

# INSPECTION REPORT

## **ABERFORD C of E PRIMARY SCHOOL**

Aberford, Leeds

LEA area: Leeds

Unique reference number: 107985

Headteacher: Mr B Young

Lead inspector: L P A Clark

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> October 2004

Inspection number: 266270

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
Gender of pupils:	Mixed
Number on roll:	104
School address:	School Lane Aberford Leeds West Yorkshire
Postcode:	LS25 3BU
Telephone number:	0113 2813302
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Mike Oaks
Date of previous inspection:	14 <sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

Aberford Church of England VC School is much smaller than most other primary schools and serves a local rural area on the outskirts of Leeds that includes the village. While most pupils come from private housing, a small proportion comes from the local authority housing estates in the village. Its take-up for free school meals falls within the average category. Almost all pupils are of White British ethnic background; a very small proportion comes from mixed white and other backgrounds. There are no pupils learning English as an additional language. Overall, the school's socio-economic context is slightly above average. When children first start school, their attainment is broadly average. The proportion of pupils identified as having special educational needs (9 per cent) is below average but changes substantially from year to year depending on numbers; however, the proportion who have significant Special educational Needs is high. The range of needs includes moderate learning difficulties, social emotional and behavioural problems, speech or communication difficulties and autism. In 2002, the school received an Achievement Award for improvements in standards and achieved again the Investors in People award. It gained the Leeds Healthy School Standard Level 2 in 2003. The school is a part of Excellence in Cities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25431	L P A Clark	Lead inspector	Mathematics, science, information and communication technology, music and physical education
19339	S Evasdaughter	Lay inspector	
19041	R Linstead	Team inspector	English, geography, history, religious education, English as an additional language and special educational needs
25376	L Alvy	Team inspector	Foundation Stage, art and design and design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school with some very good features.** Teaching is very good and pupils receive a good all-round education. The friendly, family atmosphere develops pupils' confidence very well. By the end of Year 6 standards are above average overall and pupils achieve well. Leadership and management are good and the school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in mathematics and science and above average in English and religious education by the end of Year 6. Standards in reading are higher than those in writing.
- Pupils with special educational needs make very good progress because the school makes very good provision for individual needs.
- Very good leadership of the headteacher and efficient management ensure that teaching is very good and that the limitations of the accommodation do not adversely affect pupils' achievements.
- Pupils have very good attitudes to learning, respect each other's views and opinions and look after each other very well.
- Although pupils have a say in the school's development and what goes on through the school council, they are not sufficiently involved in checking what they need to do to improve their work.

The school was judged to be a good school with few areas for development when it was last inspected in June 1999. Improvement since then has been good, particularly in provision for reception children and also for information and communication technology (ICT). Leadership and management have strengthened and the curriculum and strategic planning are much better.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	D	D
Mathematics	A	A	E	E
Science	D	A	C	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.*

**Achievement is good, overall**, for most pupils including those with special gifts or talents; those with special educational needs make very good progress. No significant differences were seen between the achievement of boys and girls because the school monitors any differences carefully and takes appropriate steps to balance out their achievement. Children enter school with broadly average attainment though their language, literacy and mathematical skills are generally a bit below the expected level when they first start school because of their varied pre-school education. They achieve well and almost all are likely to meet the goals expected of children of this age by the time they move into Year 1. In Years 1 to 6, pupils continue to achieve well: standards of the current pupils in Year 2 are above average in reading and writing and well above average in mathematics, and in the current Year 6 they are above average overall in English and well above average in mathematics and science. Standards in ICT are at the level expected by the end of Years 2 and 6. In religious education, standards are at expected levels by the end of Year 2 and above those expected at the end of Year 6. Caution must be taken when comparing results from year to year because of the differences in the composition of year groups in small schools. In 2004, a third of pupils had significant learning difficulties. No pupils reached the higher levels in English and as in

mathematics a very small number of pupils underperformed because of specific social and emotional problems, including absences from school, which hindered or interrupted their learning.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Their attitudes are very good and they behave well. Attendance is satisfactory and punctuality is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.**

**The quality of teaching and learning is very good, overall.** It is consistently good in all classes and nearly half the teaching seen was very good. Very good lessons take place in every class and consequently pupils learn very well. Teaching and learning are good overall for reception children and the teachers work together very well to provide an interesting curriculum that offers children lots of free choice as well as more structured activities. Teaching and learning are very good overall in Years 1 and 2 where some excellent teaching inspires pupils to learn through thinking and finding out for themselves. Teaching is very good overall in Years 3 to 6. Work is very well planned to build on pupils' previous learning. In all classes, the emphasis on learning through practical tasks, creatively and enjoyably, make lessons stimulating and fun. Teaching assistants provide very effective help for pupils, especially those with special educational needs, enabling them to make very good progress. Assessment is good overall. Formal assessments are used well to check pupils' progress; however, pupils themselves are not sufficiently involved in setting targets, checking how well they are meeting them and in taking some responsibility for their learning.

The school provides a good, well-resourced curriculum which promotes good achievement. It gives children in the reception year a good start to their education and ingenious use of play equipment and resources outside helps to make up for the lack of a designated outdoor play area for these children. The curriculum is broadened and enriched by a good range of after-school activities and promotes pupils' personal development well. The accommodation, while satisfactory overall, is cramped for the oldest and youngest pupils. Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support and guidance and involves them well on the whole in its work and development. The partnership with parents is good, as are the links with the community and other schools. These make a good contribution to pupils' achievements and learning.

## **LEADERSHIP AND MANAGEMENT**

**The school is well led and managed.** The leadership of the headteacher is very good, as is that of subject leaders overall. Management is good, though the headteacher gives up much of his personal time in order to achieve this. The governance of the school is good and ensures that all statutory requirements are fully met.

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

Parents think well of the school and strongly support its work. Pupils think that this is a wonderful school and there is nothing about it that they would like to change.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing by providing more opportunities for pupils to write more formally in other subjects, using paragraphs and a wider variety of punctuation and vocabulary;
- Involve pupils in setting their own personal targets and checking how well they are doing in order to meet them.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good throughout the school; pupils with special educational needs achieve very well. Standards are above average generally and well above average in mathematics and science by the end of Year 6.

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

- Children achieve well in the reception class, indicating good improvement since the last inspection;
- Overall standards are above average currently in Years 1 and 2 and pupils achieve well;
- Results in 2004 are untypical of the good standards usually attained at the end of Year 6;
- Standards are above average in the current Year 6 with considerable strengths in mathematics and science and comparative weaknesses in writing and presentation;
- Standards in ICT have improved since the last inspection.

#### **Commentary**

1. When children enter the reception class their attainment is broadly average. However, their skills in language, literacy and mathematical development are slightly below average because they have had limited pre-school education. The majority of children are likely to reach the expected standards in the early learning goals by the time they enter Year 1 and a small proportion to exceed them. Planning in the reception class provides consistently good quality teaching that develops effective links between each of the areas of learning and consequently the children achieve well. They are well placed to make a good start on the National Curriculum in Year 1.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	15.9 (16.9)	16.0 (15.7)
Writing	16.0 (16.5)	14.8 (14.6)
Mathematics	17.4 (17.4)	16.4 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2. Over time, by the end of Year 2, standards have been at least above average and often well above average. There are marked variations at times because of differences in the composition of year groups in a very small school but overall, the trend in the school's average point score is above the national trend at this stage. Virtually all pupils reach at least the levels expected in reading, writing and mathematics with a sizeable proportion exceeding them. Over a three-year period, based approximately on 30 pupils, standards were above average in reading and mathematics and well above average in writing, comparing favourably with those attained in similar schools. Standards in the current Year 2 are above average in reading and writing. Standards are well above average in mathematics and science with strengths in pupils' numeracy and scientific knowledge and understanding because of the school's emphasis on practical and investigative work.
3. As with Year 2, the results at the end of Year 6 sometimes show considerable variation because of the composition of individual year groups in a very small school. This happened in 2004 when a third of pupils in Year 6 had special educational needs, including emotional and



behavioural difficulties. The learning mentor worked very closely with the pupils and the majority achieved very well with almost all attaining the nationally expected levels in both English and science. In mathematics, the results of a small number of pupils were lower than anticipated due to specific social and emotional problems, including absences from school, which hindered or interrupted their learning. In English, unusually, no pupils exceeded the expected levels whereas previously a large proportion did. Inspection evidence and the school's monitoring indicates that while pupils write competently for their age, weaknesses in using some types of punctuation, in paragraphing and in using a wide-range of descriptive vocabulary were also contributory factors to the lack of higher levels. Results in mathematics for the same year group also took a dip though a reasonable proportion met and exceeded the levels expected. In science, pupils performed almost as well as usual though the overall results were depressed for similar reasons to those given above. Over a five-year period, standards (reflecting the attainment of approximately 50 pupils) have been well above average in all three subjects. Although the trend in results is below the national trend at this stage it is because results are usually very high. Results compared to prior attainment should also be treated with caution because of the very small number of pupils involved. Usually, the school's results compare very favourably with those in similar schools. The school's assessment records indicate good achievement in Years 3 to 6.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.9 ( 29.0 )	27.0 (26.8)
Mathematics	25.3 ( 29.5 )	27.2 (26.8)
Science	29.1 ( 29.8)	28.9 (28.6)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

- In the current Year 6, standards are above average in English and well above average in mathematics and science. Pupils with special gifts or talents achieve well. Pupils with special educational needs achieve very well because of the high quality of support they receive. Many are working at the standards expected for their ages. In English, standards are particularly good in reading and speaking and listening. Some relative weaknesses in punctuation, paragraphing and descriptive writing, together with limited opportunities to write factually in other subjects such as science, mean that writing is competent rather than exceptional. Standards are well above average in both mathematics and science because of the extensive opportunities pupils have for learning through practical and investigative activities. Presentation of written work is a bit untidy. These comparative weaknesses occur because pupils are not sufficiently involved in setting and monitoring their own progress towards well-defined targets.
- Standards have risen markedly in ICT in recent months with the extensive use of the new computer suite to teach skills, plus incorporating ICT into other subjects. Standards are now in line with those expected in Years 2 and 6 and set to be higher judging by those current in Years 1 and 5; this is good improvement since the last inspection. Standards are at expected levels in religious education in Year 2 and above those expected by the end of Year 6.

**Pupils' attitudes, values and other personal qualities (ethos)**

Pupils behave well and their attitudes to school are very good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is satisfactory and punctuality is very good.

## Main strengths and weaknesses

- Relationships between adults and children are very good and the school has a very happy, family feel to it which encourages pupils to give of their best;
- Behaviour is good and those pupils who have emotional and behavioural difficulties receive very good support;
- Pupils are very well motivated and keen to learn;
- The good overall provision for developing pupils' personal qualities enables pupils to become very caring, thoughtful and socially responsible.

## Commentary

6. Pupils enjoy coming to school and they get on very well with their classmates, teachers and other adults who work with them. They like the way teachers make learning fun and see school as an exciting, welcoming and friendly place to be. They talk readily about what they are learning and play together energetically. The last ten minutes of lunchtime are delightful as children of different ages play together, with older pupils helping younger ones to turn the large skipping ropes for boys and girls to jump in and out of. The school has a real family feel and makes good provision for pupils' social development. Pupils contribute to school improvement and organisation through the school council and as a result of their work they have an adventure playground at the edge of the small field. Currently, they are negotiating for an all-weather surface so it can be used in the winter months. Pupils agree that the 'buddy bench' they organised is really useful in alerting others if they feel lonely. This very supportive environment for learning and the pupils' very good attitudes, very good relationships and good behaviour make a significant contribution to their achievement. Pupils with learning difficulties have similarly very good attitudes and values as the others.
7. High priority is given to developing reception children's personal, social and emotional development. Children show increased concentration in 'circle time' (a class activity where children share thoughts and feelings) and improved levels of co-operation because well-established rules and routines help them to understand what is expected of them. Similarly, circle time and personal, social, health and citizenship lessons are used very well in other classes to give pupils a good understanding of morality in Years 1 to 6. Pupils know what is expected of them and they always try to do what they know is right. They very willingly take on responsibility and use their initiative; for example, older pupils organised themselves very well to practise dance routines in their free time in preparation for an inter-schools competition. Pupils with emotional and behavioural difficulties behave well in nearly all lessons because of very skilled support from teachers and other classroom staff.
8. There is a very good rapport between adults and pupils and the teachers' sense of fun enhances pupils' interest, enjoyment and achievement in lessons. Pupils participate eagerly, ask and answer questions and concentrate well on what they have to do. They discuss their work confidently with visitors and have a go at solving problems themselves before seeking advice. They work well on their own or in groups. Their work, effort and achievement are valued and celebrated.
9. Pupils develop a good level of spiritual awareness through formal occasions such as assemblies and through close links with the neighbouring church. Teachers plan moments in lessons to arouse pupils' wonder as when the headteacher produced live guinea pigs from a box to enliven a factual report. The school takes great pains to develop pupils' appreciation and understanding of racial and cultural diversity through the international Comenius project, links with schools with a different ethnic mix and by drawing in adult role models from different heritages to offset the predominantly white make-up of the school.

## Attendance

### Attendance in the latest complete reporting year 2002-03 (%)

Authorised absence		Unauthorised absence	
School data	5.6	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.*

10. The school and parents work well together to encourage regular attendance. Pupils who have problems both in and out of school find the learning mentor very helpful. Parents automatically inform the school of any absence and this helps to ensure unauthorised absence is rare. Punctuality is very good with almost all pupils arriving on time. Intermittent attendance affects the achievements of some pupils. There have been no exclusions during the last year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching and pupils' learning is very good and is combined with a good, interesting curriculum. Standards of care, welfare and health and safety are good. Partnerships with parents and the community are effective and well established.

### Teaching and learning

The quality of teaching and learning are very good overall. Teaching is good in all classes and very good teaching is seen throughout the school.

### Main strengths and weaknesses

- Teaching is consistently good; it was very good in nearly half the lessons seen;
- The quality of teaching of reception children is good;
- Teachers plan lessons very well to ensure that pupils learn very effectively with high levels of enjoyment;
- ICT is used very well to promote learning;
- While pupils learn to become competent writers, opportunities are sometimes missed for them to practise writing in other subjects;
- Pupils are not sufficiently involved in setting their own targets for improvement.

### Commentary

11. Very good teaching takes place in every class and so pupils learn well all the time and very well for much of it, regardless of their age or stage of development. This is good improvement since the last inspection and reflects the very good leadership of teaching and learning by the headteacher and all staff with subject responsibilities. The quality of teaching for pupils with special educational needs is very good because teachers and teaching assistants identify their needs promptly and accurately. Teachers match activities very well to pupils' capabilities and to the clear targets in individual education plans, and involve pupils fully in new learning. Good quality resources are used effectively to improve the quality of learning. In addition, the learning mentor gives very good quality support to pupils with emotional or behavioural problems to help them overcome their difficulties and as a result they learn very well.
12. The quality of teaching and learning of reception children has improved significantly since the last inspection, particularly in personal, social and emotional development. Planning is of good quality and activities are more closely matched to the children's needs than they were. The

staff work very well as a team to provide lessons which are suitably demanding. As a result, children learn well and are eager to give of their best. Assessment is used well to chart children's progress and to guide what is taught; this helps children to learn effectively.

**Summary of teaching observed during the inspection in 21 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	8	12	0	0	0	0

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

13. The quality of teaching and learning of pupils in Years 1 and 2 is very good and there are flashes of excellence in much of the teaching, which raise the level of pupils' enjoyment and ensure consistently good achievement. The planning for pupils of different ages and abilities to learn is very good indeed and takes into account that pupils learn in varied ways, offering opportunities to learn through auditory and sensory experiences, for example. Instructions are written out in different colours; this helps pupils to take in the information quickly and helps them to think systematically. This is reflected in their very good learning in practical and analytical subjects such as mathematics and science. The quality of teaching of pupils in Years 3 to 6 is also very good with similar strengths. Planning, subject knowledge and a strong commitment to helping pupils to learn through undertaking practical tasks with a high level of creativity and enjoyment are hallmarks of the teaching and are reflected in much of the very good learning that takes place.
14. Teachers work hard to get round the limitations imposed by the accommodation, particularly in the Year 5/6 classroom which is very cramped. Every opportunity is taken to teach year groups separately to give additional specialist teaching as well as extra space. Thus the computer suite is used extensively as a teaching space as well as for ICT. The teaching of ICT is good – an improvement since the last inspection. Teachers have embraced the new technology recently available to them with eagerness, incorporating it into their teaching so that pupils learn to use ICT skills in different contexts.
15. The teaching of literacy is effective; that of reading is very effective because of the way the teachers have structured the teaching of reading skills each day. The teaching of writing, while effective, misses opportunities to utilise writing in other subjects to help pupils to practise their skills which means that standards in writing are not as high as those in reading. The teaching of numeracy is very good; a particular strength is the carefully structured way in which pupils learn mental and oral skills to ensure progressive learning as they move through the school.
16. Assessment is good overall: formal assessments are thorough and give a clear indication of overall progress. Teachers' marking gives generous praise and clearly encourages pupils; however, the same comments appear repeatedly in pupils' work. An area for improvement is to involve pupils more in setting short-term targets and monitoring their progress towards them. At present, the targets at the back of their exercise books are too general and there is no space for pupils to chart their progress.

**The curriculum**

The curriculum is good. Pupils enjoy a wide range of interesting and stimulating learning experiences that enable them to achieve well. There is very good provision for pupils with special educational needs. Provision for extra-curricular activities is good. The accommodation is satisfactory and resources for learning are good.

## Main strengths and weaknesses

- Very good leadership and effective management have improved the curriculum well to address fully all issues from the last inspection;
- Good arrangements to develop learning outside the classroom improve pupils' achievement;
- Very good provision for pupils with special educational needs helps them to achieve very well;
- Good staffing and good resources enhance learning and efficient management ensures that difficulties caused by the cramped accommodation are minimised.

## Commentary

17. Good improvements to the curriculum include: a curriculum for children in reception based securely on the early learning goals; better long-term planning throughout the school which ensures steady development of pupils' skills; schemes of work for all subjects, following up-to-date national guidance; and the use of ICT in most subjects. Topics are well planned to ensure that lessons meet the needs of mixed age classes well. Effective implementation and development of the National Strategies for Literacy and Numeracy underpin the good achievement in English and very good achievement in mathematics.
18. The curriculum for children in the reception year is good. Effective planning has increased the breadth and quality of provision overall and very good organisation ensures that the cramped accommodation does not get in the way of children's learning. The children have a wide range of activities to choose from, related to the different areas of learning. Additional funding has been earmarked, in the school improvement plan, for developing an outdoor play area. In the meantime, specially designated boxes of activities for use outdoors give the children extended play experiences.
19. The school uses local and national initiatives effectively to broaden the curriculum. For example, achievement of Level 2 of the Leeds Healthy Schools Standard has strengthened provision for developing pupils' emotional and physical health, and improved the quality of some areas of the accommodation with the provision of a drinking fountain and drinking water in classrooms. Links with European schools through a three-year British Council project broadened pupils' awareness of other cultures and gave a real purpose for writing and developed their knowledge of geography and their skills in using e-mail. Provision for pupils' personal and social education, including sex and drugs awareness education, has improved through better staff training and is now good. The curriculum meets all statutory requirements fully.
20. Good extra-curricular provision contributes well to pupils' personal development. Physical activities and sports last year included football, cricket, rugby, athletics, cycling, canoeing and golf. Cultural groups included recorders, drama, dance, art and writing. There are opportunities for pupils to have individual tuition in brass and woodwind instruments. Furthermore, visiting professional artists, coaches, drama groups and musicians enrich pupils' learning and provide additional opportunities for those with gifts and talents. Close links with the local church and community add further enrichment. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit, and classes visit museums, farms and local historical and geographical sites.
21. Very good arrangements to support pupils with special educational needs give them full access to the curriculum. The school draws fully on the guidance and advice of a wide range of professional expertise, including a learning mentor, and new learning initiatives to give these pupils a stimulating and challenging curriculum which enables them to make very good progress.
22. Staff work together well to make best possible use of all available space. The school has managed to install a good quality computer suite which has had an immediate and effective impact on raising standards in ICT. The small overused hall restricts provision for pupils'

physical development; however, the strengths in the teaching more than compensate for this and in addition, the school makes very good provision for pupils in Years 2 to 4 to learn to swim. There is no separate structured outdoor play area for children in the Foundation Stage but again strengths in the teaching compensate for this. Wheelchair access to teaching areas is only partial.

### **Care, guidance and support**

Arrangements for ensuring pupils' health and welfare are good overall. The school provides good support and guidance and seeks and responds to pupils' views well.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and those asked said they could not think of one thing they would like to change about it;
- The school has recently embarked on an effective programme of emotional, physical and environmental health which is beginning to show very positive outcomes;
- Well-targeted academic support ensures pupils achieve well but pupils' involvement in setting their own learning goals and targets is insufficient.

### **Commentary**

23. The staff in the Foundation Stage provide very good role models for the children and work hard to encourage them to give of their best at all times. Before children start school parents are invited to visit the reception class. They are given useful information about routines and have valuable opportunities to discuss children's individual circumstances and needs. This effectively supports the process of settling into life at school.
24. The school's involvement in the Healthy Schools initiative has had a positive effect in the improved way in which pupils relate to each other through the use of circle time and the introduction of the buddy system. Through this system, which is reinforced through personal and social development lessons, designated and trained pupils offer help to any pupil who does not have someone to socialise with at playtime. The scheme has also improved pupils' attitudes to food and raised their awareness of healthy eating with the astonishing result of pupils volunteering the suggestion that they are offered chips too often for school lunches and that they should be restricted to once a week. The initiative also helps pupils to think about keeping fit, for example by encouraging them to cycle to school and becoming more involved in sport generally. It has been effective in both these areas to the extent of providing a cycle park.
25. Termly checks are made of the school site and premises and any problems promptly acted on. Supervision at playtime is appropriate and midday supervisors are included well in the school's effective arrangements for ensuring good behaviour. Currently, although all staff are trained in first aid, only one has an up-to-date first aid certificate, but all staff will be attending a refresher day in the near future. Appropriate child protection procedures are in place and staff have had recent training on how to be alert to the relevant signs and symptoms of abuse. Pupils learn about feeling comfortable about themselves and being with others in their circle time discussions.
26. Staff do not involve pupils sufficiently in assessing their progress against targets which they have helped to set. Pupils do, however review their progress for the year in their end of year report which is sent home. Well-maintained records of the attainment and progress of pupils with special educational needs enable the school to provide prompt, flexible and effective support for them in and out of lessons.

## Partnership with parents, other schools and the community

The partnership with parents is good overall. Links with the community and other schools are good and help to broaden pupils' experiences and aid their social development.

### Main strengths and weaknesses

- Parents, carers and grandparents provide good support for the school and are appreciative of all the school does for their children;
- Parents do not receive enough information about what their children are studying, their progress and how they can help them with their learning at home;
- The partnership with parents of pupils with special educational needs is good and helps these pupils to achieve very well;
- The school has good links with the community and other schools and these are used effectively to enliven pupils' learning.

### Commentary

27. Parents are pleased that their children enjoy school and they think standards are high. They think relationships between adults and pupils are very good and they themselves, together with carers and grandparents, feel very welcome to help in school or to be involved in other ways such as raising money for new equipment. The school responds well to suggestions made by parents; for example, there are curricular information evenings coming up as a result of canvassing parental opinion as to what they would like the school to provide for them. Informative newsletters provide a useful link between school and home but parents would like more formal information about what topics pupils are studying as they have done in previous years. Currently, reception children receive guidance on how their parents might help them but guidance for parents on helping older pupils is more informal. The school has an 'open door' policy; this is much appreciated by parents and they find it useful to be able to pop in at the start and end of the school day to discuss any matters that concern them. Parents comment on the pleasant atmosphere in the school and its friendly, family feel. They would like to see better accommodation for the older pupils in Years 5 and 6.
28. Pupils are encouraged to read regularly with their parents and younger pupils take home a 'Reading Together' booklet. This includes very useful guidance for parents on which words they should practise with their children at home and how to praise the progress they are making with their reading. Parents meet with teachers twice a year, in November and June, and there is almost full attendance at these events. Alternative arrangements are made to make sure that those who cannot attend have a time set aside to consult their child's teacher. Annual reports give specific targets for improvement for the main subjects for each child. Comments such as "concentrate on the presentation of scientific reports so they are clear to the reader" give very good guidance to pupils and ones such as "make greater efforts to learn your spellings at home" directly involve parents.
29. The school makes good arrangements to involve parents in the work and progress of pupils with special educational needs, meeting them once a term so that they are kept well informed about their child's progress. This is very effective and children with special needs do very well in the school. Good links with the local high schools ensure that there are no breaks in support for these pupils. The school's good links with outside agencies and health professionals further strengthen support.
30. The church and the village are used well for celebrations, and the local architecture and wildlife to bring subjects such as geography and science alive. Effective links are in place with the local family of schools through which a West Indian dance project is currently under way. Pupils are very enthusiastic about this and their involvement in it helps them to give of their

best, to build their self-esteem and confidence and to keep fit. In addition it teaches them about a culture they have little contact with and the importance of having respect for the beliefs of others. Links with schools in Sweden, Italy and Australia serve to extend the pupils' horizons and add to their understanding of other countries as well as increasing their awareness of the uses of e-mail and the Internet. They benefit from their close bond with a school in Sweden where a large proportion of the pupils are refugees and do not have English as a first language.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good, overall. The headteacher provides very good leadership and is very ably assisted by subject leaders. Governance is good. The management of the school is efficient and effective.

### **Main strengths and weaknesses**

- The headteacher sets a very good example through his teaching and leadership of the curriculum and his capacity to work as a part of a team;
- Subject leaders provide very good educational direction which contributes substantially to the very good quality of teaching;
- The school is committed to inclusion and concern for the needs of individuals;
- The school is managed well though the headteacher has a heavy workload;
- Governors make a good contribution to the leadership of the school and its successes.

### **Commentary**

31. Very good leadership by the headteacher has resulted in good improvements since the last inspection, particularly in the provision for and teaching of reception children, provision for ICT and overall teaching throughout the school. His commitment to promoting high achievement is seen in his own teaching, the leadership of a good all-round curriculum extended by links with other schools both locally and abroad and the ingenious ways in which some of the limitations of the accommodation are overcome. As a result, the school usually does very well in terms of standards in national tests. His generous commitment to teaching enables other staff to have time to manage their subjects and also makes it possible for individual year groups within mixed age classes to have intensive teaching, as in Year 6 for example or in the reception class. The headteacher sets a very good role model for other staff and his presence around the school assists the strong climate for learning.
32. Subject responsibilities are very well shared between a small staff group who have enthusiasm, commitment and expertise. The very good leadership and good management of subjects underpin the very good teaching because the staff work together as a team, discussing ideas and organising suitable training for their professional development. Currently, ICT is a focus for development and the teachers' shared excitement and interest in the possibilities opened up through using ICT across the curriculum generate some creative and innovative practice. Subject leaders have a very good understanding of standards in their subjects through analysing test results and monitoring teaching; the quality of teaching has improved since the last inspection as a result. So far, there has been less emphasis on monitoring learning through scrutinising pupils' work due to the limitations on time. This partly explains why pupils are not as involved in checking their own progress. The school improvement plan makes clear that this is the next planned stage of development.
33. The school has a very strong commitment to the inclusion of all pupils and makes strenuous efforts to forge links with other schools to promote successfully pupils' cultural and social awareness. The co-ordinator for special educational needs leads and manages provision very well. She has improved provision since the last inspection. Better staff training, links with outside agencies and the quality of support continue to raise these pupils' standards. Funds



are very well targeted to make best use of support staff to help pupils reach the standards expected of their age.

34. Arrangements for checking the performance of the school are good and staff and governors are very aware of how well pupils perform in national tests. The school's development planning is detailed and contributions are made by all stakeholders. The priorities for the future improvement of the school's provision and pupils' achievement are well founded and based on good evaluation of its work. Even with the restrictions on time imposed by a very small school with a teaching head, management is efficient and effective. Performance management is used effectively to raise standards and to maintain a high level of interest in teaching creatively, using new technologies.
35. Financial management is good. Well-organised clerical assistance provides good help to the headteacher in managing the finances. Governors are fully involved in monitoring the budget. They are concerned that the accommodation imposes restrictions in terms of space and working conditions for the oldest and youngest pupils in the school. They are well aware how unpredictable numbers in this small school result in yearly adjustments to class organisation and the implications of high maintenance costs of an old school building. These potential barriers to achievement are managed well. The Excellence in Cities initiative has had a very good impact on pupils' achievement through the provision of a learning mentor and in enabling the school to plan for workforce reforms through the appointment of an additional part-time teacher.

***Financial information for the year April to March 2003/04***

Income and expenditure (£)	
Total income	321070
Total expenditure	319390
Expenditure per pupil	3310

Balances (£)	
Balance from previous year	15080
Balance carried forward to the next	16760

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The provision for the children in the Foundation Stage is good. This is a significant improvement since the last inspection when it was judged to be unsatisfactory. The reception children are taught well and planning is effective in matching more closely to the children's needs. Personal development has a high priority and well-organised activities promote children's self-esteem successfully. Attainment on entry varies from year to year but on the whole it is within the level expected for children of this age though children's skills in language, literacy and mathematics tend to be slightly below average because of their varied pre-school experience. The school's data shows that the majority of children reach the goals expected in all the areas of learning by the time they enter Year 1. Planning in the reception class provides consistently good quality teaching and learning. Careful observation and good quality assessment of children's progress ensure that they achieve well.
37. Too few lessons were seen in physical and creative development and it is not therefore possible to make a judgement on provision or standards in these two areas of learning.
38. There is no designated outdoor area for **physical development** and the room is too cramped to set up activities that allow spontaneous movement between indoor and outdoor activities. However, the staff make good use of boxes of materials for use outdoors to develop imaginative and creative play. The school hall is used well to develop children's skills in running, jumping, skipping and balancing. In a good lesson, praise and encouragement helped the children to make good progress in learning to twist and turn at different levels to the sound of bells, a triangle or tambourine. The children worked hard and had plenty of opportunity for energetic activity.
39. In **creative development**, children are given good opportunities to express themselves and make choices as they work in a wide range of activities. They are encouraged to develop their creativity through exploration and experimentation with paint and other media, through ideas in role-play or designing and making in the technology corner. A display of children's portraits showed how carefully they used colour and paid close attention to detail. Adults help children sensitively by using well-focused questions to help children to concentrate and to think about how to mix colours. This means that all children achieve some good results. As art and design has a high profile in the school, reception children benefit from working with professional artists so they are challenged to produce work of a good quality from an early age. As a result, children's printing and drawing show developing care and control.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- Relationships are good, enabling rules and routines to be established early on so that children know what is expected of them;
- Teaching is well organised and effective teamwork promotes children's good behaviour, fosters positive attitudes to learning and provides well for their emotional well-being.

#### Commentary

40. The staff in the reception class understand the importance of giving children a calm and secure start to school life. Effective teamwork and good relationships help children to settle

quickly. Observations of children's response in lessons are used by staff to identify specific needs and are used very well to ensure that children make good progress. Role-play is used well to foster children's capacity to work and play productively together. The children respond readily to rules and routines, and interesting activities help to develop their confidence and their curiosity. Good teaching motivates them to try their very best, encouraging them to speak in a large group, for example. Teachers and classroom assistants are patient and manage behaviour well by using praise and encouragement. A very enjoyable game helped children to co-operate with others and to learn to follow instructions while very effective use of puppets increased the children's understanding about 'telling the truth'. The children achieve well because of the good mixture of reassurance and challenge and so they quickly learn to give of their best.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching is consistently good because learning is planned and organised effectively;
- Children achieve well because literacy skills are promoted in all the areas of learning.

### **Commentary**

41. The good teaching ensures there are many opportunities for children to undertake purposeful, practical activities which they choose for themselves. Adults take time to observe carefully before intervening to introduce new vocabulary or develop children's skills in listening and responding to questions or making conversation. Assessments of children's progress in reading are carefully recorded and helpful comments in home reading records give good guidance to parents to support their children's progress. Members of staff are deployed well to develop children's writing skills and to make observations of the quality of children's language and the effectiveness of their communications. Lessons are well thought out to develop children's skills. In one lesson, a letter for Goldilocks arrived from the 'Three Bears': the children were instantly engrossed and a hushed silence prevailed before they began to comment. With adult help, the children read the letter sensibly and expressively and higher attaining children made good attempts to explain what the letter was about. Afterwards, some children wrote their own letters while others retold the story in the role-play area or listened to a tape of the story. Children practise writing for different purposes such as recording growth in a 'Bean Diary' or writing their own news. Most children show good development of emerging sentence and letter formation and simple spelling by the end of the reception year as a result. The majority of children, including lower attainers, attain the expected level in communication, language and literacy by the time they enter Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children respond well because activities are purposeful and effectively focused to support early mathematical development.

### **Commentary**

42. Planning is carefully matched to the children's level of ability. Children know what they are going to learn, lessons get off to a good start and children try their best so they achieve well.

Teaching is good. A brisk introduction, for example, challenged children to extend their recognition of numbers beyond 10. When the puppet (operated by the teacher) came out, the children gleefully spotted and corrected his mistakes and so sharpened their use and recognition of number. Good use of questions and key vocabulary are features of the teaching and help the children to make good progress in ordering numbers and in using and understanding mathematical language. Assessments of the children's progress in lessons are noted on the planning and used rigorously to target the next steps in learning. Appropriate practical tasks reinforce and extend children's numeracy skills. For instance, two children co-operated well together to match colourful jigsaw numbers while others manipulated the mouse pointer to match numbers in a computer software program. Purposeful discussions, good use of number games or rhymes and opportunities to practise new-found skills help children to build on what they know and understand. This means they are confident when they start recording their work. By the time children leave the reception class the majority, including lower attainers, show awareness of using addition, use the vocabulary of money and are beginning to understand the concept of time for example. This builds a firm foundation for work in the National Curriculum at the start of Year 1.

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

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

### **Main strengths and weaknesses**

- Interesting topics extend early learning and prepare children well for transition into Year 1;
- Good teamwork and discussion of planning enable adults to help children to increase their vocabulary, skills and understanding

### **Commentary**

43. Good quality teaching enables children to learn well. Standards are within the level expected by the end of the Foundation Stage. A good feature of the teaching is the introduction of specific vocabulary which is then reinforced by work in small groups. As part of a topic on 'Senses', children were eager to 'touch, feel and describe' objects in a 'feely' box whilst another small group used their sense of smell to guess what was in small covered pots. Adults intervene appropriately by providing key vocabulary, posing questions or helping children to communicate thoughts and ideas. This develops children's curiosity and enthusiasm about the world around them. Good use of praise and encouragement by the adults helps less confident children to contribute their ideas and in a discussion about different smells such teaching challenged the children to ask questions sensibly. Similarly, good reinforcement of rules, safety and behaviour in the computer suite helped children to achieve well in listening and following instructions and using tools in computer software programs to fill in shapes. Children achieve well because activities, both adult and child-planned, are purposeful and relevant. They are given many opportunities to develop their language for thinking and their curiosity in learning.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision is **good**.

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

- Pupils achieve well because of the good overall quality of teaching;
- Progress in speaking and listening is good because teachers give pupils good opportunities to develop these skills;
- Provision to develop pupils' reading skills is very good;
- Pupils enjoy a wide range of writing experiences but are not sufficiently involved in checking their work against specific targets;
- Very good leadership and good management have led to good overall improvement since the last inspection.

#### **Commentary**

44. In the current Years 2 and 6, standards are above average overall; standards in reading are well above average. This is an improvement on overall standards reported in the last inspection but a little lower than standards attained in most recent years. In part, this reflects the composition of these particular year groups but also reflects some weaknesses in writing picked up by the school in its monitoring of pupils' progress. The results in national tests do vary from year to year, sometimes dramatically, because of the very small year groups. This happened last year in the 2004 national tests at the end of Year 6. A third of pupils in that particular year group had special educational needs; in fact pupils with learning difficulties achieved very well for almost all reached the expected standard. Unusually, no pupils exceeded the expected levels whereas the previous year a large proportion did. Inspection evidence and the school's monitoring indicates that while pupils write competently for their age there is room for improvement in using some types of punctuation, in paragraphing and in using a wide range of descriptive vocabulary. Pupils in Year 6 are often taught as a small group on their own; this is used effectively to boost their achievement. In addition, the present group of pupils in Years 6 is also attending a creative story telling workshop after school designed to extend their vocabulary.
45. Pupils do well in English overall because they are well taught. The teaching develops pupils' speaking and listening skills well and standards are above average. Teachers themselves set consistently good examples of clear, interesting and expressive speech and their very skilful questioning encourages both higher and lower attainers to express their ideas fully. Lessons stimulate pupils of all abilities to contribute and to ask questions because the subject matter arouses their interest. By the end of Year 6 nearly all pupils speak confidently and fluently. Teachers ensure high standards of concentration and listening and so pupils of all abilities learn from each other as well as from their teachers.
46. Reading is very well taught and pupils achieve well above average standards as a result. The teaching is very well organised to give ample time for reading silently as well as time to share a book with a group and to talk about it in depth. The range of books is very wide, encompassing non-fiction as well as fiction, all of good quality and likely to interest the pupils as well as develop their skills. For example, books on the coral reef or robots, read by pupils in Years 5 and 6, aroused a great deal of interest. Teachers keep detailed notes on attainment and have high expectations of pupils' progress. Pupils are encouraged to read and reflect: in all classes, they are encouraged to keep reading diaries with comments on what they have read and to write book reviews. Teachers themselves set very good examples of expressive reading which in turn makes pupils want to read because of the enormous pleasure they gain

from this shared experience. Parents and skilled support staff give very good one-to-one support in hearing them read at school. Most parents encourage continuing individual reading at home.

47. Standards in writing, while above average overall, are lower than those in reading. Almost all pupils write competently and accurately and this is very good achievement for lower attainers and those with learning difficulties. Teaching assistants give very good support to those with special educational needs and high expectations ensure that pupils learn well. Story writing develops well and creative writing workshops and a focus on using a framework to help with writing are working well. However, pupils themselves, particularly higher attainers, feel they need more time to develop their writing as well as learning new techniques. Opportunities are missed to develop factual writing in other subjects such as science; in many ways, it is seen as a separate rather than an integral activity. Marking is thorough and teachers praise and value pupils' achievements. However, pupils do not have enough responsibility for checking the quality of their writing against specific targets, related to National Curriculum levels. In a sense, teachers are doing more than the pupils to improve the quality of writing and as a result pupils make recurrent errors.
48. Stringent monitoring and evaluation highlighted the above area of weakness. The steps the school has taken to raise standards in writing to those currently achieved in reading are likely to prove effective. The innovations in teaching and learning since the last inspection have come about because of well-focused training and because of the accurate identification of areas for improvement. The pattern of good and often very good standards which pupils achieve by the time they leave the school results from effective leadership and management.

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

49. Most lessons give pupils good opportunities to talk about new learning and review what they have discovered. Reading skills develop very well and Year 6 pupils confidently use books, atlases and ICT for individual research. While imaginative writing develops well and enriches learning in religious education and history, observational, analytical and factual writing in science and mathematics is underused.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- Standards are well above average by the end of Years 2 and 6;
- Teaching is very good and there are many opportunities for pupils to learn through lively and interesting activities;
- Pupils are not always aware of how they could improve their work and presentation is sometimes untidy;
- The subject is very well led and managed, leading to very good achievement for pupils of all abilities.

#### **Commentary**

50. The well above average standards seen in the current Years 2 and 6 reflect those reported in the last inspection and those generally attained in national tests in this school. Because year groups are very small, the results dip occasionally, as happened last year in the 2004 national tests at the end of Year 6. A third of pupils in that particular year group had special educational needs; the overall results do not reflect the fact that those who just missed the nationally expected level had in fact achieved very well compared to their prior attainment. Pupils, including those with special educational needs, achieve very well throughout their time

in school. Pupils in Year 6 are often taught as a small group on their own which effectively boosts their achievement.

51. The quality of teaching has improved since the last inspection and is consistently good in every class and frequently very good. Lessons are challenging and fun, requiring pupils to respond speedily and accurately in mental and oral sessions. Planning is very good and the different needs, abilities and age groups in each class are very well catered for. In the Year 1/2 class, for example, an ingenious series of tasks involved higher attainers in role-play in consulting extensive shopping lists to buy fruit and vegetables from the class shop. The catch was they had to work out in advance how much money they would need; the teacher then gave them too much and they were faced with sorting out the change, thus practising addition and subtraction on a large scale. Meanwhile, lower attainers had a number of problems to solve involving the price of drinks and sauces, all based on practising multiples of 2 and 5. Pupils learn very well and quickly grasp new concepts because teachers' explanations are clear and they are skilled at using pupils' misconceptions as teaching points. Pupils with special educational needs are given very good assistance which enables them to make very good progress. A very good feature of all the teaching was the use of visual aids, including ICT. This meant that lessons moved at a good pace and pupils learnt a great deal in a short time. While the accommodation is adequate for the majority of pupils, the Year 5/6 classroom is too small to allow pupils to work easily in small groups or to see the screen without moving seats.
52. Teachers' marking is conscientious. While it is clear that a lot of topics are covered, some pupils evidently need more practice to improve the accuracy of some of their calculations. General targets such as "always check your work for careless errors" pasted at the back of pupils' books make no provision for pupils to be involved in checking their progress against specific goals. Thus the teacher does more checking than the pupil. The way that pupils set out their work could be neater and clearer on occasions.
53. The subject is very well led and managed by a knowledgeable enthusiast. Currently, the school is looking at how pupils record mathematical problems with a view to establishing a system that develops pupils' skills progressively from Year 1 to Year 6. Pupils' overall progress is monitored very carefully by the subject leader who is well aware of the strengths and weaknesses through monitoring teaching. A start has been made on monitoring learning through scrutinising pupils' exercise books.

### **Mathematics across the curriculum**

54. Mathematics is used well in other subjects such as ICT and science and pupils frequently need to use complementary skills in order to complete tasks. For example, pupils set up a digital sound recorder to measure the level and frequency of sounds over a 12-hour period as part of their work in science. They then had to analyse the graphs to gauge when different levels of sound occurred and the reasons for this.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by the end of Years 2 and 6;
- Very good teaching, with an emphasis on learning through investigation, helps pupils of all abilities to achieve very well;
- The way that pupils record investigations is rather sketchy and so important information is sometimes omitted;
- The subject is very well led and managed, and links with ICT are very well thought out.

## Commentary

55. Standards are well above average in the current Years 2 and 6, reflecting the school's continued high standards since the last inspection. The strong emphasis on practical science and accurate use of scientific vocabulary clearly pays off. The majority of pupils, including those with special educational needs, have a very good grasp of scientific concepts by the end of Years 2 and 6 as they have learnt to think for themselves. Results in the 2004 national tests were somewhat lower than usual – average rather than well above – with a smaller proportion reaching higher levels than expected because of a larger proportion of pupils with special educational needs.
56. Science is very well taught by an enthusiastic team of teachers who have the gift of making learning fun as well as challenging. In the Year 3/4 class, for example, pupils used their knowledge to make a switch (both commercially produced and their own prototype) and light bulb work together and then to devise how to add a propeller to the circuit. Pupils were questioning eagerly. When one group decided that the battery was not strong enough to do what they wanted it to the teacher pointed out that there was a way round that and encouraged them work it out for themselves. The teaching has high expectations of pupils' capacity to concentrate and to use their knowledge and experience to make informed choices. The result is learning at a fast pace and a high level of involvement. Teaching assistants give very good support to those with special educational needs, enabling them to work practically and systematically. Lessons are very well planned and ICT is used very effectively, to provide scientific data for example for pupils to analyse. Teaching is methodical and clear and pupils are encouraged to question, hypothesise and then experiment. As a result, pupils from Year 1 upwards understand very well the principles of fair testing, use salient facts to support their views and can apply their knowledge.
57. Pupils are expected to present their results analytically, drawing on their mathematical knowledge to use percentages, graphs and equations. An area for development is to develop the use of pupils' literacy skills when recording scientific investigations. At present, the way pupils predict, record and analyse, deciding whether they can trust their results or not, varies considerably from class to class. This means that teachers occasionally have to write in the missing elements when they mark pupils' work. While this clearly has not affected the overall standards pupils achieve in national tests in science, it does mean that opportunities are missed to help pupils use writing to record logically and systematically.
58. Leadership and management of the subject are very good and reflected in the strong, practical approach evident in the teaching, leading to well above average standards. Resources for learning are good and ICT is used effectively to promote pupils' scientific understanding.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

### Main strengths and weaknesses

- Resources and opportunities for learning have improved considerably since the last inspection;
- Very good leadership and management ensure that ICT is used very well in other subjects.

## Commentary

59. Standards are average by the end of Year 2 and 6. They are set to be higher next year, judging by the rapid progress pupils are making as a result of the new ICT suite, installed in July 2004, and the extent to which it is being used. Teaching is good. Lessons are well



organised and the computers in classrooms are also used extensively by pupils because teachers plan extension or consolidation activities for them to work on which are then integrated into the lesson at strategic points. For example, in a science lesson, pupils used a site to practise making circuits; at various points in the lesson, different pairs of pupils shared with the class what they were finding out, thus adding to the class's general knowledge and understanding. Pupils enjoy ICT and are keen to practise their skills. Their achievement in the last few months has soared because of the new equipment available to them. Younger pupils' work shows that teaching allows for creativity and individual flair. Their mouse control and use of tools for specific purposes are developing well. Pupils in Years 5 and 6 have just completed *PowerPoint* presentations and talk animatedly about their e-mail partners in an Australian school. They are well aware of the many varied uses ICT has in the modern world. The teachers too have an infectious interest and make very good use of the one electronic board to teach skills.

60. Very good leadership and management have turned ICT round in the last year. High aspirations are being realised in the extent to which ICT is being incorporated imaginatively and creatively into other subjects. The subject is well resourced though the range of software is understandably limited at the moment. Pupils now follow the programmes of study in the National Curriculum and the school has addressed the issues raised in the last inspection fully. More formal assessment is an area for further development; however, the system whereby the class teacher can access each child's work for assessment purposes is being used well. The subject leader's expertise has ensured that short-term training of staff is effective and that there is a real enthusiasm for learning by adults and pupils alike and a slight element of frustration in that they cannot do everything all at once.

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

61. Pupils regularly have English and mathematics lessons in the ICT suite and use ICT extensively in other subjects. Skills are used well and pupils are aware of the many ways in which using ICT enhances their work. This very practical approach to learning is successful, as in other subjects, in terms of developing pupils' confidence and thoughtfulness.

### **HUMANITIES**

It was not possible to judge the overall quality of provision in geography and history as no lessons were observed. Carefully revised topic planning has fully addressed shortcomings in these subjects identified in the previous inspection.

62. In **geography**, work seen suggests standards are as expected for pupils' ages. Year 2 pupils have secure understanding of, and skills in, mapping and use of symbols through well-taught work, for example on weather forecasts. Planning shows satisfactory coverage of an appropriate range of topics following up-to-date national guidance.
63. In **history**, planning and pupils' work show good use of visits, for example to York and Aberford and effective and well-developed links with other subjects such as English, religious education, art and design and geography, indicating standards that are above average overall.

### **Religious education**

Provision is **good**.

### **Main strengths and weaknesses**

- Achievement is good because of the good quality of the provision;
- Teachers relate new learning closely to pupils' experience through skilled use of religious stories and history.

## Commentary

64. Pupils are maintaining the good progress noted at the previous inspection. Standards in Year 2 meet the requirements of the agreed syllabus and exceed them by Year 6. Lessons seen and conversations with pupils confirm that achievement is good. Learning benefits from strong connections with the local church and community. Visits, for example to church, temple and synagogue, and presentations by ministers of religion and representatives of religious bodies such as the Salvation Army continue to enrich learning. Lessons give pupils good opportunities to take new learning to heart through personal responses in speech, drama, art and poetry. For example, in response to the Parable of the Sower, a Year 2 pupil wrote: "If you let life worry you, you're like the seeds choked by weeds." Year 6 pupils related the school's Golden Rules and buddy systems to Old and New Testament precepts.
65. Teachers' good command of the topics and careful planning engage pupils of all ages and capabilities well in new learning. Year 2 pupils gained good understanding of forgiveness through a skilful presentation of the parable of the Prodigal Son. This was because the teacher read the story very expressively giving pupils frequent opportunities to discuss important details and to mime the feelings of the characters. They were keen to take part in an improvisation of the story and then to represent the relationships in a series of drawings. Understanding developed well because of the varied responses that the teacher encouraged.
66. In a good Year 5/6 lesson on Wilberforce, close links with history engaged pupils in understanding how people's beliefs influenced their actions. The teacher encouraged them to investigate the slave trade through well-prepared pictures and commentary and use of the Internet to research Wilberforce. Slower learners and those with special educational needs enjoyed full access to this learning through this approach and through skilled one-to-one support. Pupils began to raise searching questions about slave auctions: What happened to those who were not sold? Why were families split up?
67. Good leadership and management draw effectively on national and diocesan guidance and the programmes of study of the agreed syllabus. As result religious education work continues to make a good contribution to pupils' spiritual, moral and social development and the good quality of relationships in the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of art and design, design and technology and physical education and none were seen in music. It is not therefore possible to make a judgement about overall provision in these subjects. In addition to lesson observations, discussions were held with co-ordinators and pupils about their work and some previously recorded work was looked at. Because this is a very small school, teachers are responsible for several subjects. Brief discussions were held with subject leaders but where a subject was not a priority this year, discussions were necessarily limited.

68. **Art and design** has a continued high profile in the school and pupils continue to experience a wide range of media and techniques and produce work of a high quality. Very good leadership ensures that teachers are well supported and guided in the development of the curriculum. Consequently they are enthusiastic and whole-school planning often encompasses themes and topics, such as portraiture, so that skills are therefore developed well from an early age. Pupils throughout the school benefit from the experience of working with skilled artists which helps them to achieve very well. Pupils in a mixed class of Year 1/2 class produced clay models of good quality as a result of a very well organised lesson and the teachers' subject expertise. Similarly very carefully observed drawings of fruit were used as original designs to craft simple but effective embroidered pictures. Very good use of dialogue and focused questions by both the teacher and classroom assistant meant pupils concentrated hard and achieved very well in their respective groups.

69. Work in art and design is enhanced by its use in other subjects of the curriculum such as history, religious education and geography. Pupils study the work of well-known artists and take part in external projects. A recent opportunity to work with a local theatre group extended pupils' understanding about the broader aspects of art and creativity. The subject supports spiritual, moral, social and cultural development well.
70. Insufficient teaching was seen in **design and technology** to make a secure judgement on its quality. However, the planning shows that there is a coherent approach to teaching and learning. Teachers organise design and technology work effectively to fit in with overall themes and topics. This brings the subject to life and helps pupils to see a real purpose in its use. For instance, a very good Year 5/6 lesson demonstrated how a design project could be successfully linked to ongoing work in dance. Prior research on T-shirt design was successfully used by groups of pupils to plan initial ideas for their own designs. In the lesson, confident and articulate groups of pupils explained their initial ideas to the rest of the class very effectively. The teacher's very good subject knowledge and well-paced introduction had fired pupils' enthusiasm and challenged pupils' to think carefully about the purpose, function and techniques to be used. Relationships are very good and pupils collaborate very well. In the one lesson seen, very clear lesson objectives and explanation of tasks meant the pupils knew exactly what was expected of them and so this helped them to achieve very well.
71. Expectations in design and technology are informally assessed throughout the school by the use of a designing and making booklet. This incorporates useful questions to guide pupils in the aspects of designing and making skills. However, current assessment practice does not yet provide sufficient support for teachers to judge how well pupils are doing against national expectations.
72. Standards in **physical education** in the one lesson observed were good, as was the teaching. The school makes good provision for pupils to undertake a varied curriculum, despite the limitations of the accommodation with a small school hall which doubles up as dining room. The school field, which is rented from a local farmer, is also small but gives scope for field sports such as football, cricket and athletics. The school playground, however, is too small to enable a game of netball to take place. Links with other schools close by are used well to give pupils experience of some competitive sports. Some parents are anxious about the opportunities their children have for physical exercise during the school day. This is not a problem because the subject leader, the headteacher, finds creative solutions such as having school fitness days, sporting equipment available for use at playtimes and visitors to school to teach dance. The school's decision to give pupils from Years 2 to 4 swimming lessons each week is good and as a result of this the majority of pupils swim well by the end of Year 6.
73. No lessons were seen in **music** and so it is not possible to make an overall judgement on provision. Standards in singing are good – pupils sing well and with a good dynamic range. Their enthusiastic singing is tuneful and sensitive and they clearly enjoy making music. The school's extra-curricular recorder club is well attended and pupils have opportunities to perform in public, accompanying singing in assemblies for example and on other occasions. Parents are proud of the musical standards and support extra-curricular musical activities fully.

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

74. Only one lesson was seen so no overall judgements can be made on standards and provision. The subject is very well led and managed. Currently, aspects to promote pupils' mental and emotional well-being are at the forefront of the planning. The weekly times set aside for discussion of aspects of personal, social and health education and citizenship form an important part of pupils' personal development and pupils welcome this opportunity to discuss important issues. This subject clearly contributes to pupils' strong sense that their views and opinions matter.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
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).*