

INSPECTION REPORT

**HACKFORTH AND HORNBY CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Hackforth, Bedale

LEA area: North Yorkshire

Unique reference number: 121496

Headteacher: Mrs J Borthwick

Lead inspector: Mrs J Morley

Dates of inspection: 11 – 12 January 2005

Inspection number: 266939

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: 33

School address: Hackforth
Bedale
North Yorkshire
Postcode: DL8 1PE

Telephone number: 01748 811698
Fax number:

Appropriate authority: The governing body
Name of chair of governors: Mrs E Notman

Date of previous inspection: 26th April 1999

CHARACTERISTICS OF THE SCHOOL

- This school caters for pupils aged 4 to 11 in two classes. Job-share arrangements operate in both classes.
- There are 33 pupils on roll, all of whom attend full-time. Currently there are no pupils in Year 5.
- Pupil mobility is outstandingly high, particularly through Years 3 to 6. It affected 58 per cent of the school population last year.
- A below average proportion of pupils have special educational needs, and all are catered for within the school's own resources.
- Children's attainment on entry to the school is broadly average.
- Social and economic factors are favourable.
- The proportion of pupils eligible for free school meals is very low.
- All pupils are White, British.
- The school is involved in the following initiatives:
 - Leadership Development Strategy in Primary Schools;
 - Small Schools Fund.
- The school holds the North Yorkshire Special Educational Needs Quality Mark (Good), 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2547 0	J Morley	<i>Lead inspector</i>	English Mathematics Art and design Personal, social and health education and citizenship Design and technology Physical education Special educational needs
9333	K Schofield	<i>Lay inspector</i>	
2003 8	G B Watson	<i>Team inspector</i>	Science Information and communication technology Geography History Music Religious education The Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The quality of education is satisfactory. Children join the Reception class with skills and aptitudes that, in broad terms, meet those expected nationally. Achievement is satisfactory overall, as is the quality of teaching and learning. All aspects of the way in which the school is led and managed contribute at least adequately to its effectiveness. Relationships between adults and pupils are relaxed and good-humoured. Pupils are courteous and sociable. The school is delightfully warm and welcoming and is a valued part of the local community. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average in the school as a whole.
- Teaching and learning are consistently good from Reception to Year 2.
- Pupils behave very well and have good attitudes to work.
- Adults provide a very good level of care, and all pupils say that there is someone in school that they could talk to if they were worried.
- In Years 3 to 6, pupils of significantly differing abilities are sometimes given the same work to do.
- Teachers often use worksheets when they are not the best option.
- In Years 3 to 6, there are weaknesses in the way that science is planned.
- Pupils have started to set targets for themselves, but currently they are imprecise.
- Attendance and punctuality are very good.
- Parents think very well of the school.

The school was last inspected in 1999. Since then all teaching staff, including the headteacher, have changed. The school has dealt adequately with the issues raised at the last inspection: weak standards in information and communication technology (ICT), the time allocated to teaching history, and omissions in the governors' annual report to parents. Taking the school as a whole, standards have improved from below average to above average in English, from average to above average in mathematics, and from being weak to meeting national expectations in ICT. They have declined from above average to average in science. Pupils' very good behaviour has been maintained. Strong teaching has been maintained in the class for younger pupils but there is less of good quality in the older class, where it is now sound overall. On balance, therefore, improvement has been satisfactory.

STANDARDS ACHIEVED

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

Key: A – very high; A – well above average; B – above average; C – average; D – below average; E – well below average; E* – very low.*

Similar schools are those with a similar proportion of pupils eligible for free school meals. Prior attainment data is not used because of the exceptionally high level of pupil mobility in the school.

The data in the table above should be interpreted with great caution, as pupils in a year group typically number just four or five, and the 2004 data relates to just two. In addition, many are from services families, so mobility amongst pupils is outstandingly high. There was, for example, a 58 per cent turnover of pupils in the last school year. The big picture, however, is that **achievement is satisfactory overall**. Attainment on entry broadly matches that expected nationally. Through Reception, children make good progress, and by the end of the year they usually meet the goals expected of children aged five in all areas of learning. Through Years 1 to 2 achievement continues to be good and, by the end of Year 2, standards in reading, writing and mathematics are consistently above average, and often higher. Those pupils who stay at the school maintain these standards through subsequent years. Many, however, leave and are 'replaced'. Currently, standards in Years 3 and 4 are above expectations, while those in Year 6 meet, rather than exceed, expectations. Standards in science and in ICT meet expectations throughout the school. No secure judgements were possible on the remaining subjects of the curriculum. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good** overall, and the moral and social elements are very good. Pupils' behaviour is very good and they have good attitudes to work. Attendance is well above average, and pupils hardly ever arrive late for school.

QUALITY OF EDUCATION

The quality of education is satisfactory, as is the overall quality of teaching. Teaching is consistently good or better from Reception to Year 2, where the work set takes good account of the capability of the pupils; there is strong teamwork between the teacher and the teaching assistant, and lessons proceed at a good pace. This leads to good learning. There are many good features in the way that the older pupils are taught, but the presence of some weaker elements makes it satisfactory on balance. On the positive side, teachers establish good relationships with pupils and have high expectations of their concentration and contribution to lessons. Pupils reward their teachers with very good behaviour and a good work ethic. In most lessons, and particularly in literacy and numeracy, teachers take adequate account of the wide range of age and ability in the classroom and plan activities accordingly. There are occasions, however, particularly in history, geography and science, when the same work is given to all pupils in the class and when the use of worksheets is not appropriate because it deprives them of a more worthwhile activity. This leads to satisfactory learning. The school has established a good system of recording assessment data and is just beginning to use it effectively to track pupils' progress and to trigger action. It has started to set individual targets for pupil. As yet, however, these lack the precision necessary to make them effective tools for raising attainment, and for enabling pupils to be actively engaged in understanding how well they are doing and what they need to work on. The curriculum is satisfactory, but planning for science militates against good progress in Years 3 to 6. Opportunities on offer outside the school day are good. Links with parents are very good, and those with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has established a welcoming, caring ethos in the school, enabling pupils to feel secure, valued and happy. The school improvement plan is a well set out document that makes clear the school's intentions for the following two years. However, some key initiatives are at the very early stages of development, in particular the crucial tasks of monitoring objectively the quality of

teaching and learning, and of actively involving pupils in their own learning. In addition, the system to track pupils' progress is at an early stage of development. The headteacher is aware that each needs to be embedded into the school's practice, and its impact to be evaluated. Governance is good. Governors fulfil their statutory duties. Through recent appointments they have been instrumental in shaping the direction of the school, and they have a well-informed view of how well it is doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school, and their views are largely justified. Pupils like school and enjoy relaxed, yet respectful, relationships with their teachers.

IMPROVEMENTS NEEDED

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

- Ensure that, in all subjects, the work set for pupils takes full account of their age and capability.
- Significantly reduce the use of worksheets.
- Improve the way that science is planned for pupils in Years 3 to 6.
- Significantly increase pupils' involvement in their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards vary significantly from year to year because year group numbers are tiny and because of the impact of the extraordinarily high pupil mobility, particularly in Years 3 to 6. Overall, achievement is satisfactory.

Main strengths and weaknesses

- Achievement is consistently good from Reception to Year 2.
- Some weaknesses in planning and teaching limit achievement in Years 3 to 6 to being satisfactory.

Commentary

1. The 'big picture' of attainment and achievement in this school is a complex one. The Year 2 national test data give a generally accurate picture. However, the Year 6 data over the last four years are particularly misleading, and indicate that attainment and achievement are predominantly well below average or very low. The unreliability of this data is due in part to the very small year group sizes: typically four or five, but just two in Year 6 last year. More significantly, it includes the attainment of the considerable proportion of pupils who arrive at this school in Year 5 or Year 6, having been largely educated elsewhere. For example, one of the two Year 6 pupils last year arrived part way through Year 6. Of the five current Year 6 pupils, one joined this term, one in January 2004, and one in Year 4.

2. Inspection evidence indicates that, in broad terms, children join Reception with attainment matching that expected nationally in all six areas of learning. Because they are well taught, they make good progress through the first of their three years in the younger class. This good progress continues through Years 1 and 2 and, by the end of Year 2, they attain standards in reading, writing and mathematics that are consistently above average, and often well above average. Currently, standards are above average in writing and mathematics and well above average in reading. Overall, therefore, achievement is good for all pupils, including those with special educational needs (SEN).

3. Pupils take these good standards with them into the older class. Here they make sound progress and so maintain the above/well above average standards. However, mobility amongst pupils is so high (58 per cent last year) that few attend the school for the full remaining four years. Currently, English and mathematics standards are securely above average in Years 3 and 4, and average in Year 6, where attainment in both subjects ranges from Level 3 to Level 5. There are no Year 5 pupils. This reflects satisfactory achievement through Years 3 to 6.

4. The inspection judgement of good achievement from Reception to Year 2 broadly supports the school's year-on-year national test results for these pupils. However, the inspection judgement of satisfactory achievement through Years 3 to 6 is not supported by national test data, which, based on pupils' prior attainment, suggest unsatisfactory or poor progress overall. However, inspection judgements fully accord with the school's own tracking data, which clearly give an overview of progress that matches the national expectation (one point per term, three points per year etc.) As a further example, the two

Year 6 pupils who were at the school in Year 2 are on track to attain standards in the 2005 national tests that reflect the expected improvement of two national curriculum levels over the four-year period. The difference in achievement between the two classes is the result of factors related to planning and teaching in some subjects; these are weak planning for science, the overuse of worksheets, and the practice of sometimes setting the same work for pupils of widely differing ability. Pupils with SEN achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils behave very well and have good attitudes to school. Pupils' spiritual, moral, social and cultural development is good. Attendance is above the national average and pupils arrive punctually to school.

Main strengths and weaknesses:

- Parents and carers make every effort to ensure the very good attendance of their children.
- The school's ethos engenders very good behaviour.
- Pupils have a very high level of confidence and self-esteem.
- Pupils have very well developed social and moral standards. Their spiritual and cultural development is good.

Commentary

5. Without exception, parents enthusiastically support the school by ensuring that their children arrive in good time for the start of the school day. It is exceptional for pupils to arrive late. Parents who take holidays during term time always have their children's absence properly authorised, especially at the time when their children are preparing for, and taking, national curriculum tests. Authorised absence is often linked directly to parents' military commitments, for which the school has a considerate approach. Attendance is above the national average, as shown in the table below:

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
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.

6. Parents say their children are very proud of their school and enthusiastic about the range of activities provided. Those who had accompanied pupils on a residential visit reported that behaviour throughout had been very good, and had been exemplary on a visit to the multicultural centre in Bradford. The school has had no reports of bullying during the last year, mainly because staff deal quickly and effectively with any minor behavioural incidents. No cases of inappropriate behaviour were seen during the inspection.

7. The school places great emphasis on pupils' personal development. Pupils express themselves articulately, and their confidence, evident in lessons and other activities, contributes to their maturity. During a special assembly with a theme of musical performance, every pupil took part. The singing and the instrumental pieces engaged the audience, and were performed with confidence.

8. The school encourages the development of pupils' self-esteem and independence. The success of this policy was confirmed by pupils' response to the pre-inspection

questionnaire, on which an overwhelming majority indicated that they are trusted to do things on their own.

9. The school successfully promotes pupils' spiritual, moral, social and cultural development. Spirituality is stimulated through periods of reflection in assemblies and in class. On a regular basis, pupils read the lessons at public services in the parish church. The development of pupils' moral and social attributes is very strong. For instance, through their own initiative pupils have raised funds for charitable organisations such as Christian Aid and the Esther Benjamin Trust, who care for underprivileged children in Nepal. In the latter example, pupils certainly know about people from Nepal through their experience with visitors from the locally based Ghurkha Regiment. Pupils know each other well, work together very well, and reach amicable agreement without fuss. Older pupils show consideration and kindness to younger ones. Culturally, pupils are frequently involved with village activities, such as the annual village craft show, where pupils' contributions to an art competition are greatly appreciated.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory. The curriculum is satisfactory, but there are weaknesses in the way in which science is planned for pupils in Years 3 to 6. Pupils are cared for very well. The school's links with parents are very good, and those with the community and with other schools are good.

Teaching and learning

Teaching and learning are satisfactory overall: they are consistently good or better in the younger of the two classes, and satisfactory in the older class.

Main strengths and weaknesses

- Very good relationships and high expectations from teachers lead to very good classroom behaviour and a good work ethic.
- Work in English and mathematics is well matched to pupils' abilities.
- In science, history and geography in Years 3 to 6 there is excessive use of worksheets, and pupils of too wide an ability range are sometimes given the same work to do.

Commentary

Summary of teaching observed during the inspection in 12 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	4	3	1	0	0

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

10. Of the lessons that were of good or better quality, all but one were in the younger of the two classes. Overall, good quality teaching through Reception, Year 1 and Year 2 leads to good progress and, by the end of Year 2, to above average standards in literacy and numeracy. These above average standards are maintained, rather than built upon, through Years 3 to 6. This because, although the strengths in teaching outweigh the weaknesses, there are some weak elements that, overall, lead to satisfactory rather than good progress.

11. All teachers display a range of good teaching strategies. The relationships between staff and pupils are warm, relaxed and respectful. In addition, the working relationship between the Reception children and the teaching assistant, with whom they spend a significant proportion of their time, is delightful. It is no surprise, therefore, that these young children settle so well into school. Clear routines are established in each classroom and teachers have high expectations of pupils' behaviour, concentration and work rate. Pupils respond well to these demands.

12. Work is usually planned well to take account of the full range of age and ability in the class. For example, Reception children started a lesson with their classmates, listening to the story of *The Princess and the Pea*, and then went off to act it out while older pupils moved on to work on letter sounds. Paired work is used well to boost confidence or to provide support. This was very well demonstrated in a Year 1 / 2 mathematics lesson. It was also used well to allow Year 3 to 6 pupils to bounce ideas off each other when they were generating ideas for an interesting holiday postcard. These teaching strategies provide well for pupils of all abilities, including those with SEN and those who are particularly able.

13. There were some weaknesses in the lessons observed in Years 3 to 6. In a mathematics lesson, the teacher provided pupils with inaccurate information about lines of symmetry in a circle, and incorrect spelling for two types of triangles. An ICT lesson was unsatisfactory because of the teacher's limited technical knowledge. Evidence from pupils' books over time reveals that worksheets are in use too frequently, particularly in Years 3 to 6 and especially in history, geography and science. In addition, there are occasions in these subjects when the same work is set for all pupils in the class. This is inappropriate, particularly (but not exclusively) for the most able, and for pupils with SEN. It is this practice that makes overall provision satisfactory, rather than good, for all pupils, including the most and least able.

14. The school has established a good system to track the progress of individual pupils. The way that assessment information is collated and stored is sensible, given the very high mobility in the school. It is beginning to be used to trigger support, for example with a specific spelling programme. The school has also just started to introduce target setting. Currently, pupils devise their own targets. 'I must get quicker at my morning maths' is typical, but is too imprecise to help the pupil to move on and to reach higher standards. Nevertheless, it is a step in the right direction. The school has established marking criteria but has not yet undertaken an objective scrutiny of pupils' books to evaluate its impact. Overall, therefore, assessment is satisfactory.

The curriculum

The curriculum provided by the school is satisfactory. Opportunities on offer outside the school day are good. Accommodation and resources are satisfactory overall, but with some weak elements.

Main strengths and weaknesses

- The range of out-of-hours clubs and activities, and the programme of visits and visitors, enrich pupils' experiences and give them good opportunities to develop their skills and interests.
- Pupils' participation in the arts and involvement with the local schools' cluster group give extra depth to the curriculum.
- Preparation for the pupils' next stage of education is good.

- Aspects of the quality and range of resources and accommodation affect provision in ICT, design and technology, music, physical education, and some areas of learning for Reception children.

Commentary

15. The curriculum is broad and is significantly enhanced by the efforts of the headteacher and staff. Given the small size of the school, pupils benefit greatly from the range of clubs and out-of-hours learning opportunities, at least one of which is run by a parent. The number of clubs varies throughout the year. They include those for French, ICT and football, and there is also an Internet Café. A homework club for the older pupils is used to provide extra support in the run-up to annual assessments. These enhancements to the curriculum benefit all pupils, including those with SEN. There is a good programme of visits for pupils of all ages. These are effectively related to the subjects and topics that the pupils study. For instance, they made a visit to York to attend a performance of *Shakespeare 4 Kidz* production of *Macbeth*. The experience motivated them so much that they were eager to mount their own production. This involved them very effectively in preparations, rehearsals and performance, which extended their skills in several subjects. When pupils attend the residential visit in Cumbria they have opportunities to acquire more advanced skills in ICT, using equipment that the school does not have.

16. The close ties with local schools make good contributions to the curriculum which the school is able to offer. This occasionally involves pupils visiting another local school, for example for a workshop-style day in drama or an athletics meet. The whole school visits the Inter-faith Centre in Bradford. This makes a very significant contribution to their cultural development and to their understanding of the beliefs of others and how they express them. Their personal, social and health education (PSHE) is good. It is effectively supported by teaching in science as well as through visits from a constable of the Ministry of Defence (MOD) police, the school nurse, and the parish vicar.

17. A recent development has been the 'Creative Day', in which the more practical areas of literacy and numeracy are given focus. These include: speaking and listening; shape, space and measure, and data handling. Other subjects of the national curriculum are often linked in themes and topics during the Creative Days, which occur once each week. Unfortunately, this aspect of the curriculum did not coincide with the days of the inspection.

18. By the time children are at the end of Reception they have had a good range of experiences, often with older pupils, that makes the transition to the National Curriculum easily achieved. As a result of the consistently good quality of teaching and support, they also easily manage change from Year 2 to Year 3. The range of secondary schools to which pupils progress, and the high levels of pupil mobility, understandably hinder the degree to which the school can form links with receiving schools, to aid preparation for secondary education.

19. A major restriction to the further development of ICT has been the unreliability of the hardware and a failed networked solution. The headteacher and staff are aware of this situation, which is highlighted in the school improvement plan. At the time of inspection, the enhancement of resources began with the site survey in readiness for the installation of interactive whiteboards. The school governors, staff and parents are rightly proud of pupils' musical skills in performance and their learning of instruments. However, their class-based lessons do not have a full composition component, and the lack of tuned instruments will perpetuate this situation. Similarly, in physical education there is a lack of variety and range of equipment. Reception children have access to a gated and fenced outside area. This is small and cannot easily accommodate their use of large-wheeled toys as part of their

physical development. They do use the larger playground under supervision, but clearly cannot have free access to it.

20. The proportion of pupils with SEN is well below the national average and all are catered for using the school's own resources. Parents are included in discussions, and account is generally taken of their child's needs when setting work. However, the fact that the same work is sometimes planned and set for all pupils in Years 3 to 6 is inappropriate, and it is this that limits the overall provision for pupils with SEN (including the most able) to being satisfactory.

Care, guidance and support

The school provides a caring environment for everyone in the school, and all aspects of pupils' health and safety are very good. Provision of support, advice and guidance is good.

Main strengths and weaknesses

- Pupils have an excellent and trusting relationship with at least one member of staff.
- All staff work very effectively as a team to ensure pupils' well-being and safety.
- Overall provision of support and advice for personal development is good; pupils' access to academic advice and guidance is satisfactory.

Commentary

21. Pupils know that if they have any problems or worries there is an adult at school in whom they can confide. On the pre-inspection questionnaire, all pupils, without exception, indicated that they have a very good and trusting relationship with at least one member of staff. Teachers listen carefully to the views of pupils, and relationships among the whole school community are very good. With only two classes, the school has not found it practical to have a school council. However, the voice of the pupils is heard in PSHE and citizenship lessons. For example, pupils have created their own rules for behaviour.

22. Pupils are safe and secure at school and very good attention is paid to their care and welfare. The headteacher and a dedicated governor ensure that all statutory health and safety requirements are met. Further support comes from a local education authority specialist.

23. Parents say that their children are well taught and cared for. They make particular mention of the teamwork of the teaching staff and teaching assistant. The caring ethos of the school's community extends inclusively to all pupils. Pupils with SEN are supported well enough to enable them to achieve as well as other pupils. A proactive governor also contributes to the care of pupils with SEN. All staff are aware of the pastoral issues of pupil mobility and of the fact that some children will need extra emotional support, particularly during sustained periods of parental absence on military service.

24. On balance, the support, guidance and advice for pupils are good. In fact, support for enhancing personal qualities is very good, because the school maintains comprehensive records of the personal and social development of each pupil. This information is usually shared with parents at consultation evenings and forms the basis of the comments on overall personal development in annual reports. Academic records are adequate but are less well managed in comparison with those for personal and social development. There is a lack of focused target setting that could enable pupils to recognise more readily how well they are doing and what they need to learn next.

Partnership with parents, other schools and the community

The school has a very good and trusting relationship with parents and good links with the local community. Partnerships with both schools and colleges are good.

Main strengths and weaknesses

- There are very good opportunities for parents to be involved in aspects of the life of the school that contribute to pupils' learning.
- There are very good procedures to ensure that parents' concerns and complaints are addressed to their satisfaction.

Commentary

25. The school provides very good opportunities for parents to be involved in its life. There are many examples of parents' dedication to the work of the school. In class they assist with reading. Three use their expertise by teaching French as an after-school activity, and another parent coaches football. During the inspection, parents came into school to support their children in an impressive musical assembly. The thriving Parent Support Group not only raises funds but also offers to help with the organising of events, such as the Christmas party. Other visitors support the school, such as the MOD policeman, who gave a dramatic presentation of advice as part of the 'Stranger Danger' project.

26. Parents confirm that there are very good two-way communications about the curriculum, enabling them to help with their children's learning at home. They are kept well informed about their children's homework and individual needs. In turn, teachers receive information back from parents through written comments in reading diaries and homework books. Reading books are changed regularly and parents say there is a good range from which pupils can choose.

27. Teachers and other staff make themselves readily available to parents and carers who need to resolve any concerns. All parents who returned the pre-inspection questionnaire said that they feel comfortable about approaching the school with questions or a problem. Parents and staff alike feel confident that the informal methods of communication work well in a school of such a small size. Significantly, the great majority of parents responded to the pre-inspection questionnaire and every single question received a positive response.

28. Parents view the school as central to the village community. Local people value the school's participation in festivals and appreciate the contribution it makes, such as to the village recycling scheme. The school has close and frequent connections with the church, and pupils attend services at least once every term at special times such as Christingle, harvest and Easter, and for the school leavers' service. The vicar takes assembly in school every other week, alternating with two lay-members who live locally.

29. The school has strong links with other schools in the Bedale cluster of schools. Each term, pupils take part in sports events, including handball, netball, football and rounders. Bedale High School makes a big contribution to the annual athletics event and to other activities. Last year, for example, Year 5 pupils spent a full day there constructing an igloo as part of their work in design and technology. When the high school received the funding associated with being a Beacon School, it paid for transport to enable pupils to use its extensive sports facilities.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The governance of the school is good. The leadership and management of the headteacher are satisfactory.

Main strengths and weaknesses

- Governors are actively and purposefully involved in the management of the school.
- The headteacher has a strong commitment to the inclusion of all pupils in activities and opportunities.
- Leadership of the Foundation Stage is good.
- Several key aspects of monitoring of the school's overall provision are not yet in place.

Commentary

30. Through recent teaching appointments, governors have helped to shape the direction of the school by appointing staff with the particular skills needed to promote their vision of a more creative curriculum. They are aware of the strengths of the school and present convincing arguments for what next needs to be tackled. They are familiar with the school's national test data, but know that it needs to be interpreted with great caution when year groups are so small. This expertise and understanding is not restricted to key members of the governing body; all contribute knowledgeably. Over recent years, working with the headteacher, they have been responsible for great improvements to the classrooms, for example providing more substantial partition walls that include soundproofing. These enhancements have had a positive impact on teaching and learning in each room.

31. The headteacher is very committed to providing opportunities for all the pupils, whatever their age and ability. For instance, when planning residential visits, her main concern was finding a high quality location that was particularly suitable for younger pupils. This approach is also reflected in the way she values the contribution of others, including governors, teachers, support staff and other adults connected with the school. She is very aware of national initiatives, such as 'workforce reform', and how they can be put into practice in a small school. She is a member of a group of local headteachers of similar sized schools, which provide innovative opportunities for the benefit of each school. One example is the plan to jointly fund a specialist language or music teacher to visit each school. This would produce release time for subject leaders and class teachers to carry out their management responsibilities.

32. The leadership of the Foundation Stage is good. The leader and teaching assistant work as a very effective team, valuing each other's contributions and ideas. The quality of their relationship, together with the activities they plan, promotes a good atmosphere in the classroom and has a positive impact on children's learning.

33. Both the headteacher and the leader of Years 1 and 2 and the Foundation Stage have release time away from class teaching. However, one of the few monitoring activities to take place was when the headteacher observed teaching alongside a local education authority adviser. A local headteacher has visited the school to talk to the headteacher about the scrutiny of pupils' work, though at the time of the inspection this was not a regular practice. Due to lack of release time from class teaching, teachers are unable to share their specific skills with colleagues through practical activities, such as demonstration lessons.

There is, for example, a member of staff with particular expertise in science. Several of these important areas for action have already been identified and form part of the school's current improvement plan, but the time has not been made available for them to actually take place.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	166,427.00
Total expenditure	162,562.00
Expenditure per pupil	4,277.00

Balances (£)	
Balance from previous year	11,378.00
Balance carried forward to the next	3,866.00

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 children achieve well in personal, social and emotional development, in communication, language and literacy, and in mathematical development.
- Teaching and relationships are good and the children respond well to them.
- The partnership between the class teacher and teaching assistant is very good. They work together effectively so that children receive good levels of support and opportunity.
- The secure outside area is of limited size and does not provide a large enough space for children's use of large wheeled toys.

Commentary

34. There were too few inspection opportunities to support a firm judgement on children's **knowledge and understanding of the world**, and their **physical** and **creative development**. No outside learning took place, owing to severe weather conditions.

35. From the start of the Reception year, the teacher and teaching assistant use national guidance to begin to assess the children's knowledge, understanding and skills in all six areas of learning in the Foundation Stage. This assessment is updated throughout the year; it eventually forms the basis of the report to parents and provides useful information as the children start Year 1. This year's assessments show that children's attainment on entry is in line with national expectations. By the end of the most recently completed Reception year, the great majority of children achieved the early learning goals in all areas of learning. There is no evidence to suggest that the current Reception children will not achieve similarly. Indeed, several are likely to exceed the early learning goals in social and emotional development, communication, language and literacy, and mathematical development. All children are prepared well for the next stage of their learning. None of the children in the current group has SEN. Leadership and management of the Foundation Stage are good. The teacher and teaching assistant are a very effective team and have a good relationship with each other. This promotes a positive, calm atmosphere in the classroom. Planning is clear in its relevance to the six areas of learning. The teaching assistant encourages the children and makes good use of opportunities to promote several areas of learning along with the one that is the focus of the session. Without doubt, these children benefit from learning alongside pupils of Years 1 and 2 as well as, at other times, children of their own age and stage of development.

36. In the area of **personal, social and emotional development**, children achieve well and make good progress through good teaching. Most of them show that they can maintain a high level of concentration. They answer questions confidently and make suggestions. These attitudes and skills benefit the quality of their work in communication, language and literacy, and in mathematical development. When they work as a small group in imaginative role-play they are beginning to show a good level of cooperation for their age. They are developing a satisfactory understanding of the feelings of others and how actions

or words can cause hurt or cause disappointment. For example, when asked how the older pupils who performed for them might feel if their Reception audience has talked and not listened, the children were clear about the effects their behaviour would have. They share a playtime with the older pupils and immediately join in with their own and the older age groups.

37. Children achieve well in **communication, language and literacy**, making good progress. Teaching and learning are good. The lessons start with teaching of the whole class. Through skilful questioning, the teacher involves everyone, ensuring that children in the Reception group can take part fully, in line with the planned objectives. Most of the children answer questions in sentences. In one lesson observed, when the children went off to work in their group they showed a good level of understanding of the task. They had a good understanding of letter names and sounds. Most of the children were able to identify the start and end sounds in a word, as well as the middle vowel sound. They used a big book appropriately as a source of visual reference. When they used the 'feely box', those without their hand in the box asked sensible questions in order to identify the article. One or two of them were able to combine several answers to identify the object more accurately. When two children used a computer reading program, they recognised common words on the screen. They listened to the audio of the program and repeated words accurately.

38. The children's **mathematical development** and progress are good, and they achieve well. Teaching is good overall. Again, children benefit from learning alongside older pupils for part of their numeracy lessons. They encounter mathematical language, which they use when working in groups, and use appropriate mathematical terms when comparing quantities and size. Conversations with the children showed that several could approach the process of addition by counting on from a known number of items in a group and then include two others. Their counting skills are good and most can count beyond 20. When they worked with the teaching assistant in a shop role-play, they concentrated well. They carried out an imaginary stocktaking activity, counting the numbers of each item in stock. The teaching assistant gave good levels of guidance in modelling the numerals, though there was a little too much intervention at certain stages of the activity. Later, children moved to 'the warehouse', where they labelled boxes, using numerals and initial letters to indicate their contents. All were delivered to the shop by the volunteer postal deliverer. When using construction equipment, a child showed the observer a series of coloured bricks that she wished to use as a repeating pattern. She studied their layout and very soon identified what was required to correct an error and extend the pattern.

39. There was little opportunity to see teaching and learning in the remaining areas of learning. Photographic evidence and some examples of work were sampled. The children have a good range of opportunities to develop their **knowledge and understanding of the world**. Part of every child's day includes 'free choice' activities during which they are often able to explore and investigate. Their use of the 'feely box' encourages them to make observations of products and materials based on their sense of touch. Later, they used a construction kit whilst wearing gloves! This gave them more understanding of the importance of the sense of touch. Visitors make a good contribution to the children's experiences; they include groups from the police and members of the Ghurka Regiment. The children regularly benefit from the visits of a constable from the MOD police and from the local parish priest, who are effective in making what they have to say accessible to these young children. Children in Reception use the classroom computers with good control of the mouse. They choose options on the screen to move to subsequent stages of a program and to have words or phrases read to them. Children's **physical development** includes the development of their fine motor skills. They use scissors with reasonable accuracy, and construction equipment effectively. Most hold pencils appropriately and can manipulate dough with efficiency. Whilst no physical education lessons were observed, it was noted that the children moved quickly and with control in the playground, finding their own space and avoiding others. Their **creative development** has included the use of tissue paper in layers to create a watery effect for a display about rainbow fish. They decorated the fish, using coloured, reflective foils. The children are imaginative in their role-

play and use available resources to support this type of play. They make constructions by using commercially available kits as well as large-scale resources such as cardboard boxes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in speaking, listening and reading is good.
- Achievement in writing is good up to Year 2, but sound thereafter because opportunities to write independently and at length are too limited.
- Pupils' progress is carefully tracked and appropriate action is taken.

Commentary

40. Standards vary from year to year, according to the make-up of the school's very tiny cohorts. Currently, they are above expectations for the pupils in Years 1 to 4, and average for those in Year 6. This is an improvement since the last inspection.

41. Pupils' listening skills are good overall, although some older pupils need occasional prompting to remind them to give their teacher or classmates their undivided attention. From average attainment at the start of Year 1 pupils make good progress in their speaking skills, acquiring technical vocabulary for use across the curriculum and adventurous vocabulary for use in their own writing. 'Divine pancakes' was a good example from a Year 3 pupil, describing the food he ate while on holiday.

42. Pupils' reading attainment is generally above expectations, and is currently well above them in Year 2. Most read expressively, following their teachers' good examples. They take books home regularly. Some are avid readers. Their skills fit them well for coping with texts in all subjects.

43. Achievement in writing is satisfactory overall, and it is good in Years 1 and 2. Key skills are taught well in both classes. The one factor that prevents achievement being better in Years 3 to 6 is the excessive use of worksheets and the relatively infrequent opportunities for pupils to write from scratch and at length.

44. The quality of teaching in individual lessons is invariably good. This is because teachers have good relationships with the pupils in their class, pupils' work ethic is very good, and good account is taken of the age and capability of pupils when setting work for them. Over time, however, the writing experiences planned for pupils are too limiting to give full rein to their potential to develop as writers. Overall, therefore, teaching and learning are satisfactory.

45. Leadership of the subject is satisfactory. There are strong features, such as the way in which assessment is used to highlight pupils with particular talent or those who need additional support. In addition, the school has recently introduced target setting for pupils, though this is at an early stage of development. Currently, these targets are often broad. They would benefit from being more specific so that a pupil, with some assistance from his / her teacher, could say whether or not they had been achieved. A weakness is the failure to plan writing opportunities that offer pupils the best possible chance to develop their skills.

Language and literacy across the curriculum

46. Pupils' good reading skills enable them to tackle the range of texts that they meet across all areas of the curriculum. Limited opportunities to write at length in all subjects of the curriculum, combined with the excessive use of worksheets, mean that pupils have scant opportunity to practise writing skills that are almost always initially well taught.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well through Years 1 and 2 because the work set is a good match to pupils' current understanding. This is less effective, although satisfactory, in Years 3 to 6.
- Assessment has been used well to highlight the need for a greater emphasis on some elements of mathematics.

Commentary

47. Standards vary from year to year according to the make-up of the school's very tiny cohorts. As with English, they are currently above average in Year 2 and average in Year 6. Taking the school as a whole, they are above expectations, and this represents an improvement since the last inspection. Achievement is good through Years 1 and 2, and satisfactory thereafter. In Years 1 and 2 this enables pupils to move from expected attainment to above/well above expected attainment. Through Years 3 to 6, pupils maintain these above average standards. The average standards of the current Year 6 cohort are simply a reflection of this particular cohort. Standards in Years 3 and 4 are above expectations.

48. Careful scrutiny of pupils' books, and observation of a lesson in both classes, indicates that teaching is good in the younger class and satisfactory in the older one. There are strengths in the teaching of each class, particularly in relationships, discipline and pupils' work ethic. The one factor that makes the difference between the two classes is the precision with which the tasks that are set, and the questions that are posed, match a pupil's current competence. This is done well in Years 1 and 2. It is less effective in Years 3 to 6, because although different tasks are set for different year groups there is seldom any difference *within* them. In the lesson observed, for example, all Year 6 pupils worked on the same task, despite a significant variation in their competence. Overall, therefore, teaching and learning are satisfactory.

49. Leadership of the subject is satisfactory. A strength is the way in which assessment information has been used to help the school to recognise a need for greater emphasis on the investigative, data handling and shape elements of the subject, and to put this into practice⁴. Key objectives from the national numeracy strategy have been introduced as an assessment tool in Years 1 and 2. The school rightly intends to extend this practice to Years 3 to 6. As with English, the targets that pupils are currently setting for themselves are too broad to be useful. The subject leader, who works in the younger class, has not, as yet, had the opportunity to visit the older class to assess or influence practice there.

Mathematics across the curriculum

50. There was little evidence of mathematics in use across the curriculum beyond some graphs in science. Evidence from pupils' past work suggests that overuse of worksheets may limit such opportunities.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is very good.
- In Years 3 to 6 there is too much dependence on photocopied worksheets, and work is rarely modified to suit the needs of different age groups within the same class.
- Long-term planning for Years 3 to 6 is repetitive and does not reflect the age-related needs of all the pupils.

Commentary

51. The results of the most recent statutory tests show standards at the end of Year 6 to be well above average. However, this cannot be relied upon, because only two pupils took the test, one of whom had only recently arrived at the school. On the evidence of past work, lessons observed, and discussions with pupils, it becomes clear that standards at the end of Year 2 are a little above national expectations. These standards have been maintained since the last inspection. The standards of Year 6 pupils are in line with expectations; this is a decline since the previous inspection, when they were above average. Comparison between the age groups must, of course, take account of the large number of pupils leaving and joining the school through Years 3 to 6. Pupils' achievements are good in Years 1 and 2, and satisfactory thereafter. The achievement of pupils with SEN matches that of their peers overall. In Years 1 and 2, though, it is good, because of the classroom support the pupils receive.

52. Teaching is satisfactory overall, though in the one lesson observed in the younger class it was very good. The teacher used the week's story in literacy, *The Princess and the Pea*, as the theme for an investigation into materials and their suitability for the purpose. She had resourced the lesson well and introduced the investigation very clearly to the pupils. She encouraged them to consider the qualities of a fair test, the need to alter only one variable at a time, and the requirement to arrive at a prediction prior to carrying out the experiment. She also explained that, where time permits, scientists should always rerun the investigation to check on their results. However, the teacher retained a little too much control through explanation and modelling.

53. The very heavy use of photocopied worksheets is unsatisfactory. Some make little or no demand on pupils' writing skills and the worst are merely 'word puzzles'. During the previous term and the current term to date, all older pupils have been working on the area of science concerned with life and living processes. Moreover, they have all covered the same work regardless of age or ability. This lack of modification of the lesson's objective, in order to meet the needs of different groups of pupils, results in potential damage to progress for a significant number of them. However, during the weeks leading up to the national tests for 11 year olds, teaching staff offer an out-of-hours club which includes science and is designed to 'boost' the pupils' knowledge, understanding and skills in readiness for the tests. It is this as much as the lessons themselves that has an impact on test results.

54. When the long-term planning is studied, it can be seen that pupils in the older class repeat their science work every two years. This is not revision, for that does not take the same time allotment as the original teaching and learning in a topic. Indeed the repeated work is not planned differently according to age and ability, and in that sense it cannot

ensure progress in the majority of pupils. As there is little monitoring of the provision for the subject, through scrutiny of planning and of pupils' work, these deficiencies have not been picked up.

INFORMATION AND COMMUNICATION TECHNOLOGY

55. Only one ICT lesson was seen during the inspection, although discussions with pupils and inspection of their past work gave more evidence. By the time pupils are near the end of Year 6, their attainment is satisfactory. During their residential visits to Cumbria, pupils learn about the use of control technology and about producing and manipulating digital media. This is particularly useful, as pupils make these visits twice in Years 3 to 6, giving them opportunities to develop their skills in these areas of ICT. They use screen-based 'turtles' and program their movement, issuing single and sequenced commands. Pupils' involvement in producing the school newspaper gives them opportunities to use a good range of ICT publishing devices, such as borders and separators, graphics, multiple columns, bullets and tabulated lists. The duration of the only ICT lesson seen during the inspection exceeded one hour. During this time, the pupils had no practical activity because the teacher was unable to access the Internet. Pupils became restless and lost concentration for long periods as the lesson proceeded.

56. The headteacher and governing body are aware of the need to further develop ICT provision so that it can enhance teaching and learning. Interactive whiteboards are on order.

Information and communication technology across the curriculum

57. The development of this aspect of ICT is satisfactory. Pupils use the technology for research to support learning in history. In literacy, they have used software for work on phonics and spelling. The reading scheme is augmented by ICT versions of stories from it. Pupils use graphics programs to produce tessellating patterns and work on symmetry in mathematics. They also use applications to produce graphs to display data in numeracy.

HUMANITIES

58. Geography, history and religious education are reported in brief, as there was not sufficient evidence to support a secure judgement on overall provision.

59. Geography and history are taught in alternating blocks of time, history having been the subject taught since the beginning of this school year. There is little recorded work in Years 1 and 2 in either subject, and discussions with pupils show them to be unclear about the work they have done or the skills they have acquired. In **geography**, Year 2 pupils understand that rivers flood and that this is caused by rain. However, they believe that if it is raining in this locality, it cannot be raining anywhere else, for this would be 'dangerous for the world'. This misconception seemed to emanate from confusion between their work on rivers and their work on natural disasters. They were able to discuss and compare the amount of information available on a globe with that found on a map of one specific country. In **history**, they have completed a topic on toys and how the construction of toys differs over time. They recalled a visit by a pupil's grandparent, who discussed aspects of her childhood and compared them with the present day.

60. At the time of the previous report, the **history** curriculum was judged to be too narrow. On the evidence of discussions with pupils and scrutiny of their past work, this is no longer the case, especially for the older pupils. Year 6 pupils talked about a good spread of topics, such as invaders, the Egyptians, the Romans and Boudicca. Their most recent work has been focused on the Victorian era. This has included studying the living conditions of the poorer families, health, education, and agents of social reform. In several of these aspects,

they made comparisons with the present day conditions. Whilst not being recorded, their work has included discussions of their own locality in Victorian times, including its surviving buildings. When pupils talked of the variety of information sources, they included the possibility of scientific examination of the growth rings of a tree in the village. This, they believed, would establish whether it might have been planted as some form of celebration in Victorian times. Pupils can identify significant people in the periods that they have studied. A great deal of their work in both subjects is in the form of photocopied worksheets which do not give opportunities to write freely or in an extended way. Pupils were able to recall much less learning in **geography**. They have worked on mapping skills, although, once again, all of this work was by way of completing photocopied worksheets. Some very interesting work resulted from an environmental survey that made clear the need to recycle waste and care for the environment. When shown an image of a well-known, unnamed, Spanish resort, the pupils made valid comments about its likely past and its development. They talked about the benefits of tourism to those who live and work in the area, and what features attracted the tourists in the first instance.

61. One lesson in **religious education** was observed. It was based on the story of Jesus, as a boy, found talking to the teachers in the temple. Several Year 2 pupils were able to discuss this story from others' points of view, saying that they believe Jesus would have *impressed* them. Indeed, as one pupil put it, '*They would have already thought that Jesus was a very special person*'. They are quite clear about Jesus referring to God as his father. Unfortunately, the written task only required them to find missing words from a list and insert them in the appropriate spaces on a worksheet. There is little written work over time by the youngest pupils, although they have written quite extensively about the Christmas story. A drawing of a sukkah resulted from work carried out on Judaism, early in the year.

62. By the time pupils are in Year 6, they have studied a good range of religions, including Sikhism, Islam, Hinduism and Christianity. They benefit from visiting a regional multi-faith centre, where they experience aspects of the practices and ceremonies of Hindu worship at first hand. When they wrote reports of their visit to a parish church in Richmond, they were sensitive and reflective. The vicar of the parish church visits the school to lead worship. His work contributes significantly to pupils' knowledge of, and learning from, religion. His theme during the inspection developed the topic of his previous visit on 'seasons', into 'the church's year'. He made the meaning of Epiphany accessible to pupils and encouraged them to reveal signs of God through their own actions. At present, the school is changing its planning to meet the requirements of the recently released locally Agreed Syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. No lessons were seen in art and design, design and technology, music or physical education. Hence, there are no judgements on overall provision.

64. The **art and design** work on display was of a satisfactory standard, but limited in breadth. However, conversations with pupils confirmed that they have worked with a variety of media, including pastel and watercolour. Year 6 pupils named a range of artists whose work they had studied, including Seurat, Klee and Matisse, and were able to express a view on which they prefer and why. There are links with ICT in creating repeating patterns, and out-of-school visits by the pupils make a valuable contribution to the curriculum, both in art and in **design and technology**. The latest, a visit to Bowes Museum with the focus on picture frames, was enhanced by the opportunity to work with the museum's resident artist.

65. There was very little **design and technology** work on display and no recorded evidence of pupils' designs or evaluations in any past work. Discussions with pupils confirmed that they have worked with fabric and have regular opportunities to cook. However, resources are limited, particularly in relation to construction kit materials for the older pupils, and resistant materials such as wood. This limits the experiences that can be offered.

66. The time devoted to the teaching of **music** changes throughout the year, in order to accommodate the rehearsals and preparations for school productions. Last year, pupils performed a musical play based on 'Macbeth'. It included singing in a rap style, and Year 6 pupils talked about it enthusiastically. They are currently working on individual songs leading to a production based on 'David Copperfield'. Younger pupils were involved in a musical performance of the nativity story. During the inspection, older and younger pupils sang from their repertoire. They were able to change key and move from faster moving rhythms to legato sections whilst maintaining clarity in the lyrics. Their posture was good, as was their focus on their singing. Several pupils benefit from specialist tuition on orchestral instruments, including upper and lower strings and brass. A very positive aspect of this provision is that it is available from Year 2 onwards. During the inspection, the pupils who were instrumentalists played before the rest of the school. They were highly focused on their performance and played confidently, including even those who were at an early stage of tuition. A cellist played with a good degree of accuracy of pitch, and demonstrated variety in bowing technique in order to give emphasis where required. Pupils' singing and instrumental work is truly enjoyed by their peers and valued by staff.

67. In relation to class music lessons, pupils of all ages talk largely of singing. For this, the younger pupils had little enthusiasm. Older pupils were clear about the importance of 'voice projection' (their own terminology), correct breathing and timing. Their experience of music of famous composers, and of music of other times and countries, is largely through recorded music which is played as they gather for collective worship. This cannot adequately support their understanding of the purpose, time and place of different compositions. They recall some use of untuned instruments, such as tambourines, maracas and triangles, as part of their work in Years 1 and 2. They understand that these instruments can be struck in different ways in order to change their sound characteristics, but they are not clear about some musical elements, such as pitch. They did not refer to tuned instruments as being capable of playing a melody, or of any of their own compositional activities. Indeed, use of tuned instruments in accompaniment and composition is one of the areas for the development of the subject, highlighted by the part-time teacher who leads music teaching.

68. The school is sensitive to the limitations on **physical education** which result from having no school hall or playing field, and from the fact that although the school has access to the village hall there is no large apparatus for gymnastics. In order to help make up for these shortfalls, all pupils (from Reception to Year 6) have a weekly swimming lesson. In addition, the school has sought out a residential centre that offers pupils from Year 3 upwards the opportunity for outdoor and adventurous activities. Twice-yearly visits mean that pupils have two chances to benefit from these opportunities, which include climbing, caving, quad biking and rope activities. Pupils also join cluster schools for an annual athletics day.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. The school is a very caring community, offering pupils good support and guidance. Older pupils have a daily session earmarked for independent study, and the school is working hard to foster pupils' independence fully and to encourage them to use their initiative. At the same time, pupils benefit from warm relationships with their teachers and with other adults in the school. Staff encourage a good work ethic and pupils respond well to this. The school uses outside agencies well to deliver aspects of health and relationships education, and also to raise pupils' awareness of the dangers of drugs. There is no school council, but this is not a disadvantage as there are ample opportunities in this small school for pupils to air their views.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
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).