

INSPECTION REPORT

**FOSTON CHURCH OF ENGLAND (VOLUNTARY
CONTROLLED) PRIMARY SCHOOL**

Foston, York

LEA area: North Yorkshire

Unique reference number: 121492

Headteacher: Mrs S Magin

Lead inspector: Mr P Martin

Dates of inspection: 22nd – 23rd November 2004

Inspection number: 266840

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	25
School address:	Foston York
Postcode:	YO60 7QB
Telephone number:	01653 618265
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R. Benson
Date of previous inspection:	20 th April 1999

CHARACTERISTICS OF THE SCHOOL

- Foston Church of England Voluntary Controlled Primary School is a small primary school catering for 25 boys and girls aged between 4 and 11 years of age.
- Pupils are taught in two classes, one for pupils in Years 3 to 6, and one for pupils in the Reception Year and Years 1 and 2.
- All pupils come from a white British background.
- The percentage of pupils with special educational needs, about 28 per cent, is higher than the national average.
- No pupils have statements of special educational needs.
- No pupils take free school meals.
- Pupils' socio-economic backgrounds are above average.
- Attainment on entry varies from year to year. This year, there is a wide range of attainment on entry, but it is average overall.
- The number of pupils leaving and joining the school at other than the usual times last year was higher than average.
- The school received a Basic Skills Quality Mark award in 2000 and a Schools' Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23262	Mr P Martin	<i>Lead inspector</i>	Foundation Stage; Mathematics; Science; Information and Communication Technology; Art and Design; Design and Technology; Music; Physical Education.
13762	Mr N Shelley	<i>Lay inspector</i>	
21750	Mrs S Hall	<i>Team inspector</i>	English; Geography; History; Religious Education; Personal, Social and Health Education; Special Educational Needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school which provides a **satisfactory** quality of education. Standards and achievement are satisfactory because of satisfactory teaching and learning. Leadership and management are satisfactory overall. The school does well to overcome many of the barriers imposed by the lack of accommodation. The school provides satisfactory value for money.

There are very small numbers in each year group and care needs to be taken when using these data to make comparisons of standards with other schools or years.

The school's main strengths and weaknesses are:

- Standards in writing are too low.
- The school makes a good contribution to all pupils' personal development, resulting in good behaviour and attitudes to work.
- The limitations of space have an adverse impact on the curriculum that can be provided, particularly for children in the Foundation Stage.
- The curriculum is very well enriched by visits to places of interest and by visitors to the school.
- The school's strategic planning does not provide a clear enough outline of how the school intends to improve.
- Very good links with parents and the community enhance the quality of education provided.

The school has made a satisfactory degree of improvement since the last inspection. Standards in English, mathematics and science are similar now to what they were then. The school has made some improvements to the accommodation, for example, by being able to use a neighbour's field and the conversion of an outbuilding into a library and resources room which is also useful for small group teaching. Governors regularly consider how to improve the accommodation through building projects but have suffered recent setbacks in this. There have been improvements in writing and pupils now have more opportunities to write for different reasons, in other subjects as well as in English, but standards are still too low. The shortcomings in teachers' knowledge of art teaching have been satisfactorily dealt with through in-service training and working with a visiting artist.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A*	A*
mathematics	D	A	A*	A*
science	C	A	A*	A

Key: A - very high in comparison with other schools (in the top five per cent); 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.

NB: There were four children in the year group. This is a very small number and care needs to be taken when using these data to make comparisons with other schools or years.

Achievement is satisfactory for children in the Reception Year and all pupils, including boys and girls, in Years 1 to 6. Because there are such small numbers, children's attainment when they start school varies from year to year. This year, attainment is average overall, but it varies from above to below average. The attainment of the current Year 2 when they started school was considered to be below average. They have achieved satisfactorily overall in relation to their prior attainment, but standards in reading, writing, mathematics and science are below average. The current Year 6 contains a high proportion of pupils with special educational needs (SEN), but the year group has

made steady progress and standards are about average in English, mathematics and science, although there is a weakness in writing. By the time pupils are 11 years of age, standards in information and communication technology (ICT) and religious education meet the expectations for pupils of that age. No pupils come from ethnic minority groups or from homes where English is not the first language.

The school makes good provision for pupils' personal development, including their spiritual, moral, social and cultural development. Pupils enjoy being at school and their attendance is excellent. They behave well, and their positive attitudes have a good impact on their learning.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory for all pupils from the Reception Year to Year 6. The school provides a satisfactory curriculum that meets statutory requirements. The curriculum is enriched by a very good range of visitors and visits to places of educational interest. These visits enhance the quality of learning. The school is beginning to make sound links between subjects. This has a positive impact on learning by making lessons more interesting and relevant. However, the small classrooms and lack of a school hall mean that it is sometimes difficult to provide a full curriculum, particularly for the Reception Year. The school has a number of useful strategies to reduce the negative impact of this. Teachers and other staff know pupils well and the school provides good care, guidance and support. The school has very good links with parents and with the local community that greatly benefit the quality of education provided and have a positive impact on achievement. Links with other local schools, including the secondary school to which most pupils transfer, are good.

Leadership and management of the school are satisfactory. The headteacher is keen to see improvements and leads other staff well. However, the school's formal plans do not provide good enough guidance about how these improvements will be carried out, or how much they will cost in terms of time and money. The governing body carries out its duties satisfactorily and meets its statutory requirements.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and the quality of education provided. They expressed no significant concerns through the pre-inspection questionnaire or at the meeting held for parents to express their views. Pupils are happy with the school, although a few feel that their views with regard to some responsibilities are not fully heeded. Nonetheless, all discharge these responsibilities efficiently.

IMPROVEMENTS NEEDED

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

- Raise standards in writing throughout the school.
- Improve strategic planning.
- Improve the accommodation available, particularly for the Reception Year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Boys and girls of all ability levels achieve satisfactorily. Achievement is satisfactory in the Reception Year. At the end of Year 2, standards in reading, writing, mathematics and science are below average. By the end of Year 6, standards in English, mathematics and science are average. Because there are only small numbers of pupils in each year group, great care must be taken when comparing results with other schools or previous years. Over the last three years, boys and girls have performed better than boys and girls nationally in these subjects. During the inspection, girls' standards were better than boys' overall at the end of Year 6. This is because more boys than girls have SEN.

Main strengths and weaknesses

- Standards in writing are below average across the school.
- Children in Reception achieve well in personal, social and emotional development and many surpass the goals expected.

Commentary

Foundation Stage¹

1. There are only five children the Reception Year and they are taught in a class with the Year 1 and 2 pupils. Their personal, social and emotional development is good and reflects the care and support they get from the other adults and pupils at the school. Most achieve the expected goals in communication, language and literacy and in the numeracy aspects of mathematical development. It was not possible to make judgements about the standards reached, or achievement in the other areas of learning for these children².

Key Stage 1³

2. No table of national results for pupils at the end of Year 2 in 2004 is included because only three pupils took the tests. However, results of the tests in 2004 suggest that standards of attainment in the tests were below average in reading and mathematics. In writing, results were well below average when compared with all schools nationally, but very low in comparison with similar schools. These results must be treated with extreme caution because there was only a very small number of pupils in the year group, and a high proportion had SEN. In reading, for example, most pupils reached slightly above average levels, but because one did not reach expected levels, comparisons are unfavourable. A similar picture is seen in mathematics. Over the last three years, standards in reading and mathematics have varied from above average to well below average. There has been less variability in standards in writing which have been consistently well below average when compared with all schools nationally over the same time. In comparison with similar schools, results have varied between well below average and, this year, very low in comparison. However, in view of the variability of attainment on entry and the high proportion of pupils with SEN, pupils' achievement is satisfactory in reading and mathematics, but below average in writing. Inspection findings are that standards in speaking and listening and writing are below average. In reading, standards are average. In mathematics, standards this year are below average by the time pupils are seven years of age. Most pupils are on target to reach the expected levels, but few, if any, are expected to reach higher levels. Last year, teachers judged that standards in science were

¹ The Foundation Stage refers to those pupils who are not yet in Year 1.

² Areas of learning – these are the areas that children in the Foundation Stage are expected to work within. They include personal and social development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

³ Key Stage 1 refers to pupils in Years 1 and 2.

below average when compared with all schools nationally. Once again, this reflects the fact that, because one pupil did not reach the expected level, these comparisons appear unfavourable. This year, most pupils reach expected levels, but very few, if any, appear to be on target to reach the higher level, Level 3, so standards are below average overall. Standards in religious education match those expected from pupils of this age. It is not possible to make judgements on pupils' attainment and achievement in ICT. No difference was noted between boys' and girls' standards or achievement.

Key Stage 2⁴

3. No table of results is included because only four pupils sat the National Curriculum tests for Year 6 pupils at the end of 2004. As at Key Stage 1, this means that comparisons between the school's and national results must be treated with caution for the reasons stated above. However, results of these tests show that standards were very high in English, mathematics and science in comparison with all schools nationally and with similar schools. Over the last three years, boys and girls have consistently performed above boys and girls nationally in all three subjects. The four-year trend in the school's average points score for all core subjects for pupils at the end of Year 6 has been above the national trend because of the overall good achievement of pupils in those years.

4. Inspection findings are that standards in English, mathematics and science this year are similar to those expected from pupils nationally, and achievement is satisfactory. It might appear that this represents a decline in standards, but this year there is a very high proportion of pupils with SEN (50 per cent). As a result, not as many pupils will reach higher levels in the subjects tested as have done in the past. Standards in ICT and religious education are close to expectations by the time pupils are 11 years of age. In the few physical education lessons seen, pupils achieved well because of good teaching and reached standards higher than those expected.

5. Pupils with SEN make similar progress to their classmates and achieve satisfactorily. Their needs are recognised at an early stage and work is generally planned at a level that is appropriate to their needs. There are no pupils for whom English is an additional language.

6. Standards at the end of Year 6 are similar to those reported at the time of the last inspection in English, mathematics and science. At that time, standards in music and physical education were noted as strengths. Although it was not possible to make overall judgements in these subjects, those aspects of them that the team was able to examine indicate that these strengths have been maintained. However, there has not been enough improvement in writing.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their attendance and punctuality are **excellent**. The school promotes pupils' spiritual, moral, social and cultural development **well**.

Main strengths and weaknesses

- Attendance is excellent.
- Relationships between pupils are very good.
- Participation in activities is very good.

⁴ Key Stage 2 refers to pupils in Years 3 to 6.

Commentary

7. Pupils' behaviour is usually good in and out of lessons, and this has a positive impact on learning. Teachers deal quickly and effectively with instances of misbehaviour and these do not have an adverse impact on learning. Instances of bullying are very rare and are effectively dealt with.

8. A notable strength of the school is that all pupils, including those of different ages, get on well together, working and playing co-operatively. They are mutually supportive, yet competitive when required, for example, in physical education. Older pupils behave in a most responsible way towards their younger peers and when undertaking assigned tasks. Pupils participate with enthusiasm in activities and games. They particularly enjoy practical subjects, such as physical education, art and design and technology. They have formed clear views about a range of school issues and express them with confidence, and sometimes with great feeling, particularly when the school does not appear to have gone along with them! Most pupils with SEN have positive attitudes to school and their work, and have good relationships with their classmates. The school supports older pupils well in trying to maintain positive attitudes, even when one or two say they don't like school or the work they do.

9. Provision for pupils' personal development is good. This helps them to mature and grow personally and helps to ensure that they benefit from lessons. In one assembly, pupils showed spiritual awareness when they prayed and discussed communication with God in a natural and open manner. They show a good deal of respect for each other in lessons and at playtimes. They are encouraged to think about other people and demonstrate in discussion respect for the feelings, values and beliefs of others. Moral development is good. Through good examples and relationships, the school sets clear expectations of good behaviour so pupils understand the difference between right and wrong. The school effectively reinforces its expectations through rules and role modelling, and the implementation of a clear system of rewards and sanctions, well understood by the pupils themselves. Social development is good. Pupils are socially responsible and discuss matters of concern in 'circle time', which is time set aside for discussion about matters of mutual concern. Older pupils' social development is fostered well through their keen participation in the numerous activities which take place outside school hours, including sporting fixtures with other schools and through an annual residential visit for Years 4, 5 and 6. Cultural development is good. Pupils are well aware of their own cultural traditions. Their knowledge of their own and other faiths is enhanced by visits to different places of worship. In addition to studies of other lands, pupils communicate with children in Nepal. The school is aware that pupils' awareness of the implications of living in a multi-ethnic society is underdeveloped and is seeking ways to extend this understanding. For example, pupils find out about different religious traditions in religious education and about different breads eaten by people of different nationalities in food technology. This represents an improvement since the previous inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	1.5	School data	0.2
National data	5.1	National data	0.4

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

10. Pupils' attendance rates are very high and they arrive punctually for school. Unauthorised absence is half the rate of that nationally. This is attributable to their positive attitudes which the school fosters well, and to their parents' keenness for them to attend. Their attendance has a positive impact on their learning.

Exclusions

11. There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning and of the curriculum are **satisfactory**. The school cares for, guides and supports pupils **well**. Links with parents are **very good**, and partnerships with the community and linked schools are **good**.

Teaching and learning

The quality of teaching throughout the school is **satisfactory**, leading to satisfactory learning. The school's systems for assessing pupils' attainment and achievement are **good**, and are beginning to be used **well** in raising attainment.

Main strengths and weaknesses

- Teachers know pupils' abilities well. This enables them to offer a good level of support and encouragement.
- Secure assessment procedures are effectively used in helping pupils to understand what they need to learn to improve in English and mathematics.
- Comments in marking do not always offer enough information to pupils about what they have done well and what they could improve.

Commentary

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	5	7	0	0	0

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

12. Teaching is satisfactory overall, leading to satisfactory learning. There are a number of good features. Because there are relatively small classes, teachers and teaching assistants offer pupils a good deal of individual support which helps to keep them interested and engaged, thus aiding their learning. For example, in a music lesson for infant pupils, the teacher effectively transmitted her enthusiasm to the pupils so their learning was enhanced. A teaching assistant kept Year 5 and 6 pupils well on task as they learned to interpret frequency charts accurately. Teachers use resources well. In a Year 3 and 4 science lesson, the teacher's use of a chicken leg to illustrate muscles and movement made the lesson interesting and relevant, thus aiding pupils' learning. Teachers deal effectively with the very few instances of misbehaviour so these do not have an adverse impact on the quality of learning for any of the pupils in the class. Because of teachers' insistence on high standards of behaviour, pupils in Years 3 to 6 work well independently. For example, when the teacher was discussing micro-organisms with Years 5 and 6, pupils in Years 3 and 4 got on well with their work on bones and the skeleton.

13. There is a clear homework policy, well understood by pupils and their parents. Relevant and useful homework is set weekly and this makes a positive contribution to pupils' learning, particularly in English and mathematics, as well as topic work. Many pupils voluntarily conduct their own research on topics they are studying.

14. There are effective procedures for gauging pupils' progress in English and mathematics. Recently, teachers have begun to use the findings from these procedures well in setting individual and group targets in Years 3 to 6. Pupils know what these targets are, but it is too early to gauge their impact on learning. The quality of marking, though satisfactory overall, nonetheless sometimes has shortcomings. Teachers keep marking up to date, but do not always offer pupils enough guidance about how to improve their work, or correct specific errors such as incorrectly spelt vocabulary relevant to a subject. However, staff have a very good knowledge of how well pupils are doing, even if this is not always recorded formally.

15. Teaching for pupils with SEN is satisfactory, with a number of good features. Staff offer good personal support to pupils and praise their efforts well. However, pupils' individual education plans (IEPs) are sometimes too vague and lack precision in the small steps necessary to bring about improvement.

The curriculum

Curriculum provision is **satisfactory**. Opportunities for enriching the curriculum are **very good**. School resources are **satisfactory**, but the accommodation is **unsatisfactory**.

Main strengths and weaknesses

- School accommodation is unsatisfactory and limits the activities planned for all pupils, particularly for the children in the Foundation Stage and pupils in Years 1 and 2.
- The school makes very good use of opportunities to enrich the curriculum.

Commentary

16. The curriculum provides a satisfactory range of worthwhile learning activities. Provision for all subjects of the National Curriculum and religious education meet statutory requirements, and sex and relationship education are taught to older pupils. Personal, social and health education (PSHE) is satisfactorily represented. 'Circle time' discussions and assemblies are used appropriately to explore feelings and attitudes, reinforcing the school's values and beliefs about the worth of individuals and their rights and responsibilities as members of the school community.

17. Staff plan work carefully on a rolling programme that helps to ensure that pupils learn what they need to without missing topics or undue repetition. Recent initiatives have included 'Schemes and Themes' as a response to the current focus on 'Excellence and Enjoyment' in the school curriculum. The school's responses have helped to increase the relevance of what pupils learn by making useful links across different subjects. Curriculum planning for pupils with SEN is satisfactory, although the targets for improvement on IEPs could be more precise.

18. The school is fully aware of the benefits of enlivening the curriculum through a very good range of activities that enrich the curriculum and which add purpose and enjoyment to learning. The school makes very good use of the local area including well planned visits to places of historical and cultural interest in the York area. Visits have included those to a synagogue and a Hindu temple, which make a good contribution to extending pupils multicultural experiences. The school also works hard to extend pupils' sporting and musical experiences, including links with other local schools. It is committed to providing as wide a range of physical education activities as is possible and makes good use of the available accommodation and resources.

19. Resources for teaching are satisfactory and there is a good number of teaching and support staff for the number of pupils. However, a major weakness is the unsatisfactory nature of the school accommodation. This is very cramped, particularly for the children in the Foundation Stage and pupils in Years 1 and 2. This has a negative impact on teaching and learning because it imposes restrictions on the type of activities staff are able to plan. Children in the Foundation Stage have no dedicated area for learning that takes account of their social development and the need to extend their communication skills. There is little space, for instance, for imaginative play, which restricts opportunities to explore relationships and develop confidence, as well as to enhance their learning in other areas of learning. Pupils in Years 1 and 2 work together with the Foundation Stage children in a very small classroom which restricts practical learning and opportunities for both formal and informal drama and role-play activities. The lack of a school hall or other space restricts opportunities for some day-to-day activities such as role-play, drama, dance, physical education, although the school makes satisfactory use of the nearby village hall for some of these. Funding has been set aside to improve this situation. Governors have considered carefully how to spend this but there have been setbacks because they were provided with inaccurate estimates for improvements.

Care, guidance and support

The school's procedures for ensuring pupils' care, welfare, health and safety are **good**. They receive **good** support and guidance. Procedures for seeking and acting on pupils' views are also **good**.

Main strengths and weaknesses

- Teachers know the pupils very well.
- Induction is good.
- Targeting for improvement is good in English and mathematics.

Commentary

20. Pupils feel safe and valued because of the way they are treated. Relationships between pupils and their teachers and helpers are respectful and constructive, and a sense of community prevails. Teachers know the pupils very well, mainly because of the small class sizes, and this contributes well to the quality of pastoral care and learning support. Induction arrangements are sensitive, including staggered starts to meet individual needs.

21. Good procedures are in place relating to health, safety and child protection, and staff have undertaken training to enable them to meet the specific medical needs of some children. However, attendance registers are not always completed at the start of the school day, and this has possible implications for health and safety. Appropriate precautions are taken when the pupils are led to the village hall for lunch.

22. The school effectively seeks pupils' views, although not through the formal structure of a school council, and respects these views. However, pupils do not always fully appreciate the reasons when their proposals are not taken up, for example, about looking after pets in school.

23. Teachers and other staff provide pupils with good support and guidance, based on a good understanding of each pupil. Advice and guidance about their work is good overall. Teachers provide effective verbal guidance and the quality of marking, although variable, is satisfactory overall. The school has recently begun to involve pupils more closely in the evaluation of their progress. Older pupils are aware of the levels they are working at and their targeted levels in English and mathematics. Pupils have short-term targets that provide them with a satisfactory focus for improvement.

24. The pastoral support for pupils with SEN is good. Staff take good account of their particular learning needs. For example, pupils who find difficulty recording their work are allowed to use the computer.

Partnership with parents, other schools and the community

The school has a **very good** partnership with parents. Links with other schools are **good**, and with the community they are **very good**.

Main strengths and weaknesses

- Parents hold very positive views about the school.
- Parental involvement and support are good.
- Very good use is made of the community to enhance pupils' learning and personal development.

Commentary

25. The school is very popular with parents, many of whom have chosen it rather than nearer schools. They have considerable confidence in the school and are very pleased with the quality of education and care provided. Parents are right to believe that their children receive more personal attention because of the small class sizes. Teachers know pupils very well and offer targeted support.

26. Parents are well informed through reports, newsletters and meetings. Annual school reports provide plenty of information about what pupils know, understand and can do; their main strengths and weaknesses and what should be a focus for improvement. However, except in Years 2 and 6, they do not indicate pupils' achievement related to expectations for age.

27. Parents' attendance at review meetings is very good. They support events such as performances and fund-raising activities well. Many help in school in response to specific requests. The school asks for parents' views, for example about homework, and workshops are arranged, for example, on how parents can more effectively help their children with work at home.

28. The community is used very well to supplement class work. Numerous field trips, such as to an abbey, a water works and places of historical interest enrich learning. The school uses local facilities well to improve the quality of education provided. These facilities include a leisure centre, the church, another school's hall for physical education and the village hall. An outdoors residential centre provides a range of experiences for the pupils that contributes well to their personal development. Local professionals and retailers support the school well. Pupils' harvest collections are donated to the Salvation Army. However, although pupils from the school have visited a synagogue and a Hindu temple as part of their studies in religious education, the school experiences difficulties in persuading visitors representing ethnic minority groups to come to the school to promote awareness of the lifestyles of other peoples and the implications of living in a multicultural society.

29. Links with other schools promote good opportunities for competitive sport. Three special literacy and numeracy development sessions have been arranged for the more able Year 6 pupils in the local cluster of primary schools, thus offering them a challenge in these subjects. Activities such as these, as well as participation in area primary schools' challenges, also offer pupils good opportunities to mix with a wider group of people than they might otherwise meet. Satisfactory arrangements to ease transfer of pupils to the secondary school are in place.

30. There are good links with the parents of pupils with SEN. They are kept well informed and involved in discussions about what is planned for their children. Consequently, they recognise that they are an integral part of the process.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **satisfactory**. Governance of the school is **satisfactory**, as is the leadership of the headteacher and other key staff. The quality of management is **satisfactory**.

Main strengths and weaknesses

- The school improvement plan is not prioritised and is ineffective in that it does not provide sufficient focus to aid school improvement.
- The headteacher, staff and governors share a warm concern for, and commitment to, the education of the pupils.
- Monitoring and evaluation of some aspects of the work of the school lacks rigour in precisely identifying what areas need improvement.
- Procedures to manage school finances are good.

Commentary

31. All concerned with the leadership and management of the school are fully committed to caring for and supporting the school. Almost all aspects of such work are satisfactory overall, with some areas of strength and others requiring improvement. The school has a positive ethos and is thought highly of by parents and the local community.

32. Governance of the school is satisfactory. Governors are aware of the changing roles they play, are committed to carrying these out and meet most statutory requirements placed upon them. However, whilst governors hold meetings and sub-committee meetings, these are not always fully recorded, which could cause problems if tracking back decisions made and a course of action taken. Governors have begun a series of focused visits to the school to observe how the curriculum is planned and taught. They report to meetings and are in a satisfactory position to recognise the strengths and weaknesses of the school.

33. The leadership of the headteacher and other key staff is satisfactory, with several strengths. The headteacher provides warm, caring and valued support to staff, pupils and parents alike. However, the hours available for her to undertake leadership duties are limited, as in all small schools. Nonetheless, recent developments have increased this time. The headteacher has established a good sense of purpose to her leadership and motivates and influences staff and pupils alike. This is reflected in her concern to ensure the school continues to move forward and develop. However, school improvement planning is ineffective and unsatisfactory. Last year's plan was extremely brief and did not prioritise those developments which were most or least important. A very recently produced draft plan has perpetuated the same format and, whilst slightly more detailed, again lacks prioritisation. Neither plan provides a focus on standards and achievement and, whilst identifying accepted concerns, the plan is vague and does not indicate the specific steps to be taken to address these or other issues.

34. The management of the school is satisfactory overall. All staff work very closely as a team and, whilst this has many strengths, it makes it difficult to develop the necessary rigour in evaluating the quality of education offered and identifying the small steps necessary to bring about further improvement. Whilst there have been some observations of teaching, there has not been enough monitoring or evaluation of the work of all staff, including the head as class teacher, to identify in detail what needs to be done to bring about improvements in some areas, such as teaching and learning in humanities. Whilst governors and staff recognise that issues such as the restricted accommodation and low standards in writing have a negative impact on pupils' learning, they have not always acted with sufficient determination to ensure long-standing issues are overcome. Recent initiatives to improve accommodation foundered because governors were given unrealistic estimates for building improvements.

35. The leadership and management of SEN is satisfactory. The organisation of the necessary paperwork is undertaken conscientiously, but some IEPs are too broad and do not identify the specific steps for improvement. As in some other areas, the monitoring and evaluation of such work lacks enough rigour.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	131,866.00
Total expenditure	140,534.00
Expenditure per pupil	6,110.00

Balances (£)	
Balance from previous year	32,728.00
Balance carried forward to the next	24,080.00

36. Financial management of the school is good. The chair of the finance sub-committee has much potential to help lead governors and has high level professional skills, working effectively to help plan and monitor the school's budget. This has been of particular value during a period when there have been several changes in office administration staff. Governors take careful account of the principles of 'best value' when considering expenditure. Whilst the amount of money spent on each pupil is very high when compared with all schools nationally, largely due to the relatively high costs involved in running small schools, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- The accommodation and resources prevent the school from offering a full-enough Foundation Stage curriculum.
- Children benefit from working alongside the other pupils, and this has a good impact on their personal, social and emotional development.

Commentary

37. At the time of the inspection, there were five Reception-aged children. These children are taught in a class with the other Year 1 and Year 2 pupils. Their attainment when they started school spanned a wide range but is average overall. All pupils start at the beginning of the school year in which they are five, so benefit from a full year's education before they start Year 1. By the end of the Reception Year, most children have achieved soundly and reached the Early Learning Goals in communication, language and literacy and in the numerical aspects of mathematical development. Their personal and social development is a strength of the school and children do well in games activities. The children relate well to the other children in the same year, to other pupils in the school and to adults. It was not possible for the inspection team to make firm judgements about standards and achievement in other areas for learning, including non-numerical aspects of mathematical development or the full range of physical development.

38. Although the children benefit from working alongside other pupils, they do not have enough opportunities to benefit from the full range of activities and experiences suggested by the Foundation Stage Curriculum. This is because the accommodation is too small to allow the children to participate in play and exploratory activities on a regular-enough basis. For example, there is not enough room to have sand or water trays available from day to day, or to have different areas set out for role-play activities. There is no ready access to the play area to allow them to experience an easy interchange of indoor and outdoor activities. However, the children enjoy the use of the adventure play equipment when it is their turn, and take part readily in the morning physical education session.

39. The quality of teaching seen was satisfactory overall, with some good elements. The teacher includes the children in lesson introductions through careful questioning that is at the right level to encourage and challenge them. For example, in a well-taught mathematical development session, the children were fully involved in recognising and placing numbers in the correct place on a number line. When the lesson moved on to subtraction, the children were well supported in their own group by a teaching assistant and successfully took part in a mathematical game. They listened carefully, and took part in this game which required them to count out dinosaurs, recognise numbers on a dice and to take away that number of plastic dinosaurs from those on the table. They did this accurately. During this session, the children showed good personal, social and emotional development. They listened carefully to the teaching assistants and grasped the game quickly. They readily took turns with no fuss, helped each other if necessary and showed enjoyment as they worked together.

40. Pupils achieve well in **personal, social and emotional development** and most go beyond the learning goals in this area. They work and play together very well, for example, when playing a number game. Whilst doing so, they co-operated with each other and followed the rules readily.

In lessons, they listen carefully and are eager to take part. They know routines well and are confident learners. Children work very well with older children in small teams in physical education. They are fully involved in the care of the school guinea pigs and carry out their responsibilities with the help of older pupils.

41. Children achieve satisfactorily in the area of **communications, language and literacy**. Most talk clearly, using full sentences. An examination of some of the work they have done shows that they make up and retell stories based on traditional fairy tales. Most recognise that text carries meaning and write their own names legibly. They write their news, sometimes with help. By the time they start school in Year 1, most have reached the learning goals for the area.

42. In **mathematical development**, pupils achieve satisfactorily and reach the expected standards in numerical areas. Most recognise numbers up to 20 and, sometimes with help, put them in the right position on a number line. Their understanding is reinforced by practical activities when possible, for example, when playing a subtraction game. Many pupils not only recognise numbers, but also write them legibly and also record addition in a recognisable way. However, there are not enough opportunities for children to explore mathematical ideas by themselves. For example, although the teaching assistant usefully helped the children to develop an understanding of capacity by looking at how much sand was needed to fill certain containers, the children have too few opportunities to explore mathematical concepts such as shape, pattern and capacity through play.

43. In **knowledge and understanding of the world** and **creative development**, it was not possible to make overall judgements about standards and achievement. However, as part of the current whole-school topic, children learn that it is necessary to follow a healthy diet in order to keep healthy. They enjoyed trying to make bulbs light up in a lesson about electricity and were eager to show and demonstrate their successes. However, whilst a few had difficulty in manipulating the small apparatus available, all persevered and delighted when they managed to light a bulb. Children draw, paint, cut and stick at a satisfactory level, as demonstrated by the wall displays. They create their own ideas for retelling fairy stories, and with puppets. They sing confidently in assembly.

44. Children's **physical development** is satisfactory. Children demonstrated good levels of co-ordination and ball skills during the morning physical education session, which was part of the healthy living topic. However, there are too few chances for them to take part in physical activities involving their own exploration and initiative because of the limitations of the school's accommodation.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy reading.
- The school has recognised rightly that a whole-school strategy for the further development of writing skills needs to be extended.
- The restricted accommodation affects the organisation of regular planned and informal opportunities to develop speaking skills.

Commentary

45. The very small groups of pupils in each year make comparisons with other schools, and between year groups within the school, problematic. Standards in English are below average at the age of seven and average at 11. All pupils, including boys, girls and those with SEN achieve satisfactorily. This indicates a difference in standards in the infants since the previous inspection, when attainment was average throughout the school.

46. In the 2004 national tests at the age of seven, standards were well below average in reading and amongst the lowest five per cent in writing when compared to schools with similar proportions of pupils entitled to free school meals. Standards were also very low the previous year in reading and writing. In the last four years standards in writing at the age of seven have consistently been well below the average for similar schools. By the age of 11, standards have recently been better and, in 2004, attainment in English was amongst the top five per cent of schools with similar features. In the previous two years, standards were also above, or well above, the average for similar schools. Data indicates that these pupils made very good progress in the juniors. Pupils are well prepared for national tests. However, this year the small group of pupils in Year 6 contains a very high proportion of pupils with SEN, so standards, although average, are unlikely to reach last year's levels.

47. Standards in speaking and listening are below average at the age of seven, and average at 11. Children come into the school with communication skills that, overall, are below average for their age. Most pupils listen satisfactorily to teachers and to each other but the speaking skills of some are sometimes lower than they might be. Whilst staff are supportive and work hard to overcome children's shyness and reluctance to contribute to discussions, not all pupils are enthusiastic communicators. Achievement is generally satisfactory but, because of the difficulties in organising practical activities in the small space available, opportunities for pupils to take part in regular and informal role-play, drama and speaking to an audience are hindered. Older pupils indicate they would like more opportunities to write and perform their own plays and make presentations, such as 'hot seating', where they talk to others about characters or situations they have found out about, or who they are in role-play activities. Staff are wisely considering how they can extend a programme to develop pupils' communication skills and make even more effective use of teaching assistants and visitors to extend the range of pupils' opportunities for speaking and listening.

48. Standards in reading are average throughout the school, and several pupils read well. Basic reading skills are taught effectively. The school has extended the range of reading materials and makes a feature of encouraging regular reading practice in school and at home. Most parents support this well and realise the benefits to their children of regular practice with an adult. Older pupils like reading, and read at home for pleasure. This has a positive impact on learning across the curriculum.

49. Standards in writing are less secure than in reading, and are below average by the ages of seven and 11. This long-standing concern was identified in the previous inspection and the school has rightly identified it as a continuing area for improvement. Staff have extended the range of writing activities, including imaginative story writing, reports and poetry. This is an improvement since the previous inspection, when such opportunities were limited. Pupils are now taught the skills of joined handwriting from an early age and teachers are confident this is having a positive impact on handwriting. However, whilst teachers are widening the range of activities, the current sample of pupils' work is not at a high enough level. The sample of recent work indicates there have been few opportunities for pupils to complete longer pieces of written work to a high standard.

50. Teaching and learning across the school are satisfactory. Staff plan work for younger pupils in each year group, and sometimes for different levels for the pupils in a year group. Work is often planned for junior age pupils for a two-year age range which, whilst generally suitable, covers a wide ability range. Teachers have clear expectations of pupils but sometimes could demand more of them. For instance, staff are too accepting that the standards of writing of the older pupils are fixed and cannot be improved, and do not specifically indicate to pupils the need to present their

work well. Pupils practise spellings regularly, but do not consistently use them accurately. These limitations mean that pupils' learning is sometimes not as fast as it could be. The marking of pupils' work is satisfactory, but staff sometimes miss the opportunity to do this in depth and to indicate in detail specifically what works well and what needs to be improved.

51. Leadership of the subject is satisfactory. Staff share this responsibility. They work closely together and have an acceptance of the need to raise standards, especially in writing, but the vision of what needs to be done and how to achieve this is less secure. Curriculum planning is satisfactory. However, the management of English is less effective and in some respects unsatisfactory as, until recently, there has been insufficiently rigorous monitoring of teaching or of learning to identify for each group of pupils exactly where weaknesses occur. However, teachers now use assessment procedures well to identify the rate of pupils' learning and have recently started to use the results of these assessments to set targets for pupils' improvement. Pupils in Years 3 to 6 are aware of these targets but it is too early to judge the impact of these procedures. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

52. Pupils have satisfactory opportunities to develop their writing skills in other subjects, including history, geography and religious education. However, staff sometimes miss opportunities to develop speaking skills in these areas further. The use of ICT to support learning is effective, particularly in the juniors where computers are often used well, for example, to write accounts of visits or letters of thanks.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers use assessment procedures to set useful individual and group targets.

Commentary

53. By the age of seven, standards are below average because, although most pupils are likely to reach the expected standards, few, if any, are on target to reach higher levels. The results of the National Curriculum tests at the end of Year 2 last year presented a similar picture. The small numbers in the year group mean that caution must be exercised when making comparisons with the results of other schools and in previous years. Pupils achieve satisfactorily overall in relation to their own prior attainment. By the time pupils are 11 years of age, standards are average and pupils, including those with SEN, are also achieving satisfactorily in relation to their prior attainment. In last year's national tests at the end of Year 6, performance results were very high in comparison with national averages and those for similar schools. This year, there is a high proportion of pupils with SEN, and care must be taken when comparing results of such small year groups. Little difference was noted between the achievement of boys and girls during the inspection.

54. The quality of teaching is satisfactory, leading to satisfactory learning. An examination of pupils' previous work shows that they are learning the required mathematics. Teachers plan lessons carefully so that pupils in each year group in the class learn the relevant concepts and knowledge in the area of mathematics being taught. For example, in a good mathematics lesson for the younger pupils, the teacher led a useful introduction during which pupils demonstrated a sound understanding of ordering numbers at their own level. The teacher was careful to make sure that the questions she asked individual pupils were within their capabilities, but offered enough challenge. This helps all pupils to learn new ideas and practise new ones so they make enough progress in lessons. In the Year 3 to 6 class, the teacher plans lessons that effectively help pupils of different ages to learn at their own levels, using the teaching assistant well to offer good support. For example, when learning about collecting and displaying information, younger pupils were well

supported by the class teacher whilst the older pupils were soundly led by the teaching assistant in interpreting frequency charts. In so doing, more able pupils were required to listen and read carefully and do more than find simple solutions. This helped them to learn and practise interpretation at a suitable level. Later, older pupils satisfactorily used ICT to display their results. The school makes good use of regular and relevant homework to consolidate pupils' learning.

55. The school uses a range of assessments to gauge pupils' progress, and has begun to use these well in setting individual and group targets to help pupils to focus their learning. It is, however, too early to judge fully the impact of this on achievement and standards. Marking is satisfactory overall, but sometimes key points, such as misspelt mathematical vocabulary, are ignored.

56. Leadership and management of the subject are satisfactory. The school has maintained the standards reported at the time of the last inspection. At that time, introductions to lessons were judged to be overlong. This is no longer the case.

Mathematics across the curriculum

57. Pupils have satisfactory opportunities to use mathematics across the curriculum. For example, they record and display numerical results in scientific investigations.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers use resources well in providing interesting lessons which engage and encourage pupils.

Commentary

58. The small numbers in the year group mean that caution must be exercised when making comparisons with the results of other schools and in previous years.

59. By the age of seven, standards are below average. Although most pupils are expected to reach the expected level, few, if any, are likely to reach higher levels. Nonetheless, pupils achieve satisfactorily as a result of satisfactory teaching and learning. Last year, teachers judged that pupils' performance overall was well below average according to national comparisons and comparisons with similar schools. However, a high proportion of pupils had SEN.

60. Standards at the age of 11 are average. Results of the national tests taken by Year 6 in 2004 indicate that their performance was very high in comparison with all schools nationally and well above that of similar schools. This year, there is a high proportion of pupils with SEN and, although most pupils are working at the expected level, fewer are expected to reach higher levels.

61. Teaching and learning are satisfactory. Teachers plan lessons that help pupils to learn through investigations, thus developing pupils' skills in scientific enquiry. In an introductory lesson on electricity, the teacher encouraged pupils to ask their own questions and provided them with a good range of resources, allowing them to find their own answers. Pupils found this lesson interesting and enjoyed the opportunity to explore. This helped to enhance their learning. In the older class, the teacher provided Years 5 and 6 with yeast and encouraged them to ask and answer their own questions. This helped them to develop their investigative skills as well as enhance their understanding of micro-organisms as part of their topic on healthy living. This was also a good example of how the school is linking different subjects to enhance the curriculum. Younger pupils in the class learned about muscles and movement, examining the similarities and differences between animal skeletons and looking at chicken muscles.

62. Leadership and management are satisfactory. The school has recently invested in a commercial science scheme to aid planning and assessment, and ensure that the required curriculum is taught. The teacher uses unit tests well to gauge pupils' understanding of particular topics before starting them and uses this information in planning future work. As at the time of the last inspection, pupils' progress is satisfactory and attitudes are good. Pupils use literacy and numeracy skills satisfactorily when recording their work, and have also used ICT in science, for example, using sensors to measure temperature.

INFORMATION AND COMMUNICATION TECHNOLOGY

It was not possible to make an overall judgement on provision in ICT because not enough teaching was seen.

Main strengths and weaknesses

- Good provision of resources allows the use of ICT in teaching and learning in other subjects.

Commentary, including the use of ICT across the curriculum

63. Evidence from samples of work, an examination of planning and resources, and discussions with teachers, show that standards at the end of Year 6 are about what they should be for pupils of that age. Teachers use ICT well to promote learning in other subjects. Older pupils use ICT confidently as a matter of course in their work in other subjects. For example, pupils write accounts of visits and letters of thanks to visitors using word-processing programs. This is extended into simple desktop publishing as they create posters for school events. Older pupils are currently assembling attractive multimedia presentations. The school is well resourced for the use of ICT in teaching and learning across the curriculum. As well as being linked to the Internet for research and communication purposes, the school has a good range of CD-ROMs for researching different topics. Pupils in Years 3 and 4 begin to develop an understanding that the organisation of information in fields on record cards can make finding relevant information simpler. Pupils create pictograms using information they have collected in mathematics sessions, so developing their understanding of data handling.

64. Leadership and management are good. The co-ordinator keeps up to date with developments in the subject and has helped to ensure that the subject is well resourced. Her work is a key factor in helping to ensure that the technology is used well in other subjects. Many pupils use the Internet to research topics at home.

HUMANITIES

65. There were no opportunities to observe any **history or geography** lessons during the inspection. Secure judgements are therefore not possible about provision, standards, and teaching and learning in these subjects. Comments are based upon the scrutiny of pupils' recent work and discussion with older pupils and with staff. Pupils' work shows satisfactory curriculum coverage and that the school makes very good use of the local community as a learning resource for educational visits. For instance, trips to the nearby city of York and to Rievaulx Abbey are used well to enliven the pupils' interest in, and knowledge of, different historical periods and features. Pupils' recent work reflects the current historical focus, with suitable planning for geography activities later in the year. By Year 2, pupils have gained a knowledge of castles, with cross-curricular links to design and technology when making model castles. By Year 6, pupils have had suitable opportunities to

consider different points of views in Tudor and Stuart times. Leadership and management of the subjects are mainly informal, and there have been few opportunities for rigorous monitoring and evaluation of teaching and learning in order to ascertain, for instance, if all opportunities are taken to develop speaking and writing skills in these areas.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school makes good use of the local community to extend pupils' understanding of religions.

Commentary

66. Pupils at the end of Year 2 and Year 6 reach the standards expected from the locally Agreed Syllabus for religious education, and pupils of all abilities achieve satisfactorily. The subject was not reported upon during the previous inspection and it is, therefore, not possible to make judgements about the improvement since that time. The school satisfactorily combines elements of the locally Agreed Syllabus for religious education with those from national guidance for the subject and new 'Schemes and Themes' work.

67. The school makes good use of the local church to support religious education, and the vicar makes a useful contribution to pupils' achievement in this subject. In line with curriculum guidance, staff focus not only upon aspects of Christianity but also upon other world faiths, including Judaism and Hinduism. Staff are aware that pupils generally have limited knowledge about, and experiences of, other faiths and cultures and have developed links with a school in another part of the world to enhance this knowledge. Pupils have visited a synagogue, a Hindu temple and an Indian emporium. They have found out about special meals, including Pesach, as part of their studies in Judaism. Staff also try to encourage pupils to develop a sense of awe and wonder, especially in science activities, which include bread making, and looking at an animal's heart leading to sensitive discussions about death.

68. Teaching and learning are satisfactory. Whilst it was possible to observe only one lesson in the juniors, samples of pupils' work across the school indicate that pupils' learning is satisfactory overall. Older pupils make satisfactory progress when considering the preparations for Christmas during the period of Advent. However, pupils find it difficult to focus on aspects of the festival other than gift giving. Teachers sometimes miss opportunities to develop depth in speaking and listening activities by allowing discussions to digress. Assessment is informal. Pupils' work indicates that the recording of ideas is not always carried out to the highest standard, and does not make a significant contribution to the development of critical thinking or of writing skills.

69. Leadership is satisfactory. This is shared by both teachers who have a good awareness of the need to ensure religious education is not only relevant to pupils' lives but also extends their experiences in areas where they have little experience. Management of the subject, however, is underdeveloped and, as such, is unsatisfactory. There has been insufficiently rigorous monitoring of teaching and learning to ensure that all opportunities are maximised to develop not only knowledge of religion, but also communication skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. It was not possible to make overall judgements about the school's provision for art and design and design and technology, as no lessons were observed in these subjects. However, the team examined pupils' work, including displays, in these subjects and looked at teachers' planning. One class lesson in music and one clarinet lesson led by a visiting teacher were observed. In physical education, the team observed two physical education lessons that focused mainly on games, but was unable to make judgements about other aspects of the subject.

Main strengths and weaknesses

- Pupils' enjoyment of music is fostered well through lessons.
- The school makes good use of a range of facilities to overcome the limitations of accommodation for physical education.

71. In **art and design** and **design and technology**, displays suggest that standards and achievement are satisfactory in both subjects. Pupils use different media to create attractive pictures of, for example, firework displays. Year 3 and 4 pupils use salt dough to create figures for a Nativity scene, indicating that they are using malleable modelling materials, an improvement since the previous inspection. Pupils also look at, and carefully sketch, Tudor buildings during a visit to York, a useful link with history. Following the previous inspection, a teacher attended further in-service training which helped to deal with a previous key issue concerned with weaknesses in teachers' knowledge of teaching in this subject. In design and technology, a termly focus on making skills helps pupils to learn skills such as cutting and joining. They apply these when designing, making and evaluating artefacts such as puppets and card pictures with moving parts.

72. In **music**, the school encourages pupils to learn a musical instrument. Currently, one pupil takes part in clarinet lessons, taught well by a visiting teacher. Pupils in Years 3 to 6 learn to play the recorder and are expected to practise this as part of their homework. All pupils know the words to the songs that they sing tunefully in assembly. In the only class music lesson seen, teaching was very good. The teacher demonstrated very good subject knowledge as she led the younger pupils through a range of activities, including breathing, vocal and rhythm exercises, that prepared them well for the singing and composing activities that followed. The teacher's enthusiasm was infectious and the pupils enjoyed singing, composing, and playing tunes on class instruments. The lesson made a good contribution to pupils' cultural development.

73. The school is currently emphasising the value of **physical education** as part of the term's topic on keeping healthy, and all pupils and children in the Reception Year take part together in a fitness session at the start of each school day. Pupils enjoy these well taught sessions, and teachers note that they are having a positive impact on pupils' learning throughout the day. The teacher organises these sessions well and plans them carefully so all pupils, whatever their ages, benefit. There is a high level of physical activity and pupils demonstrate a good level of games skills, for example, in controlling and passing footballs. A notable feature of these sessions is the very good way in which the oldest pupils support the youngest when working in small teams. The school suffers from the lack of suitable accommodation for teaching the full range of physical education activities. However, teachers successfully use local facilities, such as the village hall and neighbouring schools, to overcome these difficulties. By the time pupils leave school, all can swim at least 25 metres and have experience of water safety techniques. Pupils in Years 4 to 6 take part in outdoor and adventurous activities during the annual residential visit, and this helps to ensure that they experience a wide enough range of experiences in physical education. The school has recently been allowed the use of a neighbouring field for outdoor activities and this, although uneven because of historical use, is a useful addition to the school's resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. This area was sampled, so no judgement was made on the overall quality of provision. Discussions indicate that the subject makes a good contribution to pupil's personal development. Teachers plan topics, such as 'healthy living', so that pupils learn to look after themselves, understand their feelings and those of others, and to make informed choices. Activities cover the required areas, such as an awareness of drugs, including tobacco, and there is appropriate provision for sex and relationships education for the older pupils. Visits by responsible and specialist adults help to support pupils' learning about health matters. In 'circle time', pupils discuss and explore matters of concern, and develop a greater understanding of how to deal with feelings and their responsibilities as members of a society. There is a calm, friendly atmosphere in the school, which helps pupils to relax and grow in confidence and self-esteem. Adults take every valid opportunity to praise and support pupils, who develop positive relationships and are encouraged to become responsible within the setting of the school community. However, the continuing need to care for the school guinea pigs is now seen by some pupils as a much-disliked chore, and is counter-productive in developing responsible attitudes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	1
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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