 2003

Inspection number: 248269

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:	4-11
Gender of pupils:	Mixed
School address:	Colber Lane Bishop Thornton Harrogate
Postcode:	HG3 3JR
Telephone number:	01423 770185
Fax number:	01423 779204
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Jane Ward
Date of previous inspection:	11 July 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L Furness	Registered inspector	Foundation Stage of Learning English as an Additional Language English Information and Communication Technology Music Physical Education	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9572	K Anderson	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32233	A Dent	Team inspector	Equal Opportunities Special Educational Needs Mathematics Science Art and Design Design and Technology Geography History Religious Education	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**

Bishop Thornton School is a very small voluntary controlled Church of England primary school in a rural village approximately ten miles from Harrogate in North Yorkshire. Its 23 pupils are boys and girls aged from 4-11, who are taught in two classes. Class 1 consists of three children of reception age and eight Year 1 and 2 pupils. Class 2 consists of twelve Year 3 to 6 pupils. The pupils come from the village itself, other local villages and surrounding farms. All pupils are from white British backgrounds and none are known to be eligible for school meals free of charge. There are two pupils identified as having special educational needs and this is below the national average. When children start school in Class 1, their attainment mainly matches that expected nationally for their age in communication language and literacy, mathematical development and personal, social and emotional development. The school achieved the Quality Mark status in 2002 and an improvement award for progress made between 2001 and 2002. Class 1 is taught by two teachers: the headteacher for three- and-a-half days a week and a newly qualified teacher for the remaining time. A temporary teacher is currently teaching Class 2.

### **HOW GOOD THE SCHOOL IS**

Bishop Thornton is a good school. There is good potential for further improvement. It is held in high regard by parents and provides a good standard of care for its pupils. Pupils are happy, have positive attitudes to their learning and behave well. The quality of teaching is good overall with examples of very good teaching in Class 1. The school is very well led and managed by a headteacher who has a clear view of the school's future development. Staff and governors provide effective support and the school provides good value for money.

#### **What the school does well**

- The quality and range of learning opportunities provided for children of reception age give them a good start to their education.
- Pupils achieve very well in English in Class 1 because of very good teaching by the headteacher.
- The leadership of the headteacher is very clear and effective in providing a welcoming school and a good climate for raising standards.
- Good relationships are a strong feature of the school and result in enthusiastic pupils with positive attitudes and good behaviour.
- The very good quality information provided for parents results in their having excellent opinions of the school's work.

#### **What could be improved**

- The monitoring and evaluation of provision in art and design, design technology, geography, history and religious education.
- Pupils' knowledge of how well they are achieving and what they need to do to improve their work.
- Pupils having sufficient opportunities to write independently and to practise their developing writing skills in geography, history and religious education.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Five months after the inspection in May 2000 when the school was made subject to special measures the current headteacher was appointed. Very good progress was made over the next year and an inspection in July 2001 resulted in this school no longer requiring special measures. Since that inspection, the headteacher has, appropriately, spent time consolidating the good practice identified and ensuring that newly introduced systems and strategies, for example the very good planning systems, are securely embedded in practice. The majority of the key issues identified have been addressed but the short time-scale between the previous inspection and this inspection has meant that in some areas, for example assessment, work remains to be done. The leave of absence of the permanent full-time teacher of Class 2 has also affected the pace of progress in overall school improvement. Despite these issues, school improvement is good.

## STANDARDS

Great care must be taken when analysing results of small year groups and small schools. The effect of each pupil's attainment is substantial on the overall proportion of pupils reaching the expected levels. Because of the small numbers in each year group, it is not appropriate to make year-on-year comparisons of pupils' attainments. The work seen in classrooms demonstrates clearly that the standards attained by pupils currently in Year 2 is above the level expected nationally in English, mathematics and science. Achievement is good. This is because of the good and very good teaching that these pupils receive. The attainment of the current Year 6 pupils mainly matches the national expectation in English, mathematics and science and the pupils' achievements are satisfactory. On entry to the reception class the children have skills in communication, language and literacy, mathematics and personal, social and emotional development that match that expected for children of this age. They make good progress and by the time they enter Year 1, they attain the nationally expected standards for their age in all six areas of learning. The challenging targets set for literacy and numeracy were achieved in 2002 and the school has achieved the targets it set for 2003.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils come to school ready and eager to learn. They enjoy their work and speak enthusiastically about their school activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school. They are polite and well mannered to all adults.
Personal development and relationships	Good. Pupils are co-operative, work well with each other in lessons and are willing to take turns.
Attendance	Attendance is very good and several pupils have achieved 100 per cent attendance this year. The majority of pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

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

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



The quality of teaching and learning is good overall. There is evidence of very good teaching in the Foundation Stage and in English in Class 1 when pupils are taught by the headteacher. In Class 2, where there is a temporary teacher, teaching is satisfactory overall and occasionally it is unsatisfactory. A secure understanding by teachers in the Foundation Stage (reception) of how young children learn ensures a good start to the children's education. Good classroom routines are quickly established and good learning habits are formed because of the well-structured work prepared for the children. The teaching of English and mathematics is good overall. The permanent teachers' good knowledge of their pupils means that they successfully adapt questions, targeting them toward individuals, to give all pupils the security and confidence to express their ideas. Good relationships with the pupils create a warm and productive learning atmosphere where pupils are not afraid to be wrong and are successfully encouraged to help each other. Through effective demonstrations, clear explanations and secure subject knowledge, teachers inject a sense of fun into learning that successfully motivates the pupils to work hard and to use time productively. The teachers successfully help to raise pupils' self-esteem and the pupils are therefore confident learners. This is particularly evident in Class 1. Although written marking is satisfactory throughout the school the pupils do not always know clearly what it is they need to do to improve further. Some teachers do not have high enough expectations of the quality and quantity of pupils' written work. The teachers plan successfully to meet the needs of those pupils with special educational needs.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The school provides a broad curriculum that complies with the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Whilst literacy and numeracy skills are effectively taught, not enough is done to develop writing skills in other areas of the curriculum. The amount of time teaching geography in Class 2 is unsatisfactory.
Provision for pupils with special educational needs	Good. There are good systems in place to support the very few pupils assessed as having special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils clearly know right from wrong and the school is effective in helping them to be kind to one another and to take care of each other. Spiritual development is good and is well promoted through religious education and in collective worship. Pupils have good opportunities to appreciate their own cultural traditions as well as the diversity and richness of other cultures. However they are less informed about multi-cultural Britain today.
How well the school cares for its pupils	Good. The school is a caring community that provides effective support for its pupils, both academically and personally.

The majority of parents have an excellent opinion of the school. They value its influence on their children's academic progress and personal development.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Leadership is very good and management is good. The headteacher provides very clear direction for the work of the school. Her drive and determination to make this school an exciting place to be is very evident.
How well the governors fulfil their responsibilities	Good. Governors work hard on behalf of the school and give willingly of their time and skills. They provide effective support to the headteacher and staff and show good awareness of strengths and areas for development.
The school's evaluation of its performance	Satisfactory. A secure start has been made in school self-evaluation, which the school now recognises needs to be more rigorous and focused, particularly in monitoring provision in subjects other than English, mathematics and science.
The strategic use of resources	Good. Spending is closely allied to the school's stated priorities and effective use is made of designated funding. The school spends wisely to improve provision.

The match of the teachers and support staff to the curriculum is good. Staff are deployed well and there are a number of teaching assistants available, all having sound expertise to provide appropriate support to pupils. Accommodation is satisfactory. Space is at a premium and every spare area has been used to best advantage. Staff have made good efforts to make the two classrooms and shared areas pleasant with bright displays. The overall impression is very warm and welcoming. Resources for learning are good overall although there are shortages in large outdoor equipment for the children in the Foundation Stage. The use of resources is good. Careful thought is given to checking on best value for money and how various resources are likely to have an impact on the standards pupils attain.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Parents are kept well informed about their children's progress.</li> <li>• Parents feel comfortable approaching the school with questions or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no areas which a significant number of parents would like to see improved.</li> </ul>

Parents are overwhelmingly supportive of the school and its work. Notably all parents who replied to the questionnaire thought that the leadership and management of the school and the quality of teaching are good. The inspection team agrees with all of the positive views of the parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The school has very small numbers of pupils taking the national tests for 7 and 11 year olds. It is therefore not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. Neither is it appropriate to make year-by-year comparisons or to compare the attainment, progress or achievement of boys with girls. The challenging targets for Year 6 pupils were met in 2002 and the school has also achieved the targets set for 2003.
2. The majority of reception age children enter the Foundation Stage of Learning (in Class1) with skills in communication, language and literacy and mathematical development and personal, social and emotional development that match those expected for their age. This too varies quite significantly year-upon-year. Children make good progress in Class 1 particularly in personal, social and emotional development. They will come close to or achieve the nationally expected standards for their age in the six areas of learning, by the time they enter Year 1.
3. The majority of pupils currently in Year 2 are attaining standards in reading, writing, mathematics and science that are above the national expectation for their age and their progress and achievement are good. In Year 6, the pupils are attaining standards that match the national expectation for their age in English, mathematics and science and their progress and achievement are satisfactory. Standards in reading are better than in writing in Year 6 where pupils are working below the level expected for their age.
4. In speaking and listening, standards match those expected for the pupils' ages and achievement overall is satisfactory. The school is aware of the weakness of some pupils speaking skills. It has therefore recently introduced a series of new initiatives, such as the effective 'Communications' project in an attempt to improve pupils' skills in language development. Through effective questioning and discussion work, pupils are encouraged to speak in extended sentences but many find this difficult having a limited range of vocabulary. Some pupils do not confidently speak out aloud in front of others. Pupils listening skills are satisfactory. In both classes pupils show an obvious enjoyment as they carefully listen to stories and poems and discuss their content.
5. The majority of pupils read accurately from texts that are appropriate for their age and their ability. Throughout the school pupils competently use an appropriate range of strategies to determine unfamiliar words. In Year 2 pupils speak about books they enjoy and know the difference between fiction and non-fiction texts By Year 6, pupils choose and use books for

different purposes, express preferences in reading matter and talk about their favourite authors. Pupils write in a variety of forms across the curriculum but their standards of handwriting and presentation are inconsistent throughout the school. Pupils in Year 2 are making good progress in learning to write creatively and by Year 6, pupils know the features and forms of different texts. However, when writing independently, they do not use paragraphs appropriately nor do they understand how to vary sentence in order to make their writing more interesting. Their attainment is below that expected for their age. However pupils in Year 5 are already working at the level expected for their age and their writing is of a pleasing standard. Throughout the school, pupils have insufficient opportunities to practice their independent writing skills in the other subjects, particularly geography, history and religious education.

6. In mathematics, the majority of pupils throughout the school have at least sound mental recall of number facts. By Year 2, most pupils have good mathematical knowledge acquired through a good range of practical activities in which they gain a good understanding of number patterns and relationships and of shape space and measures. By Year 6, the pupils are competent in using addition, multiplication and division, and have an appropriate understanding of measures, graphs and shape and space. However, they are less secure in their understanding of time involving the twenty-four hour clock. Pupils use their numeracy skills well in other subjects, for example, in drawing graphs in science and measuring in design technology.
7. In science, the pupils in Class 1 have a good knowledge of a range of scientific topics and record their findings in a variety of appropriate ways. They handle a variety of scientific equipment carefully and safely and participate confidently in discussion about scientific issues. By Year 6, pupils have a sound understanding of how to carry out investigations independently of the teacher. However, when making predictions, pupils do not always use scientific reasoning and often answer from their own experience.
8. The progress made by the very small number of pupils with special educational needs is good in Class 1, where they are well supported by the teaching assistants. In Class 2, progress is satisfactory as work given does not always match the pupil's needs and there is little extra support given.
9. In art and design the standards are above the national expectation in Class 1 and pupils' achievement is good. Pupils in Class 1 have produced paintings and sculptures that are of a pleasing quality and that accurately reflect the pupils' good attainment. In Class 2, standards match the national expectation and pupils' achievement is satisfactory. Standards in design technology and history are in line with the national expectation by the end of Years 2 and 6. The achievement of all pupils, including those with special educational needs, is satisfactory. Pupils have developed satisfactory design and technology skills. Most pupils have a satisfactory understanding of different periods of history including Romans, Ancient Egypt and Tudor times. In geography, standards in Class 1 match those expected for their age and achievement is satisfactory. Pupils in this class compare the seaside with the countryside and use appropriate geographical vocabulary correctly. However, little written evidence was found in the books of Class 2 pupils and the discussion with pupils did not provide sufficient evidence for a secure judgement to be made on standards or achievement in this class. In religious education, the standards of work match those expected by the locally agreed syllabus by the end of Year 2 and Year 6. Achievement is good in Class 1 and satisfactory in Class 2. In Class 1, pupils know about Judaism, different celebrations, people who help us, symbolic food and the story of Moses. In Class 2, pupils know about the traditions of other religions such as Buddhism, Hinduism and Sikhism. They know about the symbols of Christianity, the teaching of Jesus and have learnt about the work of famous Christians,

10. There was insufficient evidence to make a judgement on standards or achievement in information and communication technology, music and physical education throughout the school.

### **Pupils' attitudes, values and personal development**

11. The pupils' good attitudes to school have been maintained since the last inspection. They contribute well both to the progress pupils make and to the positive learning environment that exists within the school. Pupils come to school happily willing and enjoy the activities that are offered to them. Attendance is very good and several pupils have achieved 100 per cent attendance this year. The majority of pupils are punctual and are neatly dressed in their school uniform. Most pupils enjoy their work and talk enthusiastically about the visits that they have made and the contributions of visitors to the school. Parents confirm that their children enjoy school and they feel that their children turn into responsible and mature individuals well prepared for their secondary education.
12. The school enjoys a well-ordered, friendly, family atmosphere. Movement between lessons and at break times is well organised. In the vast majority of lessons, behaviour is good. Most pupils want to learn and participate in lessons although those in Class 2 are not always as enthusiastically involved as in Class 1. In an assembly, where pupils were considering the feelings of shyness, all were keen to give examples of when they had felt shy. However, very occasionally, the behaviour of a few boys disrupts others and detracts from the learning in the lessons. Pupils have helped draw up the class rules and the majority have a clear sense of right and wrong. As a result they are learning the value of living in a well-ordered society. They take pride in the weekly awards they receive for good work, for outstanding effort or for speaking and listening well. Pupils say 'You feel good when you get an award and everyone claps'. There have been no exclusions in recent years.
13. Relationships are good between staff and pupils. As a result the school functions as a happy and supportive community. Pupils are co-operative, work well with each other in lessons and are willing to take turns. All are fully included in school life. They are sensitive to the needs of others and, through the newly introduced 'buddy' system; older pupils help younger ones when required. Pupils usually show caring attitudes to others although very occasionally their comments and response to incorrect answers in lessons are thoughtless. Parents say that bullying is not an issue. Through their work in religious education pupils are learning to appreciate the diversity of cultures and the values and beliefs of others. However pupils' understanding of race equality and life in Britain today is less well established.
14. Pupils are polite to visitors and mealtimes are sociable events where pupils sit well at tables using knives and forks correctly. Pupils are friendly to others and welcome the opportunity to talk to visitors. Monitors willingly take turns to clear plates away. On the playing field, pupils play a variety of games sensibly such as football and hula-hoops or they sit chatting happily with their friends. They are beginning to become mature and responsible. They act as monitors keeping the cloakroom tidy, helping in the library or putting away play equipment at the end of playtime. These jobs help the school to run smoothly. In both classes, pupils help with the distribution and collection of equipment and tidy up. Those who take 'Columbus' home (pupils in Class 1) are developing a good sense of responsibility well. However there are insufficient opportunities for pupils to take responsibility for their own learning and some of the tasks seen in Class 2 are too teacher directed.

### **HOW WELL ARE PUPILS TAUGHT?**

15. On the basis of the standards attained and scrutinising pupils' work overtime the quality of teaching and learning is good overall. There is evidence of very good teaching and learning in the Foundation Stage and in English in Class 1 when pupils are taught by the headteacher. In Class 2, where there is a temporary teacher, teaching is satisfactory overall and occasionally it is unsatisfactory. The teachers in both classes plan successfully to meet the needs of those pupils with special educational needs and teaching assistants and other adults are used satisfactorily to support them.
16. Teaching and learning are good in the Foundation Stage. The teachers use their secure knowledge and understanding of the Foundation Stage curriculum to plan interesting activities for the children, which often includes practical work, in which they have a chance to be independent. Good use is made of the good outside area and the teachers and classroom assistants make a very good team, planning and sharing expertise together well for the benefit of the children. Relationships between staff and children are very good and children are managed very well by using praise and encouragement. This promotes the children's self-esteem and helps them to become even more confident learners. The room is well resourced and effectively decorated with the children's work. Staff make day-to-day assessments of children at work. These assessments are accurately recorded and are used well to plan the next stage in a group's learning. The policy and programme of work for Foundation Stage support planning well.
17. The teaching of English and mathematics is good overall. In Class 1 the teachers' good knowledge of their pupils means that they successfully plan work that is appropriate for their needs and adapt questions, targeting them toward individuals, to give all pupils the security and confidence to express their feelings and opinions. This was seen in both literacy and numeracy in Class 1 where both teachers questioning techniques ensured that all pupils in the class had an opportunity to contribute their ideas. In Class 2 at the present time teaching and learning are satisfactory. Although the temporary teacher is trying hard to teach the class of four different year groups there are times when work lacks challenge for the more able pupils. This was seen in both English and mathematics when the activities planned did not allow the pupils to make sufficient progress.
18. Good relationships with the pupils create a warm and productive learning atmosphere where pupils are not afraid to be wrong and are successfully encouraged to help each other. In a good investigative science lesson seen in Class 1, when pupils were presented with the question, 'Does the tallest person in the class have the biggest feet?' older and younger pupils worked very well together. They collaborated sensibly to order themselves by height and shared resources fairly to compare and contrast foot sizes. They clearly enjoyed the activity and behaved well throughout. The teacher's good questioning skills encouraged the pupils to think hard about what might be the answer. The youngest pupils were given appropriate support and time to think of their predictions.
19. Through effective demonstrations, clear explanations and secure subject knowledge for example, in design and technology and music teachers inject a sense of fun into learning. All pupils in Class 1 confidently investigated how to make a playground swing. Questioning was thorough and the pupils clearly knew what they needed to do to select materials and join them to make a swing. Although the activity was challenging it was well matched to all pupils' abilities. Pupils were totally engaged in their work, persevering well and wanting to continue through playtime. This sense of fun successfully motivates the pupils to work hard and to use time

productively. In this way teachers successfully help to raise pupils' self-esteem and the pupils are therefore confident learners. This is particularly evident in Class 1.

20. Although written marking is satisfactory throughout the school the pupils do not always know clearly what it is they need to do to improve further. Because pupils do not have this information, they are not yet able to take responsibility for their own learning. Some teachers do not have high enough expectations of the quality and quantity of pupils' written work. Although the presentation of work is satisfactory in Class 1 it is unsatisfactory in Class 2. Pieces of work are left unfinished, much space is wasted and many errors in the work go uncorrected in the marking. There are times when pupils do not respond to the written comments made by the teacher. Pupils undertake homework and most complete it and return it to school on time. However, although pupils have reading diaries these are not used consistently, and so they are not having the impact that they should in helping pupils to develop their reading skills.

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

21. The school provides a good, broad curriculum that complies fully with statutory requirements. The quality and range of learning opportunities are good in Class 1 and satisfactory in Class 2. There is a strong focus on English and mathematics and the National Strategies have been implemented effectively for literacy and numeracy. Whilst literacy and numeracy skills are effectively taught, writing skills are not well enough promoted in subjects such as geography, history and religious education. The school has worked hard to develop the National Curriculum and is using national and local schemes appropriately as guidelines for teaching.
22. The pupils in Class 2 are introduced to Spanish, German and French during the year. This enriches their experience and makes a positive contribution to their cultural development. Up-to-date policy statements are not yet fully in place for all subjects but the school development plan clearly identifies when policies are to be reviewed and updated. Although just satisfactory, the imbalance of time spent teaching history at the expense of geography in Class 2, affects negatively pupils' progress in the humanities. Very good planning systems are in place. Each stage of planning, long, medium and short, is aimed at helping pupils to make progress in line with their abilities. Weekly planning is good and shows learning intentions for each class, groups and individual pupils. Activities and resources matched to the pupils' individual needs are laid down and tasks for support staff are outlined. The information gained from the good assessments of the pupils' learning on a day-to-day basis is used well to inform teachers' daily planning. In 2002, the school was awarded the Quality Mark from the Basic Skills Agency having met its criteria, including having in place a strategy and action plan to improve pupils' reading, writing and number work.
23. Provision for extra-curricular activities is satisfactory overall. Although there are few activities held at lunchtime or at the end of the school day, the school does however provide a range of other activities. These include visits out of school, visitors to the school and opportunities for pupils to work with other local primary schools. These help to make the curriculum come alive and offer opportunities to develop independence and self-reliance. Also the close liaison with other primary schools provides good opportunities for pupils in this small school to mix with pupils of the same age. Pupils in Year 6 do not always transfer to the same school but visits from Year 7 staff and the process of induction to secondary education is satisfactory.

24. This is a very small school which successfully ensures through its planning that all pupils have equal access to the curriculum to which they are entitled. The match of work to pupils' abilities and attainment in the two classes consisting of pupils of different year groups is planned carefully to ensure that there is no repetition. There are good systems in place to support the very few pupils assessed as having special educational needs. They are supported well and make good progress in Class 1 and satisfactory progress in Class 2.
25. In such a small village the contribution of the community to the pupils' learning is naturally limited but it is still at a satisfactory level. Regular visits are made to the local church. The vicar is a frequent visitor to school and often takes a leading role in collective worship. At harvest festival time, baskets of produce are distributed locally and a harvest tea is provided for villagers. Pupils from the school sing at the opening of the village fete and last year composed their own song for the opening ceremony.
26. Provision for personal education, including spiritual, moral, social and cultural education is good and is one of the strengths of the school. The area of personal education relating to health, sex and drug awareness education is effectively promoted through timetabled lessons for personal, social, health and citizenship education. Relationships, the correct use of medicines, respect for property and feelings are all covered and the school nurse visits school to talk to older pupils about sex education and personal hygiene. In this way the school helps pupils to consider the benefits of a healthy and safe lifestyle by giving them the knowledge and skills to make informed and healthy choices in their life.
27. Pupils' spiritual development is good and is well promoted through religious education and in collective worship. The room used for assemblies and the collective act of worship forms the spiritual core of the school with its cloth covered decorated table and its candles. Music is used well in assemblies. Aspects of music are discussed, and the choice is appropriate to the theme. The linking of collective worship to a theme is effective in encouraging deeper reflection by pupils. In Class 1 particularly, praise and enthusiasm creates a positive ethos that helps to make pupils more reflective learners. Good evidence of spiritual development was observed on a wall display in Class 1, inspired by a visit to Grantley Gardens. It included comments by pupils such as, "I thought the gardens were magical and spellbinding," and, "I felt WOW." In a lesson on special places, observed in Class 1, one boy thought Loch Ness was a special place for him because "The sun shines on the water."
28. The provision for pupils' moral development is good. Particular emphasis is placed on showing care and consideration for others, and teachers and other staff take every opportunity to raise the awareness of good attitudes. All pupils clearly understand the difference between right and wrong. Members of staff provide good role models and are very consistent in the way they show respect for the pupils and adults in school. The school has a positive approach to the management of behaviour and stickers are used to reward pupils when they display behaviour of particular merit. Moral issues are taught well, in assemblies for example, where differences and feelings can be discussed in situations where all pupils can contribute because of the small numbers present. As a result, pupils are well behaved in and around the school and are very well supervised when not in class.
29. The school is effective in promoting the social development of the pupils by providing them with opportunities to take responsibility to show initiative and develop an understanding of living in a community. The school has a caring ethos in which everyone is respected as an individual and supported well. Older pupils are encouraged to support younger ones, for example, in putting away musical instruments, Year 2 pupils accompany reception children and help them to do their



job. All pupils are given tasks as monitors and a 'buddy' system has started to offer support to pupils with worries and concerns. Personal, social, health and citizenship education is now specifically planned for and provides good opportunities for pupils to understand social issues, and to accept that others may hold different opinions and beliefs and to listen to others.

30. The school is also effective in teaching the pupils to appreciate their own cultural traditions as well as the diversity and richness of other cultures. Harvest festival is celebrated, village events and festivals are supported and the school provides opportunities for local people to come to school for harvest teas, cake sales and Christmas activities. Music, singing and art are evident throughout the school, particularly in Class 1. Art displays, including one of the paintings of Van Gogh and a display of sculptures give clear indications of good cultural development as is evidence of educational visits to museums, exhibitions and theatres. Multi-cultural development is also fostered through activities such as a visit from a Sikh storyteller, whose uncut hair and beard and traditional costume provided a source of fascination and wonder for the pupils. The temporary teacher, recently returned from working in Pakistan, has shared his experiences by showing photographs, artefacts and a traditional Pakistani costume to the pupils. All of these activities have helped pupils to widen their understanding and appreciation of other cultures. All pupils in Class 2 and Year 2 pupils have the opportunity to study three European languages during the year and so they are able to compare different languages and cultures through a weekly French, German or Spanish lesson. However, pupils do not have sufficient opportunity to learn about multi-cultural Britain today.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. As in the previous inspection, this school continues to provide good support to its pupils. It effectively achieves its aim 'to create a stimulating and moral framework which will enable each child to achieve their best'. The good level of support and guidance that pupils receive has a positive impact upon their development. Parents feel that the school encourages their children to become mature and responsible.
32. Staff and governors make every effort to provide for the welfare and safety of pupils. The last inspection found that the school had successfully tackled all health and safety issues raised in the preceding report. Governors continue to review health and safety matters regularly and are very safety conscious. All relevant safety checks are carried out, for example, fire drills and annual equipment checks. Good provision is made for the administration of first aid. Satisfactory child protection procedures are in place. However, training is not up-to-date and must be addressed as a matter of urgency. Pupils are well supervised by staff at all times.
33. The personal support and guidance provided for the pupils are very good. The friendly family atmosphere is greatly valued by parents. As a result, from the time they enter the school all the pupils rapidly become well known to the adults, who are sensitive to their differing needs. The headteacher and adults take a close interest in each pupil's progress. Weekly 'Achievement Assemblies' acknowledge pupils' successes and their work is celebrated throughout the school in bright interesting displays.
34. The monitoring and promotion of attendance are very thorough and very effective. Registers are marked conscientiously and any unexplained absences are followed up quickly. One hundred per cent attendance certificates are awarded at the end of the year. Procedures for monitoring and promotion of behaviour are good. Any minor misbehaviour is handled swiftly and effectively and all staff are quick to eradicate any signs of bullying and harassment. The pupils have been appropriately involved in drawing up school rules. The school provides some opportunities for

pupils to develop personal skills, for example acting as monitors and helping the younger children. However there are insufficient opportunities for independent learning in Class 2.

35. The school has good systems in place to track pupils' attainment and progress. Its good systems for analysing test results and data enable it to identify any specific areas for improvement. However the results of such analyses are not used as well as they could be to make necessary adjustments to curriculum planning. Pupils are involved in drawing up their individual targets, but they are not sufficiently familiar with these to use them to monitor their own progress and achievement. Marking is not focussed enough and feedback is not always followed up by the pupils. The progress of pupils with special educational needs is checked well in Class 1 and satisfactorily in Class 2. In the Foundation Stage use of assessment is good. Initial assessment is in place and the information obtained is used effectively to plan subsequent learning experiences. There is good use of assessment information on a day-to-day basis to inform the planning of children's learning experiences.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. The headteacher generates a climate of open-ness and co-operation with the governors and the parents. The majority of parents have an excellent opinion of the school. They value its influence on their children's academic progress and personal development. They have very positive opinions of the leadership and management and of the quality of teaching. The school goes to considerable lengths to involve parents and keep them informed. Parents particularly value the close, family atmosphere and all say that their children are happy in this school.
37. The contributions of the supportive parents, has a positive impact on the school's work and on their children's education. However, there are some parents who are reluctant to become involved. Teachers make good use of the help offered, for example in modern foreign language teaching, and in accompanying pupils to the swimming pool. Although there is no formal parents' association, the majority of parents support fundraising activities well. They take turns to provide juice and biscuits, or contribute to the cake and videos stall. The money raised is used well to benefit pupils, for example, paying for transport to sporting events. Through charity events, parents help their children to support a range of good causes such as 'red nose day' and 'operation Christmas child'.
38. All parents say that they feel comfortable in approaching teachers. They bring their children into school every morning and so have daily contact with the staff. This gives parents frequent opportunities to voice concerns and much useful information is exchanged at this time.
39. Very helpful written information such as the prospectus, annual governors' report and letters home all keep parents up to date with the events in school. Progress reports at the end of the year, which comply with statutory requirements, are relevant to the individual children. They are readable and informative. These, together with parents' meetings, give parents an accurate picture of how their child is progressing. The school provides parents with details of topics that will be covered in the forthcoming term. Pupils in Class 1 take turns to look after 'Columbus' the bear and parents are asked to make entries in his diary. Pupils are set regular homework but the reading diaries, which could provide a useful channel for home/school, communication are not used effectively by all, as not all parents see the value of homework.
40. Parents of special needs pupils are kept well informed about their child's progress and are involved in their annual reviews. Effective links are established in the Foundation Stage where a good induction programme enables parents to become involved at an early stage of their child's

education. Almost all parents have signed the home/school agreement. They have been sent copies of policies and are asked to complete questionnaires about school provision.. In the Foundation Stage there are good procedures in place for sharing information about the children's learning with parents.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

41. The headteacher's very good leadership has resulted in a team of people working together, striving towards school improvement and trying their hardest to offer the best provision possible for the pupils. Her very clear vision of what needs to be done effectively supports the development of the school and its continual drive towards high standards. She has effectively generated a climate of openness and collaboration and is extremely well thought of by the governors, parents, staff and pupils. The capacity for this school to continue to improve is good.
42. Governors know the school well and have a clear view of where the school is heading. They are very much involved in school life. Through the committee structure, they meet their statutory responsibilities and keep an informed eye on school developments. They have set up suitable procedures to monitor and evaluate the work of the school. Individual governors visit the school on a regular basis and have a secure knowledge of the standards achieved. The vice-chair of governors is very supportive and knowledgeable about the school's work. She visits regularly, working with pupils throughout the school. The headteacher is appreciative of this particularly as the permanent teacher in Class 2 is on leave of absence. Performance management is securely in place and is used well to improve teacher performance. Every member of staff has performance targets. Most are related to their individual needs but also link very closely to the targets in the school improvement plan.
43. The management of the school is good. The school is organised efficiently and its management systems are secure. The procedures for monitoring and evaluating the school's work, including teaching, are satisfactory overall. They are good in English, mathematics and science where the staff have monitored teaching and learning well. However, the school has been less rigorous in monitoring and evaluating provision, standards and achievement in art and design, design technology, geography, history and religious education. This is understandable considering the small number of staff (3). At the present time the headteacher, who has a heavy teaching commitment is co-ordinating all curriculum subjects apart from religious education, which is being managed by the newly qualified teacher. The headteacher has herself identified the need to check more carefully and rigorously curricular provision and the quality of teaching and learning in the other subjects.
44. Financial planning and management are good. The headteacher, secretary and governors conscientiously follow clear financial procedures. Expenditure reflects the priorities in the school improvement plan, which is detailed and focuses appropriately on raising standards. It is based on a thorough review of the strengths and weaknesses in performance. The staff make good use of new technology in dealing with financial transactions, planning, record keeping and analysing data. The principles of best value are applied carefully to further the opportunities open to the pupils.
45. The effectiveness of how well the school takes action to secure improvements can be seen in the good progress it has made since the previous inspection in 2001. For example, in improved curricular opportunities and in the improved standards in writing, spelling and speaking and listening. The key issues of the last inspection have been well addressed within the time

constraints and the impact of the leave of absence of the permanent full-time teacher of Class 2.

46. The school has a good match of teaching and support staff who are well qualified and experienced to meet the demands of the National Curriculum. All staff work well together as a team sharing experiences and expertise as appropriate. The provision of classroom support is good for a school of this size. These members of staff are well briefed and appropriately deployed. They make a valuable contribution to the progress pupils make.
47. The accommodation is satisfactory overall. Space is limited but all available space is used to best advantage. Although there is no school hall available for physical education and for whole school assemblies the school manages the best it can. The outside area is used whenever possible and the school uses the hall of a nearby primary school for some physical education lessons. A small room, which also houses the library, provides a 'family' area where all pupils meet together for assemblies and the act of collective worship. The effective use of displays of pupils' work both in classrooms and shared areas adds considerably to the attractiveness of the school premises and creates a stimulating and welcoming place to learn. The school is kept very clean and maintained to a high standard. The caretaker, kitchen staff and lunchtime assistants make a valued and valuable contribution to the smooth running of the school. Resources for learning are very good in English, mathematics, science and art and design, good in design and technology, geography, history and information and communication technology, and satisfactory in music and religious education. In physical education, resources in terms of equipment are satisfactory.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to continue to improve the headteacher governors and staff should:

- 1. In art and design, design technology, geography, history and religious education find ways of rigorously monitoring and evaluating provision, standards, and achievement.**  
*(paragraphs:43, 80, 84, 87, 90 & 105 )*
- 2. Improve pupils' knowledge of how well they are achieving and what they need to do to improve their work by:**
  - ensuring that they have easy access to their literacy and numeracy targets so they can easily remind themselves of what they need to do particularly when working in other subjects of the National Curriculum;
  - improving the quality of written marking so that pupils know the features of their work that are good and how to improve the quality of their work;
  - raise teachers' expectations of what is an acceptable piece of written work in some subjects;
  - ensuring that pupils have opportunities to complete work and follow up marking comments.*(paragraphs: 20, 35, 60, 64, 68, 72, 73, 86, 7 101)*
- 3. Ensure that pupils have appropriate opportunities to practise and extend their use of writing skills in geography, history and religious education.**  
*(paragraphs: 5, 21, 60, 63, 86, 90 & 101)*

**Other areas that the governors should consider including in their action plan:**

Developing opportunities for pupils to be more aware of life in multi-cultural Britain today.  
(*paragraphs: 13 & 30*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	6	1	0	0
Percentage	0	6.7	46.6	40	6.7	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 seven 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	23
Number of full-time pupils known to be eligible for free school meals	n/a	0

FTE means full-time equivalent.

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

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	0
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	2.5
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

***Ethnic background of pupils***

***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	23	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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)	2.2
Number of pupils per qualified teacher	10.5
Average class size	12.5

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	17

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0.2
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)	1
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	2002-2003
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	£
Total income	122327
Total expenditure	131022
Expenditure per pupil	5697
Balance brought forward from previous year	29831
Balance carried forward to next year	21135



*Results of the survey of parents and carers*

**Questionnaire return rate: 66.7%**

Number of questionnaires sent out	23
Number of questionnaires returned	16

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
<b>My child likes school.</b>	75	25	0	0	0
<b>My child is making good progress in school.</b>	69	31	0	0	0
<b>Behaviour in the school is good.</b>	69	31	0	0	0
<b>My child gets the right amount of work to do at home.</b>	50	50	0	0	0
<b>The teaching is good.</b>	100	0	0	0	0
<b>I am kept well informed about how my child is getting on.</b>	81	19	0	0	0
<b>I would feel comfortable about approaching the school with questions or a problem.</b>	88	12	0	0	0
<b>The school expects my child to work hard and achieve his or her best.</b>	94	6	0	0	0
<b>The school works closely with parents.</b>	81	19	0	0	0
<b>The school is well led and managed.</b>	100	0	0	0	0
<b>The school is helping my child become mature and responsible.</b>	69	31	0	0	0
<b>The school provides an interesting range of activities outside lessons.</b>	50	38	6	0	6

## **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**

48. Children start school in the reception class in the school year in which they will be five. They all attend full time. There are currently 3 children in the Foundation Stage. The school promotes good initial links with families through a range of meetings and visits. The links enable children to settle quickly and confidently into school routines.
49. The school makes effective use of the national guidance for the Foundation Stage to provide a good curriculum that covers all six areas of learning. The testing that the school does with this age group when they first start at school shows that standards of attainment match that expected nationally for the children's age in communication language and literacy, mathematical development and personal, social and emotional development. However, this varies considerably from year to year with such small numbers of children
50. Overall, the children achieve well during the Foundation Stage. The quality of teaching is good, lessons are well organised and children learn effectively within in a class that has 4 Year 1 and 4 Year 2 pupils (Class 1). The majority of children attain the nationally expected standards for their age in all six areas of learning by the time they start in Year 1. There are no children identified as having special educational needs in the Foundation Stage.

#### **Personal, social and emotional development**

51. Children come to school with a 'spring in their step' and eagerly enter the room. They all know what is expected of them and quickly settle into the well-established routines. They are mature enough to wait their turn or listen attentively to the contribution of others. Children are keen to take on responsibility when named as a 'special helper'. They are confident, for instance to take the register to the office. They take care of their own needs well and show some independence in choosing activities, for example, deciding to use the computer or play in the water tray. Teaching and learning are good. Staff set high standards and make their expectations clear. They use incidents throughout the day to reinforce the children's positive attitudes to one another and to learning. The good balance between teacher directed and children initiated activities and the effective organisation of the classroom and of resources help develop children's confidence and independence. As a result children achieve well and are on course to attain the nationally expected standards at the end of their reception year.

#### **Communication, language and literacy**

52. Speaking and listening skills are satisfactory for most children. They enjoy listening to stories and listen with interest to the story of 'Camille and the Sunflower'. They thoroughly enjoy the follow up activity of planting their own sunflower seed. They answer questions using appropriate vocabulary and can remember significant parts of the story. Children handle books with care and respect, hold them the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They are beginning to associate sounds with patterns, letters and words and read familiar words accurately. Reading skills are satisfactory. Spelling is improved by a planned approach to the teaching of the letter sounds. All children recognise and

write their own name. They enjoy mark making and basic writing experiences, often employing letters from their own names to convey the intended meaning. Writing skills are developing and children record their ideas independently. Letters are mainly accurately formed with few reversals. Teaching is very good. The teacher plans well-structured lessons mostly based on the National Literacy Strategy. Shared reading of 'Big Books' are a strong feature of every lesson and this is followed by purposeful group work. Both the teacher and class assistants work well with children to improve their language and literacy skills. All children make good progress in this area of learning and are on course to meet the national expectation for their age by the end of their reception year.

### **Mathematical development**

53. Progress is again good in this area of learning and children are well on the way to reaching the national expectation at the end of the reception year. Teaching is good. Well planned activities such as the counting and sorting of objects and sequencing of patterns together with practical activities for measuring and shape work, all contribute effectively to the children's mathematical progress. When counting, ordering and adding numbers together the children show a good understanding of numbers up to 10, which they consolidate through singing number rhymes. Children recognise and describe the simple flat shapes and know the names of the common solid shapes. Most children recognise and make repeated patterns. Teaching is good. The teachers plan well and make lessons interesting. Explanations are easy to follow and resources are used very well to aid children's understanding. Planning is based on the National Numeracy Strategy, which is successfully adapted to suit the needs of the children.

### **Knowledge and understanding of the world**

54. Children have a satisfactory understanding of the past and sequence correctly the events in their own lives. They confidently use the computer, selecting simple programs and giving instructions by using the mouse to perform simple functions. They know where they live and talk about the differences between features of the local environment. They are beginning to develop an awareness of the cultures and beliefs of others. Teaching is good because topics are well organised and well taught and teachers always use the correct vocabulary. Follow up work, like the playground display, stimulates children's interest through practical work. Children are well on the way to reaching the national expectation at the end of the reception year.

### **Physical development**

55. The children join pieces of construction material accurately to make, and play with, rockets and cars. They handle a range of tools, for example, play dough cutters and whisks, well. Their work with pencil and paintbrushes shows good skill too. When playing outside they explore space well, demonstrating good control over their movements. Teaching and learning are good. Good opportunities are provided for the children to extend their skills in handling small apparatus like scissors, crayons and paintbrushes. However, some activities are too adult-directed and do not offer the children sufficient opportunity to explore, for example, as was seen when the reception age children were exploring activities in the outdoor play area. There is also a shortage of large play equipment for use outside. The school is aware of this deficiency and there are plans to address this in the near future. Children are well on the way to reaching the national expectation at the end of the reception year.

### **Creative development**

56. The role play area is of good quality and has good play equipment for the children. When using the area children play imaginatively and use good vocabulary. Working with construction toys, children co-operate well with each other. They explore colour well, often mixing their own powder paints to blend colours together. They have created beautiful pictures using 'coloured and shiny paper and 'marbelling' techniques well in the context of the story of the 'Rainbow Fish.' There are many opportunities for model making and collage work, which extend children's imaginative skills, and children are already starting to learn about famous artists. The teaching of creative skills is good and children are well on the way to reaching the national expectation at the end of the reception year. The teacher shows children the skills and allows them to develop them in their own way. They enjoy making music and perform well alongside the older pupils in the class. They eagerly made their 'sound' as Class 1 composed their own music to accompany a song

## **ENGLISH**

57. The majority of pupils currently in Year 2 are attaining standards in reading and writing that are above the national expectation and their progress and achievement is good. In Year 6, the pupils are attaining standards that match the national expectation and their progress and achievement are satisfactory. Standards in reading are better than in writing. The small number of pupils with special educational needs make good progress in Class 1, where they are well supported by the teaching assistants. In Class 2, progress is satisfactory.
58. Pupils are encouraged to use their speaking and listening skills throughout the school and in all subjects. They make satisfactory progress in the development of these skills and standards mainly match those expected for the pupils' age throughout the school. The teachers work hard to promote speaking skills, offering good models of spoken English by, for example, varying their speech to suit the changing situations that arise in lessons. Teachers give appropriate opportunities for pupils to contribute orally in class, using effective questioning to extend responses, but the scope of vocabulary for the majority of pupils is often limited. Some pupils are reluctant to speak out in front of others. Since the last inspection the school has extended the range of opportunities to develop speaking skills, for example, through the 'Let's Think' project and the 'Communications' project. Speaking and listening certificates are awarded and all these activities are beginning to make an impact on standards and a positive contribution to pupils' personal and social development. Almost all pupils have good attitudes to their learning and listen well during lessons. This enables them to sustain concentration and to gain an appropriate understanding of the work they are to do. Pupils in all classes show an obvious enjoyment as they carefully listen to stories and poems and discuss their content. Although standards in speaking and listening are improving this is an area correctly identified on the school development plan to continue to monitor and improve.
59. In reading, standards are improving and pupils read accurately from texts that are appropriate for their ability. Most Year 2 pupils read simple texts accurately and with fluency and enjoyment. Good teaching and learning, including homework, promote this basic skill and a growing knowledge of books. The Year 2 pupils know how to use an index and how to distinguish between fiction and non fiction texts. Throughout the school pupils competently use an appropriate range of strategies to determine unfamiliar words. Teachers introduce pupils to an appropriate range of texts. This promotes positive attitudes to books and successfully develops habit of independent reading. By Year 6, pupils choose and use books for different purposes, express preferences in reading matter and talk about their favourite authors. Since the last inspection the very good book resources have created better opportunities for pupils to use successfully a range of texts to support their learning. Reading diaries have been introduced.

These are used effectively by some pupils and their families but in other instances they are not completed, as not all parents see the value of these diaries.

60. Pupils write in a variety of forms across the curriculum but their standards of handwriting and presentation are inconsistent. Work in Class 2 is often started and then left incomplete, particularly in geography, history and religious education. Progress in handwriting is satisfactory overall because a structured programme is followed. However the teachers' marking is not used consistently to inform pupils how to improve their writing. This is particularly so in Class 2, where there is often no correction of the inappropriate use of capital letters and full stops, nor of mis-spelt common words, nor of the size and position of letters when written on a line. Consequently these pupils are not making satisfactory progress in developing their writing skills in literacy lessons or in other subjects. Pupils sometimes do not respond to the written comment made by the teacher.
61. Pupils in Year 2 are making good progress in learning to write creatively. The higher attaining pupils use description effectively to add detail and interest to their stories. They sequence their stories well and are beginning to write at length. Average attaining pupils write briefly mainly about their personal experiences, whilst the lower attaining pupils write a simple sentence with some pupils needing adult help to record their ideas. By Year 6, pupils know the features and forms of different texts such as autobiography play script, argument and verse. However, Year 6 pupils do not use paragraphs appropriately nor do they understand how to vary sentence structures in order to make their writing more interesting. Their attainment is below that expected for their age. Satisfactory use is made of information and communication technology as pupils word process and illustrate their stories and poems.
62. In Class 1, teaching is at least good and very good when taught by the headteacher, but in Class 2 teaching is satisfactory. Curricular planning in Class 1 is very good and the Framework from the National Literacy Strategy is used effectively to identify the key learning intentions for each lesson. In Class 1 the teachers ensure that the work planned addresses the age and the ability of the pupils. This is less evident in Class 2 at the present time whilst the temporary teacher is in post and curricular planning is satisfactory. In the very good lesson seen in Class 1 the teacher's very good subject knowledge and lively, enthusiastic manner enabled her to motivate and interest the pupils in the story of Vincent Van Gogh. The very good relationships in the class ensured that pupils were willing to ask and answer questions. The teacher cleverly developed pupils' cultural and moral awareness as she asked the pupils to consider how people treated Van Gogh in the village where he lived. A strength of this teacher is her high expectations and the way activities are adapted to the range of needs in the class. More able pupils were writing dialogue incorporating speech marks whilst less able pupils were identifying speech and using speech bubbles as a way of recording their ideas. A similar activity using speech bubbles was seen in Class 2. Although appropriate for some pupils, it did not extend the more able or older pupils who clearly could use speech marks in their independent writing. This activity was not appropriate for the pupils' needs because from their past work, it was evident that these pupils needed to learn that speech starts on a new line.
63. The use of literacy skills across the curriculum is under-developed. Throughout the school pupils do not have sufficient opportunities to practice their independent writing skills in the other subjects of the National Curriculum. This is particularly evident in Class 2, where there is very limited evidence of writing in history, geography and religious education.
64. Leadership and management of the subject are good. The subject co-ordinator is enthusiastic and she is committed to raising standards in the subject. She has introduced several initiatives in

order to improve standards in speaking and listening, handwriting and spelling throughout the school and these are already beginning to have a positive effect on pupils' skills, notably, speaking, listening and spelling. Some good checks have been made check the quality of teaching and learning in class. However, pupils' work is not analysed as effectively to determine pupils' overall progress and whether progress is good enough. There is a new system of individual targets for all pupils to help them develop better writing skills. However, pupils do not have easy access to these targets and few pupils confidently know what they are. Therefore target setting is having a limited impact on pupils' progress. The quality of teachers' written marking is inconsistent. In the majority of instances it gives little information to pupils as to how well they have achieved or what they need to do next in order to improve the quality of their work. Resources are very good and impact positively on pupils' learning. Visitors are encouraged to come into school. For example, a Sikh storyteller has visited to support writing development. Outside visits are also used to effectively stimulate writing opportunities, for example, the visit to Grantley Hall. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and overall school improvement is good.

## **MATHEMATICS**

65. The majority of pupils currently in Year 2 are attaining standards in mathematics that are above the national expectation and their progress and achievement is good. In Year 6, the pupils are attaining standards that match the national expectation and their progress and achievement are satisfactory. Progress made by the small number pupils with special educational needs is good in Class 1 where they are well supported by the teaching assistants. In Class 2, progress is satisfactory.
66. In Class 1, the pupils cover a wide range of mathematical topics from the National Numeracy Strategy. Year 2 pupils double 2 digit numbers and add numbers together in tens accurately. They label clocks correctly at half past, quarter past, and a quarter to the hour. They know about the faces of cubes, prisms, cones and about lines of symmetry of squares, rectangles, circles, triangles and cylinders. They accurately draw lines of certain lengths using a ruler. They know about capacity using the correct vocabulary and terminology and do associated problem solving activities. During lessons the teachers provides challenging activities, well matched to individual needs and abilities, and these help to extend mathematical skills and development.
67. In Class 2, a wide range of mathematical work is covered. For example, Year 6 pupils are familiar with their times tables and correctly multiply 2 and 3 digit numbers by 1 digit numbers. They use their knowledge of addition, subtraction, multiplication and division to solve problems. They satisfactorily find the mean, medium and mode of a series of numbers and are familiar with measurement of length using centimetres, metres and kilometres and weight using grams and kilograms. They successfully interpret graphs with numbers and measure acute and obtuse angles accurately. However they are not always given activities in lessons which are challenging enough or which they clearly understand. In an unsatisfactory lesson observed, a group of Years 5 and 6 pupils were unable to play a game successfully because most did not fully understand the 24 hour clock upon which the game was based.
68. The quality of pupils' presentation in their mathematics book is inconsistent across the school, as is the quality of the teachers' marking of pupils' work. Almost all work is marked or at least acknowledged with a tick but there is a lot of wasted space in some books and too few written comments are made to help pupils reflect on mistakes and know how to make progress. Often written comments are made to which the pupils fail to respond appropriately.

69. Overall, mathematics teaching is good in Class 1 and satisfactory in Class 2. A strong feature of mathematics lessons in both classes is the consistent approach to the oral and mental work with the whole class. Teachers have worked hard to plan this so that pupils of all ages and stages of learning benefit from these sessions. In the best practice in Class 1 there is a clear focus on teaching and learning, good quality questioning, effective classroom organisation and the provision of plentiful, relevant resources of good quality. Where the teaching is less successful as seen in Class 2, pupils' achievement is unsatisfactory because the activity is insufficiently challenging and the teacher has not fully prepared the pupils for the tasks for the independent tasks. Pupils throughout the school have a good attitude towards mathematics. They mainly work hard in lessons and behave well. They listen attentively, follow instructions when they are clear and unambiguous and use resources appropriately. The subject positively promotes pupils' spiritual, moral and social development.
70. The leadership and management provided by the subject co-ordinator are good and there is a strong commitment from the staff to the improvement of standards in mathematics. Both the policy and the programmes of study help the teachers to plan their lessons well with regard for the diverse needs of the different year groups of pupils within each class. The weekly planning is comprehensive and clearly outlines the wide range of activities and assessment opportunities needed to match the range of individual ages and abilities within each class. Although pupils have numeracy targets, few pupils confidently know their individual targets and therefore this system is having limited impact on their progress and achievement. There are good links made to the use of information and communication technology in the planning although little evidence was seen during the inspection as to how the computers are used to support numeracy lessons. Pupils use their numeracy skills well in other subjects, for example, graph work in science and measuring in design technology. The school has a very good range of learning resources to support the teaching of mathematics; they are well deployed and used well as an aid to learning. Overall improvement is good.

## SCIENCE

71. As only one science lesson was observed in Class 1 and none in Class 2 it is not possible to make an overall judgement on teaching and learning. However, judgements can be made on standards, following an analysis of work in books, displays around the school and discussions with pupils and teachers. The standards of work seen and pupil achievement are good in Class 1 and satisfactory in Class 2. Lower attaining pupils and those with special educational needs receive good support, particularly in Class 1, and make good progress to attain levels in line with their potential.
72. In Class 1, a good the range of work is covered including materials, sound, life and living things in the context of plants, electricity and its uses, forces and healthy eating. Writing frames are used appropriately to support the recording of investigations and there are sufficient opportunities provided to predict and suggest reasons why things happen. For example, in one investigation pupils examined and investigated carefully which material is best for an umbrella. In other work they have learnt about fair testing and use information and communication technology satisfactorily to record their work in the form of block and line graphs of travelling sounds. Work in books is conscientiously marked but written comments do not inform pupils about the good features of their work. Neither are the comments particularly helpful in developing pupils' scientific thinking.

73. Although the range is not as great as that in Class 1, evidence of work covered in Class 2 includes forces, materials, light and sound and heating and cooling. Pupils use a gauge correctly to measure newtons and make predictions in the context of light and dark and heating and cooling. They competently record and carry out an investigation and know about the need for a fair test. Work is marked but written comments do not encourage pupils to develop thinking skills in science or move them on in their understanding. In giving reasons for predictions, pupils do not use scientific reasoning but answer usually from their own experience. For example, 'Grass will burn because I have seen it on my farm.'
74. In a good investigative science lesson seen in Class 1 pupils were presented with the question, 'Does the tallest person in the class have the biggest feet?' the effective questioning skills of the teacher encouraged the pupils to hypothesise and younger pupils were given longer time in which to think of answers. This helped pupils of all ages in the class to contribute to a lively discussion. One younger pupil cleverly suggested that shoes should be removed in case they made feet look longer, or their owners taller. This lesson demonstrated good social and moral skills. Pupils of different year groups worked well in the playground to investigate ways of completing the task successfully. They collaborated well to order themselves by height and used measures to compare and contrast foot sizes. Pupils used their measuring skills well in this activity. They clearly enjoyed the activity and behaved well throughout.
75. The subject is led and managed satisfactorily. The statutory curriculum for the subject is well established, and supported by a relevant policy statement, programmes of study and good planning systems. Planned science units provided by the local education authority have been adopted and these result in clear progression throughout the school. Curricular planning is a strength. Activities are well matched to the differing abilities and ages of pupils. There is a good range of resources available and a range of suitable educational visits, such as a visit to Tropical World to study habitats, helps to bring the curriculum alive for all pupils. The co-ordinator has been part of a county working party to help develop planning for a class of pupils of more than one year group. This knowledge has been used well to provide a broad and balanced science curriculum in which teaching and learning is based on a two year rolling programme so as to avoid repetition in the topics taught to each class. The use of pupils' literacy and numeracy skills is satisfactory.

## **ART AND DESIGN**

76. Judgements in art and design are based on the observation of one lesson in each class, on pupils' work in books and around the school and on discussions with both pupils and teachers. Standards of work seen are above the national expectation in Class 1 and pupils' achievement is good. Standards match the national expectation in Class 2 and achievement is satisfactory. Pupils have a positive attitude to the subject. They behave well and considering the wide age range in each class, they co-operate well with each other in art and design lessons.
77. In Class 1, the quality of teaching and learning is good. The teachers are very knowledgeable in the teaching of the basic skills, planning is effective, expectations are high and support staff and resources are used to good effect. In a good and well-prepared lesson seen in Class 1 involving the use of clay, all pupils knew what was expected of them because objectives were very clearly explained. The teacher's expectations were high; all pupils were motivated and all achieved well. They made a determined effort to achieve the chosen shape with their models. The models produced by the end of the lesson were of good quality.



78. A satisfactory lesson in Class 2 was observed, in which pupils investigated and combined visual and tactile qualities of materials and processes. A good range of materials and resources was provided for the pupils to try and experiment using different techniques. They were asked to evaluate previous work to help them to produce improved work in the lesson seen and this is good practice. Pupils were supported appropriately during the lesson as they began to experiment with various printing techniques and good questioning elicited useful evaluative comments from the pupils. The pupils clearly enjoyed this work and responded well.
79. A good display in the cloakroom shows a variety of art techniques using marbling and coloured and sticky paper to produce a quality display of the 'Rainbow Fish' story to which the whole school has contributed. This display in turn has been used to inspire some work in the development of skills in numeracy work, on measuring for example and in literacy with older pupils writing poetry. A very good collage inspired by work on the 'Katie Morag' stories, depicts what life is like on a small island. Art and design positively promotes pupils' spiritual, moral, social and cultural development. For example, art displays, including one of the paintings of Van Gogh and a display of sculptures support good cultural development as is the evidence of educational visits to museums, exhibitions and theatres.
80. The subject is satisfactorily led and managed and planning systems effectively support teaching and learning. Although there is no up to date policy statement there are plans to write one in the autumn term. There has been limited monitoring and evaluation in this subject and therefore the subject co-ordinator does not have a secure understanding of strengths and development areas. There is a very good range of learning resources and these are used effectively to support teaching and learning in art and design. Information and communication technology is used appropriately to promote learning in this subject.

## **DESIGN AND TECHNOLOGY**

81. It was only possible to observe one design and technology lesson during the inspection so no overall judgement on teaching and learning has been made. Any other judgements are based on the observation of pupils' work in displays and through discussions with pupils and teachers. Standards of work are in line with the national expectation by the end of Years 2 and 6 and the achievement of all pupils, including those with special educational needs, is satisfactory.
82. A good lesson observed in Class 1 is illustrative of some of the strengths in teaching and learning in design and technology at the school. The teacher has good control and has high expectations of behaviour and of work. Questioning is thorough and the pupils clearly know what they need to do to select materials and join them to make a swing. Very good planning allows for activities that are challenging but well matched to pupils' abilities and different ages. Very good support is given to pupils as suggestions are made as to how work might be improved. Pupils are absolutely engaged in the work and persevere with the task in hand. There is limited evidence of the use of information and communication technology in this subject.
83. A display in Class 2 provides evidence of work to design, make and evaluate the graphics for a new biscuit tin and similar evidence is to be seen in a display of puppet work in Class 1. Teachers plan in detail and use programmes of study which are adapted from those provided nationally for schools. Pupils are encouraged to use their measuring skills in this subject and good opportunities are provided to promote pupils' spiritual, moral, social and cultural development. For example, through educational visits to places such as the Tutankhamen exhibition, the Nidderdale Folk Museum and Freehand Puppet Theatre. Artefacts and resources

are brought into lessons to encourage discussion. This was seen in a clay-modelling lesson in Class 1 when sculptures and other models stimulated pupils' discussion.

84. The subject is satisfactorily led and managed and an adequate range of resources is available for use in class. An up to date policy statement is yet to be developed for the subject but plans are in hand to rectify this in the near future. Monitoring and evaluation of this subject has been limited and therefore the subject co-ordinator has a limited understanding of strengths and areas for development.

## **GEOGRAPHY**

85. There were no geography lessons seen during the inspection. Discussion with staff and pupils and observations of work and wall displays indicate that standards in Class 1 match those expected for their age and achievement is satisfactory. However, little written evidence was found in the books of Class 2 pupils and therefore it is not possible to make a judgement on standards or achievement in this class. There is an imbalance between the amount of time spent on teaching geography and that of history in this class. When interviewed, Class 2 pupils had only a hazy recollection of geography work although one remembered 'looking at a map when the others went to Kwik Cricket!'
86. In Class 1, the range of work seen includes work based on the Katie Morag stories and on life on the island of Struay. Pupils clearly identify what they like most and least about life on an island such as Struay. They satisfactorily compare seaside towns and those in the countryside. They find places on a map of the British Isles competently and sort them into different types of resort. In an activity using the computer, Year 2 pupils used information and communication technology well to create a bar chart and a pie chart of favourite holiday destinations. Although all work is marked there is no evidence of comments that identify what is good about pupils' work and which would help the development of geographical skills. Pupils have insufficient opportunities to practice their writing skills in this subject. The use of information and communication technology is satisfactory in Class 1 but there is very little evidence of its use in Class 2.
87. Leadership and management of the subject are unsatisfactory. Provision, pupil performance and teaching are inadequately monitored and procedures for assessing pupils' attainment are not properly in place. The range and quality of resources are satisfactory.

## **HISTORY**

88. Due to the constraints of the timetable no history lessons were observed during the inspection. Through discussions with pupils and teachers, an analysis of work in books and on wall displays it has been possible to form some judgements on standards and achievement, but not on the overall quality of teaching and learning. Standards attained by the end of Year 2 and Year 6 are in line with the national expectation and achievement is satisfactory.
89. Pupils in Class 1 have satisfactorily covered a range of work including, 'My favourite Holiday'. Pupils write clearly and neatly and also use speech bubbles to show their good understanding of why Victorians didn't uncover on the beach and to know what a trip to the seaside would have been like for a little boy or girl in the past. In Class 2 pupils have studied Ancient Egypt, Henry VIII and the Tudors. The pupils in Class 2 know about the Nile, its Gods and its place in the history of the country. They also know how mummies are made and one pupil writes, 'To make you into a top quality mummy your body is cut open and the insides are removed.' Pupils in

Class 2 have good recall and retention of work covered in history. They recall with accuracy important facts about Roman, Egyptian and Tudor Life. They clearly enjoy the subject of history and are especially enthralled by Henry VIII and his six wives. Information and communication technology is used satisfactorily in this subject. Pupils' spiritual moral, social and cultural development is promoted effectively. For example, through the visits to the Nidderdale Folk Museum and the Tutankhamen Exhibition.

90. However although the presentation of work is satisfactory in Class 1 it is unsatisfactory in Class 2. Pieces of work are left unfinished, much space is wasted and many errors in the work go uncorrected in the marking. Written marking does not help pupils to improve the quality of their work. Pupils have insufficient opportunity to write independently or to practise the different types of writing which they have learnt in their literacy lessons. Although the subject is led and managed in a satisfactory way, there has been insufficient monitoring and evaluation of provision and pupils' work and progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

91. There was insufficient evidence to make an overall judgement on standards, achievement, teaching or learning in this subject as only one lesson was seen in Class 1 and there was very limited evidence of pupils using computers in either class during the inspection. However, some judgements are made through discussion with pupils and from comments made by the subject co-ordinator.
92. Pupils state that they enjoy using the computer and evidence on display on walls around the school and teachers' planning shows they receive a broad information and communication technology (ICT) curriculum. National guidance has been appropriately adapted to ensure that learning is continuous throughout the school and the school has recently updated its curriculum policy. Teachers are trying hard to use ICT to promote learning in the National Curriculum subjects. For example, in mathematics it is used to support pupils' learning of charts, tables and graphs. In science it is used to research information and to examine specimens using a computer controlled microscope. Pupils also use ICT appropriately in art and design, geography, history and music. In a satisfactory music lesson in Class 2 pupils recognised the difference between sound made on a guitar and those made by the computer. The pupils were clear about how to use the music programme and enjoyed composing different tunes
93. Leadership and management are satisfactory. The subject co-ordinator is aware of strengths and weaknesses and has produced a useful action plan which clearly indicates how to improve this subject of the curriculum. Assessment and record keeping procedures are satisfactory and assessment information is used effectively to plan future learning for individual pupils. Staff have completed successfully ICT training and are now much more confident in the use of ICT to promote pupils' learning in all subjects. Resources overall are good and are used well to support learning.

## **MUSIC**

94. There was insufficient evidence to make an overall judgement on standards, achievement, teaching or learning overall in this subject. However some judgements are made through discussion with pupils and comments made by the subject co-ordinator.
95. In the one lesson seen in Class 1 the quality of teaching and learning was good as pupils learned to compose music using recognisable symbols. All pupils thoroughly enjoyed this activity and

enthusiastically waited their turn to play their instrument in the whole class performance. Behaviour was good and the pupils played their instruments well. The teacher had very good relationships with the pupils and through her clear instructions and very good use of praise she encouraged all pupils, even those lacking in confidence to take part in the lively performance.

96. Leadership and management of the subject are satisfactory. The co-ordinator has a sound understanding of standards in music, and assessment and record keeping procedures are good. Monitoring and evaluation procedures are satisfactory. National guidance has been appropriately adapted to ensure that learning is continuous throughout the school and the school has plans to update its curriculum policy in the very near future. The subject promotes pupils' spiritual, moral, social and cultural development well. For example, pupils' spirituality is encouraged through listening to music and encouraging pupils to express their thoughts such as 'The music sounds like the sea' stated one pupil at the start of a collective worship session. Collaborative performance as seen in the Class 1 lesson, positively promotes both moral and social development. Information and communication technology is used appropriately in this subject. This was seen in Class 2 as pupils used an electronic keyboard to discuss the difference between live and computer controlled sounds. The 'Governor of the Month' scheme means that the governor responsible for music has come into school and has observed lessons in this subject. Pupils have also visited a local school to hear their orchestra and have taken part in a steel pan drumming performance. The school also cooperates with the other school in the village, by opening the village sports and feast day with a joint singing activity. Resources are good and are used appropriately by staff and pupils.

## **PHYSICAL EDUCATION**

97. There was insufficient evidence to make an overall judgement on standards, achievement, teaching and learning in this subject. However some judgements are made through discussion with pupils and comments made by the subject co-ordinator.
98. Subject leadership and management are satisfactory. National guidance has been appropriately adapted to ensure that learning is continuous throughout the school and the school has recently updated its curriculum policy. Secure assessment and record keeping systems are in place and outcomes of assessment are used well to inform future learning experiences. There are good opportunities for pupils' moral, social and cultural development. For example, pupils are encouraged to evaluate each other's performance in a sensitive and thoughtful way and there are lots of opportunities for pupils to carry out paired and group activities. An African dancer visiting the school helped to promote cultural development. The school has been keen to improve the staffs' expertise in this subject and the local education authority's physical education adviser has spent time in school supporting the staffs' professional development. Resources in this subject are satisfactory overall but the school does not have hall space to carry out large apparatus work. However, the school does the best it can, using the upstairs classroom for dance activities, the outside area whenever possible for other physical activities, and the hall of a local school. All Class 2 pupils go swimming, and by Year 6 all pupils can swim at least the distance expected for pupils of this age. The school effectively carries out a range of extra-curricular activities to enhance its provision in this subject. These include, football, 'kwik' cricket, cross country, orienteering, tag rugby, and folk dancing.

## **RELIGIOUS EDUCATION**

99. Standards of work seen in religious education match those expected by the locally agreed syllabus for pupils in Year 2 and 6. Achievement is good in Class 1 and satisfactory in Class 2.

Since the previous inspection, planning for teaching and learning has been effectively developed so that a two year rolling programme of study is in place, which avoids repetition of learning in the two classes. The locally agreed syllabus for religious education is followed well and the local education authority has provided additional support in the form of teaching units, which have been adopted by the school.

100. In Class 1, a good range of work is covered including Judaism, celebrations, people who help us, symbolic food and the story of Moses. Pupils have understood well the symbolic aspects of holy communion and know how to conduct themselves in a church. They know the importance of the Bible and are express their feelings well. For example, 'When my mummy helps me I feel cheerful,' or 'When my mummy helps me to tidy up I feel happy.' There are some good examples of marking which helps pupils to reflect, for example when one pupil is asked, 'How do you feel when you help someone else?' Work is neatly presented in books and handwriting is legible although only occasionally is there any attempt at joined script. Pupils write in sentences and meaningful phrases but they are not always consistent in the use of full stops and capital letters.
101. In Class 2, the range of work covered is not as wide as in Class 1 and insufficient independent written work is in evidence in the pupils' books. Work covered includes symbols of Christianity, the teaching of Jesus, famous Christians, Judaism and Buddhism. Pupils write satisfactorily about responsibilities and know about the traditions of other religions such as Buddhism, Hinduism and Sikhism. Not all their work is marked however and many mistakes of punctuation and spelling go uncorrected. Marking does not satisfactorily help pupils to improve the quality of their work. Much space is wasted in the books and although work is generally of a satisfactory standard, it is seriously limited in quantity. This subject is not used effectively to promote pupils' use of independent writing skills. There is limited use of information and communication technology in this subject.
102. Policies, programmes of study and planning are thorough. Visitors to school such as the local vicar and educational visits to study the local church help to enhance the curriculum. An invitation to a Sikh storyteller added a multi-faith and vibrant aspect that brings the subject alive for many pupils. Wherever possible, work across the school is based on similar themes so that religious education activities can be discussed in whole school collective worship sessions.
103. Religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils. For example, on a visit to the local church the school has built in some reflection time so that pupils can think about how they feel. This strategy is also used during collective worship when pupils are encouraged to think for a quiet moment or two about something spoken about in the assembly. An effective assembly was observed. Three candles were alight on the table by the cross as pupils entered sensibly and suitable music was quietly played. This provided a calm and spiritual start to the assembly, which was part of a theme on feelings. Pupils were asked to share their thoughts about how they were different from everyone else and one pupil remarked, 'It's alright if you are different, you are still nice in yourself,' showing some depth of understanding.
104. There was insufficient evidence to make a judgement on teaching and learning overall as only one lesson was seen, in Class 1. In this effective lesson pupils were asked to reflect upon how some places are special for some people. They made many comments including 'The seaside is really special for me because of all the shiny bits in the sand.' The pupils were able to demonstrate their obvious respect for the viewpoints of others, as they listened carefully to each others' answers. Activities during the lesson were suitably challenging and well matched to the

needs and abilities of all the ages of pupils in the class. By the end of the lesson all pupils were aware of the order of events in the Christian creation story and described the places they liked with well-chosen vocabulary.

105. The subject is satisfactorily led and managed by a part-time and newly qualified teacher who is working hard to develop the teaching of religious education at the school. She is developing the satisfactory range of resources and has introduced a grid to record achievement and coverage of the curriculum. At present there are few procedures in place for the monitoring and evaluating of teaching and learning.