

INSPECTION REPORT

CHAPEL HADDLESEY C OF E PRIMARY SCHOOL

Chapel Haddlesey

LEA: North Yorkshire

Unique reference number: 121556

Headteacher: Mrs F G Peill

Lead inspector: Robin Wonnacott

Dates of inspection: 26th - 27th April 2004

Inspection number: 255753

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	32
School address:	Chapel Haddlesey Selby, North Yorkshire
Postcode:	YO8 8QF
Telephone number:	01757 270282
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Cohen
Date of previous inspection:	15 th March 1998

CHARACTERISTICS OF THE SCHOOL

Chapel Haddlesey Church of England Primary School is in the village of Chapel Haddlesey, some five miles south of Selby in North Yorkshire. There are 32 pupils on roll, aged from four to eleven; this makes it a very small primary school compared with primary schools nationally. The small number of pupils in the school means that all comparisons with national data have to be interpreted with care, as the school's data is greatly influenced by the information about individual pupils. The number on roll has fluctuated from 44 in 2000, to 29 in 2003 and 32 at the time of the inspection. The majority of pupils come from the immediate area. Overall, pupils come from homes of average socio-economic background. The percentage of pupils entitled to free school meals (6.9 per cent) is below the national average. The percentage of pupils with special educational needs (13.8 per cent) is in line with the national average. No pupils have statements of special educational need. The pupils' special needs are wide-ranging, but the majority relate to learning difficulties. The overwhelming majority of pupils are of white British heritage. There are no pupils whose home language is not English. When children join the school as four year olds, their levels of attainment are below those typical of those found nationally for the age group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	<i>Lead inspector</i>	Mathematics; Science; Information and Communication Technology; Design and Technology; Music; Physical Education.
32655	John Bostock	<i>Lay inspector</i>	
31319	Dot Hunter	<i>Team inspector</i>	Foundation Stage; English; Art and Design; Geography; History; Religious Education.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective small school with many strengths and few weaknesses. Teaching is good. Pupils' attitudes are very good; their behaviour is good and often very good. The headteacher is providing the school with very good leadership and management. The school provides satisfactory value for money.

The small number of pupils in a year-group means that there is little value in taking the assessment results for one year and comparing them with either national data or the school's results for another year. When assessment information is taken together over the last three years, the attainment of four year olds on entering the school is below the national average. With such small numbers it is not possible to make a secure judgement about pupils' attainment at the end of the Reception Year. Overall, pupils in Year 6 have standards in the key skills of English, mathematics and science that are average. Pupils make at least satisfactory, and often good, progress as they move through the school.

The school's main strengths and weaknesses are:

- Overall, teaching is good. Teachers and other adults working in school know the pupils well and use a range of good strategies to encourage pupils to become involved in their learning.
- The school has a range of very good assessment systems in place.
- Although teachers' plans are good and very detailed, the planning does not always take enough account of the assessment information that is available. As a result, work is not consistently planned to meet the needs of individual pupils.
- The headteacher has a very good, detailed and accurate knowledge of the school's strengths and weaknesses; she has a very clear vision for the school's future.
- There is good provision and support for pupils with special educational needs (SEN).
- The work of the governors is very good. They have systematic procedures in place that enable them to hold the school to account for its actions.
- The work of the support staff is good; it adds to the overall good educational provision in the school.
- Overall, there has been a satisfactory improvement in the effectiveness of the school since the last inspection
- Attendance levels are high.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**This is a very small school with very small numbers of pupils in any one year-group. As a result, the information in the above table needs to be interpreted with extreme caution.*

Overall, pupils' achievement is good. The very small number of pupils in a year-group means that making comparisons of the school's results in national tests for different years is of very limited value. The attainment of one pupil will have a significant impact on the school's overall result. For

example, when there are only five pupils in a year-group, then the results of one pupil are equivalent to 20 per cent of the school's results; this will distort the overall picture. When the results in national tests for 11 year olds for the last three years are considered together, the school's results in English, mathematics and science have been close to the national average. Inspection evidence indicates that standards in information and communication technology (ICT) are higher than those seen in similar primary schools. Standards in all other subjects are in line with national expectations. As pupils move through the school they make at least satisfactory, and often good, progress. Pupils who have SEN make good progress. Inspection evidence indicates that standards in Year 2 are above average in reading, and average in writing, mathematics and all other subjects.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are very happy at school and have positive attitudes towards learning. Behaviour throughout the school is good and frequently very good. Attendance levels are high. Pupils' spiritual, moral and social values are well developed. The ethos of the school is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, the quality of teaching is good. In the best lessons, teaching is carefully structured and pupils are clear about what they are expected to learn. As a result, pupils make good progress in learning. The school has a good range of assessment procedures in place and much valuable information about pupils' levels of attainment is available to staff. However, this information is not always used to maximum effect to plan the next stages of learning for pupils. Provision for pupils who have SEN is good. Support staff are used to good effect and they help pupils to make good progress in learning. All the subjects of the National Curriculum are taught, together with religious education. Work in the pupils' books indicates satisfactory coverage of all aspects of the curriculum. Teachers and other adults know the pupils very well: the care and guidance offered to them is very good. The school has developed good links with the local secondary school.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The headteacher provides the school with very good leadership; she has a clear understanding of the school's many strengths and she knows how the school can be developed to further improve provision. The headteacher has the full support of all those connected with the school. Although this is a small school, there are good procedures for systematically checking and evaluating the school's work. The headteacher is involved in monitoring teaching and learning. Subject co-ordinators for English, mathematics and science have a good understanding of the strengths and weaknesses in these subjects. The work of the school governors is very good. They have clear procedures in place that enable them to hold the school to account for its actions. The governors are clear about the need to monitor and raise the standards attained by pupils. Governors are very supportive of the school. They ensure that the school meets with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and they have no significant concerns; they regard the teachers as very approachable. Pupils feel that the school is very good and they are positive about the staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Further develop the teachers' good planning, so that it makes full use of the assessment data that is available and ensures that new work planned for pupils builds on their past learning.
- Provide pupils with more opportunities to take responsibility for aspects of their learning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. Overall, standards are **average**. Standards on entry to the school are below average and pupils have made steady progress to reach the standards they do.

Main strengths and weaknesses:

- Standards in English, mathematics and science are average overall. English standards are sometimes above average.
- Standards in ICT are average and higher than those seen in similar small primary schools.
- Work in pupils' books is generally well presented.
- Standards in design and technology are average. They have improved since the last inspection when they were identified as an issue for the school to improve.
- Limited inspection evidence indicates that standards in other subjects are average.

Commentary

1. The number of pupils in each year group is very small and this means that the analyses of data have to be viewed with extreme caution. Standards attained at the end of Year 2 and Year 6 fluctuate both across years and also within subjects for each year. This is because each pupil represents a large proportion of the whole year-group. For example, the results of one pupil can be as much as 25 per cent of the school's total result for that particular year-group. However, when the school's results in the national tests for 11 year olds for the last three years are combined and then compared with the national data, then results in English, mathematics and science have been close to the national average. Over the same period of time, the results in the tests for seven year olds show reading results to be above the national average, writing results close to the national average and mathematics results above the national average. The school has recognised the difficulties of interpreting its results for a year-group; it has developed very good systems for tracking the progress of individual pupils. Examination of this information shows that pupils make at least satisfactory, and often good, progress as they move through the school.

2. The school makes good use of assessments when the children join the school as four year olds. The data for the last three years shows that, overall, children join the school with standards that are lower than those found nationally for the age group. Inspection evidence indicates that the majority of the children make good progress in the Reception Year.

3. As pupils move through the school from Year 1 to Year 6, their achievement is good overall. In English, levels of achievement are good. Pupils who start school with limited vocabulary gain in confidence in using language. In mathematics, pupils achieve at a satisfactory level and for many their achievement is good. Achievement in science is at least satisfactory and often good. Achievement in ICT is good. The limited inspection evidence indicates that achievement in other subjects is satisfactory.

4. Inspection evidence shows standards in ICT to be in line with national expectations, but higher than those typically found in small primary schools. For example, the good links made with the local secondary school enable pupils to experience a much wider range of ICT provision than is usually seen in small primary schools. This provides pupils with many opportunities to develop their knowledge of the ways computers can be used to control simple models. The staff are confident in using computers and this confidence is quickly transmitted to pupils. Standards in other subjects of the curriculum are average.

5. Standards in design and technology are in line with national expectations. This is an improvement since the last inspection, when they were low and were an issue for concern. The school has successfully developed this aspect of its work.

6. Pupils with SEN achieve well. These pupils all make significant gains in the key skills of speaking, listening, reading, writing, number and ICT.

7. The opportunities provided for pupils to apply their literacy and numeracy skills in other subjects are satisfactory, and at times good. When opportunities are provided, pupils show satisfactory levels of understanding of different types of writing. For example, work in history and geography books show that pupils are using their literacy skills to good effect to write simple reports from evidence they have gathered from reference books.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good** and behaviour is **good**. Provision for pupils' personal development, including spiritual, moral, social and cultural elements, is **good** overall. Attendance is **very good**.

Main strengths and weaknesses:

- The school sets high expectations for pupils, who consequently have very good attitudes to school.
- Relationships between pupils, and between pupils and staff, are very good. This is as a result of the school's caring ethos and the very good examples set by the staff.
- Very good behaviour is expected and encouraged, and, as a result, children behave well, respecting each other.
- Provision for pupils' spiritual, moral and social development is good; the school offers a wide range of experiences in school, within the community and in other schools. Provision for cultural development is satisfactory.

Commentary

8. Teachers establish clear expectations of the required attitudes to learning of pupils in all aspects of school life. As a consequence, pupils show very good attitudes to learning; they listen attentively and are keen to answer questions and to be involved in discussions. Pupils concentrate well on tasks and work enthusiastically. In this good learning environment teachers are able to focus on teaching and so pupils make at least good progress in their learning. Pupils' participation in the extra-curricular clubs is also very good.

9. The school's caring ethos which values fairness, friendliness and respect for one another is a direct result of the positive role model exhibited by all the staff. This results in a safe, happy and disciplined environment. Pupils respond to this by forming very good relationships with each other and with adults in the school. They help each other with work, mix well in the playground and in lessons, and display care and compassion when other pupils are upset. During the inspection, older pupils were seen comforting younger pupils when they had fallen over in the playground. Teachers encourage responses from all pupils in lessons, praise their successes in all aspects of school life and support their participation in the extra-curricular clubs. As a result, pupils are confident when approaching and talking to staff and visitors. In lessons, they display a mature relationship with teachers and with each other. This is seen in the sensible way they participate in discussions, listening to each other's views with great care. The pupils respect staff and are polite and helpful to visitors.

10. Staff expect pupils to behave very well. The pupils respond well to this approach and they are rewarded when they behave well. Teachers establish and maintain an atmosphere of quiet controlled behaviour in pupils by encouragement through a good rewards structure and by applying disciplinary techniques as appropriate. During assembly, pupils are reflective, orderly, quiet and

fidget free, and around school they also behave well. Pupils show respect for one another in class discussions and during team work and at break-times, where they are well behaved, orderly, and quiet. They are considerate of the feelings, possessions and personalities of one another and play together extremely well. At break and lunchtimes play is energetic and friendly. There is no evidence of bullying, racism, or bad behaviour and parents totally support this judgement.

11. The school provides a wide range of opportunities for pupils to develop their spiritual awareness and moral values. Visits to places of worship of various faiths take place and every opportunity is taken to appreciate the surrounding countryside. Regular discussions take place in assembly and in special times, such as 'circle time', when pupils are encouraged to talk about their feelings. Many opportunities are provided for pupils to develop personal skills. They take on responsibilities by looking after the equipment in physical education lessons and assemblies, as well as being 'monitors' for playground equipment and registers. Older pupils act as 'buddies' for new pupils needing some support, and they answer the telephone when adults are involved elsewhere. Understanding about the wider community and the Church comes from participation in the well attended annual Christmas carol concert and play, as well as other local events. In addition, pupils visit elderly people to sing to them and learn about their lives. Many opportunities are provided for pupils to mix with other children and adults in the community. They take part in residential trips, visits to local businesses, outdoor activity centres and the theatre and the 'Crucial Crew' safety day. They carry out several fund raising activities both in school and with the community.

12. Attendance was good during 2002/3 and during the first two terms of this school year at 96.6 per cent. It has improved substantially and is currently very good. There have been no exclusions last year or this year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.7
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is **good**. From lower than average levels of attainment when they enter the school, pupils make **good** gains in learning as they move through the school to attain standards that are generally in line with the national average in Year 6. Pupils' attitudes to learning are **very good** and this has a positive impact on their learning.

Teaching and learning

Teaching in the school is **good**. There are two classes in the school. One class has children from Reception to Year 2; the second class has pupils from Year 3 to Year 6. In total, 13 lessons were observed, covering both classes; teaching was very good in three, good in eight and satisfactory in the remaining two. Teaching assistants are used in a positive way to help pupils learn. Pupils with SEN are provided with good support and this enables them to make good gains in learning.

Main strengths and weaknesses:

- Teachers use effective techniques when they question pupils.
- Teachers' planning is very good.
- Lessons are conducted at a good pace.
- Very good relationships exist between staff and pupils.
- Behaviour in lessons is good.
- Teaching assistants are used to good effect.
- The very good assessment data is not always used to maximum effect when lessons are planned.

Commentary

13. During the inspection, the quality of teaching observed was **good**. No unsatisfactory teaching was observed. Evidence gathered through scrutinising pupils' work, holding discussions with pupils and scrutinising teachers' planning indicates that the teaching observed during the inspection is typical of that usually found in the school. The last inspection identified the need to improve teaching in the Reception to Year 2 class. Very good progress has been made on this issue and teaching in this class is good and often very good.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	8	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. In the very good lessons, the teachers used high quality questioning techniques to make sure that pupils had understood what was expected of them. For example, in a physical education lesson for the Reception, Year 1 and Year 2 pupils the teachers' questioning helped the children develop a range of physical skills and focus on ways they could improve their movements. The Reception children quickly learnt that they needed to concentrate on specific movements, rather than just rushing about the hall. The pace of the lesson was brisk and this meant that all the pupils were fully engaged in the different activities.

15. In the good lessons, the work was well planned to meet the needs of the different groups of pupils. For example, in a mathematics lesson where Year 3 to 6 pupils were exploring the pattern in the three times table, the work provided took account of the pupils' past understanding. Lower attaining pupils were asked if they could discover any pattern in the table, whilst the higher attaining pupils investigated four and five digit numbers to see if they were in the three times table. The approach was effective and pupils made good gains in their learning.

16. When teaching was satisfactory, the teacher did not make sufficient use of the detailed assessment information available about pupils to ensure that the work challenged their thinking. For example, in a science lesson where the older class were exploring the factors that affect plant growth, the higher attaining pupils spent the first half of the lesson involved in an activity that lacked the necessary challenge. However, when this group of pupils moved on to use reference books and articles to undertake their own research about the topic, they made good progress. Work in the pupils' books indicates that the higher attaining pupils, in particular, are not given enough opportunities to take responsibility for their learning.

17. Teaching in English and mathematics lessons is good. Five lessons were observed where English or mathematics was taught. Teaching was good in all five. Teachers are making good use of the national guidance for literacy and numeracy; they plan lessons to take account of the needs of different groups of pupils. ICT is used to support teaching and learning in a number of subjects, including English and mathematics.

18. Teaching assistants are used well throughout the school. In the best lessons their work is very good. They are clear about what individual pupils are expected to learn. They are fully committed to helping individual pupils and the pupils respond in a very positive way, making good gains in learning.

19. Teaching and learning of pupils with SEN are good throughout the school, from Reception to Year 6. Teachers know the pupils very well and are able to provide work that supports their differing needs.

20. Overall, assessment procedures are **very good**. This aspect of the school's work was identified as an area for development in the last inspection report. Very good progress has been made since then. The school now has a range of assessment procedures that helps teachers identify the strengths and weaknesses in the learning of individual pupils. These are shared with pupils. For example, pupils are involved in setting their targets for aspects of English and mathematics and Year 5 and 6 pupils can explain what their targets are and how they hope to meet them. In addition, older pupils have been involved in writing and then marking their own stories. This approach has given them a valuable insight into what they need to do to attain a particular National Curriculum Level. The school has also developed detailed systems for tracking the progress of individual pupils. In the main, staff use this information well when planning lessons. Nevertheless, the overall quality of teaching would be further enhanced if all lessons were planned using the extensive range of assessment data available, so that work was even more closely matched to the needs of pupils.

The Curriculum

The curriculum is **good** overall. All subjects of the National Curriculum and religious education are taught. The school makes **good** use of a wide range of clubs and activities that enhance pupils' learning. Overall, accommodation and resources are **satisfactory**.

Main strengths and weaknesses:

- There is a broad and interesting curriculum which enables pupils to achieve well.
- The school provides a good range of enrichment activities which stimulate pupils' interest in learning.
- Pupils who have SEN are supported well and their achievement levels are good.
- The accommodation restricts some aspects of learning, particularly physical education.

Commentary

21. The school provides pupils with good opportunities to learn and, as a result, they achieve well. All subjects of the National Curriculum and religious education are taught and meet statutory requirements. Personal and social education is a strong feature of the curriculum and 'circle time' is used to explore pupils' feelings and attitudes, reinforcing the school's values and beliefs about individual rights and responsibilities. The National Literacy and Numeracy strategies are embedded very effectively into the school curriculum and pupils' literacy and numeracy skills are well developed across a range of subjects. Coverage of work in the non-core subjects shows that there is progression in pupils' learning throughout the school. Good use is made of national guidelines and teachers draw on these to plan their lessons. The number of year-groups in each class complicates planning but staff weave subjects together very effectively so that planning overall is very good. As a result, pupils do not miss important elements of learning.

22. The curriculum is brought to life by a good range of enrichment activities, which stimulate pupils' interest. Visits in the locality are made in connection with topics being studied and pupils in Years 5 and 6 take part in a residential visit to East Barnby Outdoor Pursuits Centre. In addition, there are many visitors to school, such as the local vicar, the dog warden, professional football

coaches and members of pupils' families. All these support pupils' studies in a variety of ways. Theatre groups and members of the Rural Arts Team support pupils' work in drama and community initiatives. Artists visit the school and work alongside pupils in developing themes, such as sea sculptures. Teachers from the peripatetic music service also visit so that pupils have the opportunity to learn a musical instrument.

23. After-school and lunchtime provision are well supported by pupils, who are encouraged to take part in the many clubs. Many activities are shared with other schools; this approach helps to increase the pupils' confidence and self-esteem. Links with other schools are strong and the local secondary school is very proactive in activities such as ICT and the business and education partnership, from which the pupils at Chapel Haddlesey benefit.

24. The school's good ethos and values promote equality of opportunity for all its pupils, and ensure that they are fully included in all aspects of school life. There are clear policies for the education of pupils with SEN, including those identified as gifted and talented. In lessons, pupils who have SEN are well supported by teachers and learning assistants. They have good access to the curriculum, and work is suitably adapted to meet their learning needs because of the clear targets set in individual education plans.

25. The school accommodation and resources are generally satisfactory and give pupils scope to develop their skills. The upgraded Victorian building is pleasant and well kept. It is very clean and tidy. Plans for further remodelling will allow better access to the outdoor play area and give more internal space. Computers in the classroom are used well to extend learning and pupils are confident in using them independently. Although staff make the best use of the space available, the library is also used as the youngest children's role-play area and this limits other pupils' opportunities to take part in independent enquiry and look for relevant reference books. The local village hall is adjacent to the school and is used for physical education and games. However, it is unsuitable for these purposes and the school has recognised this and is working with the community to provide alternative accommodation. These judgements are similar to those reported after the last inspection.

Care, guidance and support

The school provides pupils with **very good** support, advice and guidance. Arrangements for ensuring pupils' care, welfare and safety are **good** overall. The school takes **good** account of pupils' views.

Main strengths and weaknesses:

- Teachers and other staff take very good care of pupils so they feel safe, and consequently pupils have very good trusting relationships with the adults in the school.
- The systems for assessing and monitoring pupils' development are very good. These include setting appropriate new learning targets for pupils.
- Induction arrangements are handled very well so that all pupils settle well into school and progress smoothly through it.
- The school's good management of health and safety arrangements ensures that the welfare of pupils and staff is good.

Commentary

26. Teachers and other adults know the pupils very well. Pupils are well cared for and have a trusting, secure and confident relationship with their class teachers and teaching assistants. This means that pupils feel that they have a person to go to if necessary. During play and lunchtimes the children are well supervised. In lessons, teachers care for the feelings of pupils as well as their

physical health. If pupils become upset they are quickly comforted by staff and other pupils, and any incidents are managed well. The successes of pupils are celebrated in class and in whole school assemblies, to which parents are invited. Parents consider that good care is taken of their children and that they enjoy school. Child protection measures are very good.

27. The systems for monitoring and assessing pupils' achievement in order to direct their future learning are generally used well. Teachers' planning recognises the varying abilities and ages of pupils in the mixed age classes so that pupils are working to their appropriate levels. Pupils sometimes carry out their own assessment of their progress; this is then reviewed by teachers. This approach is used to good effect to help pupils understand what they need to do to improve their levels of attainment.

28. Induction arrangements for pupils are very good. Parents and children are met individually by the headteacher and children are then visited at their nurseries and playgroups by the Reception class teacher before they join the school. The children also have several visits to the school and meet their teacher. When considered necessary, they are able to start school on a part-time basis to help them settle into school routines. Parents consider these arrangements to be very good. Progression from one class to the other is also helped by familiarisation visits to the new class.

29. All necessary routine health and safety checks and arrangements within the school are managed well. Playground equipment is safe and the grounds are well maintained and attractive. Internal equipment and facilities are kept in good order. Risk assessments of the school's facilities and trips are carried out thoroughly. The school has been awarded an Active Mark award, recognising its healthy sporting activities.

Partnership with parents, other schools and the community

Partnership arrangements with parents and with the community are **very good**. Links with other schools and colleges are **very good**. These arrangements have a positive impact on pupils' learning.

Main strengths and weaknesses:

- The development of pupils' social, religious and moral understanding is greatly assisted by the school's work with the local community.
- The school provides very good information to parents about its activities and the development of their children. This enables parents to help their children at home.
- There are very good arrangements to ensure parents are satisfied with the school.
- Pupils benefit from the close links with other local primary and secondary schools.

Commentary

30. The community is closely integrated into the activities of the school. The school uses the adjacent village hall for physical education lessons and presentations, and has plans to jointly fund, with the parish, a replacement hall. The clergy hold an assembly each week and help pupils develop an understanding of the role of the church. A number of governors come into school on a weekly basis and hear pupils read or support in lessons. There are frequent visitors to the school to support various aspects of the curriculum. These include a local history expert, people from other cultures and faiths, a youth theatre team, a football club coach and a road safety officer. A community project is being developed to create a common 'Green Area' in the village and pupils have helped with ideas and designs for it. The school has a popular Christmas play for parents and the community. The parents and school association (CHAPS) is very active with summer and winter fairs, market days and collection bags for needy children. These activities provide financial support and develop the links between pupils, parents and the community. Pupils also support

many charity events organised through the school and visit elderly people nearby. These activities help develop in pupils their awareness of religious values, of right and wrong and of the responsibilities of being part of a community. They also enhance their self confidence and their social interaction skills.

31. The school provides parents with comprehensive information about the school and the development of pupils. Fortnightly newsletters provide clear information about the timing of clubs and out of school activities, as well as changes to day-to-day arrangements in the life of the school and forthcoming events. There are three parents' evenings a year, which are very well attended and give parents the chance to discuss the development of their children. Regular reading and spelling homework provide opportunities for parents to help their children, as does other homework such as researching projects and finishing off work started in class. The school has provided assistance to parents about numeracy and literacy work so that they are better able to help their children. Several parents help both in the classroom and by supporting extra-curricular activities such as swimming. Most parents feel well informed about the progress of their children. Annual reports to parents are good and provide additional information about pupils' progress. Parents are encouraged to attend regular assemblies celebrating pupils' good work.

32. The school benefits from being a member of a cluster group of local small primary schools which share teacher training. The arrangements also give pupils the opportunities to be involved in sporting activities with a larger group of pupils. Good arrangements are in place for transfer to the secondary school. There is a two way approach to the transition. Staff and pupils from the secondary school visit the school to meet Year 6 pupils before they move. Year 6 pupils make several visits to the secondary school to become acclimatised, and to make use of their clubs and facilities. The secondary school has helped with the development of the school's Internet web site and the two schools co-operate on ICT work.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides **very good** leadership. Within the context of a very small school, the contributions of other key staff to leadership and management are **good**. Governance is **very good**. The school governors have ensured that the issues for development identified in the last inspection report have been addressed.

Main strengths and weaknesses:

- The headteacher provides the school with very good leadership and management. She has a total commitment to meeting the needs of all the pupils attending the school.
- The work of subject co-ordinators is good. All three teachers are involved in developing all subjects. Nevertheless, teachers have responsibility for managing different subjects and they do this well. This approach is both effective and efficient.
- The work of the school governors is very good. Governors have effective systems in place that enable them to hold the school to account for its work.

Commentary

33. The headteacher has a very clear vision for the future of the school and recognises its importance to the village community. She has successfully developed a sense of unity among the staff and they hold her in high esteem. The headteacher has developed the way in which the school development plan is used to manage the school's future; this document is now used to very good effect and is central to the school's future. The headteacher has a very good understanding of the school's strengths and weaknesses. For example, she recognises the need to further develop the way assessment data is used by teachers when they plan lessons. The headteacher is fully committed to the inclusion of all pupils in the school's varying activities. This commitment is shared by all staff and governors; this means that all pupils are included in the full range of school

activities. The headteacher has an extensive teaching commitment. Her teaching is of a high quality, and this very good teaching model is having a positive impact on teaching in both classrooms. The staff have a common vision and sense of purpose. There is a shared commitment to meeting the personal needs of all the pupils and raising academic standards.

34. The two full-time and one part-time teacher share responsibility for managing the different subjects of the national curriculum. Within the context of this very small school they provide good leadership and management. In practice, much of the management is undertaken through team discussions. However, co-ordinators for the key areas of English, mathematics and science have undertaken a detailed analysis of tests results. This analysis has then been used to identify specific areas where pupils have not performed as well as in others. Teaching plans have then been adapted to ensure better coverage of these areas.

35. The work of the school governors is very good. The governing body is very supportive of the school and ensures that its work meets all statutory requirements. Governors are fully involved in the revising of the school development plan. They use the plan as a working document and regularly review and modify aspects of it as needs arise. They see the plan as central to their governance of the school. Governors are fully involved in the life of the school; many of them make regular visits to the school. They help in classrooms and have responsibility for different aspects of the school's work. They all take these duties very seriously and use the informal information they collect to hold the school to account for its actions. Financial management by the governors, headteacher and office staff is very effective. Available funding is used well to meet the needs of the pupils. Although the school has a relatively large carry-over in its budget, the governors can justify this and are using it to ensure that staffing levels stay at the present level.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	152,597.00
Total expenditure	148,772.00
Expenditure per pupil	3,719.00

Balances (£)	
Balance from previous year	3,825.00
Balance carried forward to the next	44,000.00

36. Financial management by the governors, headteacher and office staff is very effective. Available funding is used well to meet the needs of the pupils. The school has very good procedures to ensure that it applies the principles of best value. Funding for the school is high, standards are average, but pupils' achievement is generally good. Taking all these factors into consideration, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **good**.

37. Provision for children in the Foundation Stage is good, which is an improvement on the judgement made following the last inspection. Children begin school in the year in which they become five, and they then attend full time. All the activities provided prepare children well for their entry into Year 1. Attainment on entry is below that which is expected, although there is a wide range in the small group. Children achieve well because the teaching is good and sometimes very good. Teachers' expectations about what children should achieve are high. Activities are well matched to the children's differing needs. Planning is good and takes good account of national advice about the six areas of development for young children. All staff who work with the under-fives liaise very well and provide excellent role models for the children. Monitoring of progress is very good. There is careful assessment across all areas of learning by all staff that have contact with the children. The overall accommodation is satisfactory, but planned building improvements will enhance the quality of the children's experiences. Inspection evidence indicates that the majority of the small group in the present Reception Year will attain standards higher than those expected for the age group. However, because of the very small numbers involved, the attainment of this group can not be compared with the attainment of Reception children in other years.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children achieve well because of the high expectations of staff, the good teaching and the careful monitoring and assessment of their progress.
- Every opportunity is taken to foster the children's development so that they make good progress and achieve well.
- Supportive relationships are being established so that the children's self esteem is raised and they feel confident and happy.

Commentary

38. This area of learning is particularly well taught and by the end of the Reception Year the majority of children are likely to have attained the expected levels. Most are able to conform to the high expectations of the staff. The good role models of the adults mean that children know what is expected of them. They know the school's routines, behave sensibly and settle to tasks quickly, so that the atmosphere is calm and purposeful. Children are interested and eager in their learning; many can stay on task for long periods of time and are motivated to succeed even when not directly supervised.

39. The children settle into school quickly and are helped to feel part of the group by other children in the mixed age class. There are very supportive relationships so that all the children feel secure and confident to seek help when required. The adults constantly encourage children and praise their efforts so that all can feel successful. Adults intervene when necessary with very good questioning, which extends learning. Teachers encourage the children to take a pride in their work. There is consistency in routines so that children know to put up their hands, take turns and listen to others. They take part in a mixed age 'circle time' group with the rest of the school and confidently wait their turn to talk, respond to others' comments and join in the activities. Teachers use personal targets

such as 'remembering to wash your hands' and 'remembering to say thank-you' to help children develop. The targets are simple so that the children understand them, but they play a real part in the development of independence, courtesy and respect. Each child is valued by all adults in the school and this helps their self esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses:

- Teaching in communication, language and literacy is very good.
- Teachers and support staff take every opportunity to develop children's language skills.
- Activities are varied and motivate children to achieve well.

Commentary

40. Teaching in communication, language and literacy is very good. Children make very good progress and the majority of the small group will attain the national expectations by the time they enter Year 1. Teachers' planning shows in detail how this aspect of the children's learning will be developed. The daily question time, when children take turns to describe an object they have brought to school and then respond to relevant questions, is a very good opportunity to train children to listen and focus their thoughts. Children listen attentively. Adults continually talk to them and the provision of imaginative activities helps them to think and choose appropriate language to describe what they are doing.

41. Books are readily available and all children take them home regularly to be shared with adults. They understand how to use books and enjoy them. Children quickly learn to recognise words, and all can build simple words so that by the end of their Reception Year they are reading books confidently. Constant reinforcement from adults helps the children to recognise sounds and match them to letters. When teachers read stories, children listen attentively and with real interest; they are drawn into the imaginative world described.

42. Children have opportunities to write and colour. The teaching of writing is very good with children quickly showing early writing skills; they have been taught to write recognisable words and sentences. All will attempt to spell words on their own and can identify key sounds within words. Staff ensure that pencils and crayons are held correctly and that letter formation is accurate.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Teachers take every opportunity to promote mathematical development in all activities.
- Teachers plan a wide range of activities to ensure that children achieve well.

Commentary

43. Teaching is good in this area of learning. Teachers plan a range of interesting activities to promote mathematical understanding. Most children persevere, even when they find learning difficult, and they make good progress. Most are able to count to 20 and beyond and can recognise and write these numbers. They sing rhymes to help them count and teachers use these rhymes imaginatively to extend and develop children's understanding. They have opportunities to write

numbers and the most able are beginning to match objects to numbers. Teachers' questioning is good, using a variety of mathematical terms such as 'above', 'below', 'under', 'over', 'beside' and 'one more than' in many incidental ways to help develop vocabulary. Most pupils know the main colours, recognise shapes such as square, triangle and rectangle and are beginning to develop an understanding of their properties. For example, they know that a triangle has three sides and that a rectangle has four.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Planning provides a wide range of activities to promote learning.
- Teachers question the children well so that they develop a sense of time and place from an early age.
- Children are familiar with and confident in their use of computers.

Commentary

44. Teaching is good. Good provision extends children's knowledge and understanding well so that they make good progress and will reach the levels expected of them by the time they reach Year 1.

45. The children find out about their locality and where they live. They develop ideas about the past, such as learning about Victorian life through old toys and theme afternoons which give opportunities for children to widen their experience and their vocabulary. They learn about belonging to their family and about the meaning of being christened. They celebrate the festival of Christmas and understand the story of the Birth of Jesus. Teachers stimulate children's curiosity and enhance their understanding by exploring topics such as 'light and dark'. They look at materials and their uses and consider which are suitable for warmth and to protect them from the wet. They discover mini-beasts and use the computer to find out about ladybirds, worms and insects. Children have regular access to computers in the classrooms and they demonstrate good control of the computer mouse. They support each other well in lessons as they learn new skills, such as how to use drawing programs and tools.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses:

- Teaching is very good.
- All children benefit from the variety of activities experienced in the outdoor play area.
- Children are encouraged to make the most of the well planned activities in physical education,
- The use of the village hall for physical education is unsatisfactory.

Commentary

46. Teaching of physical education is very good, with high expectation and continuous challenge to the children to improve the quality of their movement. Children enjoy physical activity, both indoors and outside, and make good progress so that it is likely that they will reach the expected

goals by the end of the year. Children have access to the outdoor play area. They use it well and make the most of opportunities for physical development. The resources are good, with ride-on toys and good climbing equipment. Playground markings enhance children's play opportunities.

47. In lessons in the village hall, children pay good attention and are responsive to teachers' expectations despite the difficulty of working in a very long narrow room. They stretch and are aware of balance and shape, and can begin to make sequences of movement. They move in different directions and the teacher's use of language continually reinforces mathematical and positional vocabulary. They are imaginative in their activity and can work with partners, following and copying each other whilst evaluating each other's performance. However, although the hall provides opportunities for physical development it does not provide the full range of experiences the children need.

48. Children have a good understanding of health and safety matters and have been trained well in setting out and putting away equipment. They have good opportunities to develop fine motor skills in a variety of activities in the classroom. They use scissors, thread beads, build with construction toys and handle paint brushes, crayons and play dough confidently.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses:

- Good planning gives many opportunities for creativity in a variety of situations.
- Children are aware of the expectations and produce careful work.

Commentary

49. The activities planned in the Reception Year allow for children to develop their language and imagination well, so that by the end of the year they will have made good progress and will have reached the expected goals in this area. Role-play is encouraged so that children can develop their imagination. For example, they can work in the 'garden centre shop' where they can order plants, create flower arrangements and buy flowers. Visitors help them develop role play further, giving them the opportunity to dress in saris and experience a different culture. Children have the opportunity to paint and to colour as well as using scissors and glue to make models. They enjoy singing, which is often a feature of a range of activities not necessarily directly connected with music lessons. They will tap out or clap the beat and enjoy the rhythms of the music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Overall, provision in English is **good**.

Main strengths and weaknesses:

- Pupils make very good progress in their reading.
- Teachers focus well on language development so that pupils make good progress in speaking and listening and in writing.
- Independent learning opportunities are underdeveloped.

Commentary

50. Interpretation of results in national tests is difficult because of the small numbers in each year group. Combining the Year 2 results for the last three years show pupils' attainment to be just above national averages in reading and writing. The combined Year 6 English results are just below the national average. When compared with similar schools, pupil attainment is just below the average at Year 2 but in line with expectation at Year 6. However, even when three year's results are combined the number of pupils is still low and comparisons should be treated with caution.

51. Inspection evidence indicates that English standards are at least average and frequently above average. Pupils enter school with attainment below expectation overall. There is a wide range in attainment and pupils make good progress throughout their time in the school, so that by Year 6 there are pupils working at levels above average in their class work. Evidence from the inspection based on lesson observations, scrutiny of language work across the curriculum and talking to pupils shows that the strategies which the school has put in place are assisting in the drive to raise standards. Pupils with SEN make good progress and achieve well. They are well supported by teachers in class, and every effort is made to raise their attainment by carefully planned work and good encouragement.

52. Overall standards in speaking and listening are good throughout the school. Pupils make good progress because much time is given to developing good questioning techniques by pupils. Staff work very hard, from the time pupils begin school, to encourage pupils to speak clearly and to listen thoughtfully to each other.

53. Pupils achieve very well in reading because of the commitment and enthusiasm of the staff in promoting this area of learning. Most pupils clearly enjoy reading and are keen to share books with one another. They have good opportunities to read from a range of texts in the literacy sessions and read aloud with expression. Books read by pupils during the time of the inspection show that standards are above average. Pupils read with understanding and are taught to take note of punctuation so that they use expression well. By Year 2 they can discuss stories, recalling plots, and by Year 6 they can make good predictions with some attempt at making inference and deduction about characters. However, although there are opportunities to research information from pre-selected books, pupils need to have greater access to the reference library to aid more independent learning.

54. Pupils' writing is good. Teachers' planning, which follows the national guidance, ensures that there is good continuity and progression throughout the whole school. By Year 2, pupils have made good progress and standards in writing are above those expected nationally. The inspection showed that writing in the current Year 6 is in line with national expectations overall. There is a good level of challenge for the higher attaining pupils throughout Years 3 to 6, and many pupils

benefit from working at an appropriate higher level within the mixed age class. Pupils enjoy experimenting with words and, in Year 2, alliteration is used well in descriptive stories. In Years 5 and 6 pupils can write lively accounts from another's point of view and the resulting stories are interesting and full of good characterisation.

55. Teaching is good throughout the school and is typified by clear lesson objectives, regular assessment and high expectation. There is humour in lessons and good behaviour management by teachers so that positive relationships are strong. There is very good liaison between teachers and support staff in both classes and as a result the assistants are very clear about their role. The co-ordinator provides good leadership and has developed cross-curricular links very effectively.

56. In the context of a small school, leadership and management of English are good. Resources are good. These judgements indicate development in English provision since the last inspection.

Language and literacy across the curriculum

57. Pupils use language skills well in geography, religious education, science and ICT, and particularly well in history where they have opportunities for research and for extended writing. The 'Thinking Skills' initiative gives opportunity for pupils to develop their thought processes across a range of subjects and this impacts on the quality of their language and discussion. The school's new policy to deliver the literacy strategy's non-fiction aspects through the other curriculum areas is extending the use of language and literacy across the curriculum well.

MATHEMATICS

Overall, the provision in mathematics is **good**.

Main strengths and weaknesses:

- Standards attained by pupils are satisfactory and pupils show good levels of achievement.
- The teaching observed during the inspection was good. Teachers plan lessons in detail, but they do not always make sufficient use of the detailed assessment data when planning the next stage of learning.
- Teachers make good use of the national guidance for teaching numeracy.
- Pupils show very good attitudes to their work and they are keen to do their best.

Commentary

58. Interpretation of results in national tests is difficult because of the small numbers in each year group. Combining the Year 2 test results for the last three years shows pupils' attainment to be above the national averages. In Year 6, the combined results have been in line with the national average. When compared with similar schools, pupil attainment is above average at Year 2 and average at Year 6. However, even when three years' results are combined the number of pupils is still low and comparisons should be treated with caution.

59. When pupils enter the Reception class, their understanding of mathematical ideas is generally lower than that found for the age group. When the results of national tests for 11 year olds for the last three years are taken together, then the school's results are average. The school fully understands the dangers of comparing the results for one year with those of another, when year-groups are so small. As a result, it has developed a very good and detailed tracking system that enables it to monitor the progress of individual pupils as they move through the school. An examination of this data shows that pupils who are now in Years 5 and 6 have achieved well during their time in the school. Those that entered school with lower than average standards are on track to attain the nationally expected level for their age group.

60. The national guidance for developing pupils' skills in numeracy is being used to good effect. As a result, the pupils are developing their understanding of number well. In Years 1 and 2, pupils are able to identify odd and even numbers and have great fun when they have to count using either odd or even numbers. Higher attaining pupils work out subtraction and addition sums with numbers up to ten and beyond, solving associated problems. Year 6 pupils show a good knowledge of the way in which it is possible to discover if any given four digit number is in the three times table. They are able to multiply a two digit number by another two digit number, using a range of different strategies. The higher attaining pupils have a good grasp of percentages and decimals. Pupils who have SEN make good progress in mathematics.

61. Overall, the teaching of mathematics across the school is good. During the inspection, three lessons were observed; teaching was good in all three. The good quality of the teachers' planning was a significant factor in the teaching. Pupils were clear about what they were expected to learn and teachers asked probing questions to make sure that pupils understood new ideas. In a lesson in the Year 3 to 6 class, the youngest pupils were encouraged to examine how they could decide if a number was in the three times table. The teacher asked a range of probing questions to help pupils discover that, *'you add the digits together and if they come to three it's in your three times table'*. Other inspection evidence, including work in the pupils' books and teachers' planning, indicates that over the longer period of time teaching in mathematics is good.

62. Although lessons are planned in detail, not enough use is made of the detailed assessment information gathered on each pupil. Pupils are fully involved in setting targets for themselves, and they can explain the targets and what they need to do to meet them. However, the teachers' planning does not make consistent use of the targets; this means that work is not always matched to an individual's needs. Work in pupils' books is well presented. Teachers mark the books regularly, and the written comments help pupils understand why they have made mistakes.

63. Leadership and management of the subject are good. The three teaching staff work very closely to develop a mathematics curriculum that is of value to pupils. Tests results are closely scrutinised and when it is clear that aspects of the subject are not fully understood by pupils, changes are made to the teaching programme. Overall, these judgements are similar to those reported after the last inspection. However, there has been a significant improvement in assessment procedures in mathematics.

Mathematics across the curriculum

64. Pupils make satisfactory use of mathematics as part of their work in other subjects, aiding their understanding of the ways in which mathematics can be used in everyday situations. For example, they use graphs and tables to record data in science, or measure materials in design and technology. They successfully use ICT to display mathematical data in graphical form.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses:

- Teaching is good. Lessons are well planned and teachers have good subject knowledge.
- Pupils are enthusiastic about science; they show very good attitudes to the subject.
- Within the constraints of the small school, science is well managed.

Commentary

65. Because of the small numbers in a year group, (for example in Year 5 there are only two pupils) comparison of the school's results for individual years is of very limited value. When the school's results in the national tests for 11 year olds for the last three years are taken together, then the school's results are average. The school is fully aware of the danger of making year by year comparisons and it has very good processes in place that enable it to track each pupil's progress in science. A scrutiny of pupils' records indicates that they make good progress in their scientific understanding as they move through the school. Pupils who have SEN make good progress.

66. There is a good range of work in the pupils' books, showing that the school covers the national programme of work in science. Work in the books of Year 6 pupils is of a satisfactory standard and includes work on forces, and the way substances change, and a small amount of work showing that pupils have been involved in some scientific investigations. Overall, work in the pupils' books shows satisfactory development as they move from Year 1 to Year 6. In discussion, Year 6 pupils were able to talk about many of the aspects of science they have covered. The higher attaining pupils use scientific language appropriately. For example, they are able to explain how plants make food from water, carbon dioxide and sunlight, using correct scientific language such as 'photosynthesis' in the correct context. Work in the pupils' books is marked regularly. The teachers' comments provide pupils with guidance about ways in which they could improve their answers.

67. The quality of teaching is good overall. Only one lesson was observed during the inspection. The teaching in this lesson was good; Year 3 to 6 pupils were being encouraged to think about the conditions needed for plants to make food. After a good introduction, where the teacher demonstrated a good understanding of the science involved, the Year 5 and 6 pupils were provided with a good range of books and articles that they used to help them write about what plants need to make food. At the same time, the teacher worked with the Year 3 and 4 pupils, helping them to explain why plants need light to develop. The lesson had a clear purpose, and by the end of the session pupils had a much deeper understanding of the importance of water, carbon dioxide and sunlight to plants. Work in the pupils' books, together with a detailed examination of the teachers' planning, indicates that science teaching is good in the school.

68. Pupils enjoy their science lessons. In discussion, they are keen to talk about investigations they have undertaken. They enjoy practical activities but recognise the importance of developing their scientific knowledge.

69. Leadership and management of science are good. The staff work well together and they have carefully analysed the results of science tests to see where there may be weaknesses in the provision. There has been an improvement in resources for science. They are now good and well used. These judgements are generally similar to those reported after the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses:

- Standards by Year 6 are average; they are higher than those found in most small primary schools. Opportunities provided by the local secondary school enable pupils to experience a range of computer programs not often seen in small primary schools.
- The school is making good use of the computer facilities at the local secondary school.
- Management of the subject is good.
- Staff are very confident when using ICT.

Commentary

70. Pupils in Year 6 show standards in ICT that are in line with those expected nationally for the subject. However, the standards are higher than those often seen in small primary schools. Pupils show good understanding of the way computers can be used to control models, for example, robots. The Year 6 pupils are confident to explore the way in which computer programs can be used to enhance their work. For example, during the visit pupils were introduced to the drawing facility in the word processing program. All the pupils quickly mastered the basic structure of the new aspect of the program; they were then able to explore different ways in which the program could be adapted to meet their particular interests. Other inspection evidence, in particular an examination of pupils' work, shows average levels of attainment over all aspects of ICT. Pupils are able to use a word processing program, know how to use simple spreadsheets and have used the computer to control different activities. Those pupils who have SEN make good progress.

71. In Year 2, pupils are also attaining the standard expected for their age group. Pupils are able to use the mouse to control information on the screen. They know how to use a simple program menu and demonstrate mature use of computers.

72. During the two day visit it was only possible to observe one lesson when ICT was being taught. Teaching in this lesson was good. The teacher showed that she had a good understanding of the program; this had a positive impact on the pupils, who felt confident in using the new program. Pupils who had used aspects of the program at home were keen to demonstrate their knowledge of ways in which shapes on the screen could be manipulated. The teacher used their inputs to good effect, encouraging them to show other pupils. Other inspection evidence, including the teachers' planning, indicates that over a long period of time teaching is good.

73. The school has made good links with its local secondary school. Pupils are able to visit the school and use the computer facilities. The visits have enabled pupils to experience a wider range of programs, including those that enable users to control events. Examples of the pupils' work from these visits show that they are having a positive impact on the pupils' understanding, and the work is of a high standard.

74. The member of staff responsible for managing ICT has a good grasp of the subject, and as a result it is well led and managed. The staff are encouraged to develop their skills and understanding of computers and their uses. Within the setting of this very small school this approach works well. These judgements show an improvement in ICT provision and attainment from those reported after the last inspection.

Information and communication technology across the curriculum

75. Information and communication technology (ICT) is being used to support work in a number of subjects including English, mathematics and science. The staff are aware of the need to extend this aspect of ICT provision, so that ICT can be used more fully to develop pupils' learning.

HUMANITIES

76. Work in the humanities was not a focus of this inspection. Work in **Geography, history and religious education** was sampled. One lesson was observed in history, but there was insufficient time to observe any other lessons or hold discussions with the subject co-ordinators. Displays in all classrooms and a sample of Year 6 pupils' books were scrutinised, and very brief discussions were held with a small number of Year 6 pupils. There is, therefore, insufficient evidence to make reliable judgements about the overall provision in these subjects. Overall, the judgements are similar to those reported following the last inspection.

77. In **geography**, the limited inspection evidence indicates that standards are average. Year 6 pupils have a sound knowledge of the continents of the world and have contrasted aspects of different localities such as Mexico and Ireland. They understand the characteristics of these countries and have compared farming in them. They learn about various holiday destinations such as Turkey, Australia, France and Spain. They develop mapping skills from an early age and in Year 1 clearly enjoy plotting environments on an island home, based on stories they are reading. They visit the local environment and begin to learn about their village. Pupils have good opportunities to advance their literacy and numeracy skills in the humanities. There are good examples of report writing and the compiling of lists of information. Visits to places of interest and visitors to school embellish the subject.

78. In **history**, the limited inspection evidence indicates that standards are average. Year 6 pupils have learned about Ancient Egypt, the Ancient Greeks, the Romans, the Vikings, the Anglo Saxons and the Tudors. In the lesson seen, teaching was good and pupils were involved in researching facts about Ancient Egypt. The work was structured to meet individual needs and the teacher spent time setting the scene so that pupils had an understanding of the importance of the Egyptian civilisation in history. From looking at pupils' books it is clear that there are good links with literacy when topics are covered. Skills that pupils have learnt in literacy lessons are used well. For example, pupils have used reference books to research topics and then written reports using their findings. Pupils in Year 2 are able to compare life in Tudor Elizabethan times with life today. Their studies are enhanced by good art work. They learn about famous figures of the past, such as Guy Fawkes, and are able to relate the events of the Gunpowder Plot with some accuracy. Visits to places of interest and visitors to school help to bring history to life and motivate pupils. Resources are satisfactory.

79. In **religious education**, inspection evidence indicates that standards are in line with the expectations set out in the locally Agreed Syllabus. It is clear that the values of religious belief play a large part in the life of the school and that pupils are encouraged to use these in their everyday lives. The school follows the North Yorkshire Syllabus, and by Year 6 pupils have learnt about Hinduism, Buddhism, Judaism, Islam, Sikhism and Christianity. Pupils know that Buddhist art is characterised by bright colours and that the main features of Islamic art are patterns. They consider what and who is special to them. In Christianity, they consider the different accounts of the birth of Christ as told in the gospels and offer opinions as to why this might be so. All pupils visit local Christian places of worship and learn about the features of a church. They go to York Minster and also visit a mosque, the Multi-Faith Centre and the Bombay Stores in Bradford. They have access to holy writings and sacred books, and use them to extend their knowledge of the different religions. The subject is well led and managed, and planning and assessment procedures ensure pupils do not miss out on areas of learning in the mixed age classes. The Christian foundation of the school is very evident in the way all those connected with the school show respect and concern for each other.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. This aspect of the school's work was not a focus of the inspection. One lesson was observed in physical education. It is not possible to give a judgement on provision in individual subjects.

81. No lessons were seen in **art and design**, and so it is not possible to make any judgement about overall provision. Evidence from the work seen and from talking to pupils indicates that standards of attainment at the end of Years 2 and 6 are **average**. This is similar to those reported following the last inspection.

82. In Years 1 and 2, pupils use paint to produce imaginative and lively pictures. They make butterfly pictures based on symmetry and paint images of what God looks like to them. They use materials well to make collages and their pictures of Queen Elizabeth I are very detailed and well executed. They use felt tip pens and pencils to experiment with line. In Years 3 to 6 pupils use

pastels and pencils to develop skills in sketching and shading. They experiment with printing and produce some interesting repeating patterns. They draw still life and pay good attention to detail. As part of a topic on glass they produced good still life pictures of glass containers. They use computer packages to create designs and illustrate work.

83. No lessons were observed in **design and technology**. However, a scrutiny of the work on display around the school and in pupils' folders and books indicates that standards in design and technology are **average** in both Years 2 and 6. This represents an improvement from the last inspection when raising standards and provision in design and technology were an issue for development. In Years 3 to 6 pupils have made bags. The work on display shows that pupils were involved in the full design and making process and the finished articles are of a good quality.

84. The limited evidence available indicates that standards in **music** are **average**. Two assemblies were seen, when the singing was tuneful, expressive and enjoyable. Pitch and dynamics were accurate and the pupils could keep the beat when they clapped the chorus. Posters show that they have been learning about musical instruments in an orchestra. Resources are satisfactory, and include a wide range of instruments from different cultures.

85. Inspection evidence indicates that standards in **physical education** are average. During the week of inspection it was only possible to see one lesson, where the Reception to Year 2 pupils were working in the village hall. Pupils with SEN are fully involved in physical education lessons and they achieve well.

86. The limited inspection evidence indicates that leadership and management of the subject are good. Accommodation and resources are generally satisfactory. Although the village hall is used effectively for physical education lessons, the limited narrow space is unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Pupils follow a **good** programme of personal, social and health development, including citizenship. Only one lesson was seen in this area of the school's work and so it is not possible to make secure judgements about overall provision. The 'circle time' session observed was of a small mixed age group considering feelings of nervousness and how they could overcome them. The youngest pupils were well supported by their peers and they worked together well, showing respect for everyone's contributions. Personal development is seen as an important feature of the school's work and teachers take every opportunity to give pupils responsibility and to encourage self-confidence and a safe and healthy lifestyle. It includes work on diet, health, drugs and personal safety and is well supported by visitors from outside the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection Judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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