

INSPECTION REPORT

GUNNERSIDE METHODIST PRIMARY SCHOOL

Gunnerside, Richmond

LEA area: North Yorkshire

Unique reference number: 121542

Headteacher: Mrs Lucina Vernon

Lead inspector: Mr Michael Hewlett

Dates of inspection: 6th – 7th October 2003

Inspection number: 261172

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 –11 years
Gender of pupils:	Mixed
Number on roll:	17
School address:	Gunnerside Richmond North Yorkshire
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Appropriate authority:	North Yorkshire
Name of chair of governors:	Mr Chris Hopwood
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Gunnerside Methodist Primary School is a very small school serving a rural community in Upper Swaledale. The majority of the children live on isolated farms and pupil numbers have been falling for the last few years. It is much smaller than most primary schools, with 16 pupils on roll aged between 4 and 11 years. There are two classes, one for pupils from reception to Year 2 and one for pupils from Year 3 to Year 6. In addition there is a Year 7 pupil on roll who is following the Key Stage 2 curriculum. The school population is all of white UK heritage and pupils come from a wide mix of social and economic backgrounds. One pupil has a statement of special educational need (SEN), but the overall percentages of pupils identified with additional needs and those eligible for free school meals are below national averages. On entry to the school, children's overall skill levels vary considerably and, because the cohort is so small, fluctuate from year-to-year. Currently they are similar to those normally seen for their age except in communication language and literacy where they are below. The school's achievements have been recognised nationally with the award of the Basic Skills Quality Mark. In addition, improved performance in national tests was recognised in 2003 by an award from the Department for Education and Skills (DfES) for achievement.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11084	Jane Hughes	Lay inspector	
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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	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	10
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 a good school. The excellent ethos and very positive relationships ensure that pupil's personal development is very good. Pupils achieve well. They make good progress because the teaching is good and staff target their individual needs. Standards of care are very high and the school is very well led and managed because the headteacher is always seeking ways to improve. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well;
- They reach very good standards in information and communication technology (ICT) and good standards in English, mathematics, science and art and design;
- Teaching is good overall, often very good, but some learning opportunities are missed;
- Leadership and governance are very good overall. Management is good;
- Pupils' personal development is very good and this results in excellent attitudes to work and exemplary behaviour;
- Partnership with parents is very good;
- Monitoring of teaching does not pick out the minor weaknesses so that changes can be made.

The school has successfully tackled the key issues identified when the school was last inspected. Attainment in science is higher, and assessment and recording systems are better because they are used consistently by staff to plan the next stage of work. Governors play a much more active role within the school and they have a very good understanding of the school's strengths and weaknesses. Overall, good improvement has been made.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	A*	A*
mathematics	C	C	C	D
science	A	B	A	B

*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.*

The grades must be treated with caution because there are so few pupils in each year group. The grades refer to results in 2002 because data analysis for 2003 has yet to be validated.

Pupils achieve well. In the Foundation Stage, children are on line to reach the Early Learning Goals set for them at the end of reception. This represents good progress. Pupils are well taught, their individual needs are generally catered for and they achieve well, as a result. In Years 1 to 6 standards are good in most subjects and very good in ICT. Standards are sound in history and geography but could be higher if the curriculum offered to older children in these subjects was more exciting and relevant. Those who have SEN receive good support and they achieve well. Children who are higher attainers also do well due to the challenging nature of the work set for them and their very positive response.

Pupils' personal qualities, including their spiritual, social and cultural development are very good. There is an excellent ethos within the school which is demonstrated by the outstanding

behaviour and attitudes that pupils show. They get on very well with one another and older children show great maturity in the way they take on responsibilities and, particularly in the way they care for their younger classmates. Attendance levels are above average.

QUALITY OF EDUCATION

The quality of the education provided by the school is good. This comes, as a result of the good teaching that pupils receive. Teaching is consistently good across subjects but more very good teaching was seen in the core subjects of English, mathematics and science where staff are confident and in ICT where a specialist teacher leads some of the work. Pupils miss some opportunities to learn when the lesson is based on worksheets or where they are given too much support. Those who have SEN receive good support and they achieve well.

Partnership with parents is very good and is a real strength because it means all partners are working in the best interests of the pupils. Parents are kept very well informed about what is going on through regular newsletters and bulletins. The school also makes very good use of links with other small schools in the area. It allows them to offer a wider range of clubs and activities outside of school and this enriches the curriculum. Care for pupils is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher is very proactive in taking action to raise standards and well supported in this by her teacher colleague. Governors are very effective and are actively involved in improving the school. Monitoring pupils' achievements, teaching and learning is strong but better use needs to be made of information gathered to iron out some of the small weaknesses that remain in teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents and children see the school in a highly positive light. They like its friendly atmosphere and the quality of education it provides. Both sets of views are very well justified.

IMPROVEMENTS NEEDED

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

- Monitor teaching and learning more rigorously so that minor weaknesses are picked up quickly and addressed;
- Avoid over use of worksheets, especially in history and geography;
- Make better use of the end of lessons so that new learning is consolidated;
- Avoid giving pupils too much support, especially in reception and Years 1 and 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well throughout the school. The youngest are on course to reach the standards expected by the end of the Foundation Stage. Good progress is maintained in the following Key Stages, which means that pupils reach standards in the core subjects at the ages of 7 and 11 that are above average.

Main strengths and weaknesses

- Standards are above average in the core subjects of English, mathematics and science and they are better than when the school was last inspected;
- Standards are well above average in ICT and above in art and design;
- Pupils with additional needs achieve well. They are given good levels of skilled support;
- Standards in history and geography would be better if more interesting approaches were used with older children.

Commentary

1. Because pupil numbers are so small, the attainment on entry to school fluctuates from year-to-year. At present it is average in most areas of learning but below average in language and literacy skills.
2. Children achieve well. They are on line to reach the expected national standards (the Early Learning Goals) in all areas of learning and attain particularly well in their personal, social and emotional development. The children learn the names of letters, sounds and symbols and can spell, read and write simple words taught through a wide range of imaginative activities. In mathematics a good range of activities is provided. Most of the children count competently to five and some accurately to numbers beyond ten.
3. The standards that the pupils reach in national tests at the age of 7 are above average in reading writing and mathematics. In these national tests, the pupils at Gunnerside do better than pupils in schools which have similar proportions of free school meals in writing and mathematics. They do less well in reading. The standards of work seen during the inspection were consistent with this except that reading skills are much better than the statistics from previous tests would suggest. Standards in science are similarly above average.
4. By the end of Year 6, standards in national tests are above average in science, well above average in English and average in mathematics. In comparison to similar schools, the standards achieved are mixed – science and English are much better, whereas mathematics seems to be weaker. However, this data needs to be treated cautiously as the pupil numbers are so small and any small changes have a disproportionate impact on assessment grades. Nevertheless, the school checks data carefully and is committed to raising standards. Consequently, greater emphasis has been placed on increasing the practical emphasis in mathematics and science. This has resulted in greater levels of understanding in these subjects. These initiatives are now well ‘bedded in’ and their impact on standards is evident with better test results in Summer 2003. By the time the pupils leave at the end of Year 6, standards in English, mathematics and science are above average. Reading and the technical skills of writing are very strong. There are no significant variations between the performance of boys and girls, and no differences were seen during inspection.

5. In ICT, by the end of Year 6, most of the pupils attain well above what is expected nationally. There are two main reasons for this. Firstly, the investment in the new computer suite and secondly, the input given by a teacher who has specialist skills in the subject. It has enabled better teaching of computer skills and the regular use of computer based learning, particularly in mathematics. In art and design standards are higher than those typically found. The use of different media is well taught and the pupils make good use of the skills they learn. In history and geography standards are sound. They would be better if the imaginative approaches and exciting activities used with younger children continued in Years 3 to 6. In the other subjects standards are sound.
6. The needs of the pupils with special educational needs are met well. Carefully designed and skilfully implemented programmes of work ensure these children make good progress and do as well as they can. Higher attaining pupils are picked up early on through careful assessment procedures. They achieve well because their individual strengths are recognised and the work set for them is challenging.

Pupils' attitudes, values and other personal qualities

Attendance levels are **good**. Pupils' attitudes and behaviour are excellent. There have been no exclusions from school. Provision for pupils' personal development, including their spiritual, moral and social and cultural development is very good overall.

Main strengths and weaknesses

- Staff create a school that children want to come to each day;
- Pupils are hardworking and appreciate what adults do for them;
- The school is an exceptionally orderly community;
- Teachers instil a pursuit of excellence into each child;
- Pupils are very sensitive to the needs of others;
- The school offers some, but not enough, experience to pupils of the diversity of British society.

Commentary

1. This is a school where teachers constantly strive to create a really productive learning environment. Pupils flourish on the exhilarating diet of new experiences they are fed and come to school eager to learn. Pupils feel 'at home' in school and get straight down to work, partly because this is what their teachers expect but, more significantly, because it is what they want to do. Teachers place great emphasis on a productive working environment and any minor distractions are summarily dealt with and the lesson seamlessly moves on. Teachers can devote themselves to pupils' learning without interruption; they regularly produce a good quantity of well considered work of which they are justifiably proud. Pupils know they will get away with nothing in lessons, accept these very high standards and know where the boundaries lie. They strive to please their teachers and persevere with any tasks set. Everyone completes their homework and many put in a great deal of time and effort to make it as comprehensive as possible. They are quick to ask for the help of parents to make sure adequate materials are collected as, for instance, when Years 3 to 6 searched out and displayed their own extensive collections of seed heads as part of a science investigation.
2. Mutual respect abounds here and a very strong sense of community permeates the school. Teachers encourage pupils to become increasingly responsible for their own success; many pupils are members of the school council or undertake countless other monitor duties and they carry these out efficiently. They understand the purpose of these roles and try hard to do their best.

3. The headteacher invokes a calm yet exceedingly focused approach to every aspect of the school. Her understated manner belies the firmness of her convictions and she communicates these with subtlety during 'prayers' where, for example, she steers pupils' thoughts towards how they might ensure there are no 'lost sheep' in their school. The stunning natural beauty of the landscape in which the school nestles serves only to increase the uplifting nature of children's daily learning experiences. Pupils make good use of the surrounding natural environment; teachers ensure that the children have a very clear understanding of local traditions and environmental issues.

4. The imaginative programme of personal, social and health education and citizenship (PSHCE) adds an additional dimension to pupils' spiritual, moral, social and cultural development. There is an increasing emphasis on what it means to be a 'global citizen'. The school has a well considered policy for promoting good race relations and checks to see this is happening in practice. Even so, the school has identified that it still needs to improve pupils' understanding of what it means to live in a modern, multicultural society. Its current provision in this aspect of pupils' personal development is satisfactory but does not reflect the very high quality present in the other elements.

Attendance

Attendance in the latest complete reporting year 2002

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.0
National data	5.4	National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	17	0	0
Mixed – White and Asian	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is good. The school offers its pupils an extensive range of interesting and relevant activities that meets their needs. Both teaching and learning are good because lessons are well planned and most of them move at a brisk pace. Care, guidance and support for pupils are very good and the school has managed to achieve a very effective partnership with parents.

Teaching and learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Teaching and learning is good with more very good teaching in Key Stage 2;

- Pupils are challenged to do better and not settle for their first attempt;
- Pupils understand what they are doing, how they can improve and are given constructive encouragement;
- Some lessons last too long and have an over reliance on worksheet activities;
- Plenary sessions are not always used to best effect and some staff give pupils too much support.

Commentary

5. The quality of teaching is good. Four out of five lessons are good or better with almost half being very good. The rest are satisfactory. A particularly strong feature of much of the teaching is the way the pupils are managed. The consistent approach to building pupils' self esteem and the way in which all the pupils are involved in their lessons is a large factor in creating a very positive atmosphere for learning. On most occasions, classroom assistants and volunteers contribute strongly to the pace of learning, particularly for those children with SEN.
6. In reception, staff focus on developing the children's speaking and listening skills, which are generally their weakest areas when they arrive in school. Good quality questioning, lots of opportunities for discussions and an ethos where the children's contributions are valued, respected and listened to, all contribute to the good progress the children make with their language development. Imaginative use of resources and good opportunities for creative role-play further enhance this. There are, however, a few missed opportunities for staff to engage and extend groups of children, for example, in the teaching of practical skills where pupils are sometimes given too much support. The range of age groups taught within each class also makes it essential that pupils are given clear instructions about what is expected from them. When this does not happen, pupils achieve less as they try to work out what they need to do next.
7. The very good relationships with the parents enable staff to draw on their support by providing ideas and advice on how learning can be continued at home.
8. Pupils' progress is regularly assessed through informal observations and more formal discussions amongst the staff. These assessments are used well in planning new work.
9. From Year 1 onwards, the pupils continue to make particularly good progress in speaking and listening due to the confidence instilled in them by their teachers and through the numerous opportunities they get to speak to different audiences. The pupils also make good progress with reading because their teachers use a clear, well understood approach and reading skills are taught well. The good range of opportunities, consistent approach and positive atmosphere generated by the teachers, ensure that the children generally find the tasks stimulating. As a result, they apply themselves well and show a ready willingness to learn.
10. The skills of writing are taught well and result in handwriting, grammar, punctuation and spelling that are all better than typically seen by the age of 11. Pupils use their literacy skills well in other subjects. They develop good research and retrieval skills and write well about topics in science and religious education.
11. Writing lessons are secure and well organised. Where teaching is at its most imaginative the quality of the pupils' work and particularly their personal writing reaches the highest standards. The best examples of this were seen in Years 3 to 6. For example, one lesson was based on the text 'Zanzibar'. Through skilled questioning, the teacher stretched the pupils to recognise the layers of meaning in the extracts they were discussing and, in turn, this depth of understanding could be seen in the writing they produced themselves. However, in some subjects, such as history, writing suffers because there is a tendency to

- use too many worksheets. This restricts the opportunities for pupils to decide for themselves how to structure or set out their work.
12. In mathematics, pupils are taught fundamental skills and concepts very well. This gives them the confidence to manipulate number in order to solve problems. Many are developing really well as young mathematicians. By the end of Year 6, the great majority have mastered the range and depth of skills expected of 11-years-olds and a high proportion exceed these. Lessons generally have pace and purpose and are designed well around the guidance provided through the national numeracy strategy.
 13. In science, the key factor in achievement being good at both key stages is the focus on learning through practical work. This shows a big improvement from when the school was last inspected. The pupils thoroughly enjoy the well chosen tasks and excel when they are made to think for themselves. In the best lessons open-ended tasks require pupils to pose their own questions and devise practical solutions to answer them.
 14. The teaching for pupils with SEN is good overall. The school's strong commitment to equality for all is reflected in the way staff ensure these pupils having full access to the curriculum. The school successfully identifies any potential barriers to learning and provides good support using specialist services when necessary. Assessment and monitoring procedures for pupils are rigorous and systematic. Individual Education Plans are of good quality and the school has responded well to the increasingly complex demands found in pupils with SEN in recent years. As a result of this successful teaching, pupils achieve well. There is equally good provision for the gifted and talented pupils and staff expect a lot of them. They carefully plan extension activities which stimulate and interest them, ensuring that the work is not too easy.
 15. The teachers plan lessons well. They take good account of the knowledge and skills that the pupils have already learned so that little time is wasted in unnecessary repetition or practice. The plans are clear about what pupils will gain from the lesson. In a small number of lessons, the plenary session at the end is not used well enough to draw out what children have learned, consolidate the understanding or share their experiences with the rest of the group.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (46%)	8 (33%)	5 (21%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

The quality of the curriculum is **good**.

Main strengths and weaknesses

- A rich and varied programme of experiences is provided for pupils through visits, clubs and other activities in lessons and outside of the school day;
- Pupils with SEN are provided with good support;
- The curriculum provides very effectively for pupils' personal development;
- Provision for history and geography is weaker for older children.

Commentary

16. Curriculum provision has continued to improve since the previous inspection. This has helped to raise standards and enables pupils to achieve well. It meets statutory requirements in all of the National Curriculum subjects. It ensures good progress in learning and all pupils achieve well. It is fully inclusive and ensures equality of access and opportunity for all pupils. The provision for pupils with SEN is good. The SEN co-ordinator works closely with parents, teachers and support staff. Individual education plans (IEPs) effectively address the learning needs of individual pupils and are skilfully woven into the learning objectives in lessons. This ensures that all pupils are fully included in lessons and other aspects of the curriculum. Planning and provision for children of reception age ensures that they get off to a good start. The curriculum is carefully planned throughout the rest of the school to ensure that the pupils reach good standards in the core subjects of English, mathematics and science. Planning for teaching and learning is regularly reviewed to ensure it meets the needs of each year group. The focus on developing research and enquiry skills, particularly in mathematics and science, has paid dividends in raising standards in these two subjects across the school. Provision for history and geography is weaker in Key Stage 2 than in Key Stage 1. This is because the approach used places too much emphasis on completing worksheets rather than teaching skills and understanding.
17. The personal development programme, taught throughout the school is very effective in helping pupils to develop very positive relationships and attitudes to learning and the maturity to take on responsibilities, such as membership of the school council.

Opportunities for enrichment

18. The school is to be congratulated on the wide range of interesting and stimulating enrichment activities, offered through educational visits, out-of-school clubs and opportunities for older pupils to take part in a residential trip each year. These are all thoroughly enjoyed by the pupils as can be seen in the Gunnerside Annual Newsletter written by the pupils themselves.

The quality of the accommodation and resources

19. The expertise and experience of the teachers and support staff ensure that the learning needs of the reception children and pupils throughout the school are fully met. Administrative, lunchtime and maintenance staff make a very valuable contribution to the provision made for the children.
20. The accommodation is sound. The building provides an attractive and stimulating learning environment. Good improvements have been made since the previous inspection, although internal space is still limited. Inside the building, the ICT suite ensures pupils have flexible access to the bank of high quality computers. Outside, the recently installed adventure playground provides a good resource for pupils to develop climbing, balancing and coordination skills. The new pond and wildlife garden are already being used to enhance the study of plants and animals in science lessons. Currently there is no designated outdoor learning area for children in the reception year, although a 'tree maze' has been set up and good use is made of the adventure playground for learning. The school has plans in place for further development to this area.
21. The resources ensure that pupils have all they need to support learning in most subjects. The lack of a school hall limits some opportunities for the development of physical skills. However, the school makes effective use of the chapel for gymnastics and dance and other than a lack of fixed wall apparatus, has ensured that pupils are provided with good quality, moveable equipment. The library, housed in the junior classroom, is very limited in that it does not provide pupils with enough space to browse, read or research. The school acknowledges this and has made this one of its priorities for development.

Care, guidance and support

The school makes **very good** provision to ensure pupils' care, welfare, health and safety. It provides very good support, advice and guidance for pupils, based on the monitoring of their achievements and personal development. The school is very effective in the methods it uses to involve pupils in its work and development.

Main strengths and weaknesses

- High levels of commitment from adults to make pupils want to come to school;
- Relationships of the highest order;
- A very secure learning environment;
- Well directed levels of support and guidance from staff;
- Firmly established induction and transfer programmes for pupils;
- A strong sense among pupils that their opinions are important.

Commentary

22. There is huge commitment from the headteacher and all the adults working for the school to make this a happy and productive place. Children have a lot of fun here and, because they enjoy what they do each day, they want to come back. High attendance rates, coupled with pupils' own very positive views about the school, prove this each day. Pupils are secure and extremely well cared for and enjoy very supportive relationships with teachers, lunchtime staff and governors. All statutory requirements are fulfilled and adults are very conscientious in their duty of care. The headteacher includes all staff in areas of pastoral training, such as child protection. This brings a far greater consistency of approach to any concerns and helps the whole school to work as a team. Health and safety matters are given appropriate consideration and the school does everything expected to ensure the safety of its pupils during the school day and when out on educational visits.
23. This is a very small school in a tightly knit community and staff are very familiar with pupils' individual needs. The school is able to offer the right level of support for pupils with SEN and to make just the right provision when pupils show they have particular strengths. Staff create a wholly positive environment where everyone is treated as an equal and the views of everyone are equally valued. This helps to build pupils' self-esteem and helps them to become more effective learners. Pupils like it that they can influence how the school works and are keen participants in the school council. They have a clear grasp of what issues are currently on the agenda and how previous decisions have made the school a better place for them. Many really enjoyed the 'Pet Day' and were proud to bring their animals in and talk about them to their friends. Pupils are confident that staff value their opinions and they deal well with their given responsibilities.
24. Very well thought through programmes are in place to settle young children into school and to help the oldest transfer to secondary school. Some of the children coming into reception have never been away from home but they settle quickly in the welcoming environment that has become familiar during a number of pre-school visits. Staff go to great lengths to enable Year 6 pupils to feel more at home in their new schools and introduces various activities and links during the year to allay their fears. Ex-pupils and current secondary staff visit to reassure them and they participate in a number of activities designed to settle their nerves.

Partnership with parents, other schools and the community

There are very effective links made with parents. The school maintains **very good** links with the local community and with other schools.

Main strengths and weaknesses

- A real sense of the school as a family at the heart of the community;
- High quality collaboration with parents on all aspects of the school's provision;
- Firmly embedded support for all home school links by staff and parents;
- A clear understanding by parents of how they can help their children learn;
- Willingness by staff to encourage as much community support as possible to extend pupils' learning.

Commentary

25. The headteacher and parents are equally persuaded of the value of close links between home and school. Parents are overwhelmingly supportive of what the school is doing for their children and they all try to lend as much help as possible. Parents are firm allies on matters concerning homework and they uphold the spirit of the home school agreement they sign. They flock to curriculum workshops, parents' meetings and fundraisers and are active participants in every aspect of school life. There is a strong sense that because this is a small, rural school, it needs all the help it can get – and the parents are willing to give lots of it. Parents understand how important it is that their children come to school regularly and that they arrive on time. There are daily opportunities for parents to speak to governors outside school and this takes some of the pressure away from the headteacher who has a heavy teaching commitment. Some parents help regularly in classrooms and the school makes the most of any particular expertise among parents to support pupils' learning.
26. Detailed, high quality information is fed regularly to parents by staff and governors. Unusually, but understandably because of the small number of pupils, the headteacher has frequent telephone contact with parents. The school prospectus is lively and the governors' annual report to parents contains all the required information. The Gunnerside 'newspaper', written and edited by pupils with help from staff and governors, provides a comprehensive overview of what has been happening in school. It is an absorbing read, much valued by parents and the local community. Staff write closely evaluative progress reports to parents at the end of each academic year; these paint an unambiguous picture of what children can do and what they should do next to improve. Parents state that they feel well informed about what their children learn in school and like it that the school seeks out their views on different matters during the course of the year.
27. The firmly established links between school and the local community are an essential part of its success. Ever conscious of the need to extend pupils' social experiences, the headteacher invites visitors into school and organises trips out as a regular part of the school year. They really enjoy this aspect of the school because many have very sheltered lives. Much good work comes out of the links with local service providers such as the police, when they support the school's programme of PSHCE. Local clergy also have a very strong impact on the life of the school and add to the community mix. The headteacher expends great energy on drawing maximum benefit from the liaison built up with other local schools. Precious sporting fixtures and creative links offer pupils the opportunity to experience team games and communal music making that would otherwise be lost to them. Vitally, pupils are encouraged to mix with unfamiliar faces from other schools, with whom they will form a year group at the larger secondary schools to which they transfer. This is very good practice but requires considerable forward planning by the schools involved.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**. The headteacher provides very good leadership. Governance of the school is very good. Management is good.

Main strengths and weaknesses

- The headteacher has great vision and commitment, she inspires people to deliver their best;
- Governors operate very effectively as critical friends of the school;
- Most weaknesses have been addressed and some have become strengths, such as ICT and science;
- Monitoring arrangements need to be more rigorous so that minor weaknesses in teaching and learning can be picked up and eradicated.

Commentary

28. Governance is very good. The governors have a firm grasp of their roles and responsibilities and they fulfil them very well. All statutory requirements are met. The governors are active in shaping the direction of the school through full involvement in the design and review of the school improvement plan. They receive detailed presentations from the headteacher about the school's performance in national tests and curriculum development. The data they receive allows them to ask questions about progress in particular subjects so, for example, they were able to explain why standards were higher in some subjects rather than others.
29. The governors have a very good grip on performance management and agree realistic targets for the school and challenging performance objectives for the headteacher. The targets are appropriately linked to improving the pupils' performance and the successful implementation of initiatives. The governors are well aware of future needs of the school and work closely with the headteacher and the rest of the school community to ensure that the rate of progress is fast enough.
30. The headteacher was appointed to the school soon after the last inspection and she has had a significant impact on the school's success in the intervening period. She demonstrates a clear sense of purpose, recognises what needs to improve and sets out reachable goals that everyone can work towards. As the school is very small, she leads by example and her own classroom practice sets a high standard for everyone else to follow. The leadership of the school stresses the importance of the individual. Parents talk very positively about the way in which 'everyone is valued and respected' by the headteacher and there is an 'openness and honesty in the relationships that exist within the school'. She is determined that all children should achieve their potential and analyses the performance data and individual pupil records so that relative weaknesses can be picked out and addressed. Success in this approach can be seen in the way in which investigative skills in science and mathematics were not given enough emphasis. As a result of the strategies that she introduced, the better resources made available and the greater emphasis placed on this aspect of the school's work, investigative, practical approaches to these subjects have improved dramatically and are now judged to be a strength of the teaching.
31. Although there is only one other full-time teacher within the school, leadership is shared so that colleagues other than the headteacher can take on responsibilities. This works very well so that responsibility for managing special educational needs falls to the teacher who works with the youngest children. This helps the school to pick up any concerns about children early on in their school career and then set suitable support mechanisms in place.
32. The school is well managed. The school development plan is detailed and all the staff are involved in its construction. Priorities are well chosen and reflect the drive to improve standards and the quality of teaching. For instance, the improvement to the school's environment and installation of out door play equipment are tracked through the plan so that it is possible to measure the impact these developments have had on the quality of the provision. Within the plan there is clear evidence that the school reflects on its work, evaluates what works well, and appraises how best to effect further improvements. Success is rightly measured in terms of the pupils' performance.

33. The school regularly checks on how well it is doing. The headteacher ensures that school policies are implemented and are up-to-date. The quality of teaching has improved in recent years but more still needs to be done. Because the headteacher has established such positive relationships, staff are keen to improve their practice and readily take on board advice that is given. The inspection picked up a few weaknesses in the teaching that still need to be addressed by the management if the performance of the school is to improve still further. These include an over reliance on worksheet activities in some subjects and some adults offering pupils too much help with their work.
34. Financial management of the school is very good. The budget is driven by the school improvement plan. It is controlled and monitored well. The governors' finance committee meets regularly and receives a summary budget position to check against the predicted position. Issues are highlighted and addressed. Because funding matters are so important in the context of a very small school, the headteacher and governors pursue vigorously any grants and funding available to meet the needs of children and adults.
35. Parents are regularly consulted about school improvement, for example, what clubs should be available for pupils at lunchtime, and the school compares itself against others in its search to do better.
36. Overall, the school is effective because the pupils do well and the teaching is good. The school achieves its successes at much higher than average costs and therefore provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	159781
Total expenditure	148891
Expenditure per pupil	6473

Balances (£)	
Balance from previous year	30296
Balance carried forward to the next	10890

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are a small number of pupils in the Foundation Stage and few lessons were observed so it is not possible to make judgements about each of the areas of learning. However, the overall picture is a positive one with children achieving well. They make good progress during their time in the reception class. Most are on line to reach to the Early Learning Goals (the standards they are expected to reach by the end of the reception year). The standards reached and the quality of the provision has improved since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress;
- Very good relationships help children settle quickly;
- Staff occasionally give too much support.

Commentary

37. The children in the reception class make good progress in their personal, social and emotional development. The great majority exceed the Early Learning Goals by the end of the reception year. They are happy and settled and enjoy being at the school. This is the result of effective teaching they receive.
38. Staff develop valuable relationships with the children, providing well ordered and managed routines. There is a strong emphasis on developing personal qualities. Staff seek to increase the children's confidence and levels of concentration by encouraging them to do things for themselves, such as putting on their own coats and collecting their work at home time. Children are encouraged to organise their own materials and persevere when cutting and joining materials or using the computer independently. There are occasions when adults offer just a bit too much support; for example, when sticking and pasting collage for them or offering the answer too quickly when asking them to count out numbers. This slows the progress they make during these activities.
39. The children's social development is good. They behave very well and get along with others because the staff manage them in a very consistent way. Adults are polite and courteous, yet firm. They always listen carefully to what children want to say. The staff teach children very good social skills, friendly ways of behaving and ways of relating to others with consideration, tolerance and respect. For instance, when they were engaged in role play in a forest scene, the adult working with them helped them to listen to each other without interrupting and then to wait patiently for their turn.
40. Staff make the best of opportunities to enhance the children's emotional development. They talk with the children about their feelings and those of other people. Quieter moments for the children to reflect and think are planned into activities. Many moments were seen when the children marvelled at the wonder of things, for instance when they looked at the collection of 'old toys' that had been assembled and speculated just how much times had changed for children of their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills improve rapidly because of the skilled teaching;
- Children with special educational needs are well supported;
- There is a good balance between teacher led and pupil chosen activities.

Commentary

41. Overall, the teaching is effective and the children achieve well. Standards are similar to those found for children at this age.
42. Strong emphasis is given to the development of the children's speaking and listening skills because this is where weaknesses have been identified. The children with language difficulties are identified at an early stage and supported well through carefully structured language programmes. These encourage them to model their speech on adults and try out new words and phrases during imaginative play.
43. There is a good balance in lessons between focused, whole group sessions and rich opportunities for children to practise the skills that they are taught whilst they play. When children wrote about times they had misbehaved in the past, the teacher provided them with a model to start them off and then helped them to write a simple sentence with a full stop and capital letter. She encouraged them to sound out the words. Whilst she did this, reminded them of letter sounds and blends they had been taught previously and sensitively pointed out mistakes. The majority of the older children recognise a core of familiar words in simple texts. They use their knowledge of letters, sounds and symbols to spell, read and write simple words through a very wide range of purposeful activities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well;
- Everyday situations are used well to make number work interesting and relevant;
- Children are made to think hard because of the challenging questions they are asked.

Commentary

44. The children make good progress because the teaching is effective. Standards are above average and the children achieve well.
45. Mathematics is well planned and taught. Group lessons provide good opportunities to extend the children's learning. The children are particularly confident in their use of mathematical language. For instance, in a session that aimed to teach children about quantities and weight the teacher posed well targeted questions. The children enthusiastically tackled and solved simple problems, such as finding how much more would need to be added to the balance buckets to make each side even. The teacher skilfully added another level of challenge by asking what rule they had learned that could explain the weighing exercise. The staff complement such well taught sessions by making good use of routine activities to challenge

the children's mathematical thinking. For instance, registration is used well to reinforce simple addition and subtraction, and the children are able to work out how many are absent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Higher attainers are set a good level of challenge;
- Staff take every opportunity to practise language skills through this area of learning;
- There is a rich curriculum with activities that are practically based.

Commentary

46. The children make good progress and they achieve well.
47. Staff provide children with a wide range of stimulating resources and activities. For example, they explore the tactile and textural qualities of media, such as sand, salt, water, play dough, learning their different properties and they use the role play areas well to create imaginary journeys.
48. Staff support the children's learning well through questioning and discussion. For example, the work in geography exploring the routes to school was pitched at a level to challenge the most able with subtle adaptations to engage those less secure in their knowledge and understanding. Precise and careful questioning, often building on the pupils' ideas, raised further the quality of their learning. The result was a high level of involvement and good learning at all levels of ability.
49. The pupils have plenty of opportunities to learn about their surroundings and where they live. Coupled with discussions about their general routines that help develop an understanding of time and sequence, the work planned gives the children the bedrock of knowledge of the world and their place in it.
50. The staff use every opportunity to develop the pupils' speaking and listening skills to good effect. For example, the staff in reception are adept at intervening at just the right moment with questions such as 'What do you need to do next?' or 'How can you make it fit?'
51. Close attention is given to promoting the children's understanding and awareness of other cultures. The school is well resourced and enriches the children's experiences through visits and visitors and by celebrating festivals like 'Chinese New Year'.

PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

Inspectors did not see any lessons in these two areas. They looked at the work and activities that children had undertaken, looked at teachers' planning and talked to children. Achievement is typical of that found for children of this age.

Commentary

52. In **creative development**, pupils explore colour and shape and have a good understanding of two-dimensional shapes. For instance, most were able to complete puzzles working out what shapes would be needed to fill in missing gaps.
53. In physical **development**, equipment is used well. The children use small tools, such as scrapers and spatulas with considerable dexterity and are able to fasten and unfasten their

own clothes competently. Most negotiate space well, moving confidently around the classroom, avoiding the work of others and recognising how much room they will need when setting out equipment such as large wooden blocks.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well;
- The standards in English are above average at both 7 and 11 years and have improved since the time of the previous inspection;
- Teaching is good overall, with more very good teaching seen in the junior class;
- Staff work well together to offer support for pupils, particularly those with SEN;
- Pupils view their work very positively and are keen to do well;
- Timing of some lessons means that pupils do not get a chance to consolidate what they have learned;
- Good use is made of ICT to support learning in lessons.

Commentary

54. Standards in English for both 7 and 11-year-olds are above average. Standards in all the areas, reading and speaking and listening as well as writing are good. The picture seen in the 2002 national tests was exceptional. The standard of the work observed during the inspection is above average and is similar to what is expected when 2003 results are published. Test results over the last four years have generally kept pace with the national trend except in Key Stage 1 Reading where there seemed to be a slight dip. The statistic here is misleading because the pupil numbers are so low and does not reflect reading standards seen during the inspection.
55. Speaking and listening are taught well throughout the school. The pupils are given good opportunities to express themselves orally and most reach above average standards. This represents good progress because some pupils lack confidence in oral communication when they start school. In this aspect of English they achieve well. The teaching is good because the teachers incorporate oral work into all they do. They use open-ended questions frequently and insist that the pupils explain their thinking. The pupils are expected to tell stories and read aloud. Almost all the pupils in Years 1 and 2, including those with speech difficulties, contribute well to group and class discussions. The pupils in Year 6 learn to talk confidently and with good expression. Indeed there were many instances where pupils engaged the interest of others, for example, by retelling extracts from their class reading book or putting forward logical arguments about why the new play equipment should be used out of school hours.
56. Pupils achieve well in reading because the teaching is good. Standards are above those expected for 7 and 11-year-olds. They are taught a wide range of strategies to help them read. The pupils are encouraged to 'sound out' and use other cues like the pictures and the context to tackle unfamiliar words. In Year 2, the average and more capable pupils talk confidently about the books they read and know the difference between fiction and non-fiction. The pupils are enthralled by some of the stories they have read and are keen to share them with visitors. Staff provide good opportunities to explore rhyming and non-rhyming verse and make the lessons involving poetry fun. The pupils in Year 6 show an avid interest in books and enjoy reading. They talk excitedly about their favourite books and authors. They

read with good fluency, expression and understanding. The teaching of library skills is good. The pupils are able to quickly find information from a range of sources including the Internet and locate the relevant text to support their views. The school has a reasonably stocked library. It is well used but staff have rightly identified that these need to be audited and improved so that they provide children with a more attractive range of up to date books.

57. Standards in writing are similarly good. The teaching seen was good overall with staff providing a 'word rich' environment and demanding high standards in handwriting, spelling and punctuation. The pupils are taught to write in many different forms, such as letters, instructions, historical accounts, information sheets, poems and stories, and their work is well displayed for all to enjoy.
58. The National Literacy Strategy has been introduced effectively. Most of the very good teaching was seen in Key Stage 2 where the pace of the activities was brisk and pupils were constantly challenged to improve their work. The very best lessons seen were when the strategy was used flexibly and adapted intuitively to meet the needs of the moment. On occasions, the plenary session at the end of the lesson is not as effective as it could be. This is because insufficient time is allocated and the purpose of the session is not made clear to the pupils. As a result, the teacher is unable to check on what they have learned and pupils miss the chance to learn from others and consolidate their new skills. However, assessment procedures are generally good. The pupils know their targets well and their teachers' marking is particularly helpful in pinpointing what needs improving.
59. Pupils with SEN are well supported within the classroom by the teachers and classroom assistants. Adults work well together to ensure that pupils with additional needs are able to access the full curriculum at their own level. The classroom assistant in Key Stage2 is particularly skilled at offering just the right level of support, intervening only where necessary and following up the lesson objectives with pupils who need extra help.
60. The leadership and management of the subject are good. The subject leader has a clear view about standards across the school and regularly checks on teaching and learning and the work in pupils' books.

Language and literacy across the curriculum

61. Literacy links across the curriculum are strong. Good examples are seen in mathematics and science where children are encouraged to use the correct terminology and they learn to present their finding in different styles. Regular use of ICT allows pupils to become very adept at word processing, drafting and improving their writing as they increase their skills. Sometimes opportunities are missed to link some aspects of writing with other curricular areas. At times, there is an overuse of work sheets in subjects, such as history, which limits what the pupils can achieve, especially the more capable.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are above average and have improved since the time of the previous inspection;
- Teaching is good overall, with some very good teaching seen in the junior class;
- Teachers and teaching assistants work very effectively together;
- Good opportunities are provided for pupils to develop their numeracy and problem-solving skills;
- Relationships in lessons are very good;

- At the end of lessons, teachers do not always make the best use of opportunities to review with the pupils what they have learned.

Commentary

62. Since the previous inspection standards in mathematics have improved. Over time, results in the national tests at Year 2 have been well above both the national average and the average for similar schools. In the 2002 national tests for 7-year-olds, attainment was very high and placed the school in the top 5 per cent nationally for this age group. The preliminary national test results for 2003 indicate that attainment was higher than average. This is reflected in the work in pupils' books from last year. At this early point in the school year, work in books and lessons and discussions with pupils indicate that standards are above average.
63. Attainment over time for 11-year-olds presents an average picture when compared to schools nationally and in 2002, results were below the average for similar schools. The school rigorously analysed the results and took decisive action to remedy the situation. It reviewed teaching strategies, increased the opportunities for pupils to make more use of their number skills and expanded problem solving activities. An early review of test results for 2003, indicates that standards have improved significantly and the work of this year's 11-year-olds indicates that standards are above average.
64. The quality of teaching and learning is good with some very good teaching observed in the junior class. All pupils achieved well in the lessons seen, including pupils who have SEN.
65. The main strengths and weaknesses in teaching and learning are:
- Teachers have good subject knowledge, learning objectives are clear, activities are interesting and pupils are keen to be involved. They have a clear understanding of what needs to be learned, and are skilful when explaining new ideas and questioning pupils to assess what they have learned;
 - The very high quality relationships promoted by adults result in harmony and very positive attitudes;
 - Teaching assistants are involved in planning and are very skilful in supporting individuals and groups in lessons so that they are as successful as others in the class. Occasionally, in the infant class, pupils are over-supported rather than being allowed to work independently for some of the time;
 - Activities and resources almost always provide a good level of challenge. Pupils with SEN are provided with the right blend of challenge and support, and they achieve well as a result;
 - Practical work and problem solving activities encourage creative thinking in the use of mathematical knowledge and understanding. It has made a significant contribution to the improvement in standards at the age of 11;
 - Time is used very well in the junior class with not a moment wasted. In the infant class, the pace of some activities is not fast enough;
 - In both classes, opportunities are missed to use time at the end of the lesson to help pupils reflect on what they have learned.
66. Leadership and management of the subject are good. The headteacher, working closely with other staff, has ensured that weaknesses have been addressed.

Mathematics across the curriculum

67. Good opportunities are provided for pupils to develop their skills through a range of real life problem solving activities in mathematics lessons. ICT is used effectively to apply the skills they have learned, particularly in presenting information.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well;
- Standards throughout the school are above average;
- Standards have improved since the previous inspection, particularly at Year 6 when they were judged as below average;
- Teaching and learning are good overall, very good in the lesson observed in the junior class;
- The recently set up wildlife and pond area provides a very valuable resource for learning.

Commentary

68. Teacher assessments in 2002 indicate that standards were very high at Year 2. In the national tests for 11-year-olds, pupils in Year 6 reached standards that were well above average. The preliminary results for 2003 show that the standards achieved at Year 6 were above the national average.
69. In the two lessons seen, attainment was above average in both the infant and junior classes. Pupils' work from the previous year confirms that they achieve well. Careful planning ensures that all pupils are successful, including pupils with SEN who are provided with good support.
70. A major improvement has been in the school's determination over the past two years to ensure that pupils develop good scientific enquiry skills. This has been successfully achieved with much evidence seen in pupils' workbooks from both this and last year and in the two lessons observed.
71. The quality of teaching and learning are good overall, with some very good teaching seen in the junior class. Planning ensures that all aspects of the subject are covered and that pupils have many opportunities to investigate a range of scientific problems independently. In the infant lesson seen, Year 2 pupils were fully engrossed as they made, tested and recorded how well little cardboard ducks would balance when attached to cylinders containing a range of materials. This was particularly successful because the teacher had planned an activity that she knew would interest them and thus promote learning. Pupils in the junior class were equally challenged in a lesson about plant germination. Following a wide ranging discussion, they worked independently, making effective use of a computer program to devise a decision tree based on their knowledge and understanding of seed dispersal. The teacher made good use of the seeds collected by the pupils as part of their homework and her very skilful use of explanation and questioning effectively built on what had been learned in the previous lesson. As a result, all pupils achieved very well.
72. The subject is led and managed well. The standards pupils reach in the national tests and the work they produce during the year are carefully assessed. Areas for development are dealt with through systematic reviews of planning and teaching strategies. A major innovation has been in the setting up of a wildlife area and pond in the school grounds. Pupils are now able to take advantage of a mini scientific resource area of their own as part of their study of plants, animals and habitats.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is very **good**.

Main strengths and weaknesses

- Pupils achieve very well;
- Standards are high and much better than when the school was last inspected;
- Staff expertise results in some very good teaching;
- High quality equipment means pupils have ready access to the latest machines which they use as tools for learning.

Commentary

73. The school has invested heavily in this area in terms of improved equipment, staff training and buying in expertise. The investment has paid off because standards have improved significantly since the last inspection.
74. Standards in ICT are well above those typically found by the ages of 7 and 11 years.
75. A specialist teacher is employed to work specifically in this area and his work has had a positive impact not only on standards but also on the confidence and expertise demonstrated by the rest of the staff. They have good subject knowledge, high expectations and plan work that is interesting and enjoyable. As a result, the pupils from reception to Year 6 make very good progress in their knowledge, skills and use of ICT.
76. Pupils in Year 2 are confident in using computers and have a good range of basic skills. The majority know how to word process independently and can make changes to their work using the back space or delete keys. In one session observed, the pupils controlled the mouse well, using it to select and move pictures into their correct position on screen. They use a specific program to create stories and are familiar with some of the program's tools.
77. The oldest pupils have a wide range of ICT skills, which they apply with confidence. The skills are most advanced in Year 6 where pupils confidently use the Internet for research connected to their work in science. In a Year 6 mathematics lesson, the pupils used a database program very well to interrogate data in a 'decision tree'. They understood the various ways in which the information could be presented and how using software could make even the most complex tasks manageable.
78. ICT skills are developed well in other subjects. For example, Key Stage 1 pupils used logo to plot a journey across a desert island, linked to the story they were reading in class. Even the youngest pupils were able to cope with a range of instructions and guide 'Max' across the island to the shelter of his tent.
79. In the small number of teaching observations of ICT carried out during the inspection, the quality of the teaching was very good. It was well focused, challenging and activities moved at a brisk pace. From discussions with pupils, analysis of their previous work and of teachers' plans, it is clear that teaching is very well organised. Staff concentrate on helping individuals with any difficulties that might arise. This well targeted direct support is significantly raising standards.
80. Pupils view this subject as one of their favourites and show great confidence. They enjoy their work and, throughout the school, there is a marked enthusiasm for the subject. The pupils have impressive levels of skill and take great delight in discussing their knowledge and experience of using ICT both in and outside school.

81. The subject is well led. A well planned programme of training and support has improved staff subject knowledge and confidence in teaching ICT. It has sharpened their teaching skills and helped them develop a scheme of work that is well thought out and interesting.

Information and communication technology across the curriculum

82. A positive feature of the work of the school is the way in which pupils take every opportunity to apply their ICT skills across the curriculum. Staff are quick to see where this is possible and plan their work accordingly. For example, pupils used multi media presentations to illustrate their hobbies and interests while others sensibly decided to use ICT to present mathematical data in a way that made the results more easily understood by the reader.

HUMANITIES

Geography and History

Provision is **sound** in both areas.

Main strengths and weaknesses

- In Key Stage 1, the subjects are brought to life through interesting, practical activities;
- Pupils throughout the school enjoy history and geography although their response in lessons was better among younger children;
- There is too much emphasis on worksheet activities when working with older children.

Commentary

83. Only a small number of observations were made in history and geography. Inspectors looked at the work pupils had already done in both of these subjects and talked to some of them about it. Inspectors also discussed these subjects with teachers.
84. The school has identified humanities as an area that it needs to improve in so that the work is more relevant. Inspection findings confirm this is a suitable priority.
85. Pupils' achievement is satisfactory. The standards they reach in these subjects are similar to those reached by most pupils of a similar age. In Key Stage 1 the subjects are well taught. For example, during a geography lesson, pupils talked confidently about journeys they had gone on recently and enthusiastically described their own routes to school. Because the teacher asked open-ended questions and challenged them at just the right level, they were able to recognise the similarities and differences between their own communities and those further along the Dales. 'There are more cars in Richmond so it's much noisier than here in Gunnerside'.
86. History skills for younger children are improving at a similar rate. Once again skilful teaching helps to bring the subject to life. Year 2 pupils were talking about toys, old and new. They were encouraged to work out what questions they would need to ask to find out what things were like for their grandparents. Eventually they 'interviewed' a local resident about her toy collection and then recorded the findings. This valuable, first-hand evidence really grabbed their interest and they talked knowledgeably about what had changed. 'They don't make many toys from wood nowadays you know, it's all made out of plastic.'
87. In Key Stage 2, the approach to history observed during the inspection was less practically based. A satisfactory lesson introduced the pupils to voyages of Christopher Columbus and described what conditions would be like on board ship. Year 6 pupils were knowledgeable and well informed but many of the activities they were asked to complete were worksheet based. This constrained what they were able to achieve and, for some, it became a

comprehension exercise. In addition, the time allocation for the history session was too long to sustain pupils' interest. This meant that the pace of their learning slowed.

88. Subject leadership is satisfactory with the headteacher working closely with another teacher in reviewing the arrangements for these subjects. There is a recognition that the time allocation needs to be revised and a more consistent approach to the subjects between the key stages is required.

Religious Education

89. This subject was inspected separately by a specialist inspector who looks exclusively at this area of the school's provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

Main strengths and weaknesses

- Older pupils achieve well;
- Standards of work in the junior class are higher than those seen in most schools;
- The teaching seen was of a good quality;
- Pupils are provided with good opportunities to learn about the subject through enrichment activities.

No lessons in art were seen in the infant class and there was insufficient evidence to make a judgement on standards.

Commentary

90. The standards of work in pupils' sketchbooks and in the lesson observed in the junior class indicate that pupils are attaining at a higher level than normally seen. This reflects the judgement made at the time of the previous inspection.
91. The teaching seen was of a good quality. In the lesson, pupils were creating form and tone through observation and careful drawing of a range of seashore objects. Through the teacher's good skills input, pupils not only improved their techniques, but were also able to evaluate the quality of their work, making suggestions about how it might be improved. All pupils achieved well, including pupils with SEN where good quality adult support ensured they experienced equal success.
92. The school ensures that pupils are provided with opportunities to extend their knowledge and understanding of art through, for example, visiting a local school to listen to a poet/artist and having the opportunity to be involved in felt making through working with an artist in residence. The school also has links with North Yorkshire Rural Arts, where art is combined with environmental studies.
93. The weakness identified at the time of the previous inspection in the provision of guidelines for teaching and learning has been fully addressed. The scheme of work and other aspects of planning ensure that pupils are able to build upon their skills as they move through the school.
94. The subject is led well and it makes a good contribution to the pupils' personal development, particularly in the provision of opportunities to develop in confidence, to work together collaboratively and creatively, and to take pride in their achievements.

DESIGN AND TECHNOLOGY, MUSIC AND PHYSICAL EDUCATION

There was insufficient evidence to make an overall judgement on standards and provision in these subjects, as it was not possible to observe any lessons or activities.

95. **Music** planning ensures that pupils' skills are appropriately built upon. Teachers maintain their own assessment records but as reported at the time of the previous inspection, there is no agreed whole school system in place.
96. The school makes good provision for pupils to take part in a range of music activities. These have included pupils taking part in the Wensleydale Tournament of song and visiting a local school to listen to a Japanese musician. Last year, the school produced a very enjoyable CD of the pupils singing hymns and songs as wide-ranging as, 'Rejoice in the Lord Always', and, 'Ye cannae shove yer granny af a bus!'
97. Good planning in **physical education** ensures that pupils' skills are appropriately built upon and they receive a varied and interesting range of activities. All the requirements of the national curriculum are met.
98. The school makes very good provision for pupils to take part in joint sporting events with other schools and the newly installed outdoor equipment allows children throughout the school to experience good levels of challenge. Indoor accommodation for physical education is still limited but the school makes good use of a nearby chapel where suitable equipment is stored and used for lessons on a regular basis.
99. In **design and technology**, the work is well organised and pupils learn to consider a range of factors such as market research and materials needed before they can start on their project. Completed work shows that pupils are able to cut and join to create moving parts as well as rigid structures. Older children incorporate ICT skills very effectively into models that they create.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

100. No direct teaching was seen in the subject during the inspection. The school is currently working towards a Healthy School award and incorporates a number of best practice features such as Brain Gym exercises before lessons to improve concentration. There are regular opportunities during the week for pupils to discuss current issues and concerns. Some recent discussions have focused on what it means to be a Global Citizen and pupils have looked at how to look after the world's resources. Classes draw up their own rules and the school council takes an active role in the day-to-day life of the school. There is a very strong family feel to the school and staff are aware of the difficulties pupils face when they move on to secondary education; they try hard to help pupils move on with ease. Staff encourage pupils to work collaboratively and to experience new social settings by meeting up with pupils from other schools and taking part in residential trips.

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	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	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	2
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).