

INSPECTION REPORT

**KELL BANK CHURCH OF ENGLAND (VOLUNTARY
CONTROLLED) PRIMARY SCHOOL**

Masham, Ripon

LEA area: North Yorkshire

Unique reference number: 121508

Headteacher: Mrs S M Wilkins

Lead inspector: Mrs M Lewis

Dates of inspection: 15th - 16th November 2004

Inspection number: 267124

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 - 11 years
Gender of pupils: Mixed
Number on roll; 32

School address: Healey
Masham
Ripon
North Yorkshire

Postcode: HG4 4LH

Telephone number: 01765 689410
Fax number:

Appropriate authority: The Governing Body
Name of chair of Mrs M Dobson
governors:

Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a rural Church of England primary school situated in Healey, Masham, near Ripon. It is much smaller than the average primary school. Pupils are taught in two separate mixed aged classes one for each key stage. In addition pupils in Years 3 and 4 are split into two groups for literacy and numeracy lessons for four mornings each week and for science on some afternoons. The school takes pupils from the traditional catchment area of Healey and Fearby but more than half come from a wide area beyond. Almost all the pupils come from a white British background and all are from homes where English is the first language spoken. Although the area generally has above average social and economic conditions and few pupils are eligible for free school meals, when pupils start at the school there is a wide range of attainment which varies from year to year. The school has an above average percentage (22 per cent) of pupils with special educational needs. No pupil has a statement of special educational needs which is below the national average. Most of the pupils receiving additional help have communication or language difficulties. The movement of pupils to and from the school other than at the usual times of starting and leaving is low. The headteacher teaches for four days each week in the Key Stage 2 class. At the time of the inspection there was a vacant teaching post in the Key Stage 1 class for one term which was filled by a teacher on a long-term supply contract. The school received a 'Gold

Arts Mark' award in 2004, a 'Healthy Schools' award and a 'Schools Achievement' award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22787	M Lewis	Lead inspector	The Foundation Stage English as an additional language English Information and communication technology Geography History Religious education
9843	S Drake	Lay inspector	
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PART A: SUMMARY OF THE REPORT

This is a very effective school. It provides a very good quality of education under the very strong leadership of the headteacher. The teaching and learning for pupils in Years 3 to 6 is especially interesting and challenging, so that lessons are buzzing with a range of activities and pupils work enthusiastically. Pupils at both key stages achieve well and make good progress. Younger pupils learn quickly and reach good standards and by the age of 11 most pupils usually attain well above the national average. The school is managed very well and it provides very good value for money.

The school's main strengths and weaknesses are:

- A significant proportion of good and very good teaching enables pupils to reach high standards particularly in English, mathematics, science and the creative arts by the age of 11;
- The headteacher provides very good leadership and is fully committed to maintaining the high standards set for all aspects of the school;
- Staff and governors perform their roles with dedication and enthusiasm;
- Very good relationships pervade the school and its commitment to pupils' personal development is reflected in their very good behaviour and the friendly, family atmosphere;
- The curriculum is very carefully planned. It provides very rich and varied learning experiences both within and outside lessons;
- The school provides exceedingly well for all the different pupils, including boys, girls, the most able and those with special educational needs.

Since the previous inspection the school has made significant improvements in its provision for information and communication technology (ICT) which is now 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	C	A	A	C
mathematics	E*	A*	A*	B
science	E	A*	A*	B

Key: A - in the top 5 per cent nationally; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - in the bottom 5 per cent nationally.*

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

Please note this is a very small school and the number of pupils taking the tests is always few and in recent years has varied from one to eight. These results must therefore be treated with caution in making judgements about standards.

Pupils achieve well overall. Test results over recent years show that standards are usually high. However, with so few pupils taking the tests in any one year, results can vary considerably from year to year. This happens for instance when groups with a large number of pupils with special educational needs sit the tests as happened in 2002 when results were in the lowest 5 per cent of schools and when pupils were high attaining as in 2003 and 2004 when results were in the highest 5 per cent. Pupils make a good start in the

Foundation Stage and are on course to reach at least the standards expected of them (the Early Learning Goals) when they move into Year 1. Standards in reading and writing, mathematics and science are average overall in Year 2, although pupils in the current Year 1 group perform slightly better and are on course to exceed the standards expected of them by the end of the infants. Pupils make good progress in Years 3 to 6. Standards rise quickly in Key Stage 2 and the majority of pupils in the key stage are on course to reach high levels in their national tests by the time they reach the age of 11. The most able pupils achieve very well in the Key Stage 2 class and based on their previous learning, pupils with special educational needs do well. In the current group of nine pupils in Year 6 however, standards are average overall. There is a significant number of pupils with special educational needs who work below or just nudge the average level for their ages. The school puts a strong emphasis on the creative arts and this results in some exceptional achievements in poetry and art and design.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very positive attitudes to school and work and they behave very well. Their attendance and punctuality are very good. The school could improve the way in which it prepares them for life in a multicultural society. Pupil care and partnerships with parents and the community are strong.

QUALITY OF EDUCATION

The school provides a very good quality of education overall for its pupils. Teaching and learning are very good overall. Teachers in Key Stage 2 are particularly knowledgeable and confident across all curriculum subjects. Teachers' expertise is particularly high in English, mathematics, science and art and design across the school. Pupils throughout the school are given much responsibility for their own learning and rise well to the high expectations that teachers have of them. Good teaching in the reception and infant class means that pupils get off to a good start particularly in their reading, writing and number work. This provides a good foundation and stands them in good stead for their future learning. Teachers know pupils very well and discuss and set targets with them when they need to improve. Pupils with special educational needs achieve equally as well as others because of the good support they receive from staff who work with them. The especially rich curriculum is very well planned and organised to meet the needs of all pupils. A wealth of activities both inside and outside the classroom enriches pupils' learning. The accommodation is adequate but cramped. It lacks a hall and a designated outside play area for children in the Foundation Stage.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's leadership has a very positive impact on the quality of education provided, standards reached, and pupils' achievements. All aspects of the school are managed very well. Governance is very good. Governors carry out their statutory responsibilities very successfully. They have a very good understanding of the strengths of the school and show determination to maintain them.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and appreciate its work. Pupils have very positive views of the school. They enjoy school and older pupils make a good contribution to the school council.

IMPROVEMENTS NEEDED

This is a very effective school and there are no major improvements needed. However, the school should consider the following:

- Improve the way in which it prepares pupils for life in a modern multicultural society;
- Ensuring that all staff have training in the most recent guidance on child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is good throughout the school. Standards in test results in English, mathematics and science are usually well above average by the age of 11 and are often high in mathematics and science. Children in the reception class get off to a good start and by the time they begin in Year 1 they reach or exceed the standards expected for their ages in all areas of learning.

Main strengths and weaknesses

- Standards in test results in reading, writing and mathematics are above average for pupils aged 7. Pupils achieve well overall and reach particularly high standards in mathematics;
- Pupils achieve very well in tests at the age 11 and reach well above average standards in English and high levels in mathematics and science;
- Standards in ICT have improved since the previous inspection and are now in line with national expectations;
- Pupils with special educational needs achieve well;
- The older pupils produce outstanding pieces of work in art and design and poetry.

Commentary

1. There were only 4 pupils in Year 2 and 8 pupils in Year 6; therefore the standards in national tests tables for both groups are not shown.
2. The 2004 test results for 11-year-olds showed standards in English to be well above the average in English and high in mathematics and science in comparison with those achieved nationally. Pupils were in the highest 5 per cent of schools nationally in reaching the expected level (Level 4) in all subjects tested at both key stages. In Key Stage 2 they were in the highest 5 per cent of schools to reach the higher level (Level 5) in mathematics. Results for pupils aged 7 in 2004 were well above average in reading, above average in writing and high in mathematics. In comparison with pupils having a similar proportion of free school meals (between 0 and 8 per cent) results for 7-year-olds were similar in reading and mathematics but average for writing. For 11-year-olds they were similarly high. Pupils in Year 6 also achieved above average in mathematics and science and average in English against their previous attainment at Key Stage 1.
3. This is a very small school and the number of pupils taking the tests at each key stage is always small. In recent years numbers have varied between one and eight and this makes the trend over time difficult to establish as results can vary so dramatically depending on the group of pupils in a particular cohort. This happens for instance when a significant proportion of pupils with special educational needs are in a small cohort. It is for these reasons that results dropped to be well below the national average in one specific year at each key stage and affected the overall

trend resulting in it being below average. Nevertheless, the school has a very good understanding of the standards reached and the progress each individual pupil makes and of the areas in which they could do better. For instance, the recent initiative to raise boys' attainment in English is paying off particularly in writing. The school does well in relation to its targets.

4. Inspection evidence shows that the school is maintaining good standards overall in English, mathematics and science across the school. However, standards of work seen at the end of both Key Stage 1 and Key Stage 2 show that pupils are reaching average standards overall. This is because there are only three pupils in the current Year 2 class of widely different abilities whilst of the nine pupils in the Year 6 class, few are working at an above average level and there are a significant number of pupils with special educational needs who are working below or just nudging the average level for their ages. It is a different picture for pupils in the current groups of pupils in Years 1, 3, 4 and 5 where standards are above those expected for their ages.
5. All pupils achieve well throughout the school and most show good, and some very good progress in their learning building on what they know and can do. The school adds good value to all pupils' learning. Boys and girls achieve equally well. Generally pupils with special educational needs attain standards that are below the national average although occasionally some reach the levels expected of their age. This is because they work very well in lessons and in addition receive targeted support for short sessions. Teachers take good account of pupils' individual educational plans which helps them achieve their targets. The more able pupils receive work of a high challenge and this is particularly the case in Key Stage 2.
6. Children begin school in the reception class with a wide range of skills and their attainment varies considerably from year to year but overall it is average for what is expected of children at this age. Children make good progress in the reception class particularly with their personal, social and emotional development, language and literacy development and mathematical development. This is as a result of the good teaching which interests them and stimulates them to learn. By the time they begin in Year 1 they have achieved or in some cases exceeded the Early Learning Goals expected of them.
7. Pupils continue to progress and achieve well through Years 1 to 6. They are helped significantly by their good skills in language and literacy and their good levels of competence in mathematics. They do especially well in the Key Stage 2 class where the teaching is very challenging. Although there are 23 pupils of four different age groups in the class, pupils are split into two small mixed aged classes of 11 and 12 on four mornings each week for literacy and numeracy sessions. This makes a strong contribution to the progress they make and the standards they reach.
8. The school puts a strong emphasis on the creative arts curriculum and this leads to some outstanding achievements in art and design, poetry, drama and music particularly for pupils in Key Stage 2. This stems from an innovative curriculum, strong expertise in the teaching and a valuable and wide variety of opportunities for learning in these subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development are all very good. Attendance and punctuality are also very good.

Main strengths and weaknesses

- Pupils are happy to come to school and they are interested in learning;
- Very good relationships pervade the school, creating a very good climate for learning;
- Pupils behave very well both in and out of lessons;
- Although the school promotes pupils' personal development very well, it could do more to prepare them for life in our multicultural society.

Commentary

9. Pupils arrive at school in a positive, purposeful manner, independently organise their belongings, play and exchange news before the start of lessons. They enter in an orderly manner, settle swiftly at the start of sessions and pay good attention so that they know what activities their teachers have prepared for them and what they will be expected to do. They listen very well and are keen to join in discussions and volunteer ideas because it is clear that their teachers value their opinions.
10. Staff act as very good role models for pupils, treating them and other adults with great respect, and pupils emulate this example well. From reception onwards, they learn about the importance of others' needs as well as their own, patiently taking turns and understanding that, for instance, it is everyone's responsibility to tidy up. They collaborate very well when working in pairs or larger groups, enjoy each other's company and are confident when talking with visitors. These very good relationships extend to the playground, where pupils of different ages mix well, and help to create the friendly, family atmosphere that pupils and parents like so much about the school. There are times when pupils have disagreements, but the school takes suitable action to deal with the rare instances of persistent bullying. The norm is that pupils behave sensibly and very well which means that they can be trusted to use their initiative to help the day run smoothly. To watch older pupils competently removing tables from the classroom in order to make room for physical activities, or answering the classroom telephone, unasked, when the secretary is not in the office, confirms that the adults' trust is well placed. Staff have high expectations of behaviour and use praise and individual reminders very effectively to help pupils come up to their expectations. However, in the most recent year, highly unusually, the school excluded one pupil for repeated unacceptable behaviour towards others.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	30	1	
Mixed – White and Asian	2	0	

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

11. The school's themed approach to lesson planning and its deep commitment to helping pupils appreciate arts subjects, in particular, ensure that they have plenty of opportunities to reflect on what they are learning and also on their own response to life. Quiet music is played during lunchtimes and this helps to create an oasis of calm in the middle of a busy day. On Remembrance Day, the whole school thinks especially about its eleven former pupils who did not return from fighting in the First World War, vividly bringing home to pupils what war means to families. The code of conduct, 'Show respect; work hard; take responsibility seriously', is very positive and straightforward, clearly setting out how best to live in a community and

provides pupils with good guidance for life. Pupils are given a wealth of experiences related to European culture and learn about other faiths, especially through their study of myths and legends. The school promotes racial harmony well but pupils have too few opportunities to develop their understanding of the richness of the multi-cultural society of modern day Britain and to prepare them for living in a community more diverse than their own.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
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.

12. Over the past two years, pupils' attendance at school has been well above the national average, with very little unauthorised absence. They arrive regularly and in very good time in the morning, allowing the day to get off to a good, crisp start.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good overall. The curriculum is expertly planned and imaginative, particularly for the pupils in Key Stage 2. Pupils' ideas are listened to and acted upon very well. Staff help pupils to mature at all stages very well and there are very strong and effective links with parents and the community.

Teaching and learning

There is very good teaching and learning overall. Teaching is very well planned and organised in both key stages and frequently inspiring and challenging for the older pupils.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	10	3	0	0	0

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

Main strengths and weaknesses

- The best teaching is based on very strong knowledge and expertise across curriculum subjects that inspires pupils;
- Excellent planning of a thematic approach ensures teaching succeeds in incorporating what pupils need to learn in all subjects and maintains their enjoyment;
- Pupils in Key Stage 2 are challenged particularly effectively and as a result they achieve well and make swift progress;
- Teachers have high expectations of pupils' behaviour which ensures that time for learning is used efficiently;
- Staff have very good relationships with pupils, listen to their ideas and this helps them to mature. They use questioning well and intervene appropriately when needed.

Commentary

13. The quality of teaching is very good overall as it was in the previous inspection. One of the main strengths of the school is the quality of its teachers and the ways in which they plan and organise the learning for the two classes of mixed aged pupils. At the time of the inspection an experienced temporary teacher was teaching in the reception and Key Stage 1 class and a part-time teacher and the headteacher shared the teaching in the Key Stage 2 class. Teachers are very knowledgeable and teach to their strengths. This is particularly the case in Key Stage 2 where the part-time teacher specialises in science and in the teaching of ICT skills for all the pupils in Years 3 to 6 as well as teaching English and mathematics and giving additional help to pupils with special educational needs. The headteacher has specific skills and excellent subject expertise in English and the creative arts. Mathematics teaching is of a high standard throughout the school. Teachers share their subject expertise, plan and structure lessons very well and manage cross-curricular links very skilfully. Planning in Key Stage 2 is exemplary. It is very detailed and ensures that work is challenging for pupils of all abilities in the class. Tasks and activities in both key stages are tailored to suit all pupils' interest. Tasks challenge them and as a result they rise to the challenge and tackle them well. Staff are skilled at questioning and encouraging pupils to think for themselves which means that they are prepared to stick at a task, trying to solve problems for themselves, without constant reference to the adult in the classroom. Relationships are very good between pupils and staff. Teachers always have time for pupils, demonstrating, praising, discussing and answering their questions and queries effectively without allowing it to detract from the pace and development of the lesson.
14. Pupils clearly enjoy their learning and the activities provided for them. For instance, at the beginning of a mathematics lesson, pupils of all the year groups from reception to Year 2 were delighted to go outside to recognise and describe the different two and three-dimensional shapes they could see. Older pupils speak very positively about their teachers and how they make learning more interesting. For example, in a history lesson for pupils ranging from Year 3 to 6, pupils explored with rapt attention the different possible sources of evidence which they could use to find out more about their school during the Second World War. They were fascinated with the resources the teacher had provided for them to use, such as the original school log book, admissions book, posters and photographs.
15. The teaching assistant is deployed well in both key stages. Her work has a significant impact on pupils' learning and particularly in enabling all pupils to make progress. Reception pupils are supported well in for instance, mathematics when they are learning about the properties of a triangle. When older pupils work in a 'carousel' system of activities for a theme, her support enables all pupils to have an opportunity for example, in design and technology to bake war time recipes. Teachers and assistants work very well together to ensure that lessons run smoothly and that pupils achieve as much as they can.
16. Pupils with special educational needs are taught alongside their classmates for most of the time and all children have full access to everything that the school offers. These pupils also receive regular help from the co-ordinator to work on specific targets in their individual education plans. In these sessions they receive very good quality teaching. The individual education plans identify specific learning targets enabling teachers to plan accordingly to meet the needs of these pupils. This

ensures that they are well prepared for the next learning activity or have opportunities to reinforce previous learning.

17. Assessment procedures in English, mathematics and science are very good. Teachers know the pupils very well and have a very good idea of what pupils can do and set targets with them. Pupils are aware of what they need to do to improve their work. The accurate assessments of pupils' work enable them to make the progress of which they are capable because teachers use the information very well to plan work that stretches them. Assessment in the Foundation Stage is also thorough.
18. In other subjects, assessment is effective but less formal. It allows teachers to plan the next stages of work for all pupils' needs. The result is that work is challenging and the pace of learning is maintained. Expectations of pupils are high and there is an insistence in all lessons that they should strive for high standards in all their work.

The curriculum

The curriculum is of very good quality overall. It provides a very wide range of worthwhile opportunities that cater very well for the interests, aptitudes and particular needs of the pupils. The school provides very good opportunities for enrichment. Although restricted the accommodation is adequate and learning resources are good.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good;
- There are strong links between subjects. Teaching and learning themes are expertly planned, especially in Key Stage 2;
- A varied programme of experiences through visits, clubs and other activities helps to enrich the curriculum very well;
- Accommodation for the Foundation Stage is rather restricted.

Commentary

19. The curriculum meets the statutory requirements and all the subjects of the National Curriculum are taught, including religious education. It is fully inclusive and the school ensures equality of access and opportunity for all pupils.
20. The curriculum is very well organised to enable the pupils to build upon what they have already achieved. The needs of all the pupils are met in the mixed aged classes. Very good opportunities are expertly planned for many subjects to be taught together in Key Stage 2 as part of a theme, without the individual subjects losing their identity. For example, the historical topic of 'Britain' since 1930 includes work in art and design, design and technology, English, ICT, religious education and music. Very good curriculum planning such as this is a strength of the school and ensures a huge element of enjoyment for the pupils. There is a very good balance given to ensuring that pupils learn skills, for example, in art and design and ICT as well as gaining factual knowledge in all subjects.
21. The provision for pupils with special educational needs is very good. There is early identification of pupils' needs and individual education plans effectively identify appropriate targets for the pupils. They are used very well by the class teachers to assess and record the pupils' progress. This ensures that these pupils are fully included in the lessons and other aspects of the curriculum. The special educational needs co-ordinator works very closely with parents, support staff, teachers and all outside agencies. The most able pupils are catered for very well with special work adapted to their needs. Gifted and talented pupils are identified appropriately.
22. The school makes very good use of the local community, visits out of school and visitors to supplement the work done in the classroom. Pupils' participation in the arts is enhanced by the very good opportunities open to them. All pupils in the school enjoy swimming lessons on a regular weekly basis. Pupils have many opportunities to visit different places as part of the topics they are studying. Pupils in Years 5 and 6 take part in regular residential visits. As well as promoting their social and personal development this is effective in enhancing the physical

education curriculum, as the pupils' skills in outdoor pursuits are extended and developed.

23. Although accommodation is satisfactory overall, the lack of a suitable area indoors impinges on the provision for gymnastics in physical education. The Foundation Stage curriculum although good overall requires considerable planning and organisation by the teacher because of the lack of space in the classroom for Foundation Stage and Key Stage 1 children. The school also lacks a secure outside play area designated for reception children.

Care, guidance and support

The school provides good quality care for pupils and supports them very well. It involves pupils very well in its work and development. Health and safety practice within school is good overall.

Main strengths and weaknesses

- Staff know pupils very well as individuals and are skilful at tailoring their support accordingly;
- Pupils' views are taken into very good account by staff and management;
- Provision to ensure the health and safety of pupils has improved since the last inspection but procedures for child protection need strengthening.

Commentary

24. The small number of pupils, combined with the very good relationships between them and adults, mean that staff know the pupils and their families very well and are sensitive to their needs. If necessary, the school involves expertise from outside to provide specialist support but staff listen very well to pupils, encouraging them to sort out their own difficulties while showing suitable care, and generally supporting them very well. They supervise them suitably in the playground, monitor their personal and academic progress closely and, through very good individual support in lessons, help them to grow in confidence and achieve well.
25. The school encourages independence and responsibility among its pupils and involves them very well in its developments. All the current Year 6 pupils are members of the school council, each with their own particular tasks. These range from supporting younger children in the playground to being a Healthy School or Road Safety officer. The school council conducts surveys of what pupils like about school or would like to change. For example, the pupils were at the heart of decision making about what apparatus should be installed in the newly acquired field.
26. Since the last inspection, the playground surface has been improved. Governors, staff and the local authority work together well to ensure that the school is a safe and healthy place in which to work, and good attention is paid to any potential hazards. The good knowledge staff have of pupils means that they are alert to, for instance, changes of mood but there is a need for further training for all staff to ensure that they are up to speed with the latest guidance to promote the protection of children.

Partnership with parents, other schools and the community

The school's partnership with parents is good; those with other schools are also good and improve the provision for the pupils. It has very good links with the wider community.

Main strengths and weaknesses

- Parents have very positive views of the school and support it very well in its work;
- The school provides parents with many opportunities to track their children's progress but could improve the quality of some of its written information;
- The school makes very good use of the wider community to enrich its provision for pupils.

Commentary

27. Parents are very supportive of the school and many travel considerable distances to bring their children. One hundred per cent of those who responded to the inspection questionnaire consider that their children are very happy at school, settle in quickly, have a wide range of activities that interest them, are taught well, work hard and, consequently make good progress. Inspectors agree with these judgements. Because of their appreciation of the hard work and dedication of the staff, parents are prepared to give generously of their own time and efforts. This greatly improves the quality of pupils' education. They help to raise considerable funds for the school, often in conjunction with members of the surrounding community. The school uses these funds well, for instance, to support the many visits that pupils make during the year to augment their studies. Parents regularly help out during the school day and they are supportive of their children's work at home. For example, one parent and her child arrived with great glee in the morning, both equally eager to inform the reception class teacher that the child had mastered forming an 'e' shape over night.
28. Weekly newsletters and six open afternoons a year provide parents with an unusually large number of opportunities to keep track of school activities and how well their children are progressing. In addition, despite the difficulties posed by a small school and heavy teaching commitments, teachers make themselves readily available to parents. Pupils' progress reports give a clear indication of the individual pupil's strengths and the areas on which they should particularly concentrate in the coming year, especially in English and mathematics. However, the governors' annual report lacks items of the statutorily required information. The school does not provide written guidance for parents about how they could support their children's work in forthcoming weeks or to help new parents understand its day-to-day routines and expectations.
29. In its rural location, the school plays an important part in community life. It welcomes neighbours to school events and makes good use of the surrounding area, for example, when pupils recently studied the topic of rivers in geography. The school works well with others in its immediate cluster group, for instance, sharing staff training and sports activities. Older pupils recently enjoyed a highly successful science, technology, engineering and mathematics day at the local high school to which the largest number transfer at the end of Year 6. With a particular emphasis on the creative arts, pupils have experienced, mosaic, light metal sculpture and felt, workshops. These are often supported by the Rural Arts agency with which the school works in close partnership. Pupils make visits to sculpture parks and medieval abbeys, welcome visits from the community archaeologist and theatre groups, and involve the community in fund raising events for both charities and the school itself. The school's outward looking approach enriches the quality of pupils' education and provides them with many memorable experiences that encourage them to want to learn more.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's leadership is very strong. Management is very effective and the school runs very smoothly on a day-to-day basis. Governance is very good and underpins the work of the school very efficiently.

Main strengths and weaknesses

- The headteacher's very good leadership motivates teachers and maintains above average standards in the school;
- The part-time and temporary teacher show great commitment in their roles as science, ICT and Foundation Stage co-ordinators;
- The very good understanding the governing body has of the strengths and development of the school and the whole hearted support and expertise they bring to it;
- Governors carry out their statutory duties very successfully but the governors' annual report to parents and the school brochure do not fully comply with DfES requirements;
- The school has a strong commitment to ensure that all pupils are fully included in all school activities.

Commentary

30. The governing body has a very good grasp of the school's strengths and areas for development. It plays a major part in shaping the direction and leading the development of the school with a clear focus on maintaining standards and improving the quality of the provision for the pupils. It challenges and supports staff decisions and policies well, keeping in close touch with the school's work. Performance management procedures are effective and are monitored closely. The governing body is very well organised and keeps the school's work and finances under continuous review. It improves its performance through appropriate developmental activities and training. However, the school brochure and governors' annual report to parents do not fully meet DfES requirements.
31. The leadership of the headteacher is very good. This very strong leadership has been maintained since the previous inspection and since the recent promotion of the one other full-time permanent teacher, leaving her as the only full-time permanent member of staff in the school. She is dedicated to maintaining the highest standards and achievement in all areas of the school's work. She leads by example in her role as a 0.8 teacher in Key Stage 2 and regularly monitors the work of other teaching staff. She has very good clarity of vision for developing the school further. The school has successfully tackled the key issue from the previous inspection as well maintaining high standards and moving forwarding in other areas such as improving the access to the school for pupils and visitors with disabilities. Innovative and exciting curriculum design and very good teaching at Key Stage 2 for which the headteacher is responsible is a major strength of the school.
32. The school plans strategically for improvement and uses its School Improvement Plan very effectively for this purpose. It forms the basis and targets for the appropriate action to be taken. This corporate document is written and reviewed by

all staff and governors. As a result, everyone at all levels in the school knows what they are working towards and how successful or not they are being. Accurate evaluation of the plan is ongoing and planned as a regular feature of governing body meetings. The school makes a thorough analysis of the end of year test results for pupils in each year group particularly in the core subjects of English, mathematics and science. Pupils' individual progress and achievements are tracked carefully from when they begin school either in the reception class or part way through.

33. The school is well organised and runs effectively on a day-to-day basis. Good management practice exists, for instance, in the procedures for health and safety and attendance procedures in the school. For instance, the school has a written policy to contact the home if a pupil is absent without notification. Inclusion of all pupils in all teaching and learning and in additional curriculum opportunities is outstanding. The school is fully committed to ensuring that pupils of all levels of ability including those with special educational needs and higher attaining pupils, boys and girls are helped and included in all the many rich experiences that the school provides such as swimming and a wealth of visits out without incurring costs to individual families. Very good teaching ensures that work is provided that is well tailored to meet the needs of pupils' ages and of their abilities so ensuring that all pupils are catered for. Staff set very good examples to pupils and there is a common understanding of expectations within the very good ethos that prevails in the school.
34. The budget is set in accordance with statutory requirements and is carefully managed by the school bursar. Current reserves have built up recently from capital funding which is earmarked for spending in the current year and due to take place shortly. This will improve the access to the outside of the school and provide improved accommodation to take into account pupils with disabilities. The school maintains the principles of best value and provides very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	159,391
Total expenditure	159,757
Expenditure per pupil	4,564

Balances (£)	
Balance from previous year	35,131
Balance carried forward to the next	34,765

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

- Pupils achieve well in their early reading, writing and number work as a result of good teaching;
 - Children settle well and enjoy coming to school. They behave very well and show very good attitudes to their work and to each other;
 - The teacher plans interesting activities well and the children are well cared for;
 - There is no specific outdoor area for reception children's dedicated use and indoor accommodation is cramped.
35. Most children have attended a nursery when they join the reception class either in the September or the January before they are five. Children's attainment overall is broadly as expected for their age although it varies from child to child and from year to year. Pupils join in most lessons with the pupils in Years 1 and 2 although at times they work on their own with a support assistant or a parent helper. Their work is planned to meet the needs of the curriculum in the Foundation Stage based on the Early Learning Goals. As the year moves on those who are ready begin to work in groups with children on National Curriculum activities. They have a well planned and balanced curriculum and many opportunities for visits out of school. Pupils are cared for well.
36. Children quickly settle into the reception class and are confident in their learning. They are well motivated and achieve well making very good progress in their **personal, social and emotional development**. They become fully involved in both their structured and free choice activities and take a pride in their work. The current group of reception children are on course to reach and in some cases exceed the standards expected in this area. They settle well into school routines and already work alongside each other amicably showing a regard for each other and sharing tools well. For instance, when one little boy commented he needed a 'brown' for his colouring, another child said, 'Here use this one'.
37. Pupils' achievement in **communication, language and literacy** is good. They are on course to reach and some are likely to exceed the expected standards by the start of Year 1. They listen carefully to the teacher's instructions and generally follow these well. They enjoy stories, and songs taking part and putting in actions. Some more confident children initiate questions and talk about their work in detail. They develop control of pencils and crayons quickly and trace over letters carefully as they learn their sounds such as 'ee' and 'g' with the teacher who provides good support and encouragement. All children in the reception class can write their first names and most are beginning to recognise simple words in a 'big book' with the teacher as they develop their early reading skills.
38. Children achieve well in **mathematical development** and are all likely to reach at least the expected standard for their ages by the time they begin in Year 1. They

have many experiences of counting rhymes and action songs. Lessons usually begin with these and children join in and learn them quickly. They quickly develop a good understanding of directional vocabulary such as above, below, high and low following the actions of the teacher. Almost all of the reception children recognise and count numbers between one and ten and point out, for instance if a number is upside down on the number line. The teacher uses good strategies such as a hand puppet to maintain the children's interest. The higher attaining children can say which number comes after three and before five with the use of a number line. They are developing good knowledge and understanding of shape through practical activities such as sorting and colouring shapes. Working with a teaching assistant, for example, they learned that triangles always have 3 sides and three corners.

39. As part of their work in **knowledge and understanding of the world** pupils learn about the world about them. They have good opportunities to explore their local environment by taking a 'walk in the woods' and observing their surroundings which they have recreated successfully as a corner in the classroom as part of their **creative development**. They have successfully printed leaf prints using paint, and collected twigs and mosses from outside for the floor of the woods. No lessons in this area were observed but attractive displays by pupils indicate that they reach the expected level in this area of learning by the time they begin in Year 1.
40. In their **physical development** children have opportunities to work as a reception group in a structured way using a good selection of wheeled toys and larger balancing and climbing equipment. They also work together with the older ones on skills with bean bags and balls, such as balancing, rolling, pushing and pulling and throwing and catching and take part in swimming lessons each week. They gain good benefit from both these ways of organisation although since there is no dedicated secure outside area they do not have the free choice to access the equipment over the day. They also have good access to a range of resources, such as scissors, a range of writing materials, jigsaws, and construction kits which help them develop their manipulative skills well.
41. Pupils learn and achieve well in the Foundation Stage, however, the classroom is small and cramped for the activities that are necessarily provided for pupils to learn at this stage. Consequently, space for free choice and structured and imaginative play activities is limited. Nevertheless the teacher organises the equipment and activities very well on a planned rotation basis.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve well and many reach well above average standards;
- The teaching is very good overall;
- Older pupils write with imagination in a variety of situations;
- ICT is used well to support the learning;

- Pupils enjoy the lessons and have positive attitudes towards English;
- Leadership of the subject is very good;
- Pupils' spelling skills are sometimes weak.

Commentary

42. Test results in Key Stage 1 and Key Stage 2 show that pupils usually attain high standards when compared with all schools nationally. The most recent tests taken in 2004, once more confirmed this. The very small number of pupils taking the tests each year means that the attainment of individual pupils has a large effect on the overall picture. Inspection evidence indicates that pupils get off to a good start in reading and writing and that they achieve well. Standards overall are average in the current group of two Year 2 and Year 6 pupils. Although in Year 6, some should attain higher levels, (Level 5) in reading; this is not the case in writing. Since nearly half of the cohort has been identified as having special educational needs this brings down the overall standard.

43. Pupils make good headway in reading as they move through the school and most pupils receive good support from home. The good teaching of rhyme, letter sounds and blends, word recognition and use of pictures in Key Stage 1 gives pupils a good foundation and helps them to become confident readers by the end of the key stage. By the time they reach Year 6 most pupils have developed good reading and comprehension skills. They discuss their books regularly with the teacher and talk confidently about what they have read, enjoying books by a wide range of authors. Pupils in Years 5 and 6 are introduced to a wide range of literature including well established children's authors such as Ian Serailier and also to plays by Shakespeare such as *The Tempest* and *A Midsummer Night's Dream*. By the time they reach the end of Key Stage 2 they have studied a good range of fiction and poetry and are familiar with a wide range of poems such as 'All day it has rained' by Alun Lewis and 'The naming of Parts' by Henry Reed. Pupils also have a good understanding of fiction and non-fiction. They know how to use a classified library system and have opportunities to use their independent research skills for finding information in subjects such as history and geography. Pupils with special educational needs receive good support in their reading. Although they sometimes have difficulty in understanding the meaning of what they read. Nevertheless, they are able to express their preferences for books and stories and develop a good visual memory. By the end of the key stage higher attaining pupils show a keen interest in reading, choose well known books from the local library, and read difficult texts accurately, fluently and expressively. They give their own opinions, retell the plots and discuss characters confidently.
44. Standards in writing are in line with the national average for pupils in Years 2 and 6. Good teaching using tried and tested methods helps pupils learn to control their pencils and form words and sentences quickly in the infant class. Year 1 pupils show a good understanding of writing and are on course to exceed the levels expected of them by the time they are seven. They are writing clearly and legibly with spacing and acceptable spellings at the beginning of their year in Year 1. The more able pupils use capital letters and full stops accurately in their sentences. Pupils retell stories such as *Goldilocks* and *The Three Bears* in their own words matching them to pictures and older infant pupils record the key points of stories.
45. Older pupils' handwriting develops well in Years 3 to 6 and by Year 6 is neat, joined and legible. Spelling skills vary but is a weakness for some older pupils who have difficulty and depend on dictionaries and spell checkers. Nevertheless, as a result of very good teaching and well chosen tasks, boys and girls generally enjoy writing and the success they have.
46. Pupils in the juniors write in a wide range of styles such as diaries, stories, poems and book reviews. In a lesson for pupils in Years 3 and 4 pupils were keen in their writing and confidently developed a scene for a play script complete with stage directions titled, 'What if the bomb goes off?' The more able older pupils show a mature understanding of emotions and are able to explain their thoughts clearly. Pupils in Years 5 and 6 often produce highly imaginative pieces of work for anthologies and diaries that show good maturity and are well crafted. In another very good and challenging lesson, after analysing thoroughly the text of the poem 'Song of the Dying Gunner' by Charles Causley with the teacher, pupils in Years 5 and 6 rose to the occasion and set about writing their own poems. They contrasted

the imagery of war and dying with the countryside. After planning, drafting and honing his poem, one pupil in Year 6 wrote;

My fingers are icicles that drip in the sunshine

My hair is frost that glazes the night

My eyes are raindrops that cultivate the land

My arms are clay that holds the rocks

Don't cry for me.

47. Standards in speaking and listening are average by the end of Year 2. Pupils generally listen well and answer questions confidently about things that are of relevance to them. However, during the inspection the teacher's questioning in lessons seen in the infants was not always as searching and as well directed as that in the junior classes. In Years 3 to 6 the teaching is very good and lessons give time for pupils to listen, think and express their own views, ideas and opinions sensibly. Questioning is purposeful, very well thought out and carefully directed to pupils' different ages and abilities. Pupils also have specific drama and debating times when they develop their skills in speaking and in a role or as a character. As a result, standards in speaking are above those usually found for 11-year-olds.
48. The quality of teaching and learning is very good overall across the school. Teachers link work in reading, writing and speaking very well into the chosen themes and thorough planning scrupulously covers the objectives in the National Literacy Strategy. Teachers ensure that work is meaningful to the pupils and captures their interests, relating it to their own circumstances wherever possible. They have high expectations and challenge pupils at all levels. Consequently, pupils enjoy what they do and take a pride in their achievements. Procedures for monitoring and assessment of what pupils know and can do are good in the infants and very good in the juniors. Pupils have their own targets so that they know what they are aiming to improve. Lessons are enhanced in Key Stage 2 by introducing pupils to classical literature and the work of famous authors and writers. Pupils have opportunities to choose from a range of books and literature by a wide range of authors.
49. Leadership and management of English are very good and resources are extensive. The co-ordinator has very good expertise and her own fascination, enthusiasm and knowledge spills over to the staff and pupils.

Language and literacy across the curriculum

50. The development of literacy across the curriculum is very strong and all subjects are used very effectively to extend pupils' vocabulary and speaking as well as their reading and writing skills. ICT is used well for word processing and presentations by the oldest pupils.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve well and well above average standards have been maintained since the previous inspection;
- Teaching is very good overall;
- There is a strong focus on developing pupils' numeracy skills;
- ICT is used well to support the learning;
- Pupils enjoy the lessons and have positive attitudes towards mathematics.

Commentary

51. Over recent years the pattern of test results in Key Stage 1 and Key Stage 2 suggests that pupils attain standards that are very high when compared with all schools nationally and with similar schools. The most recent tests taken in 2004, again confirmed this. However, the school has a relatively small cohort of pupils taking the tests each year which means that the attainment of individual pupils has a large effect on the overall picture. Inspection evidence indicates that overall standards are average in Year 6. Although some pupils are on course to attain higher levels, nearly half of the cohort has been identified as having special educational needs and this is affecting the overall standards.
52. There is no difference between the achievement of boys and girls and all pupils, including those with special educational needs, achieve well throughout the school. Teachers know the pupils very well. Assessments indicate how well the pupils are doing so that the next stage of learning can be planned. All pupils enjoy mathematics and participate in the lessons with enthusiasm. They want to please their teachers and work hard. This was seen in a lesson for pupils in Years 5 and 6, when pupils were shouting out answers in response to the teacher's questions about fractions.
53. Since the previous inspection the National Numeracy Strategy has been fully implemented and this is having a positive impact on the quality of teaching and learning. The well planned curriculum is having an impact on standards. Key Stage 2 pupils are now taught in two classes and again this is having a beneficial effect for the pupils because it enables a significant amount of interaction between teacher and pupils. Number and calculation skills are taught well and pupils throughout the school quickly develop a secure knowledge and understanding of number. Many opportunities are given to the pupils to apply these skills in solving problems. Work is well matched to the needs of the pupils in the different age groups within the mixed age classes. For example, in a very good lesson seen in Key Stage 1, the teacher's questions and tasks were pitched at the right level for each age group. Year 2 pupils were describing three-dimensional shapes and their properties, as younger children counted sides and identified two-dimensional shapes.
54. The teaching of mathematics is very good which accounts for the good levels of achievement and high standards. Very good open questioning keeps the pupils 'on their toes' and encourages them to think beyond their first answers. Pupils are always encouraged to explain how they calculate their answers. For example, in Years 3 to 4, the pupils confidently explained how they were using the grid method of multiplication to arrive at their answers. Teachers have good subject knowledge and understanding of the lesson content. All the lessons had good pace, time was used well and not a moment was wasted. The teaching in Years 5 to 6 was particularly strong. Challenging activities that sparked the pupils' interests helped to give them confidence when working with fractions and decimals. This was developed when the pupils began to work with percentages. They quickly began to see the links between all three areas. The teacher used the time at the end of the lesson very effectively to help the pupils reflect on what they had learned and then took the learning a stage further when pupils had to calculate which was the largest amount using more difficult percentages.
55. Leadership and management of mathematics are very good. Very effective systems are in place for assessing, analysing and tracking pupils' progress. Pupils' work, test

results and teaching are carefully monitored to see where improvements can be made.

Mathematics across the curriculum

56. This is good. Pupils are given many opportunities to use their skills in other subjects. There is good use in science as pupils collect data and produce graphs and charts. They use their measuring skills in design and technology and in history they use time lines to help them understand the chronology of events. ICT is used very well as pupils work on selected programs to help their work in most lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school;
- Opportunities are offered to pupils to develop their skills to investigate and experiment practically;
- Teaching is very good overall and pupils reach high standards;
- Leadership and management of science are good.

Commentary

57. Teacher assessments in 2004 indicate that standards were very high at Year 2. In the national tests for 11-year-olds, pupils in Year 6 reached standards that were very high when compared with all schools and high when compared with similar schools. A very high proportion of pupils achieved the higher level (Level 5). Standards in the present Year 6 are not as high because the small cohort of pupils contains a large proportion of pupils with special educational needs. However, all pupils including those with special educational needs are achieving well throughout the school.
58. The school's success in science is founded on the secure start they get in Key Stage 1 when they develop their scientific skills well. Pupils are encouraged to think, observe and talk about their work. They learn about growth and living things and identify materials and examine their characteristics. In the lesson seen, pupils were learning that all animals reproduce but that not all of the babies look like a miniature version of their corresponding adult when they are born. A Year 1 pupil talked enthusiastically of how tadpoles grow into frogs.
59. Pupils in Key Stage 2 achieve well because of the very good teaching and careful planning so that they build well on the foundations laid in Key Stage 1. A strong emphasis is placed on the pupils carrying out practical investigations. They know how to plan an investigation and set up a fair test. They are always encouraged to talk about their investigations and predict what they think will happen and they know how to record and collect results from these. This helps the pupils to think scientifically and to understand and remember the scientific facts they are taught.
60. In the two lessons observed at Key Stage 2 pupils in Years 3 and 4 were making circuits confidently and using switches that they had made to make or break these circuits. Pupils in Years 5 and 6 were experimenting using different thickness of wire to see if the brightness of a bulb would be affected. Good links with mathematics were seen as the pupils collected their results to make charts. A very good link with ICT was seen when the pupils used a light sensor attached to a computer to measure the brightness of the bulb. The teacher had very good subject knowledge and she built very effectively upon what the pupils had learned in previous lessons. Her skilful questioning and explanations ensured that all pupils achieved well in the lessons.

61. The subject is well led and managed. Pupils' progress is tracked very well to ensure that work is well matched to their needs. Through her influence the high standards in the subject are being maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teachers are confident and show good expertise in the teaching of ICT;
- The subject is used effectively in many other areas of the curriculum and good standards are achieved in word processing. Pupils achieve well and reach expected standards in other applications;
- Leadership and management of the subject are good.

Commentary

62. At the time of the last inspection standards and the progress pupils made were too low in Key Stage 2. The school has worked hard since then and has significantly improved its provision for ICT in most areas. Computers have been updated and additional machines have been bought. The school also has a number of high quality resources such as a digital camera, microscope and control box. A school website has also been developed. Staff have had further training and teaching is now good. Further plans for improvements, such as an interactive white board and a projector are in place for the coming year.
63. Standards of pupils' attainments in ICT have risen since the last inspection. They are now broadly in line with those expected for pupils at the ages of 7 and 11. Pupils achieve very well in their skills of word processing and pupils in Year 6 are confident in very quickly assembling text and graphics, for example, when producing a poster for a forthcoming jumble sale in a limited time. They show good attention to detail, use a variety of fonts, colours, scripts and techniques such as shadowing and borders and they work to a high standard. Much of pupils' written work such as poetry anthologies in Years 5 and 6 is word processed and the publications attractively displayed. Using recognised programs and a projector, the oldest pupils prepare and make presentations of work they have done, for instance at governors' meetings. In a good science lesson, pupils in Years 5 and 6 used a light sensor attached to a computer effectively to measure and record the brightness of a bulb.
64. Pupils in Key Stage 1 make satisfactory progress and by the time they are 7, they have gained sufficient expertise in ICT to load a program and use a mouse to select the application they wish to use. They write and print their own names, write words and simple sentences directly onto the screen. They lift and drag shapes and use tool boxes to colour and fill in their work. An appropriate range of mathematical, word recognition, reading and geographical programs are readily available and used.
65. The strength of the teaching is in the organisation and the planning for direct learning of skills which are then followed up through their application to the topics pupils study. For instance, pupils send emails to the county librarian evaluating novels they have read on the Second World War.

66. Leadership and management of ICT are good. There has been a whole school effort to achieve the improvements made since the last inspection but the input of the subject leader has made a significant contribution. She has improved her own knowledge and expertise by attending courses and arranging staff training.

Information and communication technology across the curriculum

67. ICT is used well across the subjects of the curriculum at both key stages. Teachers plan worthwhile opportunities for the use of ICT in many subjects. For example, in the infant class pupils learn to sequence the story of 'The Three Bears', correctly by using and changing the order of the on screen pictures. They also use ICT for development of reading and number skills. Pupils in Years 5 and 6 use ICT for plotting charts and graphs in mathematics and science lessons and for consolidating knowledge of equivalent fractions. In Years 3 and 4 pupils confidently follow prompt sheets created by older pupils to make a repeating pattern as part of their art and design lesson. Teachers plan for the use of CD-ROMs and the Internet for obtaining information in religious education, history and geography lessons.

HUMANITIES

68. Only one lesson was seen in **history** and none in **geography** or **religious education**. There was little work to be seen in books although there was good evidence in classroom displays and in teachers' planning of the work pupils had done in all of these subjects. This evidence is insufficient to make a firm judgement about provision in each subject.
69. In history and geography pupils' achievement is typical of that of pupils of a similar age although pupils in Key Stage 2 have above average knowledge and understanding of Britain since 1930 and in particular of the effects of the Second World War on people's lives. They have a good understanding of the uses of different sources of evidence and how these can be used to find information. With the use of posters, photographs, a school log book and admissions book for that time they were able to find out and learn how 30 children who were evacuated from Gateshead to their school and lived in the countryside during the war years. Pupils in both key stages are involved in studies of their local area and extend their knowledge of life in the village of Healey and further away in Masham where some pupils live. The study of the local river enabled pupils in Key Stage 2 to successfully include art, music and literature in their work. Pupils in the infant class have used a study of woodlands through a walk in the woods to significantly extend their knowledge and understanding of different places.
70. At Key Stage 2 very good opportunities are planned for integrating drama, writing, and debating and food technology into historical themes. For instance, drama sessions based on evacuees enabled pupils to engage with the experiences and to empathise with their situation. In food technology pupils experienced baking under the constraints of rationing in war time and successfully made carrot cookies and vinegar biscuits.
71. Although no lessons were seen in religious education, teachers' planning, discussions with teachers and pupils' work indicates that standards are as expected for pupils' ages by the locally agreed syllabus. The two main world religions that pupils in Key Stage 1 study are Christianity and Judaism. Hinduism and Islam are added to this in Key Stage 2. In a study of Creation myths pupils in Years 3 to 6 also learn about a range of Creation stories from past and present cultures and traditions in countries, such as Nigeria, Australia, North America and Scandinavia.

72. The quality of pupils' work and their responses in discussions and class assemblies suggest that teaching in this area is good overall. Leadership is good. The subject leader for religious education is the headteacher and she has ensured that the subject is a priority in the planning of the school curriculum which ensures that the needs of all pupils are met effectively. Units of work are planned in line with the local syllabus for both key stages. By the end of Key Stage 2 pupils have a good in depth understanding of The Creation from different viewpoints and of the annual act of Remembrance to help them understand the need for spirituality in their lives and what it means to others. They know that signs and symbols, such as candles, crucifixes, water for baptism and that taking part in special meals such as The Communion and Passover meal are important to people of different faiths.
73. Resources are good and include a wide range of artefacts. Good use is made of visits, for instance to the nearby local village church to make the subject come alive for pupils. Drama and singing is also used effectively in this way. Good use is also made of displays, such as 'The Creation' to stimulate pupils' interest.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. During the inspection, **art and design, design and technology, music and physical education** were sampled but not examined in detail. Pupils' work was analysed and discussions took place with staff and pupils. Teachers' plans were scrutinised and some lessons observed. It is not possible to make an overall judgement about provision in these subjects. However, the very good curriculum and the many opportunities pupils are given to use different techniques in art and design and design and technology allows them to achieve high standards in these subjects.
75. In art and design and design and technology, pupils cover a very wide range of work and are able to build upon and develop their skills greatly in painting, drawing and designing for a purpose. There is a profusion of excellent examples of work that the pupils have completed in these subjects throughout the school. These help to produce a very attractive environment for learning. In the very good lesson in art and design observed in Key Stage 2, pupils were carefully screen printing, translating their original designs very competently onto fabric and paper. Their sketching showed great attention to detail. All the activities were very well thought out and prepared by the teacher and provided the pupils with very good opportunities to develop their independent learning skills.
76. Pupils are provided with a good range of experiences in music. Pupils throughout the school learn to play the recorder. Some have the opportunity to learn other musical instruments when a peripatetic music teacher visits the school. The pupils enjoy singing in lessons and assemblies. Their singing is of good quality. It is tuneful and shows good phrasing. Pupils in Key Stage 2 are skilled in singing in two and more parts. In a very good lesson for pupils in Years 3 and 4, pupils composed and performed tunes using the pentatonic scale. They showed a very good understanding of dynamics in music and were able to clap out rhythms using crotchets, quavers and minims.
77. The constraints of the school building limit the teaching of gymnastics in physical education, but all aspects of the curriculum are covered. All the pupils attend

swimming lessons each week and the vast majority are confident swimmers well before they transfer to secondary education. Opportunities are given for pupils to join in sporting activities with other schools. Good use is made of the environment and pupils take part in outdoor and adventurous activities such as orienteering when they attend the residential visit to the Lake District.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- Provision is planned well within the curriculum and the school makes good use of outside specialist programmes;
- The school council helps develop pupils' sense of responsibility and gives them opportunities to contribute to the daily life of the school;
- Adults in the school set very good examples to pupils;
- Residential visits contribute to improving pupils' social development.

Commentary

78. The arrangements for PSHCE, including drugs education and sex education are good. The school works hard to strengthen pupils' personal, social and citizenship skills. Adults in the school set very good examples to pupils and gives them ways and opportunities to share their concerns, boost their self-esteem and understand the importance of the need for rules in a society. Both classes have weekly timetabled lessons on the chosen themes in PSHCE which help pupils express and discuss their opinions and air their views about matters of importance to them. For instance, during the inspection pupils in the infant class thought about the interesting things in their lives, what they did in school and ways to make things more interesting. The positive relationships and respect for each other that the school promotes, enables them to express their concerns, feelings and values with confidence.
79. Pupils learn about the importance of maintaining a healthy life style through science, physical education lessons, growing vegetables and following the rules for healthy eating at lunchtimes. Involvements in projects and visits by outside bodies, such as the 'Schools Waste Action' and 'National Smile Week' to raise dental awareness, provide very good information for pupils. Visits to 'Crucial Crew' at Royal Air Force Leeming help children keep safe and save others in emergency situations, such as a fire.
80. The school council gives pupils responsibility and a chance to have a say in the life of the school. It has conducted a survey by means of a questionnaire to all pupils for their opinions of the school and are currently organising a jumble sale to raise funds of £100 towards sending medical supplies to a village in Africa.
81. There is good provision of residential experiences for the oldest pupils which encourages their independence as well as extending their range of learning and social settings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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