

INSPECTION REPORT

ALL SAINTS C OF E PRIMARY SCHOOL

Harrogate

LEA area: North Yorkshire

Unique reference number: 121630

Headteacher: Mrs P Shepherd

Lead inspector: Miss M A Warner

Dates of inspection: 1st – 3rd March 2004

Inspection number: 255331

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	73
School address:	Main Street Kirkby Overblow Harrogate North Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Snowden
Date of previous inspection:	23 rd – 26 th March 1998

CHARACTERISTICS OF THE SCHOOL

All Saints C of E Primary School is a small school in a rural setting, not far from Harrogate. Numbers are rising: at present there are 73 pupils aged 4 to 11 on roll. The school is much smaller than most primary schools nationally. Children with birthdays in the spring or summer terms begin part-time in the Reception class for the first half of the autumn term. Most children begin school with attainment in line with the average expectation and above it in their personal development. The socio-economic context of the school is very favourable. There is little mobility of pupils to and from the school during the year, although in last year's Year 6 cohort, a quarter of the pupils had entered the school since Year 2. The percentage of pupils entitled to free school meals is below the national average, at nine per cent. The percentage of pupils identified as having special educational needs, at nine per cent, is also below the national average. One per cent of pupils have statements of special educational need, autism, which is low. There are no pupils from minority ethnic groups or who speak English as an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17288	M A Warner	<i>Lead inspector</i>	English, geography, history, personal, social and health education, Foundation Stage.
9333	K Schofield	<i>Lay inspector</i>	
27477	J Mitchell	<i>Team inspector</i>	mathematics, science, information and communication technology, art and design, design and technology, music, physical education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints Primary School provides a highly effective education and very good value for money. Pupils, including those with special educational needs, achieve well. In Year 6, the majority of pupils reach above average standards in English, mathematics and science and well above average standards in art and design. Teaching is very good, assessment is very thorough and pupils are given clear guidance as to how they can improve. Staff know their pupils very well and use this knowledge very effectively to group pupils and plan lessons. The school is highly effective in providing for all pupils, whatever their ability and need. The school has a culture of high expectations and pupils have very good attitudes to learning. Their relationships and behaviour are excellent. The governance of the school is very good. The leadership and management of the headteacher and other key staff are excellent.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics, science, information and communication technology (ICT) and art and design.
- The leadership and management of the school are highly effective.
- The quality of teaching is very good and in all classes there are examples of excellent teaching.
- The ethos of the school, based on excellent provision for pupils' spiritual, moral and social development, promotes a first-rate climate for learning.
- The school has excellent systems for involving pupils and seeking their views and these are highly successful in making pupils feel valued.
- Pupils' have very good attitudes to learning and excellent behaviour and relationships.
- The school's partnership with parents and the community is excellent.

The school is very effective, as it was at time of the last inspection. There were no key issues in the last report and the school has exceeded the quality found then, with further improvements. The report drew the school's attention to the impending national initiatives in literacy and numeracy, which have been implemented well. Standards are now higher in English, mathematics, and art and design. Improvements have also taken place in the quality of teaching, which has improved from good to very good, with no teaching being less than good and three lessons being excellent. Teaching has particularly improved in mathematics and ICT, and other improvements have been in ICT provision, pupils' personal development, outdoor provision, links with parents, the community and other schools. The school is now involved in innovative research into developing pupils' speaking and listening skills.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	A
mathematics	A	C	B	A
science	B	D	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils achieve well across the school. The attainment of pupils on entry is wide and pupils reach above average standards by Year 6. Overall, pupils begin school at an average level of attainment and, compared with results nationally, leave at above or well above average levels. However, cohorts are small and pupils vary year by year in the standards they reach. In the present Reception class, almost all the children are on course to exceed the Early Learning Goals set for children of

this age when they leave the Reception class and most are already working at the National Curriculum levels well before they start the National Curriculum in Year 1. In 2003, pupils in Year 2 reached standards in reading and mathematics that were very high when compared with similar schools and when compared with all schools nationally. They were in the top five per cent of schools nationally. Results in writing were well above the national average and high when compared with similar schools. The present Year 2 cohort came into school at above average levels and is on course to reach above average standards in English and mathematics in the Year 2 tests, with some pupils reaching well above average standards. In 2003, 25 per cent of Year 6 pupils had not taken the Year 2 tests at the school. The above average standards reached by those who were in the school in Year 2 were maintained up to Year 6, where almost half the pupils reached standards that were above the expected level. Inspection evidence confirms the good progress that pupils of all abilities make. The cohorts are too small to make any secure judgement on the different standards reached by boys and girls. There are no pupils from minority ethnic groups in the school. Because of the individual attention that is given to pupils and through the very good curriculum provision, the school provides well for pupils who are gifted or talented. Pupils are reaching the higher standards now expected nationally in ICT. As geography, history, design and technology, music and physical education were only sampled during the inspection; overall judgements on standards have not been made. **Pupils' personal qualities are excellent, including their spiritual, moral, social and cultural development.** Their attitudes are very good and their behaviour outstanding. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching and learning is very good in all classes. In these mixed age classes, assessment is used very well to plan lessons at the right levels for different pupils of different ages. In this small school individual needs are known, understood and planned for. The school provides a very broad and balanced curriculum, which is enriched by a very good range of extra-curricular activities. The school takes very good care of its pupils and provides very good support, advice and guidance for them. The involvement of pupils in all that the school offers is excellent. Links with other schools and colleges are very good and links with parents and the community, especially the village, are excellent.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is highly imaginative and exceptionally good. She is supported by an able and dedicated team of teachers and support staff. As a result, **the leadership and management of the school, which are excellent, are also highly effective.** The school has an equally committed governing body. As a result, the work of the governing body is very good. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Links with parents and with the village community are excellent. They are highly supportive of the school. Pupils comment that they have to work hard, but they are given help when stuck; that teachers listen to their ideas and there is always an adult to go to if there is a problem. They enjoy being trusted to do things on their own. Many comment on the good teachers and kind children. Their main concern is that they would like less homework.

THERE ARE NO SPECIFIC IMPROVEMENTS NEEDED

This is a highly effective school and it has no specific weaknesses.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well across the school and standards are above average, overall. This reflects the small numbers and the good progress that both higher and lower attaining pupils make. Where standards in a cohort are lower, this reflects the standards on entry to the school of these particular pupils. The school is providing small-group teaching for these pupils.

Main strengths and weaknesses

- Overall, pupils start school at levels that are average and are soon reaching above average standards. They achieve well across the school.
- More able pupils reach high standards in English, mathematics and science.
- Pupils who begin school with below average levels of attainment make good progress and achieve well because of very good teaching.
- Standards in art and design are well above average. Pupils' achievement is very good.

Commentary

1. The attainment of pupils on entry is wide and the number of pupils in a cohort varies considerably. Numbers are often small. Overall, pupils begin school at an average level. The current Years 4, 5 and 6 pupils started school at levels that were below average and Year 2 pupils started school at levels that were above average. The present Reception class started school at slightly above average levels and almost all the children are on course to exceed the Early Learning Goals set for children of this age when they leave the Reception class, as most are already working at the National Curriculum level halfway through their Reception year.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	19.6 (16.5)	15.7 (15.8)
writing	17.0 (13.5)	14.6 (14.4)
mathematics	20.1(16.8)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

2. In 2003, pupils in Year 2 reached standards that were high, being in the top five per cent of schools nationally in reading, writing and mathematics. These pupils were taught as a Year 2 group in the mornings and worked with Year 3 pupils in the afternoons. The present Year 2 cohort is on course to reach above average standards in English and mathematics in the 2004 Year 2 tests and are achieving satisfactorily.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.1 (29.2)	26.8 (27.0)
mathematics	28.1 (27.0)	26.8 (26.7)
science	30.4 (28.1)	28.6 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

3. In 2003, pupils in Year 6 reached above the national average in English and mathematics and results were high in science. Twenty-five per cent of these pupils had joined the school during Years 3 to 6. The above average standards reached by those who were in the school in Year 2 were maintained in Year 6, where almost half the pupils reached standards that were above the nationally

expected level. The present Years 4, 5 and 6 cohorts, who came into school below average, are achieving well. Whilst the trend in the average points scored over the last five years reflects, to a certain extent, the starting point of these cohorts, it is not fully reliable, because of the small numbers involved. The cohorts are also too small to make any secure judgement on the different standards reached by boys and girls. However, because of the individual attention that is given to pupils and the very good curriculum provision, the school provides well for pupils who are gifted or talented: specialist teaching is provided in art, music and sport. Pupils with special educational needs achieve well and their levels of attainment at the end of Year 6 are at least in line with their potential. Often their attainment is in line with the national average for at least one or two of the main subjects, English, mathematics or science. There are no pupils who speak English as an additional language in the school.

4. Inspection evidence shows that pupils' knowledge, skills and understanding are in line with the higher standards now expected nationally in ICT. In art and design, standards are well above average and, in the aspect of needlework, inspired by a local needlewoman, are high. During the inspection, design and technology, music and physical education were sampled. No firm judgement can be made on standards in these subjects, but they are at least above average. Geography and history were also sampled and standards of their recorded work are at least average, but pupils' knowledge and understanding are well above average because of the large numbers of visits and visitors from whom pupils learn in these subjects. The school provides a very good personal, social, health and citizenship education programme, where pupils achieve very well indeed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good and are major strengths that contribute to the success of the school. Attendance and punctuality are also very good, reflecting pupils' enthusiasm for school. Their behaviour is excellent: there have been no exclusions.

Main strengths and weaknesses

- The spiritual, moral, social and cultural development of pupils is excellent, reflecting the strong Christian ethos of the school.
- Behaviour is excellent during lessons, as well as at play, maximising the opportunities for teaching and learning.
- Pupils' attitudes are very good, enabling their learning and personal development to reach a high level.
- Attendance is well above the level found in schools nationally.

Commentary

5. The school continually promotes an outstanding level of spiritual, moral, social and cultural awareness. Pupils learn about the wonders of the natural world and human achievement in many subjects and areas of the curriculum. Spiritual opportunities are promoted through very good assemblies, in which pupils are given time for personal reflection. Moral principles are consistently promoted through all aspects of the school's work. Pupils have a strong sense of right and wrong and have a clear understanding of the impact their behaviour has on others. Pupils are increasingly given more social responsibility as they progress through the school. For example, older pupils help the younger pupils, especially at lunchtime in the dining hall. Music, art and drama, as well as a very good range of visits and visitors, help to broaden pupils' cultural experience. Pupils are able to appreciate the traditions of a variety of other cultures and faiths, through opportunities such as those provided by Sikh and Islamic visitors to the school. Links with a school in Keighley help pupils, in this school with no ethnic minority pupils, to appreciate the importance of including people of all races and cultures in their activities.
6. Pupils are exceptionally well behaved, polite and courteous, responding well to the high level of pastoral care provided by the school. Staff members deal quickly and effectively with the rare incidents of inappropriate behaviour. No such incidents were seen during the inspection.

7. Without doubt, individual performance is directly related to the pupils' very good attitudes, supported by their excellent relationships with adults and each other. They are eager to learn and concentrate diligently during whole-class teaching and group work. Even in the early years, they are beginning to develop good levels of concentration and show a very good attitude to learning. Following the high expectations of teachers, pupils sustain concentration and persevere with tasks even when they are quite challenging, as is usually the case. From conversations with pupils, it is clear that they enjoy coming to school. Parents also confirmed this in the pre-inspection questionnaire.
8. During the last year, there have been no unauthorised absences and no exclusions. Lessons start promptly and, if a pupil is unexpectedly absent, contact is made promptly with the home. Good attendance is recognised by awarding certificates each term for outstanding performance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Since the last inspection, the school has enhanced the very high standards of pupils' behaviour and the qualities of spiritual, moral, social and cultural development, through links with other schools situated in different cultural contexts, in Keighley and Madagascar.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is well above average. The quality of teaching, learning and assessment is very good in all classes. The curriculum is imaginative, inspiring and enriched by an outstanding range of extra-curricular provision for such a small school. The school takes very good care of its pupils and provides them with very good support, advice and guidance. Links with other schools and colleges are very good and those with parents and the community are excellent.

Teaching and learning

The quality of **teaching, learning and assessment is very good across the school**. Individual pupils' needs are known, understood and planned for very well.

Main strengths and weaknesses

- Highly imaginative methods are used for teaching numeracy in the Reception and Year 1 class.
- The methods used for teaching of personal, social and health education are excellent, particularly in Years 2 and 3.
- High expectations and effective grouping of pupils ensure that they achieve exceptionally well in writing by Year 6.
- Teachers know the pupils very well indeed and use formal assessment very well to track their progress.
- Volunteers and visiting teachers make a substantial contribution to pupils' learning in art, music and physical education.
- Teaching assistants are deployed well, but their work could be further developed.
- The school is implementing initiatives to develop speaking and listening to aid learning. This has not yet become the culture of the school.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	7	8	0	0	0	0

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

10. Teaching by the headteacher in the Reception / Year 1 class is skilled and inspiring. The initiative observed during the inspection, to plan for and sell healthy snacks to all pupils in the school, provides real life opportunities for them to use and develop their numeracy, literacy and social skills and further develop their knowledge and understanding of the world. For such young children to be fully involved in a mini enterprise of this kind, initiating further developments such as running a 'café' at break time, is exceptional. In this class, the use of assessment to match questions unerringly to the pupils' level of attainment in numeracy is outstanding. As a result, the most able can double numbers such as 120 mentally and those who are still developing an understanding of the concept of five find success in the questions asked of them.

11. The planning and teaching of personal, social and health education is highly effective. Not only do all pupils benefit from the initiatives at the lower end of the school, but older pupils, such as those in Years 2 and 3, are given opportunities to speak to an audience, 'famous for fifteen minutes', on a topic of overriding interest to themselves. Not only do they learn to prepare a speech and speak to an audience confidently, but also other pupils widen their own knowledge of the world at the same time. Social skills and a greater understanding of others living in the same community are developed exceptionally well in this way. The subject is also instrumental in developing very positive attitudes to and understanding of people of other cultures, through well planned discussions and imaginative links with schools and communities in contrasting places, in Britain and overseas.

12. The school is involved in a project, 'Talk for Learning'. This is developing and examples of how this is being used very well were seen in the personal, social and health education lesson in Years 2 and 3 and a literacy lesson in Year 6. Literacy was excellently taught in Year 6, where pupils listened carefully to what other pupils had to say and discussed with partners, or in small groups, ideas which they then put forward to the class for consideration. As a result, the quality of their writing was well above average and some work read out was of a high standard. Whilst the methods promoted through this project are used very effectively in some lessons, opportunities to use them consistently are not yet embedded across the curriculum. The culture of always having to put your hand up before being asked to answer a question prevents some pupils from taking as much part in the oral part of lessons as they could if conversations, rather than question/answer sessions, were developed.

13. The school has very good systems in place to assess and track the pupils' progress. Records have been kept for a number of years, which enable the school to track the progress of the present Year 6, and all years since then, from the time they began in school. Formal assessment, together with the fact that in such a small school each pupil is known very well, ensures that teachers provide work matched very well to pupils' differing abilities and aptitudes. The fact that the headteacher teaches the Reception class also means that knowledge of pupils throughout the school is, and has been, gained first-hand at senior management level.

14. Volunteers, two of whom are retired teachers, make a very strong contribution to the teaching of art and needlework in the school. Some of the work on display is of an exceptionally high standard. Pupils are able to choose from a wide range of instrumental lessons and what they learn in these contributes to the success of class music lessons, such as in a short performance at the end of a lesson seen by inspectors on the pre-inspection visit. Physical education has a high profile in the school, especially team games, and external coaches are instrumental in the standards pupils achieve.

15. The teaching of pupils with special educational needs is very good. Teachers have high expectations for them. The support they receive is very good, whether this is additional help from a teaching assistant, from the teacher or from their own peers. In this extremely caring school, it is the ethos that builds pupils' self-confidence, as well as the actual help given in tasks, that has a successful impact on their learning. Teaching assistants are also deployed to hear pupils read and to teach groups. In these sessions, teaching is satisfactory. Governors and staff have not had the opportunity to analyse how teaching assistants can best be deployed in the future, in the light of the impending Remodelling of the Workforce initiatives, and what further training is needed, to ensure that the very good teaching by teachers is matched by at least good teaching by assistants. Such initiatives would develop the teaching assistants' own expertise and reduce the teachers' workload.

The curriculum

The curriculum is very good overall and provides very well for all pupils. The very wide range of visits organised and visitors to the school greatly enrich the curriculum. The accommodation is satisfactory and resources are very good.

Main strengths and weaknesses

- The number of outside visits and visitors into the school result in a wide and very rich curriculum.
- The curriculum is sharply focused on maintaining high standards in English, mathematics and science.
- Cross-curricular links are strong.
- Support for pupils with special educational needs is very good.
- Accommodation is satisfactory for a small school. What space there is, is used exceptionally well. The school has a very good range of resources.

Commentary

16. In this small village school, classes are of mixed age, with the possibility of having the same teacher for several years. Some pupils travel from well outside the village, so that opportunities for enriching the curriculum through a range of clubs are difficult. All these factors could add up to a limited curriculum: this is far from being the case. The list of visits is endless, from the youngest pupils going to the supermarket to buy produce for their healthy eating stall, to the annual residential visit for the pupils in Years 4, 5 and 6. The focus of these visits changes over a 3-year cycle, so that one has a spiritual base, another environmental and a third, outdoor pursuits. Frequent visitors to the school include artists and authors, musicians and sports personalities. The school takes part in music festivals and sports tournaments. Preparations for participation in the village Summer Arts Festival were well underway. A mutual partnership to run a dance project has recently been forged with a special school in the area, which is offering wider experiences for all as they visit each other's schools. All pupils are therefore offered a very rich curriculum, which is fully integrated into the school day.

17. Effective use is made of both the literacy and numeracy strategies in the teaching of literacy and numeracy and particular attention is paid to consistency in methods used in mathematics, so that pupils develop a good understanding. Mixed age classes are well planned for so that all are challenged at an appropriate level. Drug education is taught through the science curriculum and the school nurse contributes to the teaching of sex education.

18. Although not seen in operation during the inspection, cross-curricular workshops over several days effectively link subjects such as design and technology with science. For example, a theme of 'fairground' linked the electricity element in science to the designing and making of moving models in design and technology. Links with science and mathematics are strong and ICT skills are widely used across the curriculum.

19. The support for pupils with learning difficulties is very good. The pupils on the special educational needs register have precise targets, which are reviewed regularly. In addition, the school is very aware of other pupils who might be experiencing difficulties. The school identifies gifted and talented pupils and ensures that they are suitably challenged. This may mean working with an older age group or tackling more demanding work. In practice, all pupils are regarded as 'special' and the school prides itself in meeting the needs of individuals.

20. As reflects a small school, space is at a premium. However, the management of this space is exceptionally good. For example, the mixed age Years 4, 5 and 6 class is often taught separately, with either Year 4 or Years 4 and 5 taught in the hall. The pupils take their belongings in as they go into assembly, placing them where they will later sit. As result, the lesson following assembly begins immediately and no time is wasted. This forward-looking planning is evident in many instances. The accommodation is suitable for teaching the National Curriculum and is very good for children in the Foundation Stage and for teaching sport, where the field has recently been drained and can be used in all weathers. This is a considerable improvement since the last inspection. The main concerns lie more in the corridor being used as a cloakroom and the shared office space.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are very good, providing a safe and secure environment in the school. They are given very good support and guidance. The school's involvement with pupils, seeking, valuing and acting on their views, is excellent.

Main strengths and weaknesses

- The school asks pupils for their views, listens to what they have to say and acts on it. This helps them to feel valued.
- Pupils have very effective and trusting relationships with adults in the school.
- The school successfully promotes a safe and caring environment.
- Very good support and guidance encourage pupils to achieve their very best.

Commentary

21. The school has maintained and enhanced the level of care since the last inspection. In particular, the school has increased the involvement of pupils through seeking, valuing and acting on their views. Very good systems are in place to monitor pupils' views, through, for example, surveys and initiatives, such as the School Council. The wishes of all pupils are considered with the greatest of care. Many examples of pupil-instigated projects have been put into action, such as the outdoor play trail, which was initiated by the School Council and generously funded by parents and the community. In class, the school policy for marking is based on positive comments by teachers, which enable pupils to know and understand how to improve.

22. The most recent survey of pupils' views reported that each pupil has a good and trusting relationship with one or more adult in the school. All members of staff treat every pupil as a special person and endeavour to provide advice, care and support for each individual. Teachers and teaching assistants know their children very well indeed. The strong bond between pupils and adults at All Saints School exemplifies the ethos of the school.

23. The most striking feature for many visitors to the school is the way in which everyone works together. The whole-school commitment of caring for one another is truly excellent. Through the high quality of its leadership, the school devotedly caters for the needs of everyone. Pupils follow the excellent role models seen among staff. Procedures for accidents and emergencies are very good, with some members of the staff trained in first aid.

24. The school has very good induction arrangements, both for children joining the Reception class and for older pupils who transfer into the catchment part way through their school career. The

youngest ones have the opportunity to become comfortable with school life by making up to five half-day visits before joining their class. As part of the personal, social and health education curriculum, pupils learn about such things as citizenship. They put this into practice by working with other people, such as a special school for a dance project, and having exchange visits with another school, such as one which has a predominantly large ethnic minority.

Partnership with parents, other schools and the community

Links with parents and the community are excellent features of the school. There are also very good links with other schools and colleges.

Main strengths and weaknesses

- Links with parents are a great strength of the school: they make an excellent contribution to the quality of the pupils' learning at school and at home.
- The school has developed an excellent range of links with the wider community: these also become a focal point for life in the village.
- Links with other schools and colleges are very good.

Commentary

25. The school regularly provides information of very good quality for parents. The prospectus and newsletters are well presented and informative. A system for ensuring that pupils actually deliver information has been devised: newsletters are taken home in a 'red folder' and, on the next school day, teachers check that parents have returned a signed acknowledgement slip in the folders. A home/school agreement is in place and parents receive guidance about homework.

26. Annual written reports provide a good insight into pupils' performance and identify future learning objectives. Two consultation evenings provide further opportunities for parents to review their children's progress and to discuss the setting of targets. Parents are also welcomed into school on a more informal basis, to discuss any concerns they might have about their child's academic or social development. Parents express confidence in the school's ability to sort out their concerns quickly. Special curriculum meetings are arranged; meetings in numeracy, literacy, science, personal, social and health education (PHSE), ICT and Internet safety have taken place during the last year. Meetings are also held about National Curriculum tests (SATs) for parents of pupils who are about to take these tests.

27. The 'Friends Association', regularly organises social events and is very actively involved in fund-raising. The association has raised a magnificent amount of money for projects and equipment that otherwise would not have been available for the pupils.

28. Parents actively participate in the life of the school. As an example, 38 parents attended the pre-inspection meeting from among the 48 families with children in school. Many parents come into school to help with reading and offer their specialist skills for other activities, such as art.

29. The list of the school's community activities seems to be almost endless. As befits a school of this kind, it is no surprise to find that the parish church plays a significant part, including both liturgical and social events. The whole village community has strong links with the school. Everyone is very excited about plans for a forthcoming joint art and music festival involving African art and a Zulu music group.

30. Fundraising and sponsorship has been very successful in the community. Local companies have been very generous by constructing the school pond and donating computer resources. Taking advantage of the benevolence of a local farmer, a newborn lamb was brought into school. From outside the village, the Football Association paid for levelling and drainage of the playing field and a Premier Division football club has greatly assisted in teaching football skills. Sporting

achievement is highly regarded by the school and pupils participate in a range of tournaments and workshops.

31. Many visits and visitors contribute to pupils' learning experience, enhancing pupils' knowledge of art, sculpture, music and religion. Pupils have the opportunity to learn how to play a wide range of musical instruments, from external teachers. Visits to local stores and museums have been organised, as well as residential visits to places such as Holy Island. The well-known agencies from the police force, fire service and school nursing service maintain regular contact. One of the pupils' favourite organisations is the Yorkshire Air Ambulance Service, for whom they have made charitable collections. Pupils have also made generous donations to many other charities.

32. The strong, supportive and collaborative partnership has worked well with other village schools, involving four projects for which the school earned financial grants. To engender inclusiveness with ethnic groups, contact and exchange visits have been established with another Church of England school in Keighley, where 95 per cent of the pupils are from an Asian background.

33. Very good arrangements are in place for the induction of new pupils. When they leave school, pupils' parents can state a preference to transfer to a number of different secondary schools. The school has very good links with the schools to which the great majority of pupils move. Collaborative schemes are in place to share teaching resources for activities, such as clay modelling and sport.

34. Work placements have been provided for college and secondary school students and, in the last year, two postgraduate teaching students have worked in school. In addition to assisting students, the school gains by having more support in classes.

35. The school has extended the quality of the links with parents and the community since the last inspection, which is an improvement.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is highly imaginative and exceptionally good. She is supported by an able and dedicated team of teachers. As a result, the leadership and management of the school, which are excellent, are also highly effective. The school has an equally committed governing body and, as a result, the work of the governing body is very good. The school complies with all statutory requirements.

Main strengths and weaknesses

- The headteacher leads by example, is inspirational and provides a first-class role model.
- All teachers and support staff are fully involved in the development of the school and work as a forward-looking team.
- The management of the school is excellent at all levels.
- The governors have developed a challenging but supportive role and are very committed to the work of the school.
- The school gives very good value for money.
- The tracking of pupils is well established and adds considerably to the staff's personal knowledge of pupils in this small school.

Commentary

36. The leadership of the headteacher is both inspirational and collegiate. Her vision of a small school with a family ethos, where there is excellence for every child, is seen in the day-to-day life of pupils, staff, volunteers and governors alike. The headteacher carries out her dual role, as headteacher and class teacher, very effectively, leading by example. All teachers are fully involved

in the management of the school and feel part of a team, with the interests of the individual pupils at the heart of all they do. The headteacher, as the Reception class teacher, has taught many of the children in the school. The staff's knowledge of the pupils and relationship with them enable them to provide a highly enriched curriculum suited to pupils' very different needs and abilities.

37. The tracking of pupils is very well established and this adds to the personal knowledge staff have of the pupils. The headteacher has been tracking pupils in Year 6, and all other years, since they started school. This gives valuable information to both teachers and governors about the specific needs of different cohorts and how money should be allocated. It also helps teachers predict what pupils can achieve and helps them monitor whether they are achieving as they are expected to. Teachers, led by the headteacher, have high aspirations for the pupils and a sense of vision for the school. The aim to keep improving the provision whilst keeping the small-school ethos is paramount.

38. The leadership and management of pupils with special educational needs are very good. Pupils' individual education plans are regularly reviewed and precise targets set. Parents are kept fully informed and are invited to all review meetings. Pupils who are not on the special needs register but may be experiencing slight difficulties in their learning are also carefully monitored within the caring society of this school. The school manages the wide range of special educational needs very well, providing equal opportunities for all.

39. The day-to-day administration of the office is quiet, efficient and very effective. Because of this, the school day runs smoothly and parents are kept very well informed. The headteacher and school secretary work in the same small office and have developed a successful partnership. However, plans for separate offices are in place and this will provide more appropriate provision for them both.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	232,027
Total expenditure	226,436
Expenditure per pupil	3,019

Balances (£)	
Balance from previous year	18,968
Balance carried forward to the next	24,559

40. The governing body have developed a challenging and supportive role. They bring their own expertise to their responsibilities and monitor the school's progress well. They are well informed and instrumental in ensuring that the vision of the school is taken forward. Financial planning is excellent. Appropriate consideration is given to putting money aside for contingencies in this small school. This year, an expected deficit has been averted because of this forward planning. The budget is generously supplemented by parents and the Friends Association and this considerably enhances the provision the school gives pupils. A full financial audit by the local education authority has not been carried out since the last inspection, but at that time it was judged to be good. The school implements the principles of best value in all its work. For example, it has recently looked at the cost of caretaking compared with other schools and considered how much more should be paid if the caretaker were asked to take on extra jobs, at present carried out by teachers. The governors and staff evaluate what they do continuously and have begun to consider the implications of the government's Workforce Remodelling initiative. The school is very effective, as it was at the last inspection, and has continued to improve. It continues to give very good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The Foundation Stage was not a particular focus of the inspection and some activities were sampled. Seven Reception-aged children are at present being taught with ten Year 1 pupils. The accommodation is very good and they have good access to a suitable outside play area. The curriculum is planned very well for both age groups. The headteacher and a part-time teacher job-share in this class. Teaching assistants and support staff are well deployed to work with different age groups and to support a Year 1 pupil with a statement of special educational need.

42. Attainment on entry varies from year to year, with small numbers in each cohort. Children start school with a wide range of levels of attainment. In the present cohort, attainment on entry was slightly above average in all areas of learning. The children are making good progress and, halfway through this Reception year, the majority are already working at levels expected of Year 1 pupils in most areas of learning. Where teaching was observed, it ranged from satisfactory with teaching assistants to excellent with the headteacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The small numbers in the cohort ensure each child is provided for well.
- The influence of older pupils in the room helps younger ones to settle into routines quickly.
- Reception children are well cared for in the dining room by older pupils.

Commentary

43. Children quickly settle into the routines already established with older Year 1 pupils and mature quickly. They play happily together in the playground or in the small garden, work together well in groups with a support assistant at numeracy or cooking and enjoy the role play activities provided, such as in an optician's. They play together well in a café in the outdoor play area and learn to make a queue when shopping. With Year 1 pupils, they have learned about the importance of exercise and healthy eating. They learn about caring for babies, when a baby is brought into the classroom. They develop their social skills through taking part in and watching puppet plays and when eating in the dining room, where a Year 6 pupil sits with and supervises each table. The daily life of Reception children provides many opportunities for them to develop personally, socially and emotionally with a good degree of independence.

COMMUNICATION, LANGUAGE AND LITERACY

44. Very little literacy was observed in lessons during the inspection, as the focus of lessons was practical and on developing children's knowledge and understanding of the world, their personal and social development, numeracy and creative development through cooking and the setting up of the healthy snack bar. Year 1 pupils use literacy skills to write posters, make lists of shopping items and record their purchases. However, both year groups develop their speaking and listening skills well in lessons and, through the practical activities, they often discuss with teachers and teaching assistants what they are doing. Through scrutinising their work, it can be seen that they take part in writing a book about 'Jack and the Beanstalk'. Writing skills vary from a few letters being recognisable, to some well-written sentences, starting with a capital letter and ending with a full stop.

Overall, standards are above average. Higher attaining children are writing sentences in sequence to form a short story, occasionally using full stops and with a mixture of capital and lower case letters. All children have spellings to learn each week and the most able can spell 33 out of 45 of the National Literacy words. Expectations are high. Other evidence of writing shows that they know about Samuel Pepys, write about what they enjoy doing on a tropical Island and contribute to a book about 'funny bones', when learning about the body. They also contribute to a poem on the senses; a particularly good piece of writing seen was a class poem inspired by a fall of snow. Teaching assistants regularly hear children read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Mental mathematics is taught exceptionally well by the headteacher.
- Practical activities enhance learning well.

Commentary

45. The ability of the teacher to match questions exactly to the level of attainment of each child is a positive force in developing their confidence in mental mathematics sessions. The very wide range of ability in the two year groups is known and each child is challenged at the right level. Children all count to ten and one counts in twenties to 100. They enjoy doubling numbers and saying numbers alternative loudly and softly to gain an understanding of odd and even numbers. They think logically when being introduced to coins, with one child commenting that he thought a 3p coin would come after the 1p and 2p coins. They recognise coins to £1. When working with the support assistant, they learn to measure out ingredients for cooking, and are beginning to learn to exchange money for goods when 'shopping' with 1p and 2p coins. Individuals are given a considerable amount of help by the teaching assistant to understand how to shop and this becomes reality when they see the older children buying their snacks from Year 1 pupils at break time in their playground. They learn to write down amounts of money and most are recording figures the right way round when they make labels for the goods they are to sell. In other sessions, children enjoy learning to weigh items, watching the balance move as cubes are added, to match the weight of an apple. They understand longer and shorter, measure distances in spans and walk round the school to see how many different shapes they can find. The teaching of mathematics is better than it was at the last inspection, with the teaching of mental mathematics being particularly successful. This is an improvement. The practical guidance given to teaching assistants in lesson plans is very good, but sometimes the subject content is masked by other instructions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **excellent**.

Main strengths and weaknesses

- Through learning with Year 1 pupils, Reception children's knowledge and understanding of the world is enhanced at an early age.
- Children are introduced to a wide range of experiences.
- Opportunities to investigate and learn are seized and children are allowed to make discoveries of their own.

Commentary

46. Many opportunities are given children to widen their knowledge and understanding of the world. In this rural community, children of Reception age look after pets, hatch chickens, stroke a new born lamb and watch a pheasant through the classroom door. They visit Tropical World to see animals, insects, fish and turtles. They help to fill a new pond with the help of the fire brigade, visit the seaside and a lifeboat, and hear about a nurse's job and a policeman's warning of stranger danger. They begin to understand the concept of age when they talk about when they were babies and bring in old and new toys from home. They make baby books about themselves and watch actors dressed as Guy Fawkes and Samuel Pepys. They work with a Sikh visitor and learn about Christian baptism. A sense of discovery is encouraged, such as when pupils find frozen ice inside tyres in the playground. Their discovery is used by the teacher to revise vocabulary such as 'translucent' and 'transparent'. Opportunities are given for children to use computers to develop numeracy and literacy skills. Children in Reception have a rich environment in which to learn, which takes them well beyond the classroom.

PHYSICAL DEVELOPMENT

47. No physical education session was observed during the inspection, but outdoor activities such as riding bicycles and scooters and driving a 'bus' promote children's physical development well. Photographs show that they also enjoy dancing and using the large apparatus in the hall. Many opportunities are given in class to help them develop cutting, sticking and writing techniques, by which their fine motor skills are developed. They build with bricks in and outside the classroom.

CREATIVE DEVELOPMENT

48. From photographs looked at, evidence shows that children make models out of boxes during the school's design and technology week, cook pizzas and buns and, during the inspection, made biscuits to sell in the snack bar. They have opportunities to paint and play imaginatively both inside and outside the classroom. Photographs show them enjoying playing instruments. Provision for Reception children, overall, is very good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **excellent**.

Main strengths and weaknesses

- Standards of English are well above average and pupils achieve very well.
- Pupils speak with confidence and listen attentively. Occasionally, a wider range of pupils could contribute to whole class discussions.
- Standards in reading are well above average.
- Pupils write fluently, in poetry and prose.
- Literacy is used well to promote an understanding of different cultures and dialects.

Commentary

49. Standards of literacy are high in the school although, when pupils begin, they are seldom able to read. It does not take them long to learn and, by Year 2, for example, in 2003, they are reaching levels equal to the top five per cent of schools in the country, with a well above average percentage of pupils reaching well above average standards. Teaching assistants make a particularly positive contribution to hearing individual pupils read and to working with different year groups for guided reading. Pupils' levels of speaking and listening are very good and reflect the pupils' confidence and positive self-esteem. From an early age, the large majority can express themselves clearly and the more able pupils are very articulate. By Year 6, they are putting forward arguments for debate with maturity. Occasionally, the less articulate do not contribute as much as they could to whole-class discussions, because of the culture of always having to 'put your hand up' before speaking. They do, however, listen well. Pupils achieve satisfactorily in the current Year 2 and they achieve well in the current Year 6.

50. Pupils in Year 1 make strides in their writing during the year and many are already reaching the level expected of pupils at the end of Year 2, halfway through Year 1. Throughout the school, poetry features strongly and is written and enjoyed by all pupils. By Year 6, pupils write very imaginatively in, for example, the style of a poem they have heard, such as 'Cargoes'. They write persuasively very effectively: for example, in answer to a letter in a newspaper about a writer's concern about spiders, or their own concerns about the amount of homework they are given. They can also argue a point clearly, such as why speed humps should be put in the place of noisy rumble strips. They plan their work well and write with clarity, knowledge and humour. Marking helps them to improve, although grammatical errors are not always corrected, for example, 'me and my mates are'. However, marking is focused well on the objectives of the lesson and pupils learn, for example, how to use a wider vocabulary. In the best examples, conjunctives such as 'furthermore' are used exceptionally well. Guided comprehension exercises also sharpen pupils' understanding of words, as pupils are expected to explain their meaning. For example, when studying a recipe, they define the words 'skilful', 'sift', 'ingredients' and 'fasting'. In a lesson observed, 'Talking Partners' was promoted very well indeed and pupils had time both to discuss ideas with each other before writing and also come up with very original ideas, based on their own personal experiences. As a result, some of the work was of a very high quality, a fact that was genuinely appreciated by other pupils. In a Year 4 lesson, literacy was used particularly well to promote an understanding of another culture, when the teacher read a Caribbean poem exceptionally well in dialect and pupils discussed it with enthusiasm. Very good support was given to pupils with special educational needs.

51. In Year 6 pupils are introduced to famous authors such as Shakespeare and they work in groups to record what they have learned about his life and how his works were first produced. Pupils are able to write critically about books such as 'Wind in the Willows' and comment on what they would still like to know, for example, 'why the author brought the sea into the story'. Standards in reading are high, with 79 per cent of pupils in Years 3 to 6 reading at levels above their

chronological age and almost half the pupils in Year 6 reading at the level of a 14-year-old. The school provides very well for these pupils in guided reading lessons, but some of them find the books they take home too easy. They are, however, invited to bring books they read at home to school, so that teachers are aware of their wider reading habits.

52. Two members of staff lead the subject very well. Substantiated reasons are given for Year 6 not reaching the targets set for them in 2003, partly due to high mobility in that year. As subject leaders, they initiated the successful Talk for Learning programme, which encourages pupils to verbalise their ideas before writing.

Language and literacy across the curriculum

53. Good links are made with other subjects, such as geography and history. For example, in literacy, pupils find information from fact boxes and travel guides to write about the Great Walls of the World, such as the Great Wall of China and Hadrian's Wall. They write poetry about Ancient Egypt and use history or geography programmes they have watched, such as on The Plague or the River Nile, to inspire their writing in English.

MATHEMATICS

Provision in mathematics is **very good** and enables pupils to reach above average standards.

Main strengths and weaknesses

- The leadership of the subject is excellent.
- Standards have risen in Years 1 and 2 since the last inspection and above average standards maintained in Year 6.
- Teaching is very thorough and teachers manage mixed age classes very well.
- The use of assessment to raise standards is very good.

Commentary

54. The leadership of the subject is excellent. The co-ordinator has a vision for the development of the subject and passes this enthusiasm and passion on to both staff and pupils. Mathematics is seen as 'fun'. The unified approach to calculating, developed throughout the school, has had a considerable impact on pupils' understanding and hence standards. Additionally, since this approach has been passed on to both parents and governors, parents are well placed to support their children's learning at home.

55. In a small school the number of pupils in year groups is small, therefore the standards reached vary from year to year. The same applies to the attainment of pupils entering the Reception year, but overall the attainment on entry is average. Progress is good, resulting in standards that are above average overall, both at the end of Year 2 and Year 6. However, pupils achieve well and some reach standards that are well above average and indeed very high when compared with national averages. High achievement is the result of high expectations and making mathematics meaningful. In the youngest class, pupils persevered with mental calculations beyond the levels that might be expected, because they were working within the context of real life experiences, setting up a healthy food snack stall, and selling fruit and drinks for a small profit. The idea of profit was strong and they fully understood that if they sold half a beaker of drink for the same price as a full beaker there would be more profit!

56. Teaching is very good and teachers plan thoroughly for both mixed ability classes and classes that contain mixed year groups. In Year 6, where pupils are taught as a single class, tasks are well planned, using imaginative and meaningful contexts. For example, some pupils with 'Take-away menus' work with money to 2 decimal places, whilst others have the more demanding task of working out the weight of puppies in kilograms and grams. In the mixed, Year 2/3 class the teacher

skilfully plans whole class mental sessions where all pupils are supported by each other, followed by separate sessions where she focuses alternately on each group. The pupils have been carefully trained into this way of working, so the system is effective.

57. Day-to-day assessment is very good, as staff know pupils extremely well. They can therefore adapt, support and challenge to meet the needs of all pupils, including those with special educational needs and those who are gifted and talented. A very good tracking system ensures that pupils' progress is tracked from the time they enter the school. Action is therefore taken at an early stage to support any groups of vulnerable pupils. Pupils with special educational needs are well supported and achieve well. Gifted and talented pupils are quickly identified and are suitably challenged.

Mathematics across the curriculum

58. The range of work that pupils are given in each successive year covers the National Curriculum and teachers are good at forging links between different areas of the curriculum. The use of mathematical skills is evident in science and through planning in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards exceed national expectations and pupils' achievement is good.
- The subject is taught through strong, practical, activity-based learning.
- Teaching is good throughout the school.
- The subject is led very well by the knowledgeable co-ordinator.

Commentary

59. Standards in science have exceeded the national average over recent years. The school's practical approach to all work in science from Year 1 ensures that pupils quickly develop 'scientific thinking', which provides a firm base for future learning and contributes to the standards that pupils reach. Working on a two-year planning cycle of themes contributes to good progression and helps the teaching of mixed age classes. However, when there are three year groups in a class, it is difficult to ensure that all pupils are sufficiently challenged and, without additional support in the classroom, compromises sometimes have to be made. In some topics, this is overcome well through providing different activities for different year groups. Pupils with special educational needs are well supported and achieve well.

60. From Year 1, pupils are involved in planning their experiments and discussions are encouraged as to the best way to organise and record work. For example, in the simple activity of identifying the flavour of different crisps, pupils decided that they would label the flavours and try each in turn, writing down their guess at the flavour on a chart. Later this would be checked and marked with a cross or a tick. Although, at this stage, the experiment was highly structured and planned by the teacher, nevertheless the pupils were learning the importance of systematic thought and working. By Year 6 pupils were investigating the effect of exercise on pulse rates, collecting data over a three-week period. After plotting the results on a graph, very good support from the teacher enabled them to interpret gradients and unexpected dips.

61. The subject is very well led by an able co-ordinator, ensuring that thinking skills are developed through the curriculum. Opportunities for discussion are built into planning as part of the Talk for Learning Project, with the precise aim of increasing pupils' understanding in science. Although during the inspection there was insufficient evidence of the cumulative effect of this project, pupils were articulate in their explanations of their work.

62. Teaching and learning in science are both good. Lessons are planned well in general, so that the 'process' and 'content' targets are clearly in evidence. Planning takes careful note of previous assessments, so that pupils are challenged at the right level, learn well and achieve well. The positive ethos of the school is also evident in science lessons, so that lessons are fun and relationships are relaxed. As a result, teachers and other staff do not need to spend time maintaining order and the pace of learning is brisk. Gifted and talented pupils are identified for further challenge; pupils with special educational needs are catered for well in planning and by support in class.

63. The co-ordinator leads very well. She is enthusiastic and knowledgeable, and has a vision of the subject as one in which pupils learn by working in an exciting way, acting as real scientists. Her monitoring role is well advanced to ensure that this happens, including discussions with pupils and scrutiny of planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Leadership of the subject is excellent.
- The resources, in terms of both hardware and software, are good.
- Information and communication technology is used well to support subjects across the curriculum.

Commentary

64. The school has kept pace with national developments and higher expectations for the subject since the last inspection, provision has improved, but higher standards are now expected at the end of Year 6. Standards meet these expectations both at the end of Year 2 and Year 6 and pupils achieve well. Pupils with special educational needs receive very good support; as a result, their achievement is good.

65. The leadership of the subject is excellent. The co-ordinator has clear plans for the development of the subject and is successful in keeping up with ever-changing advances in hardware and software, carefully evaluating the cost effectiveness of new products. An ICT technician visits fortnightly to maintain the hardware. Although there is no computer suite, the high ratio of the number of computers to pupils means that effective teaching of ICT skills can take place in the classroom in small groups, and computers are always available for pupils to use in other subjects. Flexibility in the timetable, due to the effective use of skilled voluntary help in other subjects, means that some groups of pupils receive specialist teaching from the co-ordinator, which contributes to their good achievement. Pupils are confident in using ICT and sometimes excited about the power of programs they use. For example, Year 4 pupils, using a program to plot graphs, were delighted when their graph suddenly appeared after entering their results. Year 6 pupils, working on spreadsheets, were amazed when columns of figures changed when data in another column was changed.

Information and communication technology across the curriculum

66. As well as in word processing and desktop publishing, pupils' computing skills are used well to support other subjects. Through data-handling programs, pupils illustrate the results of surveys in the form of pie charts and bar charts, while in science they plot graphs, showing the changes of their pulse rates during exercise. Most pupils have access to the Internet at home as well as in school, and it is naturally regarded as an additional source of information to books.

HUMANITIES

Geography and history

Geography and history were sampled during the inspection.

Geography

67. Evidence was collected through looking at displays, scrutinising pupils' work and through interviews with staff and one observed lesson. The school believes that giving pupils first-hand experiences at this age is of considerable importance. Through these activities, pupils learn the meaning of what it is to become a geographer. They have completed a waste survey and recorded 'noisy places in school'. They look at how the use of land changes over time, studying a Big Book together, where the view from a window changes as a child grows up. In the lesson observed, this was followed by a visit outside to consider how the school grounds had changed since a video taken ten years ago. Much geography is taught through visits. These include a walk inside and outside school, a train and bus ride, a visit to the Yorkshire Museum, Fountains Abbey and a field trip to Bolton Abbey, and three residential visits, one of which, to the seaside, focuses particularly on developing geographical and scientific skills. All these experiences feed into the very good quality of work produced in literacy in Year 6, such as when one pupil used her knowledge of the Nile and of deserts to inspire her writing. Not enough specifically geographical recorded work was seen to be able to make an overall judgement on standards, but pupils' knowledge is obviously very good.

History

68. Evidence was collected through looking at photographs, displays and pupils' work, through interviews with staff and conversations with pupils and through one observed lesson. The youngest pupils gradually gain an understanding of old and new, such as in a good lesson in Year 1, where pupils had brought old and new toys from home and described them, beginning to use words which would convey a sense of age. Older pupils, among other visits, have visited Leeds Resource centre to study the Ancient Egyptians. They know about different kinds of pyramids, Egyptian writing and the everyday life of the people of Ancient Egypt. From looking at their work it can be seen that they also know about times in English history such as the Plague and the Great Fire of London. During the inspection, pupils were studying the Ancient Greeks - a project promoted especially through art and literacy. As in geography, visits, visitors and residential visits play a large part in developing pupils' knowledge and understanding of history. Not enough recorded work was observed to judge standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design were inspected in full. Design and technology, physical education, and music were sampled during the inspection.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The school has improved on the above average standards reported at the last inspection.
- Standards are well above average in art and are high in needlework.
- Art and needlework has a high profile in the school.
- The subject is well led and the co-ordinator uses visiting artists' and voluntary experts' help effectively.

Commentary

69. Art has a high profile in the school and because of this it has improved on the above average standards at the time of the last inspection. Examples of major group projects, completed by previous pupils, set standards for present pupils. The 'School Tree' has pride of place as you enter the building. It represents all the people involved in the school, from governors to children. Although the pupils who designed and stitched it have left the school, younger siblings and friends of the school can still relate to it and it is there to inspire future generations.

70. While the school follows nationally recognised guidance, based on the development of skills, the co-ordinator feels that some of the suggested topics lack inspiration. Hence, a theme of dragons was used to stimulate work in both two and three dimensions. The theme was enhanced by a workshop, run by a visiting sculptor, where pupils in Years 2 and 3 produced imaginative models of dragons. In a sampled lesson, Year 3 pupils working collaboratively, as a group, created a three-dimensional collage of a dragon, from pebbles, marbles and shells. This work provided many opportunities for discussion, as pupils justified their choices of materials to represent different areas of the body. The standard of work produced was good because of the support and encouragement given by the teacher. Two experienced volunteers worked with other groups in the class, working with paper and fabric to form a collage, also producing work that was of a good standard. This extra expertise and support contributes both to pupils' enjoyment and their good achievement. Pupils with special educational needs and gifted pupils are very well supported, within the small groups that are possible because of this extra help. All pupils therefore have excellent opportunities to develop artistically.

71. Schemes of work link well to other subjects and therefore are mutually beneficial. Pupils in Year 1 study old toys as part of their work in history and then develop the skills of mixing paint to match the brown of teddy bears or grey shading on a red car. Leadership is very good and, once again, expert voluntary help supports pupils well.

Design and technology

72. Design and technology was sampled during the inspection. Evidence was collected from one lesson in Year 4 and 5, led by two voluntary helpers and from work on display, together with photographic evidence of cross-curricular workshops and an interview with the science co-ordinator about these workshops. Standards at the last inspection were judged to be above those found nationally and, from the limited evidence available, these standards have been maintained. Fairground models and haunted houses link effectively with work on electricity. Workshops, run over consecutive days, allow pupils to develop ideas into plans and carry these through into making products and testing them in a relatively short period of time, which has a considerable impact on their enthusiasm and pride in learning.

Music

73. Music was sampled during the inspection. Evidence was taken from singing in assembly and from pupils who have lessons in a wide range of instruments from peripatetic teachers and, in recorders, from volunteers. Further evidence was collected at the pre-inspection visit when the

specialist music teacher was in school. At this time all instrumentalists played together, were accompanied by one pupil on the piano and kept together by a pupil as conductor, pointing to the score. A small orchestra had just been formed. During the hymn practice, pupils were heard to sing exceptionally tunefully.

74. Music has remained an important part of the school curriculum, although the school has no music specialist on the staff. Music lessons for pupils in Years 2 to 6, following a hymn practice, are now taken each week by a recently appointed, specialist teacher from another small school. Standards have been maintained since the last inspection, as previous to her appointment another visiting teacher was employed. Music is played and listened to as pupils enter and leave the hall for assembly each day. Pupils who learn instruments have opportunities to perform at assemblies and the school enters local music festivals.

Physical education

75. Physical education was sampled during the inspection. Evidence is taken from one physical education lesson in Year 4 and 5, taken by the physical education co-ordinator, and from photographs of events in school. By using a flexible timetabling system most pupils receive specialist teaching from the co-ordinator. Very good teaching and high expectations therefore result in pupils reaching standards above those expected nationally. Despite the small size of the school, every opportunity is taken to enter local sporting events, the school playing in the Leeds United Football Tournament.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

76. The school provides a very good personal, social and health education programme. Much of the planned part of this subject is delivered through discussions in class, such as through Circle Time, but this was not observed during the inspection. However, the school strongly promotes a healthy life style and this was seen clearly in action through the mini enterprise project in the Reception / Year 1 class, with pupils selling healthy snacks to others across the school. Wall displays also showed that pupils have learned about the importance of exercise from an outside visitor. In this small school much of pupils' personal, social and citizenship education is lived out in the daily life of the school. As a Church School, it is also underpinned by the strong, caring Christian ethos, promoted through assemblies, and the belief that every child is special.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).