

INSPECTION REPORT

DRAX COMMUNITY PRIMARY SCHOOL

Drax, Near Selby, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121389

Headteacher: Miss Andrea Hellam

Lead inspector: Mrs L J Traves

Dates of inspection: 24th - 26th May 2004

Inspection number: 255995

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	39
School address:	Castle Hill Lane Drax Selby
Postcode:	YO8 8NP
Telephone number:	01757 618320
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Chris Platts
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Drax Community primary is a small village school, near Selby in North Yorkshire. There are currently 39 pupils on roll taught in two mixed age classes, one containing children from reception to Year 2 and the other containing pupils from Years 3 to 6. The class for the older pupils is taught by the headteacher for 7 out of 10 lessons and by a part-time teacher, new to the school in September, for the rest of the time. The younger pupils have been taught, since January, by a very experienced temporary teacher. Learning is supported by a team of 3 classroom assistants, with advanced skills status, one who is also a qualified teacher. The headteacher has been in post for almost 2 years and during this time, the school has faced some challenging circumstances that remained unresolved from the time of the last inspection. Numbers had fallen in the years following the last inspection, but have started to pick up recently. Pupils come from a varied range of social and economic backgrounds and live in Drax or the surrounding villages. All are white and English speaking. Their skills are wide ranging on entry to reception, but broadly as expected for pupils of this age. There are few pupils (5 per cent) who have free school meals, but this percentage is unreliable, as there is no provision for meals on the premises and all bring a packed lunch. The percentage of pupils with special educational needs is high (27 per cent) and 3 pupils have statements. Some parents choose the school, believing that it does particularly well in this area. There is a range of needs represented, but most have learning difficulties. The movement of pupils to and from

the school other than at the usual times is higher than usual. The school received an award from the Department for Education and Skills for its performance in the Key Stage 2 national tests in 2002. It also achieved the Special Educational Needs Quality Mark in 2003 at the 'good' standard.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24039	Mrs L Traves	Lead inspector	English Science Information and communication technology Geography History Physical education English as an additional language
13723	Mrs J Overend	Lay inspector	
17685	Miss L Spooner	Team inspector	Mathematics Art and design Design and technology Music Religious education The Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which is improving rapidly under the very effective leadership of the new headteacher. Teaching is good, overall, and often very exciting and challenging in the Key Stage 2 class. As a result, pupils achieve well and reach good standards at the age of 11. The school is well led and managed at all levels, with very strong teamwork in evidence. It gives good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science at the age of 11;
- The leadership of the headteacher is very good and is transforming the school;
- There is good quality teaching, overall and support from classroom assistants is highly effective; relationships are very strong;
- Provision for pupils with special educational needs (SEN) is very good;
- The school's partnership with parents and the local community has a very strong impact on learning;
- Pupils develop as mature, well rounded individuals who have positive attitudes to school and show care for others; they respond well to the rich range of activities provided for them;
- There have been substantial improvements in the Foundation Stage (reception class) and Key Stage 1 class recently, but achievement is not yet as strong as at Key Stage 2;
- Pupils' handwriting and presentation of work could be better.

Improvement since the last inspection has been very good. It has accelerated strongly in the past two years. The issues identified last time have been fully dealt with and many other areas of the school's work have been developed. Teaching and the curriculum have significantly improved and there are now very good plans in place to guide teachers' work in all subjects. There is a strong emphasis on investigative work in mathematics and science, which is paying dividends. Assessment has improved and work matches the needs of the pupils more closely. Standards have risen in English, mathematics and science at the age of 11, as a result of these measures. The governing body now plays a greater strategic role in managing the school.

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*	C	D
mathematics	A*	A	A	B
science	A*	A	C	D

*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.*

Please note: this is a very small school and the number of pupils taking the tests is always few. In 2003 there were only 3 pupils, so each accounted for 33% of the total. These results must be treated with caution.

Pupils achieve well. In the Foundation Stage, the reception pupils get off to a steady start. As a result, they are on course to reach the goals expected for children of this age when they move

to Year 1. Progress for this group has accelerated recently. Similarly, at Key Stage 1, improvements in teaching and the curriculum are having a good impact, and pupils are making faster progress, particularly in reading and writing. There is a very high percentage of pupils with SEN in the current, very small, Year 2 class. Despite the progress they have made, pupils' results in the national tests for 7-year-olds this year are likely to be below average in reading and writing and well below average in mathematics. Year 1 pupils are now quickly making up lost ground and most are on course to meet, or exceed, the standards expected at the age of 7. At Key Stage 2, pupils make good and often very good progress in English, mathematics and science. The current group are on course to reach above average results in all three subjects in the recent national tests for 11-year-olds. Pupils with SEN achieve well and sometimes very well in relation to their abilities. Standards in science at Key Stage 1 are below average. In other subjects, standards are broadly as expected for pupils at the ages of 7 and 11. Pupils do well in swimming.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils enjoy their lessons and are keen to learn. They behave well and by Year 6 are very mature, sensible and hard working. Attendance is good and has a strong impact on learning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, overall. It is strongest at Key Stage 2 where it is never less than good and is often very good. Lessons here are vibrant and inspiring. Pupils with SEN are provided with high quality, sensitive support and as a result, achieve well. The curriculum is good. It is very effectively enriched through the wide range of visits, visitors and out of school clubs on offer. Pupils benefit from the many 'first hand' experiences provided. Staff know the pupils very well and take good care of them.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's leadership is very good and is moving the school forward rapidly. Governance is good. The governing body plays a strong part in setting the future direction for the school. The school is well managed at all levels.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school. Parents are especially pleased with the leadership of the headteacher and that the school is approachable and caring. Pupils know that they are valued and listened to.

IMPROVEMENTS NEEDED

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

- Build on the recent improvements in the Foundation Stage and Key Stage 1 to raise achievement to match that at Key Stage 2;
- Teach handwriting and presentation skills more effectively throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall. In reception and Years 1 to 2, progress is steady, but starting to improve. In Years 3 to 6, progress is more rapid. The current Year 6 pupils are on course to reach above average standards in English, mathematics and science. Pupils with SEN achieve well in relation to their abilities and there are no differences in achievement between girls and boys.

Main strengths and weaknesses

- Good achievement at Key Stage 2 is leading to above average standards;
- The identification, provision and support for pupils with SEN ensures they achieve well;
- Pupils reach high standards in swimming;
- Progress is accelerating in reception and Key Stage 1, although there is still more to be done to improve achievement further.

Commentary

1. There were only 3 pupils in the Year 6 group and only 4 pupils in the Year 2 group, therefore the standards in national tests tables for both groups are not shown.
2. This is a small school and consequently, the number of pupils taking the national tests at the ages of 7 and 11 is always low and fluctuates year on year. Test results can, therefore, be misleading as one child can often represent a third of the class, or even more. In addition, a high percentage of pupils have SEN and a higher than usual number join the school after the usual starting time. Sometimes these children have experienced disruption to their education. These factors do affect results from year to year and explain the very fluctuating picture, where results can rise to being in the top 5 per cent in the country one year, to being in the bottom 5 per cent the next.
3. In 2003, the test results for 7-year-olds were affected because two out of the four pupils had SEN and did not reach average standards. Until fairly recently, weaknesses in the curriculum and teaching for the younger children, identified at the last inspection, had not been rectified and progress has been slower in Key Stage 1 than it could have been, particularly in writing and mathematics. This has also had an impact on the standards achieved over a number of years. Evidence suggests that standards at the age of 7 could sometimes have been higher in the past. For example, an analysis of data shows that, over a number of years, pupils have made much better progress at Key Stage 2, in relation to their Key Stage 1 scores. This is most evident in mathematics. Inspection findings indicate that results for the current small group of Year 2 pupils are likely to be below average in reading and writing and well below average in mathematics because two thirds have SEN.
4. At Key Stage 2, results in the 2003 tests dipped in English and science, but were broadly average. Results in mathematics remained above average and rose slightly. Although all pupils reached the average level, fewer pupils than nationally attained the higher level (Level 5) in English and science. However, some pupils with SEN and some who had joined the school more recently, did well in relation to their abilities. The

current Year 6 pupils are on course to reach above average standards in English, mathematics and science, which is an improvement since the last inspection. Evidence from the inspection indicates that stronger teaching and an improved curriculum in the last few months has already started to accelerate progress in reception and Key Stage 1. Consistently good and often very good teaching in Key Stage 2 ensures that pupils quickly make up any lost ground.

5. Improvements have been brought about through the very good leadership of the new headteacher, appointed almost two years ago. She teaches two out of three lessons in the Key Stage 2 class and during the inspection, her lessons were never less than very good. In addition, a new part-time member of staff was appointed in September to take the other lessons in Key Stage 2 and a new teacher for the reception and Key Stage 1 class in January. The three classroom assistants each have advanced teaching assistant status and their expertise is also contributing greatly to improvements in learning. Strong teamwork between all staff has led to a total overhaul of the curriculum and much stronger planning and assessment. However, this work has been in place for a much shorter period of time in the reception and Key Stage 1 class and the school is very clear that there is still more to be done.
6. When pupils start school, their skills vary widely from pupil to pupil and from year-to-year. However, taken over a number of years, data shows that the majority have skills that are broadly as expected for their age. The current Foundation Stage (reception) pupils have got off to a steady start, overall, and some parents report that they have made particularly good gains since Christmas. Inspection evidence confirms this and all pupils are on course to reach the expected levels (Early Learning Goals) in all areas by the end of the year. They are currently making the best progress in their personal and social development and in their reading. This is underpinning learning in other areas well.
7. Pupils with SEN achieve well and sometimes very well, as a result of very good support in lessons and small groups. Individual needs are identified early and high quality individual education plans guide teaching and learning. Pupils' progress towards their small, achievable targets is closely monitored and their next steps in learning are clearly set out.
8. In other subjects, standards are broadly as expected at the ages of 7 and 11. In elements of information and communication technology (ICT), such as word processing and in swimming, standards are higher than this. There was not enough evidence to judge standards in design and technology. In both mathematics and science, a much greater emphasis is now placed on practical, investigative work. This is an improvement since the last inspection and is paying dividends.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' attitudes and behaviour are very good. The provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Very good relationships underpin the work of the school;
- The very positive ethos promotes very good attitudes and behaviour;
- The provision for pupils' moral and social development is of a very high order;
- Good attendance has a strong impact on learning.

Commentary

9. Pupils develop very well as mature, responsible individuals who are able to look after themselves and happily look after others. Pupils of all ages feel well supported and

valued, like school, their friends and their teacher. They are confident there is someone they can go to if they need help. They are particularly pleased to have their say through the school council.

10. Behaviour is very good. As they move through the school, pupils develop very good self-control and an awareness of the effects of their behaviour on others, because of the very good grounding they receive. At lunchtime, in assemblies and in their classrooms they show that they know what is expected of them and happily conform. The systems to promote good behaviour are applied consistently and the four simple school rules are very well known and understood. The school has effective policies and procedures in place to ensure racial harmony and also to ensure that bullying and harassment in any form are dealt with appropriately. However, there was no evidence of bullying or aggression during the inspection and children report that any incidents are dealt with promptly and firmly. The school operates as a calm, harmonious community in which respect, thoughtfulness and responsibility abound. Older pupils help and support younger ones at lunchtimes and in the paired reading sessions and clearly enjoy this time as much as the younger ones. Pupils get on very well together and in the mixed-age classes, they support each other in lessons and at play. These very good relationships and the very purposeful atmosphere underpin the work of the school and children's learning very effectively.
11. The school's promotion of spiritual development is good. Well planned assemblies give children good opportunities to reflect and worship and are also used to boost children's self esteem. Pupils beam with pride as they receive their awards for good work and behaviour. A clear policy is raising awareness of ways to promote spiritual development throughout the curriculum. 'Circle Time' and discussion time at the end of lessons are being used effectively to help the children express their thoughts and feelings and understand their own progress better.
12. Pupils' moral and social education are very well promoted. They show a growing understanding, as they move through the school, of the right choices to make both for themselves and for the good of others. The introduction of the school council is adding to pupils' understanding of responsibility and citizenship. When asked about their work to create a pupils' charter, for example, the children were clear that this was about their responsibilities as well as their rights. The school supports charities to raise awareness of the needs of other people in the world and events such as 'Red Nose Day' have been enthusiastically embraced. Children take part in debates, for example, about animal cruelty and have made very thoughtful posters about the dangers of litter. Some Year 6 children have become road safety officers to raise awareness of the dangers out on the roads. They have helped to run a competition to design a cycle helmet. Pupils also have a choice over which clubs the school runs. This develops their sense of ownership and they feel they have a responsibility to attend and enjoy them. The school's involvement in the local village community also impacts very well on pupils' understanding of their wider society.
13. The provision for cultural education is sound overall. Pupils' knowledge of their own culture is stronger than that of the other cultures represented in Britain. The school is already looking at ways to improve this and has included studying other faiths in religious education, using good quality displays and visits to different places of worship to develop awareness. Visits from the vicar to talk about his home country of Tanzania are appreciated and multicultural artefacts are being purchased with the help of the Friends Association. Visits to places such as a Gurdwara and the 'Interfaith Centre' in Bradford are giving pupils a growing insight into the lives of different ethnic groups in Britain today. Close links with the local church have helped the children learn more, for

example, about the history of Drax. The broad curriculum, after school clubs, visits and visitors are all effectively developing pupils' knowledge of their own culture.

Attendance

14. Attendance figures compare well with the national picture. Pupils clearly like coming to school and arrive in good time, which enables the school day to start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. The curriculum is particularly good for the older pupils and is enriched very well. There are very strong links with parents and the community.

Teaching and learning

Teaching is good overall. It is stronger in Years 3 to 6, where it is consistently good and often very good. In the reception, Year 1 and Year 2 class, it ranges from satisfactory to good. Assessment is also good.

Main strengths and weaknesses

- Teaching and learning have significantly improved since the time of the last inspection, especially for pupils in the Foundation Stage and Key Stage 1;
- Teaching at Key Stage 2 is often vibrant, challenging and exciting;
- Classroom assistants provide high quality support for children with SEN and have a strong impact on the learning of others;
- Relationships are very strong and underpin learning very well;
- More attention could be paid to teaching handwriting throughout the school.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	7	4	0	0	0

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

15. Teaching has improved since the time of the last inspection, with the high percentage of unsatisfactory teaching having been eliminated and more very good teaching observed. Recent changes to teaching in the reception and Key Stage 1 class are resulting in improvements in learning.

16. Although some good teaching was seen in the Foundation Stage during the inspection, the impact of teaching over time has been satisfactory for these pupils. Recent changes are just beginning to bed in and have an impact on progress. Planning is very thorough and an increasingly rich range of practical, 'hands on' activities is being provided. Relationships are very good and routines are well established. These factors are ensuring that children are happy and secure and are learning more rapidly as a result. Parents are pleased with the improvements. There is a very good partnership between the class teacher and classroom support staff, which is enabling the needs of the children to be more effectively met than at the time of the last inspection.
17. A key feature of teaching throughout the school is the quality of the relationships between staff and pupils. All staff know the children very well and are committed to doing their best for them. In response, children know that they are valued and that their ideas and opinions matter. This raises their self-esteem and they learn more effectively, in response. Staff have very high expectations of behaviour, and make these clear to pupils. As a result, children try hard with their work and there are few disruptions to learning.
18. In the best lessons, the pace is sharp, the work is challenging and the activities engage and excite all pupils. For example, in a religious education lesson in the Key Stage 2 class, the teacher incorporated drama and role play techniques which really caught the pupils' interest and provoked good discussion, reinforcing learning very effectively. In many lessons, questioning is used expertly to probe pupils' knowledge and understanding and help them make links between aspects of their learning. In a Key Stage 2 science lesson, for example, the teacher's questioning stretched pupils to the absolute limit as they worked out how they could prove how sound travels. The teacher even challenged them to question each other's hypotheses. As a result, pupils had to think really hard. In this same lesson, the teacher made excellent use of other adult support to ensure that opportunities for learning were maximised for all. Resources are often well chosen and used to good effect. In a reception and Key Stage 1 English lesson, for example, the children were fascinated by the digital photographs taken on their walk round the village the previous day. This helped them sequence events accurately and speedily and gave them plenty to talk about as an introduction to their writing task.
19. Where teaching is not as strong, lessons do not provide quite as effectively for the wide range of age groups and abilities within the class. This is largely due to the adjustments that have had to be made in recent months at Key Stage 1. Also, new pupils have joined the class very recently and it has been necessary to adjust groupings and support accordingly. Occasionally, children spend too long listening to the teacher and they become restless and lose focus. Throughout the school, not enough attention is paid to teaching the skills of handwriting and presentation of work. As a result, by the age of 11, too few pupils reach average standards in handwriting and work is untidily set out in many subjects.
20. Pupils with SEN receive very good support from both teachers and classroom assistants, which enables them to achieve well and sometimes very well. They are fully included in all lessons and achieve success because work is set at the right level of challenge for them. There is also a good balance between encouraging pupils to 'have a go' at tasks for themselves and supporting at just the right time, in order that confidence remains high.

21. Pupils' work is thoroughly assessed in all subjects. Assessment of pupils' attainment and progress in English and mathematics is particularly strong. Pupils' achievements are carefully tracked in order to pinpoint the next learning steps for them. Staff make good use of this information to set targets, particularly for the older pupils. However, a start has been made with targets for the younger pupils recently. Targets are shared effectively in 'child friendly' language and as a result of this and of constructive, evaluative marking, pupils are developing a good understanding of how well they are doing and where they need to improve. The school has recently implemented the latest national guidance on assessing science and this is already proving beneficial. This is an improved picture from the time of the last inspection and is leading to improvements in standards.

The curriculum

The quality of the curriculum is good. It is enriched very well and there is a very good range of out of school activities provided, especially as the school is very small. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- There has been a significant improvement since the previous inspection in the quality of planning and the use of assessment to support teaching and learning;
- The school caters very well for pupils with SEN and this enables them to achieve well;
- A rich and varied programme of experiences is provided through visits, clubs and other activities, which makes a very positive contribution to pupils' learning.

Commentary

22. The curriculum meets statutory requirements in all of the National Curriculum subjects and religious education. It ensures equality of access and opportunity for all pupils. The weaknesses reported at the time of the last inspection have been addressed. Planning for children in the reception and Key Stage 1 class was identified as a particular weakness. This has now been extensively revised and the school is providing a significantly richer range of experiences for these pupils. The curriculum is now carefully planned, monitored and evaluated throughout the school and provides clear guidelines for teaching and learning. The latest national guidance has been implemented, but has been carefully adapted to meet the needs of the pupils in mixed-age classes. There is a very thoughtful approach to linking subjects. For example, when children learn about how sound travels in science, they link this very closely with practical work in music, testing their hypotheses and proving their theories in different ways. Much better opportunities are being provided for investigative work in mathematics and science and this is having a strong impact on achievement.
23. The provision for pupils with SEN is a significant strength and has improved since the previous inspection. Clear systems for identifying pupils' needs are in place and the school is quick to take action. Fully trained, advanced teaching assistants provide very effective support in lessons and through individual and small group work; they make a very valuable contribution to learning. Individual education plans are used consistently well and promote access to learning very effectively. Learning targets for individual pupils are very specific and manageable through clearly planned learning tasks. Very skilful leadership by the co-ordinator leads to a highly productive working relationship

with parents, pupils, teachers, support staff and outside agencies. Individual progress is rigorously assessed to set the next targets for learning. Teachers make very effective use of the information when planning activities for learning. The school maintains a register of gifted and talented pupils and ensures that their needs are fully met.

24. Opportunities for enrichment are very good. The school provides a wide range of activities including opportunities to be involved in a number of different sporting activities, play a musical instrument and in the junior class, to take part in a residential visit. Visiting music teachers give regular tuition in a range of instruments and there are good opportunities for sports coaching from experts. Pupils particularly like being given the opportunity to choose which clubs are on offer throughout the year and the range undertaken is impressive for such a small school. Extensive use is also made of visits and visitors to enhance learning in different subject areas. For example, during the inspection, a Roman soldier visited, bringing a vast array of artefacts for Key Stage 2 pupils to examine and younger pupils took part in a 'village walk'. Pupils have very good opportunities to take part in village events and welcome people from the local community into school on a regular basis. The school's links with other local primary schools expands opportunities to share practice and expertise and for the pupils to work and play with other children. This has a good impact on their personal development and prepares them well for life in the much larger environment of high school. Parents are grateful for the many opportunities provided in the small village school setting.
25. The expertise and experience of the teachers and support staff ensure that the learning needs of pupils throughout the school are fully met. The school makes very good use of individual staff expertise to strengthen the curriculum and enhance learning opportunities. The school's very positive partnership with parents and other adults provides valuable extra support in lessons and educational visits. Administrative, lunchtime and maintenance staff make a very valuable contribution to the children's educational and personal development. The building provides an attractive learning environment. The school makes good use of the available accommodation. In addition to the two classrooms, the library and computer suite ensure flexible access for research and skills development. The school also makes good use of these areas for assemblies and musical activities. The lack of a school hall is not allowed to hinder the development of physical education skills. Good use is made of the playground and extensive playing fields for games and the village hall for gymnastics and dance.
26. Good resource provision ensures that pupils have all they need to support learning in all subjects. The previous report highlighted weaknesses in the use of the outdoor learning area for children in the reception and in the provision of large, wheeled toys and art and design and technology materials. These have been successfully addressed.

Care, guidance and support

The provision for pupils' care, welfare, health and safety are good. The school provides good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Relationships throughout the school are very good and staff know the children very well;
- Good use is being made of available health and safety expertise;

- Pupils with SEN are very well supported;
- The school consults with and values its pupils very well;
- There is a well organised induction system in place.

Commentary

27. All staff are very caring and work hard to ensure pupils are secure and happy in school. They know the pupils and their families very well so they can tailor their support to the needs of individuals. Child protection arrangements are secure and staff are aware of their responsibilities in this aspect. Health and safety arrangements are good. Risk assessments are used for school activities and for all visits. The school makes good use of the expertise available through the governing body and the local education authority to keep health and safety procedures up to date. Staff also teach the children about keeping themselves safe and emphasises healthy practices, such as sporting activities and wearing hats for safety in the sun.
28. Pupils' academic progress is effectively monitored and pupils are well-supported through a close analysis of how well they are doing and where they need to go next. Staff use assessments well and their in-depth knowledge of pupils means that targets are based on children's specific needs and abilities. Careful records are kept which, for example, enable the next teacher to quickly get to grips with pupils' learning needs. These are more fully embedded at Key Stage 2, but are developing rapidly in the Foundation Stage and Key Stage 1. Pupils with SEN are very well supported in the classroom and through involving parents in their progress. Support staff are very effectively deployed to help individuals and groups.
29. Induction into the Foundation Stage is good and parents are happy with this process. The children are well supported by staff, who use the information gained from parents to good effect. The very strong links to the local playgroup, attended by most pupils, help children settle quickly into school. Older children who join the school are carefully monitored to see how well they are settling.
30. Adults take time to seek pupils' views in 'Circle Time' and in discussions at the end of lessons. Their views are also sought using a suggestion box, which is then opened and discussed by the school council. This teaches the children responsibility for others and helps them understand which ideas are viable. The pupils know that their views are considered carefully and valued. They have been consulted on which clubs to run after school, playtime and lunchtime routines, class rules and are also involved in decisions about rewards and sanctions.

Partnership with parents, other schools and the community

Links with parents and the community are very good. The links with other schools and colleges are good.

Main strengths and weaknesses

- Parents show a very high level of satisfaction with the school;
- The school consults parents very well and values them highly;
- The school provides very good information for parents which enables them to take an active part in their child's education;
- Community involvement is very well planned;

- Very strong support is given by the Friends Association;
- Strong links with other schools and colleges are productive.

Commentary

31. Links with parents have improved significantly since the last inspection and they are now very good. Parents' questionnaires show a very high satisfaction with the school. They particularly feel the school to be very approachable and well led. Written comments emphasise how much parents feel the school has improved in the last 18 months. The headteacher regularly seeks and acts on parents' views, for example, providing a notice board outside the school and consulting about the new school uniform and physical education kit. A very good range of information is provided for parents, including the end of year written reports, which carefully indicate the level of progress and include children's targets. Parents of children with SEN are kept very well informed of their child's progress and the school achieves 100 per cent attendance at reviews. There are many opportunities for parents to help with their child's learning through homework and also through attending events, productions and information evenings.
32. The school values highly the help it receives from the Friends Association. Members are very involved in fundraising for equipment and in networking with other community groups, drawing them in to the life of the school. For example, the school, church and community members go carol singing together at Christmas and this is particularly appreciated by local senior citizens. The school also values the information and support it receives from the local parish councils in the area. Parish councillors are fully active on the governing body and draw in funds for the school, where possible. Other links with the local community ensure the children receive a far richer curriculum than would otherwise be possible for a small school. For example, local people are invited to share their knowledge and skills in history, geography and religious education. The governors and headteacher are successfully promoting the school as the heart of the village and the community are invited in to many school events.
33. Pupils benefit from a carefully considered transfer programme to secondary education even though the children go to a variety of secondary schools. Workshops held in the pyramid high school benefit all the children, whether they decide to go there or not. Children's fears about moving to a much larger secondary school are recognised and tackled effectively. Very good links to the local play group help to settle the children in to the school as quickly as possible as well as allowing for sharing of resources. Sporting links have been built with other local schools to give the children more experience of competitions and an opportunity to meet others who will transfer to high school at the same time. Parents are very pleased with this. A similar link with a local small school is enabling the children to have a residential activity holiday this year.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher's leadership is very good and she has accomplished a significant amount since her appointment. Governance is good; governors play a key role in moving the school forward. The management of the school at all levels is good. The accommodation provides some barriers to learning which the school works hard to overcome.

Main strengths and weaknesses

- The headteacher is moving the school forward at a very good rate;
- There is very strong teamwork in evidence;
- The school has an excellent understanding of its own strengths and weaknesses; it builds on its strengths and is not afraid to tackle the weaknesses;
- The governing body is fully involved in decision making and setting the future direction for the school.

Commentary

34. The headteacher leads the school with determination and energy. She has accomplished much in the two years since she took up her post and is relentless in her drive to improve the school for the benefit of the pupils. The school has faced a period of turbulence and difficult decisions have had to be taken. However, the headteacher and governing body have not shirked from this and their handling of difficult issues have been resolved in an understanding and excellent manner. As a result, the education of the pupils has not suffered, morale is high and the school is going from strength to strength. Parents at the inspection meeting were very strong in their praise of the headteacher and the way she has moved the school forward. They have great confidence in her ability to 'get things done' and in her great skill as a teacher. Pupils report that they thoroughly enjoy school and the experiences it offers. Some stated on their questionnaires, 'I would not change anything about it at all.'
35. The headteacher has a very clear vision of how she wants the school to be and communicates this very effectively to staff, parents, governors and pupils alike. She has a great ability to 'draw people in' with her infectious enthusiasm and to motivate and encourage them to do their best. She has created a very strong team, who work together very effectively and share the workload. For example, curriculum areas are led and managed well because a joint approach is taken and expertise and tasks are shared. Support staff are a highly valued part of the team; they are fully involved in the planning and delivery of lessons and this is moving learning forward at a fast rate. The headteacher ensures that all staff have the key skills they need to undertake their roles and responsibilities effectively. She makes very good use of links with other schools and with the local education authority's advisory staff to ensure good professional development for all. For example, both she and the part-time teacher have visited other small schools to observe best practice in managing learning in mixed age classes. This has had a very beneficial effect in the Key Stage 2 class, where pupils' learning needs are now very effectively met. The newly appointed teacher and the classroom assistant in the reception and Key Stage 1 class have utilised the expertise of the local education authority to good effect in completely overhauling the curriculum and learning environment. This aspect is very good.
36. The provision for pupils with SEN is very well led and managed. The co-ordinator (the headteacher) works very effectively with staff, parents, pupils and outside agencies to provide high quality support for these pupils. A particular strength lies in the co-ordinator's team building skills, including the work done in liaison with outside agencies, which ensures a coherent, planned approach to meeting individual needs. Individual education plans are very good because they are the result of accurate assessment procedures and a thorough knowledge of the child; they set clear,

manageable learning targets. Provision is regularly monitored and evaluated and effective action is taken, as a result.

37. The school has very strong procedures in place for evaluating its work, identifying the key priorities and taking action to get things done. This has ensured that the quality of teaching, learning and the curriculum for the younger children, which were areas for improvement at the time of the last inspection, have greatly improved. It has also ensured that the curriculum is now much stronger throughout the school and that it is planned effectively so that pupils can build on their skills from year-to-year in all subjects. A very thorough school improvement plan sets out priorities clearly and underpins improvements well. Procedures for keeping track of pupils' progress and the use of information from internal and external tests has also significantly improved and is a key factor in raising standards. Pupils are monitored on an individual basis and accurate targets for future progress are set at whole school, group and individual level based on the good quality information available. The systems in place ensure that gaps in teaching and learning are identified and remedied and support can be given where it is most needed. The governing body and staff are fully involved in these processes.
38. Governors are committed to developing the school and ensuring it has the capacity to move forward. Their role in monitoring its performance and setting its future direction has significantly improved since the time of the last inspection. The impact of their decision making and their commitment to 'getting things right' can be clearly seen in the very successful appointment of the headteacher. It can also be seen in their ability to take difficult staffing decisions and see them through for the benefit of the pupils. Governors have very strong links within the local community and utilise these effectively, for example, to draw in funds to support learning and to publicise the school's successes. They have played a key part in enhancing the school's reputation and the decline in pupil numbers has been reversed. They use their individual expertise well, for example, to ensure good health and safety arrangements and evaluate their own performance, setting targets for future training and development.
39. Finances are managed well. The school employs the services of a bursar who provides clear and accurate information on which the headteacher and governors are able to base their decision making. All financial decisions are firmly linked to educational priorities. For example, the school has invested in providing high quality classroom support and governors are clear that this has had a strong impact on learning, from their own monitoring of pupils' progress. There was a large budget surplus when the new headteacher took over the school. This has been spent on refurbishment of the building, staffing and a complete overhaul of resources in many subject areas. As a result, the expenditure per pupil was much higher than usual last year. The school administration officer manages finances efficiently on a day-to-day basis. She is very effective in her role, providing a welcoming 'first point of contact' for visitors and ensuring that the head and staff can focus on teaching and learning at the appropriate times, without disturbance.
40. The school is moving forward rapidly, parents and pupils hold it in high regard and its reputation is growing in the locality. Very strong leadership and highly effective teamwork ensure a very good capacity for further improvement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	176175
Total expenditure	180133
Expenditure per pupil	6211

Balances (£)	
Balance from previous year	1924
Balance carried forward to the next	15065

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in the Foundation Stage is **satisfactory**.
42. The small and fluctuating numbers in year groups means that, in some years, there are more pupils of higher ability while, in other years, there are fewer. In the current reception year, the 8 children have a wide range of skills and abilities, but are broadly as expected for children of this age. Children in the Foundation Stage are in the same class as Year 1 and Year 2 pupils. In many lessons, they take part in the start of the lesson then work separately with the support of the well qualified and very able classroom assistant. In other lessons, such as music and physical education, they work alongside the older pupils. This arrangement works well in providing them with an appropriate range of learning experiences and a good level of individual support.
43. Significant improvements have taken place since the previous inspection. Teaching, which was unsatisfactory, is now sound, with some good features and is ensuring children learn more effectively. The present teacher took over the class at the start of the spring term. Pupils are now achieving steadily and are building firm foundations for the future in most areas. Almost all children are on course to attain the goals they are expected to reach by the end of the reception year. Recently introduced planning and assessment procedures are now of good quality although they are in the early stages and have yet to fully bed in. The deployment of adult support was identified as a weakness in the previous inspection report. This is now a strength because of the joint planning arrangements and very good communication between staff.
44. The leadership and management of the Foundation Stage are good. The headteacher, class teacher and classroom assistant have worked very hard as a team to improve the learning environment and experiences on offer, taking good advice and accessing support from the local education authority. They have thoroughly overhauled and revised the curriculum planning system and this now closely follows the 'stepping stones for learning' identified in the Foundation Stage curriculum. It is in the early stages of implementation, but is already beginning to have a positive impact on learning. Assessment is detailed and up-to-date, although again, systems are relatively new and have not had time to become fully embedded. Regular observations of children are made to assess their progress in the development of key skills such as reading and number work. The school knows that there is more to be done and has a clear and detailed plan of action to achieve its priorities in this area and get children off to a faster start.

Main strengths and weaknesses

- There is a very good partnership between the class teacher and support staff;
- Relationships are very good and routines are well established resulting in happy, well behaved and confident children;
- Links with parents are very good;
- There are insufficient opportunities for pupils to develop early writing and recording skills.

Commentary

45. Children achieve steadily in their **personal, social and emotional development**. Progress has improved significantly recently in response to the high emphasis being placed on developing independence. The very good relationships that exist between adults and children and the very good role models that adults provide help the children to develop confidence. They are learning to work and play independently and they all co-operate well with each other. They take turns and listen to what others have to say during class discussion and during group work. A particular strength in the teaching lies in the daily discussions between the teacher and children about how well they have achieved their targets and what they need to do to improve. This helps the children to learn self-evaluation skills.
46. In **communication, language and literacy**, the children's achievement is satisfactory. Through carefully focused questioning and a range of opportunities to talk about what they know and understand, speaking and listening skills are developing as expected. They have made a satisfactory start in learning to read and regular, skilful teaching of letter sounds is having a positive impact. Most children know sounds that the letters of the alphabet make and are able to read familiar words in the school's early reading scheme. Recently introduced reading diaries, home/school contact books and regular spelling homework provide very good opportunities for a genuine dialogue with parents. Most children write their name correctly, and form letters with care, but they could be given more opportunities to write and record their work independently.
47. The children achieve satisfactorily in **mathematical development**. Higher ability children are developing secure number skills to 20, with other children working with numbers to 10. In the mathematics lesson, the teaching assistant made effective use of knitted frogs to help the children develop their understanding of ordering and positional language. Work in books indicates that the children are provided with sound opportunities to develop number skills over time but need further opportunities to record their learning in a variety of ways.
48. The children's **knowledge and understanding of the world** develops steadily through a range of well planned activities. Good teaching was observed during the inspection when, through a study of the village, the children learned to recognise some of the features of the local area and the building materials used for the houses. Work in books shows that they are developing a sound understanding of aspects of, for example, the difference between hot and cold and which objects use batteries and which run from mains electricity. Access to the computer is available during most lessons and ICT skills are similar to those seen in most schools. Children use the mouse appropriately to move images on the screen when working on specific programs.
49. The children's **physical development** is satisfactory with most attaining the expected levels in skills such as colouring and cutting. There were no opportunities during the inspection to closely observe outdoor play with large equipment although it was evident that this is now a regular part of the learning opportunities provided. This represents an improvement since the last inspection when this aspect was identified as a weakness. The games activities lesson, held outside, was well planned and well organised and the children achieved well in developing bouncing and rolling skills as well as learning to be a member of a team.

50. The small amount of evidence available for **creative development** indicated that the children's achievement is satisfactory. Work on display shows that the children are developing appropriate skills in making box models, such as musical instruments and they have drawn Rangoli patterns as part of their work about Diwali. In the two music lessons, the children joined in with a number of songs and tried hard as they played musical instruments, following simple sound symbols. They listened carefully to the song 'In the Churchyard' with one child saying, 'It sounds like a ghost!'

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve particularly well in Key Stage 2, as a result of high quality teaching;
- Lesson planning is very good and ensures the needs of different ages and abilities are catered for;
- Pupils with SEN are very well supported;
- Pupils in Key Stage 1 could achieve more in writing;
- Standards of handwriting are below average and presentation of work could be better.

Commentary

51. The very small numbers of pupils taking the national tests each year make it difficult to draw reliable conclusions from the results. In Key Stage 1, in the last four years, results have fluctuated from being in the highest to the lowest 5 per cent in the country. In some years, one pupil has represented as much as 33 per cent of the class. In addition, the numbers of pupils with SEN and the high number of pupils who join the school throughout the academic year, have an impact on results from year to year. Results for the current Year 2 pupils are likely to be below average in both reading and writing. At Key Stage 2, there have been similar fluctuations, but overall, the picture has been a stronger one, with the trend in results being above the national. Inspection evidence indicates that the current Year 6 pupils will achieve above average standards in English. This is an improvement from the time of the last inspection. Pupils make the strongest progress in the junior years, as at the last inspection. This is because of consistently high quality teaching. In the infant class, achievement has been steady. However, there are pleasing signs that progress is accelerating here because of recent improvements in teaching and the curriculum.
52. In Key Stage 1, systematic teaching of phonics is ensuring that children learn their letter sounds and are starting to be able to put these together to form words. Daily phonic sessions are exciting and challenging because the teacher makes a game of the learning. Children love to 'beat the egg timer' and show their growing understanding of how letters are blended together to make sounds. Work is carefully graduated so that all ability levels can 'have a go' and achieve success. Those with SEN are sensitively supported by classroom assistants to ensure they are fully included and progress well. Group teaching of reading, which is also carefully matched to different ability levels, is ensuring that children are learning to use a good range of strategies to work out the meaning of unfamiliar words. The teacher and classroom assistants are skilled at questioning to probe children's understanding of the texts and build on this. Good assessment is also enabling staff to pinpoint the next learning steps accurately.
53. By Year 6, the majority of pupils read confidently and with independence for both pleasure and learning. In their writing in response to the stories they read, they demonstrate good understanding of plot lines, characters and their motives and main events. They research books and the Internet with ease, picking out the information they

require, for example, about their sound topic in science and are able to present it in different ways. Pupils in the younger junior age groups benefit from being taught alongside the older pupils and this particularly stretches the more able.

54. Pupils in the infant class achieve steadily in writing. Until fairly recently, they had not had sufficient opportunities to 'have a go' at writing for themselves and this has limited their progress. However, work in pupils' books shows that in recent months, progress has been much faster. Pupils in Years 1 and 2 have moved from writing or copying very limited sentences to, for example, writing their own party invitations and addressing envelopes. The more able can retell a familiar tale, putting the main points in order. However, there is much less evidence of children writing imaginatively and the school has identified this as an area for development. By Year 6, standards in writing are above average. Pupils show a good awareness of audience as they create their own myths, and demonstrate a sensitive use of language in the poetry they write, choosing words for just the right effect. They produce formal letters of thanks or complaint and reports, showing a good understanding of the different styles needed for different purposes. Pupils are giving increasingly good opportunities to plan, draft and edit their work as they move through the school. Punctuation and spelling develop well and by Year 6, writing is usually grammatically correct. However, handwriting and presentation of work are below average throughout the school. Not enough attention is given to teaching children the basic skills needed to produce a flowing, joined and legible style by the time they reach the upper junior years. Work is often presented untidily and this detracts from the good content.
55. Standards in speaking and listening are average by the end of both Year 2 and Year 6. Pupils present their ideas and answer questions confidently. Staff place a strong emphasis on developing vocabulary from the earliest stages and give children time to reflect and consider their responses. There are plenty of opportunities provided in all lessons for children to explain their reasoning, organise their thoughts through sharing them and particularly in the infant class, talk is used effectively as a stimulus for writing.
56. Teaching is good overall. However, the impact of teaching over time in the infant class has been satisfactory. This is improving and teaching seen during the inspection in this class was good. In the junior class, teaching is consistently good and often very good. A strong feature of teaching is the high quality planning which is undertaken jointly by all staff. This ensures that all adults working with the pupils know exactly what they are trying to achieve and how they are going to achieve it. As a result, learning is well focused. Staff work particularly hard to ensure that all pupils in the mixed age classes are provided for appropriately. Good use is made of assessment information to tailor work effectively to meet the needs of the different ability groups. This is much more deeply embedded in the junior class, but is improving in the infant class and the impact is starting to be seen in the faster progress being made. Support staff are very skilled and effectively deployed to maximise learning for all. However, they have a particularly strong impact on the learning of pupils with SEN because they understand their requirements very well. As a result, these pupils achieve well in relation to their abilities. In a very good lesson seen in the Key Stage 2 class on story structure, expectations and challenge were extremely high and the pace was sharp. Pupils of all ages and abilities achieved very well in response and were able to identify key events in familiar tales. Teachers involve older pupils in particular in evaluating their own work and setting targets. This is helping them develop a good understanding of their own abilities and their own needs as learners. Marking is also used effectively to help pupils understand how they can improve.
57. The subject is well led and managed jointly by two teachers. This works effectively as they are able to share their particular expertise of the different key stages. They have a

very clear understanding of the strengths and weaknesses of the subject through analysing pupils' work, gathering information from lesson observations and checking on planning. There is a clear plan of action for improvement.

Language and literacy across the curriculum

58. Good use is made of pupils' language and literacy skills in other subjects. For example, pupils at both key stages use books and the Internet to research topics such as 'The Great Fire of London' and 'Sound'. Older pupils write scientific reports, using an appropriate format and write letters and diaries as though they are Celts and Romans. Younger pupils write captions for the photographs they attach to the map of their village walk. Good opportunities are provided for pupils to present their work orally, at both key stages.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils attain above average standards by the end of Year 6, and they achieve well in response to very good teaching;
- The quality of the curriculum and subject planning is good and the learning needs of all pupils are fully met;
- There are very good systems in place for assessing and tracking pupils' progress in order to set targets for improvement;
- The presentation of work requires some improvement, particularly in the junior class;
- There are not enough opportunities for pupils in Years 1 and 2 to learn how to record their work independently.

Commentary

59. The very small numbers in each year group make it difficult to draw reliable conclusions from test results. In recent years, at the age of 7, results have fluctuated from being in the top 5 per cent in the country to being in the bottom 5 per cent. This is partly due to the fact one pupil represents as much as 33 per cent in some years. It is also due in part to the fact that in some years, there is a significant number of pupils with SEN who do not reach average standards, despite often having made good progress. In addition, the weaknesses identified in teaching and the curriculum for these pupils at the last inspection had not been fully addressed until relatively recently. However, there have been some significant improvements. There is stronger teaching and detailed planning, revised since the start of the spring term, now provides a good framework for teaching and learning. Assessment is also being used more effectively. As a result, learning is accelerating and the current Year 1 pupils are on course to do better next year. The current Year 2 pupils are likely to achieve well below average standards because of the percentage in this very small group with SEN. Test results for 11-year-olds have been more stable, with standards never falling below average in the last 4 years and on one occasion, being in the top 5 per cent. Inspection evidence indicates that the current six Year 6 pupils are likely to reach above average standards this year. Pupils achieve particularly well in Key Stage 2 because of high quality teaching. This is an improvement since the time of the last inspection. A further improvement can be found in the increased opportunities for practical, investigative work at both key stages.

60. By the end of Year 2, more able pupils understand place value, ordering numbers beyond 20 and use simple multiplication and division knowledge to work out the answers to number problems. Other pupils are developing an understanding of the number system but do not yet grasp concepts such as partitioning number. Pupils with SEN work mainly with numbers to 10 but need a good deal of adult support.

61. By Year 6, pupils have a good grasp of number, confidently solving problems involving fractions and decimals using the four operations. They explore number patterns and relationships and have a good knowledge of the times tables. The 'Maths Challenge', built into every lesson, helps pupils to make confident use of their numeracy skills in a variety of problem solving situations. The teacher's expectations that pupils show their working out is paying dividends in developing reasoning strategies.
62. The quality of teaching is good overall. It is satisfactory in the infant class and very good in the junior class. Throughout the school, planning is clear and detailed. Teachers and support staff explain things clearly, encouraging all pupils with patience and support. In the infant class, pupils' attitudes to learning are good. They are attentive and keen to take part in activities. In the lesson observed, the 'Maths Challenge' at the start of the lesson helped pupils to consolidate their number knowledge with many counting confidently from zero to 20 and back. Questioning was carefully targeted to challenge pupils at an individual level. The link with ICT, where pupils planned instructions for a programmable toy was less successful, as not enough time was made available for pupils to link the idea to a practical activity. Evidence in books from the start of the spring term indicates that pupils are provided with satisfactory opportunities to develop number skills but there is an over reliance on prepared worksheets and not enough emphasis on helping pupils to be independent when recording their work.
63. Teaching in the junior class is consistently very good. The teacher is highly skilled in explaining, demonstrating, questioning and discussing mathematics with the pupils. Lessons are genuine workshops where pupils are provided with very good opportunities to practice their skills as they work on solving a range of carefully planned problems. Throughout the lesson observed, the teacher evaluated and assessed the pupils' responses, giving clear feedback, dealing with misconceptions and stressing key ideas and specific mathematical vocabulary. All pupils responded very positively. Pupils with SEN were very well supported by the two classroom assistants. By the end of the lesson, learning had moved swiftly on and all pupils achieved very well. Good marking leading to individual target setting, 'Maths Challenge' work and regular homework reinforce and develop key mathematical ideas very well. However, not enough emphasis is placed on good presentation and work is often untidy.
64. The subject is very well led and managed by the co-ordinator who has particular strengths in team building and demonstrating good practice by example. She rigorously monitors and evaluates the quality of teaching and pupils' work, taking appropriate action where necessary. The curriculum is good, with good use made of the numeracy strategy and national guidance to ensure pupils can build on their skills from year to year. Assessment is rigorous and thorough and very good use is made of the information gained to track pupils' progress and to set individual targets.

Mathematics across the curriculum

65. Good use is made of opportunities to practice and develop mathematics skills across the curriculum, particularly in ICT, science and geography. In science, for example, pupils collect data on temperatures in different parts of the school, using a thermometer. They enter the information into a spreadsheet on the computer and produce graphs to demonstrate the results.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils are regularly involved in investigative work;
- Older pupils are challenged very effectively to use their 'thinking skills' and apply their knowledge;
- Effective use is made of ICT for both research and practical work;
- A strong emphasis on scientific vocabulary enables older pupils to produce accurate scientific writing;
- Pupils in Key Stage 1 could achieve more.

Commentary

66. Pupils in the infant class achieve steadily overall. However, inspection evidence indicates that progress has accelerated recently, in response to improved teaching and a stronger curriculum. Standards for the current Year 2 pupils are below average. Of the three pupils in the group, two have SEN. Standards at the age of 11 are above average, which is an improvement since the last inspection. Pupils achieve well and often very well, in response to dynamic teaching, which really bring the subject alive. Work is challenging for all and the oldest pupils consistently work at the higher level (Level 5). Throughout the school, a stronger emphasis on investigative work is paying dividends and this is also an improved area from last time. However, this is a much more recent innovation in Key Stage 1 where it is in its earlier stages and is not yet fully embedded. Much work has been done, but some of these pupils could still achieve more. A significant strength of provision is the support for pupils in lessons. Classroom assistants have good expertise and are skilfully deployed so that pupils in the mixed age classes have much more focused teaching in small groups. This benefits all pupils, but particularly those with SEN who make good progress, as a result.
67. In Key Stage 1, pupils have been taught about electricity. They identify everyday appliances that are powered by electricity and organise them into sets of those which are mains and those which are battery powered. They understand that electricity enables some things, like kettles and cookers, heat up. They have identified natural light sources and those which are man made and have investigated how to construct a circuit to make a bulb light. However, some pupils find this type of work more challenging and need much support because it has not been a consistent feature of teaching until fairly recently. Pupils are beginning to make predictions based on their investigations. For example, they accurately predict which materials might be stretchy and which articles may be made from wool that has been knitted. The more able are just beginning to draw conclusions from their investigations.
68. In Key Stage 2, the practical, investigative approach is enabling pupils to make really sensible predictions based on their previous learning and to organise fair tests, for example, to ascertain which materials prove the best insulators of sound and whether sound travels through water. Older pupils use sensors linked to the computer to collect and monitor data and draw sensible conclusions from the graphs produced, which they express in clear scientific language. They carry out research using the Internet and use

spreadsheets to collate their findings, for instance, about temperatures in different parts of the school. Pupils work very well together in small groups, for example, to decide how adding different amounts of water to milk bottles can change the pitch of the sounds they make when tapped.

69. In a very good lesson observed, all pupils were stretched to the limit by the teacher's probing questions. She constantly pushed them to think really hard and to challenge each other's explanations. The lesson was conducted at a breathtaking pace and there were high expectations from all staff of the pupils' involvement, work rate and behaviour. Pupils with SEN were fully included and sensitively encouraged to express their ideas and share their findings. As a result, they were full of confidence in their abilities and experienced success. A weaker aspect of teaching is the lack of emphasis on high quality presentation of work, which detracts from hard work undertaken, particularly at Key Stage 2.
70. The subject is developing rapidly because of strong and effective leadership and management. New national guidance on assessment in science is being implemented and this, in conjunction with the very good planning already in place, is underpinning developments very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- ICT is used effectively in many other subjects;
- Good standards are achieved in word processing and data handling at Key Stage 2;
- Pupils are confident in using ICT and applying their skills in different situations;
- The Internet is used to good effect for research.

Commentary

71. Standards are broadly in line with those expected for pupils aged 7 and 11. They are above this in word processing and data handling at the age of 11. A key strength is the use made of ICT to support learning in other subjects. No direct teaching of the subject was seen, but pupils were observed using ICT extensively in many lessons during the inspection and this, coupled with discussions with pupils and an analysis of their work and teachers' planning suggests that teaching is good overall. Teachers and classroom support assistants are competent in using the equipment themselves and this has a good impact on learning.
72. By the end of Key Stage 1, pupils can use the mouse confidently to choose objects and move them round the screen. For example, in geography, they design their own villages, 'dragging and dropping' houses and churches into place and creating pathways around them, using applications selected from the 'toolbar'. They can use a word processing programme to write letters and address envelopes and are able to print these out. They use the Internet, with support, for example, to find out facts about the 'Great Fire of London' in history. They also use other devices, such as the 'listening centre' to listen to stories with their classmates and programme a floor robot to follow instructions.
73. Older pupils are skilled in using a variety of equipment, applications and programmes to support their learning. A strength is the way in which they are able to access computers and other ICT equipment independently. They report that they really enjoy

computer work and are pleased that they are trusted in this way. For example, they use sensors to check and compare temperatures in different locations and study objects using the computer linked microscope. They have been involved in producing work for the school's recently created website and use the digital camera to good effect, for example, to record events in school and on visits. There are many examples of word processing, including letters, reports, poems and fact sheets. Older pupils have also combined applications to produce multimedia presentations. Another strong feature is the use of spreadsheets to collect and manipulate data in different subject areas.

74. A strength in teaching is the quality of the planning, which ensures that skills are built on progressively, all elements are covered and as many opportunities as possible are identified for pupils to practise their skills. As a result, computers are as much a part of everyday life and learning in the school as books and pencils.
75. Leadership and management of the subject are good. The co-ordinator has ensured that all staff, including the classroom support assistants, have had up-to-date training and that national guidelines for teaching have been adapted and supplemented. Assessment of key skills ensures that the next steps in pupils' learning are appropriately identified. She is currently implementing plans to further strengthen the links between ICT and other subjects and improve resources as funds allow.

Information and communication technology across the curriculum

76. Teachers at both key stages ensure many worthwhile opportunities for pupils to use their ICT skills to support work in literacy and numeracy, both in class and in the ICT suite. The Internet is used extensively for research in history, geography and science. Pupils have also used computers to design imaginary cricket shirts for the school. ICT is also used effectively to motivate and engage pupils with SEN, who often use programmes to support basic skills work. Pupils in Key Stage 2 use sophisticated devices, such as sensors and control boards effectively in science.

HUMANITIES

77. Inspectors saw 3 lessons in the humanities: one each in **history** and **geography** and one in **religious education**. No judgement on overall provision can be made in these subjects. Pupils' work and teachers' plans were examined and discussions were held with them.
78. In both geography and history, achievement is broadly typical of most pupils of a similar age. In geography, Key Stage 1 pupils can sequence the stages of their journey after a walk through the village, identifying key features. They can use digital photographs to create a map and use the correct vocabulary, for example, to describe that a classmate lives in a cul-de-sac and identify what is 'next to' the pub. They are also beginning to give directions, such as 'turn left at the corner'. In Key Stage 2, pupils have studied scale maps of the local area, identifying key features through the use of co-ordinates and plotting routes, for example, between home and school. They make good use of the school and its surroundings, for example, to study environmental issues such as the effects of litter. In the lesson seen in Key Stage 1, teaching was good. The activity was well planned and organised and the children were thoroughly absorbed during the village walk. They learned, for example, about different styles of houses and building materials and discussion back in the classroom showed the very strong impression this 'first hand' experience had made on them.

79. In history, Key Stage 1 pupils have learned about the 'Great Fire of London' and created a large wall display, effectively linking their knowledge of historical events to work in art and design and technology. At Key Stage 2, pupils have studied the Roman invasion of Britain, making very productive links with literacy, for example, as they wrote diaries as a Roman soldier or as a Celt describing how it felt to be invaded. In the good Key Stage 2 lesson seen, a visiting speaker brought many artefacts for the children to examine. Pupils were really challenged to think hard to make plausible suggestions in deciding what a variety of artefacts were used for in Roman times. One child hypothesised, 'I think this must be a stand to put a pot on over a fire - it's made of metal and metal is a good heat conductor!' In both subjects, pupils' learning is often enriched by visits to places of interest and visitors to school, which help bring learning alive. Effective use is also made of the Internet throughout the school, for research.

80. One lesson was observed in religious education in the junior class. Teaching in this lesson was of a very high standard. Following a visit to a Sikh Temple in Bradford, pupils were provided with very good opportunities to demonstrate their understanding of a major faith through discussion and drama. As a result, all pupils achieved well in their appreciation that religious belief is experienced in different ways developing an awareness of the consequences of belonging to a faith community and beginning to understand that people make choices which affect the way they live.
81. Planning takes full account of the locally agreed syllabus for religious education. The subject is a regular part of assemblies, where a daily spiritual focus is seen as very important. Links with the church for the celebration of Christmas and the Harvest Festival enrich the pupils' knowledge and understanding of Christianity. The school makes good use of ICT, for example, when researching facts about Bethlehem and Hinduism. Much of the learning in lessons in both classes is through discussion. For older pupils in the junior class in particular, there could be more opportunities to record their very reflective and informed responses to the topics they have covered. The co-ordinator acknowledges this as an area for development.
82. The subject is well led and managed. The co-ordinator has a good overview of planning and provision and clear priorities for continued development, including extending resources through sharing with cluster primary schools.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. There was insufficient evidence from the very few lessons seen to make an overall judgement on provision in **art and design, design and technology and physical education**. However, evidence was gathered from a wide range of other sources, including pupils' work, teachers' plans and discussions with staff and pupils.
84. In art and design, work in pupils' folders and on display around the school indicates that standards are similar to those seen in most schools. Although pupils have studied the work of famous artists, discussion with Year 6 pupils indicates that they have a limited knowledge and understanding of their lives and styles of work. Pupils' work is attractively displayed in classrooms and around the school.
85. The subject is well led and managed. The co-ordinator has a clear overview of provision in art through regular opportunities to evaluate planning, teaching and the quality of pupils' work. Subject planning follows the national guidelines and is adapted effectively to suit the needs of the school.
86. In design and technology, discussion with a sample of pupils from Year 6 indicates that they have a satisfactory knowledge of planning and design to produce a finished product. Examples on display of well laid out plans and finished products show that pupils are developing appropriate skills in labelling and measuring, drawing up lists of tools and materials and placing the process of making in the correct order.
87. The subject is well led and managed. Good opportunities are provided for the co-ordinator to monitor and evaluate the quality of planning and assessment in design and technology across the school. Subject planning follows the national guidelines and is adapted appropriately to meet the school's needs.

88. In physical education, pupils reach high standards in swimming, as a result of their regular visits from Year 2 onwards to the local pool. In the games element of the subject, standards are broadly as expected for children aged 7 and 11. Pupils with SEN do well in relation to their abilities because their particular requirements are considered very carefully and they are supported very well. Activities are adapted, where necessary, to ensure they are fully included. Good opportunities are provided for children to develop their skills and enrich their experiences and these are widened as they move through the school. For example, they link with other small schools locally for tournaments and visit venues such as Yorkshire Cricket Club for coaching. Sports clubs outside lessons are open to all junior pupils, whatever their abilities and focus on developing skills, rather than producing teams. These have a good impact on learning. In the two lessons seen (one in each class), teaching was good. Activities were well planned to develop pupils' physical skills and motivate them. At Key Stage 2, for example, pupils were set challenges to improve their own performance in a variety of athletics events and improved rapidly, as a result. Good leadership and management has ensured a well planned curriculum and a sufficient allocation of time to each element. Barriers to learning created because the school has no hall have been overcome through the use of the nearby village hall for gymnastics.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The expertise and enthusiasm of the staff within the school;
- Good achievement in lessons;
- The range of experiences offered to the pupils.

Commentary

89. Standards are broadly as expected at the end of Year 2 and Year 6. These standards have been maintained since the previous inspection.
90. In the three lessons observed, teaching was good overall in the infant class and very good in the junior class. Teachers are knowledgeable, skilful and enthusiastic. Work is planned carefully, building effectively on what has been learned before. As a result, in the lessons seen, the pupils were able to improve the quality of their music making and achieved well. In the infant class, the pupils listened attentively to part of Haydn's 'Surprise Symphony' and were able to identify pitch and dynamics. They responded well to the teacher's hand signals as they sang, 'In the Churchyard', and were able to interpret and follow non-standard musical notation. Pupils in the junior class built well on previous learning as they rehearsed and improved a composition based on poetry. They responded enthusiastically to the high level of challenge planned into the lesson with a good performance accompanied by a range of tuned and untuned instruments. A particular strength in the planning and teaching lay in the contribution made by the classroom assistants who not only provided very good support for pupils with SEN but were also fully involved in the musical dimension. Pupils in Year 6 were given good opportunities to work independently, with several instrumentalists contributing their skills on saxophone, clarinet and guitar.

91. Pupils are provided with very good opportunities to learn to play an instrument, both through specialist teaching from the local music service and recorder lessons provided by the headteacher. Many pupils take up these opportunities. Pupils are enabled to practice their skills in assemblies and also in the local community. They put on performances for parents and members of the village. Year 6 pupils have a good opportunity to take part in a singing and instrumental session at Brayton College as part of the transition programme.
92. The subject is well led and managed. The co-ordinator has a good deal of personal expertise and a clear vision for the quality of musical experiences for the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. The school puts a strong emphasis on children's personal development including time for reflection and strategies to help them become good citizens. 'Circle Time' is used to help younger children share their feelings and thoughts while for the older children they can consider how well a lesson has gone, whether they have met the learning objective and achieved their targets. This is facilitated by the very good relationships, which give pupils the confidence to express their ideas appropriately. Opportunities are given for pupils to learn how to keep themselves safe in lessons, on visits and through involvement in events such as 'Crucial Crew', involving representatives from the police, fire service and gas and electricity suppliers. Pupils had the opportunity, for example, to smell gas safely supervised, so they would know it again. A group of pupils form a 'Road Safety' team to help raise awareness of this important issue among their classmates. There is also cycling awareness training provided. Sex and relationships and drugs education are also sensitively handled. The school council is being developed to help the children take responsibility and give all the chance to put forward suggestions on which the school may act. Community links, visits and visitors provide more first hand experiences of their wider community and make learning interesting and exciting.

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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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