

# INSPECTION REPORT

## **ST BENEDICT'S ROMAN CATHOLIC PRIMARY SCHOOL**

Ampleforth, York

LEA area: North Yorkshire

Unique reference number: 121650

Headteacher: Mr M J Gallagher

Lead inspector: L A Furness

Dates of inspection: 14 -16 June 2004

Inspection number: 266219

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	69
School address:	Back Lane Ampleforth York North Yorkshire
Postcode:	YO62 4DE
Telephone number:	01439 788340
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev Dominic Milroy
Date of previous inspection:	7 September 1998

## CHARACTERISTICS OF THE SCHOOL

St Benedict's Roman Catholic School is a very small, voluntary aided primary school situated in the village of Ampleforth, which is approximately 20 miles north of York. The school draws its pupils mainly from nearby villages, including the market town of Easingwold. Sixty-nine pupils between the ages of 4-11 attend the school and all pupils are white British. The percentage of pupils who take up their entitlement to a school meal free of charge (2.5%) is well below the national average. The percentage of pupils having special educational needs (11.5%) is below the national average but the percentage of pupils having a statement of special educational need (2.8%) is above the national average. There are three classes in the school each of which include pupils from more than one year group. The class of Years 2 and 3 pupils is taught by two teachers for two and a half days per week each. The class of Years 4, 5 and 6 pupils is taught by the headteacher for four days a week and a temporary teacher for the remaining time. Assessment information indicates that most children have levels of attainment that match those expected for their age in communication language and literacy, in mathematical development and personal, social and emotional development on entry to the school. However, with such small cohorts, this can vary considerably year upon year. A number of pupils have joined the school during this school year and in a school with such small numbers any such changes can have a significant impact on standards. The school achieved the Basic Skills Quality Mark in 2003 and a government achievement award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Special Educational Needs English as an Additional Language English Information and Communication Technology Art and Design Design and Technology Music Physical Education Citizenship
32671	C Gosling	Lay inspector	
27677	D Davenport	Team inspector	Foundation Stage of Learning Mathematics Science History Geography

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## PART A: SUMMARY OF THE REPORT

**St Benedicts is a very effective school** with some very good and excellent features. Pupils thoroughly enjoy school, behave very well and are very willing to learn and so they make the most of the good teaching. As a result, the standards attained represent good achievement for the pupils. Despite its high costs for each pupil the school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher of the school is very strongly committed to all pupils having every opportunity to succeed and inclusion is excellent
- Very good support and challenge is provided from a knowledgeable governing body
- Although standards in English are good, pupils attain higher in reading than in writing
- The quality of teaching and learning is good throughout the school
- Pupils have very good attitudes to school and their work, and form excellent relationships with staff and each other
- The monitoring and evaluation role of the subject leaders is underdeveloped.
- Pupils are offered a stimulating, exciting curriculum
- Although satisfactory, pupils' understanding of knowing how well they are doing in their learning is not developed sufficiently
- The school takes very good steps to ensure pupils' care, welfare, health and safety
- Partnerships with parents, other schools and the community are very good

The school has made very good improvement since the last inspection. The key issues and minor issues identified in the previous report have been fully and correctly dealt with.

### STANDARDS ACHIEVED

**Pupils' achievements overall are good.** Their attainment when they start school varies greatly year on year. This is because of the small numbers of children entering the school. By the end of the reception year, children are likely to attain at least the early learning goals in communication, language and literacy and mathematical development and a significant number will exceed these goals. Standards in personal, social and emotional development are well above those expected for the children's age representing very good achievement.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average; A\* represents the top 5% of schools nationally*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Because of small cohorts and the impact that one pupil leaving and another arriving can have on overall statistical data, great care should be taken when interpreting the above information. The majority of pupils currently in Years 2 and 6 are attaining standards that are above those expected for their age in English, mathematics, science, information and communication technology and history and their achievement is good. Pupils with special educational needs achieve well because of very good targeted support. There was insufficient time during the inspection to make a secure judgement on standards or achievement in art and design, design and technology, geography, music and physical education.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are very good.** Pupils' relationships with others are excellent and their very good interest in school activities and very good behaviour effectively enhance their achievement. The strong sense of community is illustrated by the real care that older pupils show for younger ones and pupils are developing into thoughtful, caring young people. The levels of attendance are good and punctuality is very good, with pupils keen to come to school.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. The quality of teaching is good** and this is an improvement since the previous inspection. In reception, children have many rich experiences so that they learn confidently. In Years 1 - 6 lively teaching challenges pupils to think so that they learn confidently and apply their skills. School assessment procedures are good, although teachers' marking is not always sufficiently clear about how pupils may improve. Pupils are given targets to aim for in English and mathematics but the impact of these targets is limited.

The curriculum is very good, and meets all statutory requirements. A very good range of out-of-school activities enriches it. The accommodation is very good as are resources. This enables all subjects of the National Curriculum to be taught effectively. The level of support, care and welfare is very good. Links with parents, the community and other schools are very good and promotes pupils' learning well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The school has a very good ethos of consideration within which inclusion is excellent. Through the very good and energetic leadership of the headteacher the school has moved forward considerably since the previous inspection. Subject leadership responsibilities, in particular monitoring and evaluation procedures, are being reviewed and formalised because of staff changes. School governance is very good; governors play a significant role in shaping the vision and direction of the school. They provide very good strategic direction and ensure that the school complies with statutory requirements. Very good attention is given to the principles of obtaining best value in financial decisions.

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

Parents welcome the open nature of the school and the very strong sense of community. Most feel very comfortable about discussing a problem or concern. Pupils come very eagerly to school and feel it is a safe and stimulating place to be.

## **IMPROVEMENTS NEEDED**

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

- continue with the work to improve standards in writing throughout the school
- develop pupils' self assessment skills and knowledge of how to improve the quality of their work
- agree and formalise the role of subject leaders, including the monitoring and evaluation role, and share current good practice

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Standards are **above those expected** for the pupils' age by the end of Years 2 and 6. Achievement is **good** for all groups of pupils and at all stages of the school.

#### Main strengths and weaknesses

- Children get off to a good start in the Foundation Stage and are likely to attain at least the early learning goals in communication, language and literacy and mathematical development and a significant number will exceed these goals
- The personal, social and emotional development of reception age children is very good
- Standards in English, mathematics, science, information and communication technology and history are above those expected for the pupils' ages
- Mathematics results in the National Curriculum tests for Year 6 pupils in 2003 were lower than usual.
- Standards in writing are below those for speaking, listening and reading
- All groups of pupils, regardless of gender, race or ability, achieve equally well.

#### Commentary

1. With such small cohorts, attainment can vary considerably year upon year but children generally start school in reception with attainment in the six areas of learning matching that expected for their age. Because of good teaching children make good progress and achieve well. By the time they enter Year 1 all children are likely to attain at least the expected standards in all areas of learning and a significant number will exceed these. Standards in personal, social and emotional development are well above those expected for the children's age representing very good achievement. These children have excellent relationships with each other and are well motivated confident learners.

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

Standards in:	School results	National results
reading	16.1 (15.2)	15.7 (15.8)
writing	14.8 (14.4)	14.6 (14.4)
mathematics	16.6 (16.8)	16.3 (16.5)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

2. In 2003, Years 2 performance in the National Curriculum tests matched the national average in reading, writing and mathematics but was below average in comparison with similar schools. In science, on the basis of teacher assessment, performance was well above the national average, in the top five per cent of all schools and similar schools. Year 6 pupils' performance was well above the national average in English and science and above the national average in mathematics. In comparison with similar schools, performance was above average in science, matched the average in English and was well below average in mathematics. However, analysis of mathematics results shows that two pupils narrowly missed Level 5 attainment in the tests and in such small cohorts (9 pupils) the impact of this is considerable. Because of small cohort size it is inappropriate to consider trends overtime for either Years 2 or 6 pupils or any differences in attainment between boys and girls.



However, in English there was a marked difference between the attainment of pupils in reading and writing and this is a recognised area for improvement throughout the school.\*

3. Pupils currently in Years 2 and 6 are attaining standards above those expected for their age in speaking and listening, reading mathematics and science and achievement is good. However, in writing, standards mainly match those expected, and although in the current group of Year 6 pupils there is evidence of higher attainment this is not typical of in other year groups. The school is aware of shortcomings and is implementing a variety of strategies to address this area of concern.
4. Standards in ICT have improved from below those expected for the pupils' age to above those expected due to the significant improvement in provision, including teaching, and the inclusion of ICT as an integral part of lesson plans in other subjects of the curriculum. Achievement and progress are good. In history, good standards and achievement are because of consistently good teaching resulting in pupils who have a secure understanding of life in the past and its influence on modern society. There was insufficient time during the inspection to make a secure judgement on standards or achievement in art and design, design and technology, geography, music and physical education.
5. Pupils with special educational needs make good progress and achieve well because of the effective support they are given. They are fully included in all activities. Pupils who are identified as able and gifted are provided with very good opportunities to develop their talents.

*\* A table showing the average points attained by Year 6 pupils in the National Curriculum tests is not included due to the cohort being less than 10 pupils.*

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good**. Other aspects of their personal development, including their spiritual, moral and social development, are **very good**. Attendance at the school is **good** and punctuality is **very good**.

## **Main strengths and weaknesses**

- The personal social and emotional development of children in reception is very good
- Relationships throughout the school are excellent
- Pupils consistently display very good attitudes and behaviour
- The school works hard to ensure pupils develop independence, very good social skills and an awareness of responsibilities
- Pupils are very well prepared for life in the wider world

## **Commentary**

6. Children entering the school in reception settle very happily into the school. Most children are likely to exceed the expectation for this aspect and standards are well above those expected for the children's age by the end of their reception year. Children quickly learn the essential routines and high expectations of behaviour, mainly due to the very good induction arrangements. They establish excellent relationships with each other and the adults with whom they come into contact and respond very positively to work and play activities. From the earliest age, they learn to listen closely and join in discussions about their learning.
7. The excellent relationships pupils have with their teachers make them feel very secure and sure that they are cared for and respected. This develops high levels of confidence and self-esteem in pupils who are ready to take risks in their learning and volunteer for all kinds of tasks as a result. They are very well motivated, enthusiastic learners wanting to learn new things and taking an active interest in the world around them. During lessons they work very well together and during playtimes, the Year 5 'buddies' ensure that younger pupils feel safe

and secure. The 'family service' at lunchtime also ensures that the younger pupils are well cared for by the older ones. Pupils trust adults in the school and most, including those with special educational needs, have very positive attitudes to school and to learning. Pupils are keen to attend school and punctuality is very good as lessons are enjoyable for them.

**Attendance in the latest complete reporting year (%) 2002-2003**

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.4	National data	0.4

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

8. The school's ethos promotes very high expectations of attitudes and behaviour and the pupils respond very well by being considerate of others and showing maturing attitudes. Pupils are clearly aware that their behaviour affects others, and during lessons and outside at play, pupils are confident that they are amongst their friends and that they will be free from any bullying or harassment. Because the school expects pupils to behave responsibly, the school is a very calm and friendly place, where pupils can develop as individuals secure in the knowledge that they will be treated fairly. There have been no exclusions.
  
9. Pupils' individual self-esteem, confidence and an awareness of responsibilities to others are promoted very well. Advantage is taken of the school's small size to encourage and guide all pupils to have increasing responsibility, be it a part in a drama production or to show and guide new reception children around the school. Pupils speak enthusiastically about the very popular school library that is run mainly by the pupils and of the school council where pupils know that their responsible attitudes can have a real affect on the way the school is run.
  
10. The school's very strong Christian ethos and excellent promotion of inclusion ensures that all pupils know they are equally valued. They fully understand that the same opportunities are open to all and because of this develop very good sharing skills. They give good support to one another in lessons and are quick to include pupils whom they perceive as lonely in the playground. Strong efforts are made to ensure that pupils are not disadvantaged by their rural environment and that they become aware of the wider world around them. Cultural issues are addressed very well during lessons, by visits and visitors to the school and by the pupils raising money to help children overseas. The school also places a strong emphasis on the importance of annual residential visits that help build awareness of social and cultural issues. Pupils talk very openly and honestly about their opinions of these aspects of their development. The values of caring and compassion, striving hard and celebrating each other's achievements are very well embedded in the day-to-day life of the school. The headteacher and all staff in the school provide very good role models for pupils in the way that they uphold these values and their impact is seen on all pupils in the school who work hard to reach the high expectations the school has of them.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **good** quality of education. It has made good improvements to its effectiveness since the last inspection. Teaching and learning are **good**. The quality of the curriculum is **very good**, with many challenging tasks, and there are **very good** opportunities for enrichment. The **very good** level of pupils' care and partnership with parents provide a strong base from which pupils work confidently.

**Teaching and learning**

The quality of teaching is **good** so that pupils learn well and make **good** progress. Teachers use the **good** assessment procedures well for further planning.

### Main strengths and weaknesses

- The good subject knowledge of teachers and the very good use of resources enable pupils to achieve well.
- Teachers have high expectations of their pupils, set challenging tasks and invariably expect high standards of behaviour in lessons
- All pupils are fully included in all learning opportunities, regardless of ability, gender or background
- Teaching assistants provide valuable support and are very effective in what they do
- Although satisfactory, pupils' knowledge of how well they are doing in their learning is insufficiently developed

### Commentary

11. The quality of teaching and learning is consistently good with many very good features seen throughout the school. The quality of teaching and learning is good in English, mathematics and science and in all other subjects where a judgement can be made. This good quality of teaching has improved since the time of the previous inspection, because of the higher proportion of good and very good teaching. There was no unsatisfactory teaching seen. Based on their good subject knowledge, teachers give clear explanations and support this very well through the very effective use of the very good resources, to give easily understood demonstrations of learning points. Pupils therefore feel confident to move forward and work independently at a very good pace. All teachers are fully aware of the National Literacy and Numeracy Strategies and have completed training in the teaching of ICT, so they show competence in teaching these subjects. Teachers guide their pupils effectively and ensure that all achieve well and develop good core skills, which also support the good learning in other subjects.

### Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	13	0	0	0	0

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

12. The teacher and teaching assistant in the reception class have a good understanding of the needs of young learners. They plan a wide range of play based activities which successfully extend children's basic skills and promote an early enjoyment of learning. Very good outdoor accommodation and resources enhance the learning experiences that are provided for these young children.
13. In all classes teachers and teaching assistants establish excellent relationships with their pupils. This helps to generate a positive atmosphere for learning and in many classrooms the steady buzz of young minds actively involved in discovery and discussion permeates the air. Because they feel comfortable and appreciated, pupils readily put forward their ideas and suggestions. Such positive relationships promote high standards of class discipline and the amount of time teachers have to spend correcting pupils' behaviour is minimal. On the very few occasions, however, when the pace slackens and the teacher's presentation is overlong pupils' concentration slips and learning is affected. However, during most lessons, pupils greatly enjoy their activities and work hard, displaying very good attitudes and behaviour, and learning is effective as a result. The school gives very effective support to pupils with special educational needs, often through the sensitive and thoughtful support of the teaching

assistants. As a result, these pupils make good progress towards the targets on their individual educational plans.

14. Planning is good. Activities are planned carefully for pupils at all levels of attainment. Teachers use a good range of teaching and learning methods which suit these pupils and enable them to progress well. In mathematics and science there is a strong emphasis on developing and using mental and investigative skills to support effective learning and in enabling pupils to use and apply their knowledge and understanding in challenging activities. Very good use of computers in other subjects, for example art and design, geography and history enable pupils to use the skills they have learned, giving a purpose and meaning to learning.
15. The school has established good assessment procedures for English, mathematics and science, which are used well to track the progress of the pupils. Teachers keep good records of pupils' attainment which they use to inform further planning. Pupils have targets in English and mathematics but they are rarely referred to during lessons. Therefore the impact of this process is limited. Teachers share learning objectives with pupils at the beginning of lessons; this is good because pupils know what is expected of them. However, the criteria for pupils to achieve success in their work is not as clear and marking, although up to date, does not consistently inform pupils why their work is good and what they need to do to improve.

## The curriculum

Curricular provision, accommodation and resources for learning are all **very good**. Opportunities to enrich the curriculum are also **very good**.

## Main strengths and weaknesses

- The school provides a very good curriculum that meets the needs of all its pupils very well
- There are very good cross-curricular links, including the effective use of literacy, numeracy and ICT skills
- Pupils' personal, social, health and citizenship education are very good
- A very good range of enrichment opportunities effectively supports pupils' learning
- Provision for pupils with special educational needs is very good and all pupils are fully included in all that the school has to offer
- The very good accommodation and resources very effectively enhance pupils' learning opportunities

## Commentary

16. Significant improvements have been made since the last inspection, particularly in the provision for the Foundation Stage and for information and communication technology. The breadth of curricular opportunities is very good, with national guidance successfully adapted to meet the specific needs of the school and its pupils. Good planning ensures a rich, balanced and innovative curriculum; this includes a very successful 'arts' week, when pupils explore creative subjects in greater depth and the teaching of French to Year 2 pupils. Effective links have been created between subjects with very good emphasis placed on promoting literacy, numeracy and ICT skills. This has a very positive impact on pupils' overall good achievement.
17. The curriculum provided for children in the Foundation Stage is good. It is clearly linked to national guidance with a wide range of practical activities planned for all six areas of learning. Outdoor provision, found to be a weakness at the last inspection, is now greatly improved and effectively enhances teaching and learning across the curriculum throughout the day.

18. Pupils' personal, social, health and citizenship education are very good. A very good range of opportunities, both during and outside the normal school day, very effectively promotes this area of learning. These opportunities include after-school clubs, inter-school sporting activities and opportunities to participate in performances for parents and the wider community. In addition, pupils have opportunities to work with authors, artists, dancers, musicians and to play a musical instrument. These activities, together with a very good range of visits and visitors, effectively enhance the curriculum and make a very positive contribution to pupils' personal development and their overall progress and achievement.
19. Inclusion is excellent and all pupils have equal access to all learning activities. The leadership of the school ensures that all pupils are fully included in all aspects of school life and are very well prepared for the next stage of their education. The provision for pupils with special educational needs is very good and the curriculum also caters very effectively for pupils identified as able, gifted or talented.
20. The school makes the very best use of its staff, accommodation and resources. Teaching and support staff are suitably qualified and experienced and the relatively small class sizes enable pupils to receive more individual attention and to be appropriately challenged. This has a very positive impact on their learning, achievement and personal development. This is very good improvement since the last inspection when the deployment of support staff was seen as ineffective, particularly in the Foundation Stage. The school's indoor accommodation is well maintained and effectively enhanced by bright, attractive displays that celebrate pupils' work across the curriculum and their achievement in and out of school. All classrooms open out to the very extensive outdoor environment, which is used very effectively to promote pupils' learning and to develop their spiritual awareness. The very good range of good quality resources is used very effectively to enhance teaching and learning.

## Care, guidance and support

Provision for the care, welfare, health and safety of all pupils is **very good**. The school provides **good** support and guidance. There are **very good** arrangements in place for seeking and acting on the opinions of the pupils.

## Main strengths and weaknesses

- There are very good systems in place to check pupils' welfare, health and safety
- Induction procedures for all pupils at whatever stage they join the school are very good
- Relationships between adults and pupils are excellent
- Assessment systems are good but target setting is having limited impact
- The school seeks and acts on the views of the pupils very well

## Commentary

21. This aspect is an integral part of the school's work and all pupils are very well cared for in a very safe and secure environment. All necessary checks and risk assessments, as required for general health and safety matters, are carried out regularly and the governing body is very effectively involved in these. Procedures for dealing with child protection issues are very good. First aid, accident and emergency procedures are well established and effective. Most staff are trained in first aid and are very well supported by the two teaching assistants who are trained nurses. Very good initiatives such as "Crucial Crew" effectively raise pupils' awareness of health and safety issues.
22. Very good induction procedures, good quality information and daily contact with parents and carers help children in the Foundation Stage to settle quickly into school routines. Arrangements for the induction of pupils who join the school at different times of the year are

also very good. All staff and pupils ensure that these pupils settle quickly into their new environment and parents are very pleased with these arrangements.

23. The school has a very strong family ethos and relationships are excellent at all levels. Staff work very well together to support all pupils in their academic and personal development. They are quick to identify pupils having learning difficulties in lessons or personal concerns and give good additional support and guidance in these instances. There are very good systems in place for the early identification of pupils with special educational needs and pupils' individual education plans have clear targets. These plans are reviewed regularly with outside agencies providing extra support as necessary. The very good support and guidance for these pupils enhances their self-esteem and enables them to participate in all lessons and in all school activities.
24. Assessment and tracking systems are good overall. Tracking systems are securely in place and the headteacher carefully monitors pupils' progress over time. Assessment data is analysed and, using this, learning targets are set for English and mathematics. However, the impact of this is limited as teachers and pupils do not consistently refer to the targets as they are working.
25. There are very good opportunities for all pupils to make their views and opinions known to staff and to be involved in the school. The school council enables pupils to develop a very strong sense of responsibility for others as they discuss issues and concerns together. Teachers welcome their comments and ideas and act on them whenever possible. As a result, pupils have a very well developed sense of pride and ownership of the school and feel greatly involved in its life and work.

### **Partnership with parents, other schools and the community**

The school has **very good** links with parents, the community and with other schools and colleges.

### **Main strengths and weaknesses**

- Parents have very positive and supportive opinions of the school
- The school has good procedures for the transfer of pupils
- Very good links with the community effectively broaden the pupils' knowledge and understanding of the wider world
- Reports to parents are very good

### **Commentary**

26. The school makes great efforts to ensure links with parents are strong and effective so that pupils benefit from their parents' involvement with the school. Parents attend meetings in good numbers and they regard themselves as very well informed about all aspects of the school. A monthly newsletter, curriculum evenings and parent evenings are used to keep parents well informed of school life and soon a website will offer wider opportunities for parents to communicate with the school. On their child's entry to the school, parents sign a home-school agreement, and this is reaffirmed each January, so that parents are reminded of the commitments they have made to their child's education. Parents say they feel very welcome in the school and are fully supportive of what is done for their child. The headteacher and governors regard the very good partnership with parents as being crucial to school effectiveness and there has been very good improvement in this aspect of the school's work since the previous inspection.
27. Pupils transfer to a number of secondary schools and good links have been established with all of them so that the transition from primary to secondary school is not a stressful occasion for the pupils. Headteachers from the various secondary schools visit the pupils and then the pupils themselves make visits to the secondary schools of their choice, to experience

lessons and other activities. The headteacher takes a continuing interest in the progress of the pupils that have left and it is routine for him to contact the secondary school early on in the autumn term to ensure that all is well.

28. Very effective strategies are in place to ensure that attending a very small school in a rural setting does not disadvantage the pupils. Very good links with the community allow pupils to experience a range of cultures, and links with the village and Ampleforth Abbey and College are strong. The school also benefits from teaching assistants from overseas, for example Spain and Italy, who provide the pupils with very good experiences of a range of cultures and languages.
29. The very good reports that parents receive on their child's progress are comprehensive and individual to the child. They sometimes include examples of the child's work so that child and parent can identify areas for improvement together. Reports also contain the National Curriculum level that pupils attain, as well as the teacher assessments. This enables parents to have an accurate and meaningful indication of the progress their child is making.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher provides **strong, purposeful** leadership and **very good** management for the school. Staff lead their areas **effectively**. The governance of the school is **very good**.

### Main strengths and weaknesses

- The headteacher shows very good leadership qualities and he provides an extremely clear and effective vision for the continuing development and improvement of the school
- Commitment to inclusion, equal opportunity and meeting the needs of individuals is excellent
- There is very good quality monitoring of teaching, the curriculum and performance data
- Governors have a deep understanding of the schools' needs; they are highly challenging, supportive and pro-active
- Financial control is very good

### Commentary

30. The school has made very good improvement since the last inspection because the headteacher has provided very good direction and has been supported very effectively by the governors and all staff. All the issues for improvement identified then have been addressed very well. Provision for ICT has greatly improved as has the teaching and provision for reception age children. The headteacher and staff work with a strong sense of purpose and as a hard-working team. Teamwork is very effective and there is a strong focus on raising standards and improving provision. Recently appointed staff are making a good contribution to meeting the overall aims of the school. The very good clarity of vision for the school and the high aspirations of the headteacher are key factors in the success of school improvement in recent years. He is highly respected by all. The governing body supports the headteacher in bringing about development and improvement by making a major contribution to the life and work of the school. Governors are confident and have an extremely clear idea of where the strengths and weaknesses lie in the school. A very effective learning environment has been created that offers a very broad and rich curriculum, whilst maintaining good academic standards. The commitment to the inclusion of all pupils and to meeting their needs is excellent. The leadership of provision for pupils with special educational needs is very good and as a result, these pupils achieve well.
31. The headteacher has established very good and comprehensive monitoring procedures, reflecting his very good management skills. Performance management is fully established and includes lesson observations by the headteacher and a local education authority adviser, with helpful feedback on strengths and areas to improve. Outside consultants are also

invited into the school in order to provide an objective view of provision. All advice is taken very seriously and acted upon. The role and responsibilities of the subject leader is under review due to staffing changes. The English and mathematics subject leaders check lesson planning and carry out an analysis of data and of pupils' work. They have a clear understanding of strengths and weaknesses. However, the school wishes to develop the role further and formalise monitoring and evaluation procedures, allowing more opportunities to share good practice. The management of the recruitment and retention of staff is good and encourages excellent relationships and support amongst them. Members of the governing body also make regular focused visits which provide valuable information to support their decisions. The headteacher has established good assessment procedures that are used effectively in planning and teaching. He uses the information to track pupils' progress closely and to agree challenging school performance targets.

32. Members of the governing body are very committed to the successful running of the school. They give very good strategic direction that is well informed through formal visits as well as a wide variety of other contacts. Their visits help to inform the very well-designed school improvement plan. The governors take very good account of the principles of obtaining best value in their financial decisions. The governors and headteacher work closely together to monitor the effects of their financial decisions with improved provision and standards in mind. The school office runs smoothly and all routines are carried out efficiently.

***Financial information for the year April 2002 to March 2003***

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	247,234	Balance from previous year	29,563
Total expenditure	260,493	Balance carried forward to the next year	16,305
Expenditure per pupil	3775		



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

33. Provision in the Foundation Stage is good; this is very good improvement since the last inspection. Most children start school with attainment in the six areas of learning matching that expected for their age. However, with such small cohorts, this can vary considerably year upon year. Children make good progress and attain well in their reception year because the teaching is good. As a result, all children are likely to attain at least the expected standards in all areas of learning and a significant number will exceed these. Standards in personal, social and emotional development are well above those expected for the children's age representing very good achievement.
34. The teacher and teaching assistant work very well together. They establish very good relationships with the children, and successfully create a safe, secure and stimulating learning environment. Work is well matched to the children's needs and the staff focus well on developing the children's individual abilities. Work in all six areas of learning is regularly assessed and good records of progress are kept. This information is used effectively to inform the teacher's planning and to track children's progress closely. Parents are kept very well informed on a weekly basis of their children's learning and progress. The Foundation Stage is well led and managed

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Personal, social and emotional development is promoted very well in all areas of learning
- Relationships are excellent and adults are very sensitive to the children's needs
- Children work and play very amicably together and behave very well
- Good teaching promotes very good attitudes to school and to learning

#### **Commentary**

35. The provision for children's personal, social and emotional development permeates all areas of learning and the children attain standards well above those expected in this area of learning. Their achievement is very good. They are very happy to come to school, and are very well cared for and supported. The children settle quickly into school life and follow well the established school routines. They play very well together and behave very well because of the excellent relationships they form with each other and with adults. Children develop very good personal skills and independence as they get changed for physical activities, take turns, handle equipment and resources with care and help tidy up after their activities. Teaching is very good and fosters enjoyment in learning. The children show very good attitudes to lessons by listening attentively and following instructions carefully. The staff know all the children very well, are sensitive to their individual needs and use praise very well to boost the children's confidence and self-esteem.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is good and the teaching assistant contributes very effectively to the children's achievement
- Language skills are promoted well at every opportunity
- There is a good range of stimulating activities to promote this area of learning

### **Commentary**

36. The quality of teaching is good and the range of well planned, stimulating activities promotes language skills well. As a result children make good progress in this area of learning and the majority are on course to meet at least the early learning goals expected by the end of their reception year and a significant number will exceed these goals. Achievement is good. Children develop good speaking and listening skills through the many opportunities provided for them to talk about their work, personal experiences and through role-play activities. Children enjoy listening to stories and show a good understanding of the main points. They have made a good start on learning to read and spell, showing a good knowledge of letter sounds and key words and incorporating these well into their writing. Letter formation is secure and the children make appropriate attempts at spelling unfamiliar words and using capital letters and full stops as they write in sentences. The well-briefed teaching assistant contributes in great measure to the children's learning. Together with the teacher she encourages them to extend their language and literacy skills in other areas of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good with a well planned range of activities and resources available to engage the children's interest
- The children show very good attitudes to their work and behave very well
- The teaching assistant effectively supports the children's learning

### **Commentary**

37. Children can recognise and reliably count numbers to 10 with a significant number working to 20 and beyond. They count in 10s to 100 and have a secure understanding of making number sentences by "adding on". A good range of well planned activities gives children the opportunity to apply their mathematical skills to real life situations such as taking traffic surveys outside school and solving simple money problems. Resources are used very well and in the lesson seen children found the "laundry" activities particularly enjoyable as they used pegs and washing lines to combine two numbers to 20. Children use mathematical language such as "less than", "more than" confidently and accurately name two-dimensional shapes. Teaching is good and the teaching assistant is well informed of what is expected of the children and asks them appropriate questions, which successfully develops their mathematical understanding. Children are on course to attain at least the early learning goals expected for their age by the time they enter Year 1 with a significant number exceeding these goals. Achievement is good.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good with a good range of practical activities planned to stimulate the children's curiosity.
- Resources are used very well to promote learning.

### **Commentary**

38. Good teaching and well planned practical activities stimulate the children's curiosity and develops their observational skills well. As a result, children achieve well in all aspects of this area of learning and the majority of children are on course to attain at least the early learning goals expected for their age by the end of reception. A significant number will exceed these goals. Children learn appropriate historical vocabulary and make comparisons between past and present times as they examine every day Victorian objects. Through the very good use of the local environment children learn to appreciate and care for the world around them. Children's work with construction kits and games introduces them effectively to modeling and making structures. They confidently use computers for writing, creating pictures and recording information, showing good control when using the 'mouse'. Visits and visitors further enhance and enrich the children's learning experiences and impact positively on their personal development.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Children enjoy physical activities because the teaching is good
- A good range of well planned activities effectively promotes this area of learning

### **Commentary**

39. The children develop their manipulative skills well through the good opportunities presented to them to use scissors, pencils, paintbrushes, mould clay and the use of small construction equipment. Children use space effectively to skip, jump, stretch and curl and improve the quality of their movements by copying the good demonstrations of others. They are beginning to develop satisfactory ball skills by throwing and catching with appropriate control. The outdoor play area, a very good improvement since the last inspection, is an effective teaching and learning resource. It is used well on a daily basis to allow freedom of movement and use of wheeled toys, but access to larger play and climbing is limited. However, the extensive outdoor accommodation, easily accessible from the classroom, is used at every opportunity to further enhance the children's physical development. Teaching is good and the children enjoy the activities planned for them. As a result children make good progress in this area of learning and the majority are on course to meet at least the early learning goals expected by the end of their reception year and a significant number will exceed these goals. Achievement is good.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and the children achieve well
- A good range of practical activities are appropriately linked to other areas of learning.

### **Commentary**

40. The children are on course to reach the goals expected in creative development by the end of the reception year, and a significant number of children will exceed these goals. Achievement is good. Teaching is good and the children enjoy the good opportunities provided to draw, paint and make pictures and models from a variety of media. The children's work is often related to other areas of learning, as for example, they sketch historical artefacts and paint pictures of local buildings. Role play activities are used well to develop the children's speaking and listening skills, and their imagination as, for example, they "keep house" in Victorian times and visit the vet's surgery. Children sing a range of songs tunefully and enthusiastically. They explore sound by playing a variety of musical instruments and really enjoyed a recent drumming session by a visiting musician.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils attain standards above those expected by the end of Year 6 and achievement is good
- Pupils' speaking and listening skills are above those expected for their age
- Reading is very well taught
- Standards in writing are not as good as in other aspects of English
- ICT is used well to promote learning in this subject
- There is good leadership and management from the subject leader
- Pupils' understanding of how to improve their work is underdeveloped

#### Commentary

41. The school has maintained the good provision identified in the last inspection and the standards attained by pupils currently in Years 2 and 6 are above those expected for their age overall and achievement is good. Pupils with special educational needs are very well supported and their achievement is also good.
42. Standards in speaking and listening are above those expected throughout the school. Pupils are confident, articulate youngsters who listen well to both adults and each other. They speak clearly and confidently because adults provide good models of how to speak and sensitively correct pupils when they make an error in their speech. Because of this, their pronunciation of unfamiliar words is good and gives support to their developing reading skills. Pupils' reading skills are above those expected for their age because of good teaching. Younger pupils use appropriate strategies for sounding out new words and make good use of picture and story clues to guess at the meaning of unfamiliar words. By Year 6, pupils read well, and show a good understanding of what they have read. They are interested in different authors and are able to explain their preferences in reading. The school library is a very good resource that has helped to promote pupils' love of literature and pupils speak enthusiastically about how they are able to request the purchase of different books. Standards in writing however, are not as good, and although satisfactory there is limited evidence of higher attainment apart from in Year 6. Most pupils write legibly and letter formation is clear. By Year 2, pupils are beginning to punctuate their work with capital letters and full stops and the majority can demarcate sentences correctly. By Year 6 pupils have a good understanding of how to write for different purposes and different audiences. However, in Years 3, 4 and 5 there is less evidence of pupils writing confidently in a range of different genres and there is limited use of imaginative vocabulary. The school is focusing on a number of strategies including the use of Further Literacy Support materials to improve the quality of writing throughout the school. Pupils are given writing targets but, as they are rarely referred to during lessons, their impact is minimal.
43. The quality of teaching and learning is good. Teachers make good use of day-to-day assessment to adjust their planning so that activities match well with what pupils need to learn next. The quality of teachers' planning is good because they have good subject knowledge and use a range of different resources very well to support learning. Without exception, they form excellent relationships with pupils and these relationships underpin the pupils' desire to please their teachers by working hard. The result is that pupils learn at a good rate in all lessons and are highly motivated when it comes to independent work. Although learning intentions are shared with pupils, the criteria they have for judging their own success are not always made clear. Marking although satisfactory, does not consistently indicate what is good about the pupils' work and how they might improve.

44. Teachers make very good use of ICT in the subject and give pupils frequent opportunities to consolidate their learning through a variety of interesting programs, as well as encouraging them to use computers to present their written work in different ways. Pupils who have special educational needs are very well supported by the teachers' thorough planning for their needs and the very good in-class support of teaching assistants.
45. There is good leadership and management of the subject by the subject leader. She has a secure understanding of strengths and development areas and a good action plan is in place to support school improvement. Working with the headteacher, she analyses data and monitors pupils' progress in a variety of ways including scrutiny of work and interviews with pupils. As yet she has had limited opportunity to observe teaching in classrooms.

### **Language and literacy across the curriculum**

In all subjects throughout the school, there are good opportunities for pupils to practise their literacy skills. For example, good use of paired and groups discussion in many subjects effectively develop pupils' speaking and listening skills as well as developing their understanding of the subject. Independent reading skills are used well to research information as was seen in the Years 2 and 3 class, when pupils were finding out about family life during Roman times.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards reached by pupils in Years 2 and 6 are above those expected for their ages and achievement is good
- Teaching is good and teaching assistants support pupils' learning well
- Pupils' very good attitudes to their work impact positively in their learning
- Pupils do not have enough guidance on how to improve their work
- Leadership and management are good

#### **Commentary**

46. Pupils in Year 2 and Year 6 are working at levels above those expected for their age and their achievement is good. This is very good improvement since the last inspection. Pupils with special educational needs also achieve well because of the very good support they receive.
47. Teachers use their good subject knowledge to plan a varied range of interesting activities that meet the needs of all pupils whilst strongly emphasising the teaching of basic number skills. Pupils are very well motivated by interesting, practical and real life problem solving activities and by the very good use of resources which make learning interesting and fun. They particularly enjoy the mental calculations and mathematical games at the beginning of lessons which are used effectively to sharpen pupils' mental skills and reinforce learning. Teachers' clear explanations ensure that pupils are able to understand different methods of calculation clearly, for example, the partitioning and reassembling of numbers in subtraction work in a Year 1 lesson. Good opportunities are provided for pupils to explain different strategies for solving problems, which they do accurately and confidently because of their secure understanding of number concepts. However, time is not always used to best effect because occasionally teachers talk for too long during the introductory sessions.
48. Pupils have very good attitudes to their work which, together with the teachers' high expectations of their behaviour and work rate, result in good productivity in learning. However, pupils do not have enough opportunities to evaluate their own learning and teachers' marking

does not give sufficient guidance on how pupils might improve the standard of their work. Relationships are excellent and the teachers use praise and encouragement very effectively to promote pupils' confidence and self-esteem. This has a very positive impact on their learning. A good range and amount of homework reinforces and extends learning beyond the school day.

49. Leadership and management are good. The subject leader has a good understanding of the strengths and weaknesses of the subject. This is gained from the regular analysis of all tests and assessment results, checking teachers' planning and pupils' books and interviewing pupils about their work. A clear action plan focuses on addressing any weaknesses and on raising pupils' achievement further. However, the school recognises that the monitoring and evaluation of teaching needs to be more systematic. Very good resources and classroom displays effectively support learning.

### **Mathematics across the curriculum**

50. Pupils use and consolidate their mathematical skills well in other subjects. For example, pupils in Years 4 to 6 record and interpret data about temperature and shadows in science, use time lines in history and measure accurately during design and technology activities. Information and communication technology is used well to support pupils' learning and older pupils competently input data to produce spreadsheets graphs and charts.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Good teaching enables pupils to achieve well
- Good emphasis is placed on developing pupils' investigative skills
- Pupils' very good attitudes impact positively on their learning
- Teachers' written marking does not provide sufficient guidance about how pupils might improve their work
- There are good opportunities for pupils to use their developing literacy, numeracy and ICT skills in this subject
- Monitoring and evaluation procedures need to be formalised
- Very effective use of the environment enhances curriculum opportunities

### **Commentary**

51. By Years 2 and 6 the standards attained by pupils are above those expected for their age and achievement is good. This is because of the good teaching that they receive. Pupils with special educational needs also achieve well because of very good targeted support.
52. Pupils greatly enjoy science and speak enthusiastically and knowledgeably about their work, which they find interesting and fun. This is because teachers plan effectively a good range of practical activities that develop pupils' knowledge and understanding well. As a result, pupils have a good scientific knowledge, use appropriate technical language well and develop good skills of making predictions and carrying out a fair test. Teachers use questioning effectively to help pupils use what they already know and to extend their thinking skills, as seen in the investigations into insulation by pupils in Years 4 to 6. The challenging activities and good use of resources foster a sense of curiosity in pupils that results in very good levels of concentration, very good behaviour and very productive learning. However, very occasionally opportunities for pupils to share their previous learning are missed, because the teacher talks for too long during the introductory sessions. Pupils work very well together, discussing ideas and talking through possible solutions. They organise themselves well during investigations.

However, they have little opportunity to evaluate their own learning, and teachers' written marking does not provide sufficient guidance on how pupils might improve their work. Teaching assistants support pupils with special educational needs very effectively, ensuring that they achieve as well as others in the class.

53. Pupils apply their language and literacy skills well as they confidently articulate their ideas, record their findings using, for example, labelled diagrams, and writing scientific reports. However, there is an over-dependence on using worksheets in the class of older pupils. Numeracy skills are used well to, for example, read temperature charts and measure shadows, while information and communication technology is used very effectively to research scientific information and to record, interpret and present data in the form of grids, graphs and charts.
54. A judgement on leadership is not possible because of the recent changes in subject responsibilities. However, management is good. As a result of the regular analysis of all test and assessment data and the checking of pupils' work, the headteacher has a clear overview of the strengths and areas for development in the subject. He takes appropriate action to address weaknesses and to target pupils who may need extra support. He has rightly identified the need for more formal systems to monitor and evaluate teaching and learning throughout the school. The very effective use of the school and local environment, good resources, visits and the annual residential fieldtrip very positively enhance pupils' scientific learning. Improvement since the last inspection has been good, particularly in the use of ICT to support learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are much improved since the previous inspection
- Teaching and learning are good
- Teaching staff have good subject knowledge and understanding, including purposeful intervention and guidance
- ICT skills are developed through most subjects
- Teachers use ICT as part of their every day teaching

### **Commentary**

55. The school has made great strides in its provision for ICT since the previous inspection. Pupils throughout the school achieve consistently well, attaining standards that are above those expected for their age by Year 6. Pupils with special educational needs also achieve well because of the good support they receive from both teachers and teaching assistants. Pupils are very enthusiastic about their learning and they are well supported by a range of very good resources which are used effectively as teaching tools. Pupils' skills are being developed by accurate assessment, good teaching and thorough auditing arrangements.
56. By Year 2, pupils independently input information about favourite fruits and are able to make sensible choices about how to display their information. Keyboard skills are good and pupils know how to print out their work. As they progress through the school pupils' skills in investigation and evaluation through the use of data analysis and spreadsheets are developed for example, through the classification of mini-beasts during science activities. Some of the best skills were demonstrated when Year 6 pupils created multi-media presentations of their residential visit to show to their parents. Here pupils brought together many skills that they have acquired and used them creatively to combine text, graphics and



sound. Pupils are encouraged to use the Internet to research topics in, for example, geography and history.

57. Teaching and learning are good. Teachers regularly use extended questions to challenge pupils' thinking, reinforce learning and raise self-esteem. Clear and concise instructions are given. Teachers provide informed answers to questions asked by pupils and show effective levels of competence when called upon to sort out problems caused by programs behaving in an unexpected manner as was seen in a Year 5 art and design lesson. These features are significant contributory factors in the school's improvement in ICT provision since the last inspection.

58. Leadership and management are very good with the subject leader being very instrumental in the improvement in provision. He has a secure understanding of strengths and areas for improvement in this subject and has recognised that, although resources are very good, an interactive whiteboard would greatly assist teachers during whole class teaching sessions. Assessment procedures are good and the very recently introduced pupil self assessment system is beginning to support pupils in evaluating how well they are doing in their learning.

### **Information and communication technology across the curriculum**

59. Information and communication technology is used regularly and frequently throughout the school to promote learning in other subjects. Pupils use their skills well to support learning in subjects, such as English, mathematics, science, art and design and history. Pupils use word processing skills to consolidate editing skills and improve their knowledge and understanding of punctuation and grammar, for example. Mathematics programs reinforce number skills well. Using databases to research information is common practice, for example, in history, geography and science. Pupils confidently download pictures and sounds to support their work. The imaginative use of the computer greatly enhances the quality and the standard of pupils' work.

## **HUMANITIES**

### **HISTORY**

Provision in history is **good**.

#### **Main strengths and weaknesses**

- Good teaching enables all pupils, including those with special educational needs, to achieve well and to reach standards that are above those expected for their age by Years 2 and 6
- Resources are very good and are used very effectively to enrich and enhance pupils' learning
- Literacy and ICT skills are promoted well in this subject
- History makes a very positive contribution to pupils' spiritual, moral, social and cultural development
- Monitoring and evaluation procedures need to be formalised
- Pupils are not always clear about what to do to improve their work

#### **Commentary**

60. The good standards and achievement are the result of consistently good teaching that leads pupils to a well developed understanding of the differences between life in the past and the present day. Year 2 pupils have a clear understanding of chronology as shown by the sequencing of events during the Great Fire of London. Pupils in Year 6 have a good knowledge and understanding of different periods of history. They make good links between events and their impact on subsequent events, for example, Henry V111's split from Rome and the dissolution of the monasteries.

61. Pupils speak enthusiastically and knowledgeably about their work. Their involvement in practical research and the good links to subjects such as art and design lead to their obvious enjoyment. Teachers' well planned activities and effective questioning develop pupils' thinking and historical enquiry skills well. Pupils recognise clues in the evidence they examine, successfully distinguish between fact and opinion and clearly explain reasons for their conclusions. They are highly motivated by interesting and engaging teaching, which fosters collaborative learning very effectively. As a result pupils discuss ideas together, share their knowledge and understanding and take responsibility for organising their findings. This, together with the good links to literacy, develops good levels of empathy with characters and events of the past. The very good use of artefacts and ICT, together with the very effective use of the local environment, visits and visitors to the school, further enrich the curriculum and enhance pupils' learning. Overall, the subject makes a very positive contribution to pupils' spiritual, moral, social and cultural development.
62. There is insufficient evidence to make a secure judgement on leadership and management because of recent changes in staff responsibilities. However, the school has identified the need to develop monitoring and evaluation systems for the subject leader. Marking, although satisfactory, does not sufficiently inform pupils of how to improve their work as written comments are mainly evaluative. Good improvement has been made in the subject since the last inspection.

## **GEOGRAPHY**

63. No lessons were observed in geography. It is not possible, therefore, to make an overall judgement on provision in this subject. However, evidence from a variety of sources indicates that pupils achieve well and reach standards that are above those expected for their age. Pupils throughout the school enjoy learning about everyday life and culture in other countries such as India, Spain and Italy and they speak confidently about how it differs from life in Britain. Pupils have a good knowledge of the local environment. Year 2 pupils know the difference between the seaside and countryside environments, while Year 6 pupils' good knowledge of river systems helps them to understand environmental changes. The very good use of the local environment, well planned visits, orienteering activities and residential experiences effectively enhance pupils' learning experiences. Pupils use their literacy, numeracy and ICT skills well when researching and recording information. However, teachers' written marking does not clearly inform pupils of what they need to do to improve their work. Leadership and management responsibilities have changed recently, so it is not possible to make a judgement on this aspect.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

64. Only a few lessons were observed in these subjects. No lessons were observed in design and technology and physical education. Therefore it is not possible to make an overall judgement about the provision in any of these subjects. Also leadership and management responsibilities have been reviewed due to staffing changes and therefore it is not possible to make a judgement on this aspect of the school's work.
65. The **art and design** work on display indicates that there is a systematic development of skills throughout the school. Some of the art work, such as the observational drawings done by Year 6 pupils are of a good standard. Discussion with pupils indicates that they are given good opportunities to work with different media and techniques and Years 2 and 3 pupils thoroughly enjoyed their activity of making buildings using clay and collage techniques. Pupils across the school are given good opportunities to use computer graphics to create pictures and backgrounds. The 'arts' week held during the summer term very effectively enhances provision and last year a sculptor guided the pupils to produce two impressive twelve foot effigies of 'Becks Rex and his queen' from tissue paper and cane. Pupils speak with great enthusiasm of this activity.

66. There were good examples of pupils' work in **design and technology**. Discussion with pupils indicates that they have gained good experience of using different materials such as papier-mâché, textiles, wood and other materials in designing and making different products. The work of pupils in Years 4 to 6 on designing and making Tudor characters showed how they used the design process well to make their models. It also showed how design and technology activities are linked very well to other subjects including science, history and English. The pupils used their knowledge of circuits to produce a model that lit up and then used ICT to write a report about what they had done. There has been good improvement in this subject since the last inspection.
67. In **music**, only one lesson was seen but singing activities were heard in a variety of contexts including acts of worship. Standards in singing are above those usually found. Pupils sing with confidence and expression showing a good awareness of pitch, control and rhythm. During an act of worship the pupils were heard singing with such passion and expression that it made a very special occasion for all concerned. Pupils are given appropriate opportunities to compose and create music. The instrumental music lessons they receive from the specialist teacher further enhance the provision.
68. In **physical education**, the school provides good opportunities to develop pupils' skills in different sports and games. Pupils particularly enjoy activities such as the after school 'Fun Fit' club. All pupils by the time they leave school are able to swim confidently and the school appropriately affords a high profile to this aspect of the physical education curriculum. Swimming is a great strength of the school. Football, rounders and cross country are activities that help to develop pupils' sense of fair play and last year the school was proud to receive a fair play award.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

69. Personal, social and health education and citizenship were sampled as not enough lessons were seen to support an overall teaching and learning judgement. However, it is evident that the school views pupils' personal development as highly important and very good opportunities are provided for pupils to learn respect for the values and beliefs of other pupils and adults, and to develop their own self-worth and confidence. The outcomes of the school's approach are clearly seen in the very good attitudes, behaviour and personal development of pupils. Issues to do with sex and relationships, drugs and health education are dealt with in a very sensitive manner. The excellent relationships teachers establish with pupils are the cornerstone of all teaching and provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives. Planned discussion sessions highlight the need to be aware of people's feelings. When asked about care and kindness one child responded, 'You should be kind to everyone you meet.' Pupils have very good opportunities to take on responsibility. For example, planning and presenting the act of worship. The school council makes a very positive contribution to the life in school. Pupils discuss sensibly the views brought to them by others in their classes. In this way the whole pupil population has a voice in school development. The attention to this area of the curriculum is effectively captured by the headteacher, through his very active involvement in the personal development of all pupils.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

**Inspection judgement****Grade**

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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