

INSPECTION REPORT

**KIRK SMEATON CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Kirk Smeaton, Pontefract

LEA area: North Yorkshire

Unique reference number: 121573

Headteacher: Mrs P Lumb

Lead inspector: Mrs Bernice Magson

Dates of inspection: 11th and 12th October 2004

Inspection number: 267155

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:	78
School address:	Main Street Kirk Smeaton Pontefract West Yorkshire
Postcode:	WF8 3JY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Cooke

Date of previous inspection: April 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated in the village of Kirk Smeaton in North Yorkshire. Social indicators are above average overall and very few families are entitled to free school meals. All families are of white, British origin. There are 78 pupils on roll, aged from 4 to 11 years of age, with equal numbers of boys and girls overall, but with a considerable variation in some year groups. There is good stability of pupils, although there is a significant impact in some year groups from those who join the school at times other than reception. Children start full-time education in the September of each year. Other pre-school children attend on a part-time basis in the spring and summer terms, according to the date of their fifth birthdays. Currently there are 9 children in the reception year. The levels of attainment on entry to reception are above average and remain above average at the start of the National Curriculum in Year 1. Ten per cent of pupils are identified with special educational needs, a below average figure. In 2003 the school received an 'Achievement' award in recognition of its high standards and in 2000 the 'Charter Mark' for high standards in public service. Currently there is major building work to create a hall and adjoining rooms on the school site.

At present, the school is part of a temporary confederation and the headteacher has a dual responsibility as support headteacher for another local primary school. Additionally, the school is involved in a 'Talk for Learning' project that is established in conjunction with the University of Cambridge to promote and accelerate children's learning through classroom talk.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	Science Art and design Music Religious education The Foundation Stage English as an additional language
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17907	Michael Bowers	Team inspector	English Geography History Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing a good quality of education for its pupils. They attain above average standards by the age of 11. The quality of teaching and learning and of leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils enjoy coming to school and their levels of attendance are very good;
- By the age of 11, standards are well above average in mathematics;
- Standards in religious education are below average by the age of 11;
- Provision for the care, welfare, health and safety of pupils is very good;
- The leadership and management of the school is good;
- Limitations in the accommodation and facilities restrict provision, including opportunities for independent learning and in the Foundation Stage;
- The school does not do enough to prepare pupils for life in a diverse multicultural society.

There has been a good rate of improvement since the last inspection. All key issues have been addressed. Standards have improved in English, mathematics, science and information and communication technology (ICT). The leadership and management roles of the headteacher and subject co-ordinators have been reviewed and developed well. The governing body fulfils all statutory responsibilities. Provision has improved for pupils with special educational needs. There are satisfactory procedures now in place for the induction of new staff.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, the achievement of pupils is good and in Years 2 to 6. In the Foundation Stage, children exceed the goals they are expected to reach by the end of reception. Currently, standards are above average overall in Years 2 and 6. In mathematics, pupils achieve very well and standards by Year 6 are well above average. Care must be taken in interpreting pupils' results in national tests, because of the very small cohort sizes and differences in the numbers of boys and girls, which make the test results unreliable. The performance of one or two pupils can affect the results disproportionately, as they did in 2003. Additionally, as in 2004, fewer pupils attained the higher Level 5 in English, because of increased numbers of pupils with special educational needs in their language skills. Inspection findings show that pupils achieve well in most subjects and especially in English, mathematics and science, where teachers have a good subject expertise and teach with confidence. Pupils identified with special

educational needs achieve well towards their individual targets, because of the good levels of support and guidance. Those pupils who join the school at different times settle quickly and achieve well. Standards are improving in ICT and are above average by Years 2 and 6. In religious education, standards are below average by Year 6 as pupils' knowledge of major faiths is insufficient.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils behave well in lessons and around the school. Relationships are good between pupils and staff. Attendance is well above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good. Teachers are mindful of the different needs in mixed aged classes and they plan and deliver lessons skilfully so that all pupils are challenged appropriately. Without any fuss pupils move between different groups so that best use can be made of their abilities to extend their learning further. Teachers spend good amounts of time in questioning pupils in depth and, through discussion, their knowledge is extended and further interest is aroused. Teaching assistants give good support to pupils with special educational needs and they participate successfully in the full range of activities. In the reception and Year 1 class, the teacher and her assistant work hard to provide children with interesting activities, but the unhelpful nature of the accommodation makes it difficult for the adults to monitor and develop the work of each group and this slows the rate of learning.

The curriculum is satisfactory overall. Using a topic approach subjects are linked effectively so that learning is relevant and skills are consolidated successfully. There is a good focus on the provision of first hand learning experiences, although opportunities for practical activities and independent research in the library are restricted by the cramped accommodation. A good range of visits enhances and enriches the learning. In Years 3 to 6, pupils have very good opportunities to participate in residential visits, which extend very well their physical and social skills. Restricted time is allocated to the teaching of religious education, restricting pupils' progress. Pupils have good opportunities to learn a modern foreign language. In the Foundation Stage, the curriculum is broad and relevant but there is too little space to enable children to participate in a full range of exploratory play activities. Teachers know pupils well and take very good care of them.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher is providing a clear educational direction in the management of the temporary confederation of the school and she is supported well by the staff and governors. Standards have improved as a result of her clear leadership in the curriculum and teaching and learning. Leadership and management of the Foundation Stage are satisfactory. Governance of the school is good. Recent changes in the governing body have been managed well. Governors are gaining effective skills in their monitoring of the work of the school and in supporting school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold very positive views of the school.

IMPROVEMENTS NEEDED

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

- Raise standards in religious education by Year 6;

- Help pupils to prepare for life within the diverse cultures of modern British society;
- As funds allow, develop strategies which make best use of the cramped accommodation and provide a full range of learning opportunities for all pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average overall and pupils achieve well.

Main strengths and weaknesses

- Pupils' performance has improved in English, mathematics and science and more pupils are attaining the higher levels by Years 2 and 6;
- In mathematics, pupils have very good skills in number and standards are well above average by Year 6;
- Standards are below average in religious education by Year 6.

Commentary

1. When children join the school in reception attainment varies considerably but, overall, is above that expected for children of this age. They achieve satisfactorily and by the time they enter Year 1 almost all children have exceeded the expected standards in all areas of learning. There is limited opportunity to improve rates of progress more rapidly because of restrictions caused by the cramped accommodation, particularly in exploratory play. These difficulties affect both reception and Year 1 pupils who are taught in the same classroom. All reception children are well prepared for the next stage of learning.

Standards in national tests at the end of Year 2 - average point scores in 2003

Standards in:	School results	National results
reading	18.5 (20.6)	15.7 (15.8)
writing	15.8 (17.8)	14.6 (14.4)
mathematics	17.2 (20.6)	16.3 (16.5)

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

2. Currently, standards by Year 2 are above average in speaking and listening, reading, writing, mathematics and science. Pupils achieve well overall because challenges are well matched to their age and ability. Participation in the 'Talk for Learning' project with Cambridge University is helping to raise standards in speaking and listening skills through accelerating classroom talk. In national tests pupils achieve very well and test results are mostly well above average. In the last two years half of all pupils have attained the higher Level 3 in reading. In 2004, achievement was very good in mathematics and two thirds of pupils gained the higher Level 3. However, in some cohorts there is a dip in test scores, as a result of increased numbers of pupils with special educational needs. In the last reporting year, compared to similar schools, standards were above average in reading and average in writing and mathematics. The trend of improvement is in line with the national trend over time.

Standards in national tests at the end of Year 6 - average point scores in 2003

Standards in:	School results	National results
English	27.8 (27.0)	26.8 (27.0)
mathematics	29.6 (27.0)	26.8 (26.7)
science	30.0 (27.0)	28.6 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

3. By the age of 11, pupils are attaining above average standards overall. There has been a good improvement in standards in English, mathematics and science since the last inspection. In national tests, results by Year 6 vary significantly over time, as a result of the numbers of pupils with special educational needs in each cohort. The trend of improvement in national tests is in line with the national trend. However, care must be taken in interpreting test results because of very small cohort sizes and differences in the numbers of boys and girls. This makes any meaningful comparison of data difficult. Pupils' movements in and out of school can also influence the results of some cohorts. In 2003, for example, 20 per cent of pupils had newly arrived in Year 6 and they adversely affected the school's results. In the last reporting year of 2004, standards in national tests were well above average in mathematics and science, and above average in English. Half of all pupils attained the higher Level 5 in mathematics and science. The numbers of pupils attaining the higher Level 5 has increased in mathematics and the one pupil who did not attain this high standard narrowly missed by one mark. The school predicts that in the current Year 6 cohort more pupils will also attain the higher Level 5 in English and that the high standards will be maintained in mathematics. This represents an improvement in standards overall. In science, all pupils are predicted to achieve national expectations but with fewer higher attaining pupils than previously. In both key stages there are differences in the performance of boys and girls, but there is no consistent pattern over time. The very small numbers of pupils with special educational needs achieve in line with other pupils because of the good levels of support and guidance.
4. In ICT, standards are improving in all year groups as pupils have better access to machines. Pupils learn and practise skills in specialist lessons and use ICT to word process or calculate and record results in other subjects. Many pupils undertake additional tasks in ICT at home and this helps to improve their knowledge and skills and raises their standards further. Currently, standards are above average by the end of Years 2 and 6. Research skills are average. Progress at a more rapid rate in ICT is restricted because computers are situated in classrooms and, with the cramped accommodation and with fairly large classes, there are times when machines are not available.
5. Standards are average in history by Years 2 and 6 and also in religious education by Year 2. Standards are below the expectations of the locally agreed syllabus in religious education by Year 6. Most Year 6 pupils have a satisfactory knowledge of Christianity but their knowledge of the values, beliefs and customs of other major faiths is unsatisfactory.
6. No judgement can be made on standards in geography, art and design, design and technology, music or physical education by Years 2 and 6, because of insufficient inspection evidence.

Pupils' attitudes, values and other personal qualities

Pupils show good attitudes to school and their behaviour is also good. Provision for pupils' spiritual, moral, social and cultural development, is satisfactory. Attendance is well above average.

Main strengths and weaknesses

- Pupils really enjoy school;
- Good relationships flourish throughout the school community;
- The school makes good provision for pupils' moral and social development;
- There is insufficient opportunity for pupils to appreciate the diversity of life in modern Britain;
- Spiritual provision is not sufficiently well planned;
- Pupils' personal development is restricted because the accommodation restricts the possibilities for independent working.

Commentary

7. Pupils vote with their feet at this school. They really enjoy coming here and are keen to attend as often as possible. They arrive on time and immediately involve themselves in work and play activities. Well organised administrative staff monitor attendance issues regularly and absence is correspondingly low. Pupils work hard in lessons and value their friends. An older boy, who joined the school recently, commented on how friendly everyone is and how their kindness has helped him to settle in so well. Special friends are chosen to help new pupils settle into school routines. Pupils with special educational needs are well motivated; they blossom as a result of the good relationships they enjoy with staff.
8. The school's published aims are refreshingly concise and support all elements of pupils' personal development. This is an orderly community where pupils know what is expected of them. They understand school rules because they helped to create them. They listen excitedly as the daily 'rewards' for worthwhile endeavour are announced. Even the oldest pupils are keen to participate by having soft toys entrusted to their overnight care as an acknowledgement of their good contributions in the class that day. Pupils say that this is a happy school and that there are very few instances of bullying or other unacceptable behaviour.
9. There is sound provision for children's spiritual development in the school. Collective worship offers children time to reflect and pray and to discuss issues. Nevertheless, there is a lack of planned spiritual content throughout the curriculum and some lessons lack an inspirational sparkle to really fire the imagination of pupils.
10. Throughout the school there is strong emphasis on promoting the moral and social development of pupils. As a result, they have a clear understanding of right and wrong, especially as adults reinforce school rules consistently. In lessons, there are plenty of opportunities for pupils to show sensitivity towards others as they listen carefully to their opinions. Pupils share resources well, both in the playground and during lessons. The relatively small number of pupils, coupled with mixed age classes, encourages pupils of all ages to co-exist peacefully in school; older pupils take good care of the younger ones. Pupils of all ages are keen to take on additional responsibilities around the school and they fulfil these roles effectively. They particularly enjoy the increasing influence of the school council. This year's newly elected members are already entering into effective debates across a range of issues and, eventually, they will have a positive influence on some aspects of school life, such as playtimes. However, personal development is restricted because teachers do not encourage pupils to evaluate their own work sufficiently and, as a result, they do not have a keen enough understanding of how to improve.
11. Pupils are aware of their own cultural heritage through history lessons, educational trips and visitors who come into school to extend their learning. They also learn about life in other countries through some geography lessons. However, in this mono-ethnic community pupils still do not have enough opportunity to meet with representatives from other ethnic groups,

nor do they have any real appreciation of what it means to live in a diverse culture such as Britain.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

12. There were no exclusions in the current year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and learning are good. Assessment is good in English, mathematics and science and it is improving in other subjects. The curriculum is satisfactory overall. It includes many good enrichment activities but is restricted in its overall range by the cramped facilities and accommodation. Provision for extra-curricular activities is unsatisfactory. There are good links with parents, the community and other schools and colleges.

Teaching and learning

The quality of teaching and learning and assessment is good overall.

Main strengths and weaknesses

- Teachers deliver lessons competently in classes where pupils are of mixed ages because they plan effectively to ensure that all pupils' needs are met;
- In core subjects, teachers have good subject knowledge and ask questions skilfully, giving a good depth to pupils' learning;
- Teachers' marking is inconsistent. It is insufficient to help pupils become more self-critical in their work;
- In the Foundation Stage, the teacher and teaching assistant work well together in extending the range of learning opportunities for children of reception age;
- Teaching assistants give good support to pupils with special educational needs.

Commentary

13. The quality of teaching and learning varied during the inspection but was mostly good or better. Four lessons were judged to be of a very good quality, which is an improvement on the last inspection. However, there were more lessons of a satisfactory quality than previously. No lessons were judged to be unsatisfactory. Very good teaching took place in English and history. It was also seen in 'Circle Time' in the mixed class of Years 2, 3 and 4 and in mathematics in the mixed class of Years 4, 5 and 6. All teaching was good or better in the Years 2, 3 and 4 class. The teacher provides the pupils with a varied range of activities, always ensuring that pupils of all ages and abilities are challenged well. She has good relationships with her pupils, encouraging and motivating them to learn and please her.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	14	8	0	0	0

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

14. In the Foundation Stage, teaching is mostly satisfactory, with some lessons of a good quality. The teacher provides an appropriate range of exploratory play activities and also provides direct teaching in all areas of learning. The teacher has good relationships with the children. Although children have been in school only a short space of time they are happily settled and working well, eager to succeed and please their teacher. Good efforts are made to enable children to become independent in their learning by offering a range of activities for them to choose. The teacher makes good use of the outdoor play area to extend the focus of classroom-based lessons by widening the range of activities. She is well supported in this by the teaching assistant, who plays a valuable role in managing activities. For example, in a literacy session children made books outdoors, played language games or practised writing their names by using large brushes and water. However, because of the poor accommodation, the teacher has a difficult task to challenge and support sufficiently all reception and Year 1 children in her care, and the pre-reception children who join the class on a part-time basis in the spring and summer terms. Learning is interrupted and children's concentration levels lessened, because the classroom is a thoroughfare linking parts of the school. Different floor levels in the activity area limit the effectiveness and scope of role play activities in the home corner. The outdoor play area is not easily accessible for children or staff and, as a result, the teacher is confined either indoors or outdoors and has only a limited range of activities to monitor, challenge or extend. The teacher and her assistant work tirelessly to maintain communication links so that pupils' achievements are recognised and learning is extended. However, assessment of children's progress in lessons is difficult to achieve and the teacher has to rely on support staff considerably.
15. Assessment arrangements for children of reception age have been developed satisfactorily and follow national guidelines. The teacher has an appropriate knowledge of children's standards in all areas of learning, including their personal development. She involves parents in collating this information and the Foundation Stage profile is a reliable document from which the school can measure pupils' progress overtime.
16. Teaching is good or better in the Year 2, 3 and 4 class. The teacher is skilled at linking activities to provide all pupils with a good progression in their knowledge and skills. For example, in a topic on 'Teeth and Healthy Eating' Year 2 and 3 pupils have made a dietary diary and entered the information on a database, with a good challenge provided in the recording task. The activity was extended very successfully for Year 4 pupils when they were asked to find out about the dietary habits of different animals in a homework task. Good attention is given to questioning pupils so that they can develop their thinking skills and sequence their answers logically. The teacher plans successfully for the spiritual, moral, social and cultural development of pupils in her class. In religious education, pupils in the Year 2, 3 and 4 class have looked at the special possessions and beliefs of members of the Hindu faith. Pupils are taught to listen to the ideas, values and beliefs of others and then reflect and develop their own philosophy. In a very good 'Circle Time' lesson, pupils were encouraged to consider the various feelings and emotions of learning to share possessions or how to respond when it is more difficult.
17. In the Year 4, 5 and 6 class, there is good challenge because the teacher has high expectations. Good efforts are made to encourage pupils to become independent in their learning by providing a good range of practical activities. Despite the cramped accommodation, choices of material and equipment are offered to pupils and suitable CD-ROM programs support their learning. The teacher has good subject knowledge in the core subjects and a good understanding of National Curriculum expectations of pupils in each age group. She uses questioning techniques well to assess pupils' levels of understanding and

suggest further challenges. The teacher provides pupils with suitable targets for development in English and mathematics and, for Year 6, provides booster activities in these subjects to extend their learning and raise standards in national tests.

18. Pupils with special educational needs are fully included in all that happens in school and teachers use their individual education plans to provide appropriate work. The special educational needs co-ordinator regularly monitors their progress. Learning assistants are skilled at working with these pupils and encouraging them to succeed. Pupils who are newly arrived in school are assessed quickly and given appropriately challenging activities.

The curriculum

The curriculum is satisfactory overall. The school provides good opportunities for enrichment in lessons and on residential visits, but extra-curricular activities are unsatisfactory. The accommodation is poor.

Main strengths and weaknesses

- Writing and ICT skills are developed well in many subjects;
- Visits and visitors provide a valuable enrichment of the curriculum;
- Provision for special educational needs is good;
- There are too few opportunities for pupils in out of school activities;
- There is an imbalance in the curriculum, restricting pupils' rates of progress in religious education;
- The accommodation significantly hinders the delivery of the curriculum.

Commentary

19. The curriculum meets statutory requirements and all the subjects of the National Curriculum are taught, and also religious education. The curriculum is fully inclusive and ensures equality of access and opportunity for all pupils. However, there is an imbalance in the curriculum because too much time is spent on some subjects, for example French and personal, social and health education (PSHE), and only limited time is spent on the teaching of religious education. This imbalance prevents the school developing its provision for religious education in any depth and it has resulted in below average standards by Year 6.
20. The provision for pupils with special educational needs is good. Individual education plans identify appropriate targets and they are used well by class teachers to assess and record the pupils' progress. Targets are related to English and mathematics and also help pupils with emotional problems to modify their behaviour. This ensures that these pupils are fully included in the lessons and other aspects of the curriculum. Pupils newly arrived in school are integrated well as their needs are quickly assessed and an appropriate curriculum provided.
21. The curriculum is organised to enable the pupils to build upon what they have already achieved. The needs of all the pupils are met in the mixed age classes, with topic cycles organised so that work is not repeated. A strength of the curriculum is the many opportunities created through cross-curricular links. For example, Years 2, 3 and 4 pupils were combining their writing and ICT skills in a history topic.
22. The school makes good use of visits and visitors to supplement the work done in the classrooms. Pupils throughout the school have opportunities to visit the theatre and look forward to poets and artists visiting the school. They have visited Fountains Abbey, Eden Camp and Eureka as part of their topic projects. All pupils in Years 3 to 6 have the

opportunity to attend a residential visit each year. This helps them develop their skills in outdoor pursuits. Out of school activities are limited to football training and rounders.

23. The accommodation is poor. Although the outdoor learning area for the Foundation Stage is attractive, the access to this area from the classroom is very difficult. Teaching in this key stage is also very difficult because people have to walk through the classroom to gain access to other parts of the school. The lack of a suitable area for indoor physical education lessons makes provision for gymnastics, dance and drama difficult to achieve and limits rates of progress. Valuable curriculum time is lost because lunches are eaten in classrooms and rooms have to be prepared. As space is limited, the library is situated in the entrance area alongside equipment used by the reception children. This is inappropriate as it limits opportunities for personal study. Also the tall shelves make the books inaccessible for younger pupils. There is very limited storage space for resources throughout the school.

Care, guidance and support

The school makes very good provision for pupils' care, welfare, health and safety. Adults provide pupils with satisfactory levels of support, advice and guidance based on monitoring. There is good involvement of pupils in the life, work and development of the school.

Main strengths and weaknesses

- Adults look after pupils' personal needs very well;
- Pupils feel secure in school and appreciate that their opinions are valued;
- There is a welcoming atmosphere in the school;
- There are no formal systems to record and monitor pupils' personal development.

Commentary

24. Parents and pupils feel that care, support and guidance is a good feature of the school. Adults know the children and their backgrounds very well. Pupils feel confident that there is a member of staff they can turn to with any concerns. Teachers promote pupils' care, welfare, health and safety very effectively through well managed routines with which everyone is familiar. The new building work has offered many challenges to staff as they adapt to each new set of circumstances. Throughout, the school has maintained a close working relationship with contractors to ensure that all health and safety issues are addressed. However, there are times when the restrictions of the current accommodation are a cause for concern. For example, in the Foundation Stage the layout of classroom and outdoor play facilities makes it difficult to supervise every area adequately, and staff work hard to ensure that children are safe.
25. The headteacher deals with parental and pupils' concerns speedily and tries hard to reach a satisfactory conclusion. Parents feel staff are very approachable. There are clear procedures for following up any child protection matters and adults are trained regularly to deal with any concerns about vulnerable children.
26. Induction arrangements are smooth and children settle well into school. Parents value the welcome their children receive and feel that staff put everyone at ease. Pupils who transfer from other schools are offered effective support so that they feel they 'fit in' straight away. Pupils with special educational needs are provided with appropriate levels of support and challenge and this helps them to make the most of their time in school. Lunchtime staff are well briefed and make sure pupils enjoy their mealtimes as much as possible, given the cramped confines of eating at their classroom tables. Pupils say that the hot dinners are one of the best things about the school. The cook performs miracles in her tiniest of kitchens to ensure pupils eat a nutritious lunchtime meal.
27. There are good academic assessment procedures in place but these are not extended to include the recording of pupils' personal development. Inevitably in a school this size, staff

are clear about pupils' individual strengths but these, along with developmental points, are not communicated well enough to pupils and parents. For example, teachers and pupils do not compile individual records of achievement that showcase their best endeavours during their time at the school. There is a lack of consistent marking in some subjects and this prevents pupils from understanding exactly what it is they need to do next to improve.

28. The school has developed a number of ways for pupils to make their views known. As well as regular discussions during PSHE sessions and 'Circle Time', the school council is a recognised vehicle to effect pupil led change. The newly elected members of this year's council take their positions very seriously and are learning to work effectively on behalf of the pupil population to make noticeable changes in school. Sensitive support from a governor ensures that meetings are productive. The pupil who is the Chair of the council maintains a clear focus for each meeting; he is ably assisted by a secretary who produces a brief overview of each meeting for all pupils to read on the notice board. There is a clear agenda for change and pupils know what is possible.

Partnership with parents, other schools and the community

The school maintains good links with parents and the community. Links with other schools are good.

Main strengths and weaknesses

- This happy, caring school community is greatly valued by parents;
- The school has very good links with the feeder secondary schools, which aids transition significantly;
- Local community members are active participants in the life of the school.

Commentary

29. Parents express very positive views of the school and particularly appreciate the quality of leadership and management, the good teaching their children receive, the accessibility of staff and the induction arrangements. They are proud of the standards that their children achieve, particularly when the accommodation poses so many teaching problems for staff. The school regularly seeks parental opinion and sends detailed feedback to all parents about results and what the school is going to do to address a particular concern. This level of feedback has been the norm here for several years and illustrates just how important parental opinion is to the school. Regular 'Friday Newsletters' keep parents informed of what is happening in school. Administrative staff are conscientious and provide a very welcoming first point of contact for parents and visitors. The school prospectus and governors' annual report to parents are well written and provide a clear overview of the life of the school.
30. The local community is a close ally of the school; each serves the other well. Both school and community publish details of the other's events in their magazines and newsletters. Parents, grandparents and other community members regularly visit school to help in classrooms, on visits or with fundraising. The school provides space for 'Brock's Den', the local after school club. Links with the local church ensure pupils can hold assemblies and annual celebrations in the church because there is no suitable accommodation in the school. A member of the clergy participates in the management of the school council. A monthly club is organised by the church for pupils to explore Christian themes and teachings.
31. The school embraces opportunities to forge good links with other schools. Well established links with a feeder secondary school enable pupils to enjoy gymnastics, drama and ICT on their site. A teacher from a local secondary school visits regularly to teach in classes across the school as required. This helps all pupils with transition to secondary education.

Additionally, pupils in Year 6 begin a mathematics project that is continued during their first year at their secondary school. This very effective liaison with the secondary school ensures pupils transfer with the minimum of fuss. The temporary confederation with another local primary school also benefits staff as they can take part in joint professional development. Pupils make educational visits with the other school and this helps to extend their learning. Also meetings with staff from other small schools is promoted and this enables a regular dialogue to take place with colleagues across the locality.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership and management of the headteacher and key staff are good. Governance of the school is good.

Main strengths and weaknesses

- The headteacher, staff and governors have a strong commitment to the development of the confederation of schools;
- In this small school setting, responsibilities are shared equitably between the headteacher, staff and governors;
- Very good use is made of available resources and the school is effective in attracting external support.

Commentary

32. Since the last inspection the school has successfully evaluated, reviewed and developed the work of the headteacher, co-ordinators and governing body in line with the recommendations of the previous report. Opportunities have been developed for the headteacher to become an effective leader by lessening her class teaching role and she leads and manages the school well. The headteacher has a good understanding of the school's strength and weaknesses and she uses her skills effectively to make best use of available expertise. She has a good understanding of how the limited facilities of the building are restricting pupils' learning opportunities and she provides good educational direction in developing and promoting strategies to extend the curriculum and improve teaching and learning. As a result, staff enrich the curriculum through visits out of school and invite visitors into school, enhancing pupils' learning experiences and raising standards, particularly in the core subjects of the National Curriculum. Recent funding to provide a large hard surface playground has improved the outside learning environment for more robust physical activities and outdoor facilities for the Foundation Stage have been reviewed and extended. The headteacher has been instrumental and effective in seeking external funding to widen the scope of the school's facilities. For example, the introduction of after school care, funded with the support of a charity, is appreciated by working parents.
33. The temporary confederation of the school with another local primary has brought about recent changes in the leadership and management of the school and the headteacher has additional responsibilities. She manages her time well with an allocation of time each week for leadership and management in each institution. Additionally, to ensure that there is good continuity in the leadership and management of the curriculum and teaching and learning, the governors have made effective arrangements to increase the leadership and management roles of co-ordinators and their monitoring of teaching and learning is developing well. There is an increased allowance of time out of lessons for them to fulfil their roles. This has been beneficial in developing the roles of co-ordinators and they have a good understanding of their subjects, as monitoring of pupils' learning has increased. In the core subjects of English, mathematics and science this monitoring is particularly effective in identifying subject strengths and weaknesses and introducing strategies to improve performance. The confederation has been initiated at short notice and the headteacher and

governors recognise that strategic planning is in need of development if it is to become a permanent arrangement. Currently planning is at the early stages of development. Nevertheless, all personnel are working positively to develop links. Jointly, staff and governors from both institutions have undertaken professional training, and curriculum visits out of school have involved pupils from each school. Recently the governing bodies have accepted the same terms of reference and joint meetings are planned. The confederation is seen as a positive initiative, which is extending and improving the quality of education in both schools. The headteacher is undertaking the management of change efficiently and has gained the loyalty, support and trust of the staff and governors.

34. Additionally, the headteacher has a central role in managing and organising resources during the major building of a hall and adjoining rooms on the school site. She has appointed a very efficient co-ordinator who ensures that the health and safety of pupils is assured. Plans show that this major community venture, funded by the local authority and other organisations including the Lottery, is recognised as a valuable opportunity to improve the accommodation and facilities of the school and to provide enhanced community links for further learning within and outside of school hours. Strategic planning to extend the curriculum by using these facilities are at the early stages of development. However, all groups involved with the project are eager to develop the provision and operational plans are to be formulated soon and before the building is completed.
35. The governors fulfil their roles efficiently and are committed to support and develop the work of the school. Committees work efficiently and there are good systems of communication, which enable a smooth development of the priorities of the school improvement plan. This is a thorough document, clearly identifying targets for improvement, planned costs, personnel, timings and success criteria. It is an effective working tool for improvement in which priorities are addressed in a regular cycle of review. However, there are some initiatives which are developing outside of the remit of the improvement plan and these include both the introduction and development of the major building work and the development of the temporary confederation. There is a need to incorporate all school priorities within the improvement plan so that there is a clarity in the focus on the most important issues of the school. This is recognised by the headteacher and chair of governors. The chair of governors fulfils her role well, providing the headteacher with valuable support and also acting as a critical friend. Her relationships with the school are good and she is effective in ensuring that the needs of pupils and staff are consistently promoted.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	258,815	Balance from previous year	18,340
Total expenditure	260,512	Balance carried forward to the next	16,643
Expenditure per pupil	3,256		

36. The financial management of the school is good. The headteacher uses funds wisely to develop the work of the school. With the increased costs of a small school, the budget allocated per pupil is above average but the monetary finances and the budget surplus are at appropriate levels and no monies are wasted. For example, funding allocated to the school because of the temporary confederation was used well to increase the number of hours available to employ teaching and support staff. Spending of capital grants has been the result of long periods of consultation, effective planning and careful attention to ensuring that best value is achieved in allocating resources. The involvement of the church, community and other organisations in the work of the school has created a good sense of commitment

to make best use of additional facilities and there is a thorough auditing of funds. Daily management of school funds is good.

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 **satisfactory**. There has been good improvement in establishing the Foundation Stage since the last inspection.

Main strengths and weaknesses

- Children are happily settled in school and eager to learn;
- The teacher and support assistant are a good team, giving children good levels of support and guidance;
- The curriculum has a good balance between child-initiated activities and direct teaching;
- Despite the best efforts of the teacher and her assistant, the accommodation significantly restricts teaching and learning.

Commentary

37. Most children start school part-time in the Foundation Stage as pre-school children. They join the class of reception and Year 1 pupils in the spring or summer term depending on the timing of their fifth birthday. Currently there are 9 boys and girls on roll. As the inspection took place in the autumn term, none of the pre-school children were in school. All children start full-time education in September. When children start in reception standards are above average in all areas of learning, although the full range of abilities is represented. The classroom is bright and the teacher welcoming, and children are introduced to a wide range of activities to explore independently or with an adult. The teacher plans lessons thoroughly and with good consideration of the needs of all children. She has good relationships with her class and they respond well to her requests. The teacher assesses children's progress regularly using well established systems of assessment and, over time, she has a clear profile of children's personal and academic development.
38. The accommodation provides the teacher with numerous difficulties in offering children a suitable challenge in the range of activities, and in monitoring and assessing their progress. Although the outdoor area is attractive, activities are difficult to monitor from the classroom and rely on the teacher or her assistant to supervise. Of necessity, ongoing assessment in lessons is a shared activity among all adults and sometimes this makes continuity in questioning and challenging children difficult to maintain. Similar difficulties exist with monitoring children's progress in the activities, which are set out in the entrance area. The classroom is cramped for the 3 age groups who use it and floor levels vary. The teacher is restricted in the amount of exploratory play activities she can offer and children have limited freedom and space to play independently. Moreover, it is difficult for the teacher to maintain the momentum of children's learning, because of the frequent interruptions from adults and pupils, who need to walk through the classroom to other parts of the building.
39. The teaching of reception children is of a satisfactory quality overall, although with some good lessons, because of the difficulties in accommodation. The teacher plans lessons very well and introduces children to an appropriate range of activities. However, her teaching is often interrupted, because of the management of difficult circumstances, and this restricts the pace of lessons and limits progress. In some activities there is an insufficient challenge for children.

40. Leadership and management of the Foundation Stage are satisfactory. The school has recognised the difficulties which the teacher faces in providing an appropriate quality of education for reception, and there has been external support and guidance from the local authority. Strategies to help make the situation easier are in place and these are under continuous review. However, additional adult support is not always available in this pre-school, reception and Year 1 class and at these times the teacher is limited in the range of activities she can offer to children. Nevertheless, she has introduced the Foundation Stage curriculum in line with national requirements and she ensures adequate resourcing for most activities. There remains no large wheeled toys for outdoor play.
41. In their **personal, social and emotional development** children enjoy coming to school, because they feel secure and valued. Children achieve well and by the end of the reception year they have standards above that expected for their age. Children have a good understanding that the needs of all must be considered, including members of the class who are older. The staff provide good role models and have high expectations of children's behaviour. Good routines are already well established, even though children have been in school only a short space of time. As a result, children sensibly tidy away their toys and almost all can dress for outdoor play unaided. In a 'Circle Time' lesson, children took it in turns to hold Smokey the rabbit and talked about how they take care of their own pets. Already they are learning about responsibilities of care towards others.
42. Children attain standards above that expected for their age in **communication, language and literacy**. They listen attentively to stories, instructions and the opinions of others. They achieve well in developing their speaking skills. At the start of the reception year, a number of children talk in clipped phrases but by, Year 1, they speak in increasingly complex sentences, using good vocabulary and with increasing confidence in their use of technical terms. There is some modelling of sentences by adults for the less able children, although the support assistants could increase this. There is a wide range of ability in writing skills. All children recognise their names and most can add them to their work independently. They understand that writing conveys a message and some are starting to write independently. In their independent play, children enjoy writing in little books, and are beginning to understand the concept of a story. Most children can recognise initial letter sounds and in games they match the sounds to the letter names and symbols. Children enjoy reading to adults and, although it is the start of the term, they are well on the way to reading simple stories and picture books.
43. In their **mathematical development** children attain standards above that expected for their age. Most arrive in school with above average standards in number skills. They recognise number symbols and understand numbers to ten. More able children can calculate 'one more' or 'one less' when rolling dice. Less able children can count numbers to five and match one to one in their counting. The teacher questions children skilfully, sometimes setting problems around the register or when singing number rhymes. She reinforces children's understanding of positional vocabulary so that they learn 'in front of' and 'behind'. Children already have good skills of pattern and can create a repetitive pattern independently of the teacher. In child-initiated play, children are learning about quantities and size. A large thermometer outdoors encourages children to read the numbers as they decide 'Is it a warm or cold day today?' Through all these activities children enjoy mathematics and are eager to achieve more.
44. In **knowledge and understanding of the world** children have above average standards for their age by the end of the reception year. They have a good general knowledge when they arrive in school and they make good gains through a variety of experiences. In a 'Circle Time' lesson, for example, children listened intently as one more able child described the work of the RSPCA and of actions that can be taken to protect and care for domestic pets and wild animals. There are many good, planned visits to encourage children to learn about the world around them. A recent trip to a farm has led to work in geography, story writing, art and

design and design and technology activities. Children showed that they are making good progress in understanding a map and distances. As they studied an aerial map of the local area, more able children could recognise local buildings and make predictions about what they should see. They are beginning to understand the concept of a 'birds eye view' and see the differences from a two-dimensional map of their village. Children's understanding of time is developing well. For example, they realised that the current building work would not be represented on the aerial map. In a physical education lesson they knew of the benefits of exercise on their health and they showed that they had a good understanding of growth.

45. Since the last inspection, the school has made considerable improvement to the range of outdoor activities which are available to children to promote **physical development**. There is now very attractive and safe large, wooden climbing equipment and observations of children at play indicate that standards are above average. However, although the school makes best use of available space, opportunities to promote physical development with larger equipment are restricted by the lack of facilities. In the fenced reception area, space for robust play is limited and there are no wheeled toys available. Some play with small games equipment takes place outdoors but mostly in taught lessons with Year 1 pupils. There is limited opportunity for reception children to practise and improve their performances at their own rate. In the classroom, play with larger construction equipment is limited, because of the cramped conditions. When building with small bricks and using tools pupils show dexterity and persevere well to make models or complete jigsaws. Children work with care when using tools and show good levels of creative ideas.
46. Few lessons were seen involving **creative development**. In a scrutiny of children's independent work standards were above average. When painting apples for a harvest display, children copied the colours accurately and added appropriate details to their paintings. Using crayons, children drew and coloured accurately with good attention to colouring inside the lines of a shape. They have good creative ideas of their own and apply colours to make their pictures exciting. In musical activities, children enjoy exploring sound. Many sing a variety of nursery rhymes and action songs confidently and they are able to clap a rhythm without adult support. In role play, children play happily together and have good imaginative ideas. However, the small classroom area available for role play, mime and drama is very limited and, currently, the resources fail to challenge and extend children's independent ideas. A scrutiny of planning indicates that there is limited time allocated to role play activities and that there is little planned adult intervention in this play in order to extend vocabulary skills, for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection;
- Standards in writing are improving rapidly and most pupils spell accurately;
- The quality of teaching and learning is good because teachers have good specialist knowledge and plan lessons well;
- Presentation of pupils' work and handwriting styles are good;
- Accommodation for the library is very limited and insufficient to allow pupils to undertake personal study;
- The subject is very well led and managed.

Commentary

47. Standards in English vary from year to year because of the make up of particular groups of pupils. Overall, pupils in Year 2 achieve standards in reading and writing that are consistently above average. The school has successfully maintained the high standard of attainment that pupils bring with them on entry. Although last year pupils in Year 6 did not achieve as many higher levels in the national tests as those in similar schools, their written work indicates high levels of achievement and standards above national averages.
48. The inspection findings are that pupils with special educational needs and higher attaining pupils achieve well throughout the school. The school has worked successfully to raise boys' attainment and now there is little difference between the achievement of boys and girls.
49. Overall, standards in speaking and listening in Year 1 are similar to those found in most schools. In Year 2, pupils achieve well and by the end of the year are able to speak confidently using a good range of vocabulary to express themselves clearly and accurately. Staff work hard to help pupils extend their vocabulary by:
- repeating and explaining unfamiliar words;
 - continually introducing new technical vocabulary to extend pupils' choice;
 - encouraging pupils to listen to the opinions of others and to talk together;
 - questioning pupils skilfully so that they develop their ideas sequentially and logically.
50. Pupils achieve well in reading with the development and enjoyment of books going hand in hand with the development of their reading skills. By Year 2, standards are above average and this is sustained throughout the junior classes, so that by Year 6 standards are still above average. For younger pupils in Years 1 and 2, there is a structured reading programme with pupils working through a published scheme. There are good opportunities during the school day for pupils to engage in group, paired and silent reading. All pupils are encouraged to read with parents and carers at home and this helps them to move forward well. Pupils are clear about the strategies that they need to use in order to work out how to read words and sentences, and they tackle new reading material confidently. Pupils, especially in Years 4 to 6, are developing firm preferences for the work of different authors. Dick Smith, Hilary McKay and JK Rowling are firm favourites. More able pupils use reference books accurately to obtain information. Although pupils achieve well, they do not achieve as well as they could. There is a general lack of space in the library to display titles in a stimulating manner or to allow meaningful research to take place. The library is not large enough for groups of pupils to use together. This prevents them from practising their referencing skills and restricts opportunities for them to browse through books and make choices.
51. The teachers are intent on improving standards in writing. These are above average throughout the school. All pupils achieve well and the higher attaining pupils in Years 2 to 5 achieve very well. Factors that have been instrumental in improving standards are:
- effective planning techniques for mixed age classes;
 - opportunities for pupils to write extensively and for a range of audiences;
 - pupils are taught the craft of reviewing and improving their own writing style;
 - high standards are expected in handwriting and presentation of work.
52. During the inspection, the quality of teaching was good or better. However, it is evident from both lessons and a scrutiny of work that teaching is of a high quality, with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. This enables pupils to achieve well. In Year 6, for example, pupils worked well to write an interesting beginning to a story, choosing to use characterisation, description or dialogue. A

particular strength is in the strategies the teachers use to challenge groups of mixed age pupils to work at their individual levels of competence. Teachers are questioning pupils and directing their thoughts to new vocabulary and ideas. They introduce powerful verbs and adjectives, building pupils' vocabularies in writing activities they give them opportunities to select words and phrases to reflect the mood and meaning they are portraying. Skilled and enthusiastic support assistants are well deployed. This ensures that pupils, including those with special educational needs, receive appropriate support and enter into dialogue. Adults skilfully question pupils, helping them to organise their thoughts. Pupils' responses are analysed, giving teachers accurate insights into their levels of proficiency. Pupils concentrate well in lessons and work hard, often co-operating to complete their tasks.

53. The subject leader has a clear vision and regularly monitors lessons to check pupils' progress. This ensures that standards are raised. Leadership and management is very good and instrumental in developing the quality of provision.

Language and literacy across the curriculum

54. Although pupils use their language and literacy skills well in other subjects, particularly history and geography, their scientific writing is not well developed. In ICT, pupils word process their stories or write lists and labels. Pupils write accurately to record their research in history. There are limited opportunities for independent research because of the cramped library provision. Pupils achieve well in using literacy skills overall but not as well as they could with better facilities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics have improved and are above average by the age of 7 and well above average by the age of 11;
- There is a strong focus on developing pupils' numeracy and problem solving skills;
- Teaching is good;
- Very good leadership and management has helped to bring about significant improvements;
- Marking is not used to its best effect;
- Pupils enjoy lessons and have positive attitudes towards the subject.

Commentary

55. Since the time of the last inspection standards in mathematics have improved greatly. The number of pupils taking the tests each year is relatively small, which means that the attainment of individual pupils has a large effect on the overall picture. However, indications are that standards in 2004 will be consistent with the well above average standards achieved in the previous year.
56. This is because the National Numeracy Strategy is firmly embedded into the school and all staff have received training. This is having a positive impact on the quality of teaching and learning. There is a great emphasis on developing pupils' calculation skills and many opportunities are given to the pupils to solve mathematical real life problems. They are encouraged to apply their mathematical knowledge in practical situations.

57. There is no significant difference between the achievement of boys and girls. All pupils achieve well, including those with special educational needs. This is because work is planned at the right level for them to match their individual needs within the mixed age classes. Good support is given from the classroom assistants who help to reinforce the main teaching points of the lesson during the group activities. For example, in a good lesson seen in the Years 2, 3 and 4 class, the lower attaining group were playing a shopping game. This practical activity helped the pupils to recognise coins whilst the rest were solving money problems.
58. Pupils enjoy mathematics and join in the lessons with enthusiasm. This is seen at the beginning of the lessons when there is always a good focus on number in mental activities. Everyone is involved when pupils use whiteboards to show their answers. In a very good lesson in the Years 4, 5 and 6 class, questions were differentiated so that all pupils, no matter what age or ability, had to think carefully before answering. Opportunities are given for pupils to explain their answers. They gain great satisfaction from this and it shows that they understand the processes they are using to calculate answers. For example, a Year 4 pupil was heard to say 'I can calculate 75 per cent of an amount by halving it to get 50 per cent, then halving it again and then adding the two amounts together to give me 75 per cent'.
59. The quality of teaching is good overall. A very good lesson was observed in Years 4, 5 and 6. Features of very good teaching are:
- challenging and interesting activities in which all pupils want to be involved;
 - very good open questioning, keeping the pupils 'on their toes', encouraging them to think beyond their first answer;
 - time is used very well and not a moment is wasted;
 - the time at the end of the lesson is used very effectively to help the pupils reflect on what they have learned and then to take the learning a stage further.
60. Effective systems are in place for assessing, analysing and tracking pupils' progress. Work, test results and teaching are carefully monitored to see where improvements can be made.

Mathematics across the curriculum

61. This is good. All areas of the mathematics curriculum are taught and pupils are given many opportunities to use their knowledge and 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 could be used more to support the learning in mathematics lessons. Pupils have too few opportunities to use selected programs to develop their number skills because of limited facilities.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The use of investigative activities is a strength of the science curriculum;
- ICT provides good opportunities to extend scientific learning.

Commentary

62. Pupils achieve well in developing their scientific knowledge and skills. In every lesson there is a hubbub of excited and interested chatter, as pupils work together successfully in solving problems and making scientific observations. Concentration levels are good and discussions are reflective and developmental. Pupils give good attention to ensuring that tests are fair and that the measurement of test results is accurate. As a result, they attain good standards by the ages of 7 and 11. In Year 6, significant numbers of pupils attain the higher Level 5. The co-ordinator has identified that lower attaining pupils have a lack of understanding of technical vocabulary and she has introduced strategies to improve this.
63. There is very good planning of the science curriculum, so that pupils have appropriate experiences in which teachers ensure activities are matched well to ability levels. Currently, pupils in the Years 2, 3 and 4 class are scrutinising foods to identify vitamins and carbohydrates. In a good lesson seen during the inspection, pupils classified foods and the older Year 4 pupils studied labels to find out about the quantities of various ingredients. This activity instigated a good discussion about labelling, improved knowledge of technical vocabulary and successfully extended mathematical and scientific understanding.
64. Frequently, scientific topics generate from visits out of school. A topic on healthy eating provoked a good focus on scientific discovery, as pupils made cheeses and yoghurts in school following a visit to a countryside event. They were encouraged to taste cheeses and distinguish between flavours, recording their findings in a variety of charts and graphs. Their mathematical knowledge was extended very well as they drew pie charts and graphs. As a homework exercise, pupils questioned local villagers to gain a consensus about favourite cheeses in the village. They explained with pride that their Wensleydale cheese was the most popular. Their work was also extended to include geographical information about the ports used to import various cheeses. This was a good project, relevant, practical and thorough, with very careful planning extending pupils' knowledge and skills in a range of subjects. In Years 3 to 6, scientific report writing is less well developed and teachers' expectations are insufficient. A scrutiny of pupils' written work provides few examples of a well constructed report in answer to a proposed hypothesis. In recording, there is limited challenge of pupils of differing abilities and there are few opportunities for more able pupils to record independently and at length.
65. In all topics teachers are innovative in providing opportunities to extend and consolidate learning through cross-curricular links. For example, in link with the harvest festival pupils visited an outdoor classroom and harvested beans, carrots and tomatoes. They learnt about root systems and the best methods of growing foods. In some work on soils, pupils used an Intel computer lens to scrutinise soil samples and to ascertain the best soils for plant growth.
66. Teaching is of a good quality overall. Strengths and weaknesses in the teaching include:
- lessons are well resourced and well planned, with good organisation and management of practical activities in the crowded classrooms;
 - teachers have good subject knowledge and question all pupils skilfully to extend their knowledge and skills;
 - teachers assess pupils' learning continuously in lessons and focus their teaching effectively on perceived needs;
 - there is too much use of worksheets and insufficient opportunity for pupils to record independently;
 - marking fails to give pupils sufficient understanding about how to improve.

67. Leadership and management are good. The co-ordinator has a good understanding of strengths and weaknesses in the subject and has good plans for future developments. She is effective in monitoring the curriculum to ensure there is continuity in learning as pupils move through the school. Despite the cramped accommodation, resources are plentiful and accessible to pupils during experiments. Resources are of good quality and support learning well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and reach above average standards by the ages of 7 and 11;
- Resources for ICT are very good;
- Pupils enjoy their work in ICT;
- ICT is used effectively to support the learning in other subjects.

Commentary

68. Pupils' standards in ICT are above average at the ages of 7 and 11. This is an improvement since the time of the last inspection. ICT skills are built upon throughout the school and all pupils, including those with special educational needs, achieve well. A positive improvement is the high level of resourcing, including two interactive whiteboards. A digital camera is used frequently to print out pictures for pupils' work. Cramped accommodation sometimes limits the effectiveness of research activities, as pupils have to wait long periods for their turn to work on machines.
69. Only one lesson was seen but inspectors also observed pupils using computers to support work in other subjects. Year 6 pupils have a wide range of ICT skills and are very confident when demonstrating these and talking about what they can do. For example, they can locate information from the Internet and present and share their ideas. They know how to control devices or events. In the lesson observed, the teaching was good. Pupils were combining text and graphics following a visit to Eden Camp as part of their history topic. The lesson was focused and challenging and the activities moved at a brisk pace.
70. Pupils throughout the school are confident in using computers and can use a range of programs. They operate the keyboard accurately and their word processing skills are well developed.
71. The subject is well led and managed. The co-ordinator has a good level of expertise that is having a positive influence on the work in the school.

Information and communication technology across the curriculum

72. The school has worked hard to develop ICT links across many other areas of the curriculum and staff plan their work accordingly. In English, pupils edit and revise text to prepare finished pieces of work. In mathematics and science, pupils collect data and analyse results before presenting the information graphically. They use CD-ROMs and the Internet to research information to support work in history and geography. In music, pupils use a program to compose tunes and they are able to adjust the tempo, the dynamics and vary the instruments used.

HUMANITIES

73. No lessons were seen in **geography** and no judgement can be made about the provision, standards or teaching and learning. From discussions with pupils and a scrutiny of their work, indications are that pupils' achievement is satisfactory. Year 6 pupils can talk confidently about the water cycle and they understand the processes of erosion and deposition as rivers flow from mountains to the sea. In lessons teachers combine subjects. For example, geography and science are combined in Years 5 and 6, so that pupils investigate condensation when studying cloud formation and rainfall. The curriculum includes local geographical studies and countries in Europe and around the world. Pupils have studied human geography on the Indian sub continent, for example. They are involved in regular fieldwork activities around their own locality and within travelling distance of the school. The library is resourced well, with a good range of geographical research books but the cramped space results in many of the books being inaccessible. Consequently, the development of individual research is restricted.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Very good use is made of historical artefacts and first hand evidence;
- Lack of library space prevents older pupils from becoming involved in independent research;
- Pupils develop investigational skills well and often use them effectively to increase their historical knowledge.

Commentary

74. Pupils achieve well in Years 1 and 2 and standards are above average by the end of Year 2. This is an improvement on the last inspection. In Years 3 to 6, achievement is satisfactory and standards are satisfactory by the end of Year 6.
75. Pupils in Years 1 and 2 learn about important people who improved the world, including such figures as Florence Nightingale. They know about such events as The Gunpowder Plot and The Great Fire of London. They gain good insights into how rich and poor people lived and how life has changed, when they visit and study the environments of local historical houses.
76. In Years 3 to 6, pupils study ancient civilisations and know about how the Ancient Egyptians lived and worked. They research the history of Great Britain since 1939, including such topics as the treatment of the Jews and the immigration of members of the British Commonwealth into Great Britain.
77. In the lessons seen, teaching was consistently good. It was very good in a lesson taught to Year 2 pupils. Lessons are well planned and artefacts and first hand evidence is used very effectively to help pupils develop research skills and gain insights into life beyond living memory. Good use is made of extracts from the school log to help pupils realise what it was like to be in school in 1970. Year 2 pupils were enthralled by the collection of World War II materials. Very good use of lesson time enabled them to handle these artefacts and classify them as kitchen tools, mementoes or important documents. Pupils were keen and inquisitive and gave a resounding rendition of 'Kiss me goodnight sergeant major' to complete the lesson.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- In Years 4 to 6, insufficient time is allocated to the teaching of religious education;
- Links with the church enable pupils to learn about Christianity and its customs and beliefs;
- By Year 6, pupils' knowledge of major world faiths is limited;
- There are a good supply of religious artefacts.

Commentary

78. Pupils' knowledge of Christianity is average for their age in Years 2 to 6, but there is a lack of secure knowledge among the oldest pupils in their knowledge and understanding of other major faiths. By Year 2, standards are average but by Year 6 they are below those expected in the locally agreed syllabus.
79. All pupils enjoy studying religious education and are interested in learning about different beliefs and values. Most Year 2 pupils have a good understanding of the Christian calendar and its festivals. Throughout school, pupils have a satisfactory knowledge of stories from the Old and New Testament and many can identify the morals within the stories. Year 6 pupils can describe church furniture and explain its use in the Christian church. They are beginning to appreciate the architecture and art associated with church buildings. Following a visit to Fountain's Abbey, they drew gargoyles and made models in clay, appreciative of the work of the sculptor involved in making them.
80. Year 6 pupils are beginning to question their own beliefs and seek answers from those around them. However, their knowledge is too limited to give any depth to their thoughts and reflections. Few Year 6 pupils can name or describe places of worship or the special books of major faiths. They have a limited knowledge of different forms of worship or prayer. Some pupils are beginning to question the existence of God and query the importance of God and other prophets in world faiths. For example, pupils know of Mohammed, but their knowledge is insufficient to enable them to compare and contrast the various beliefs and values of the Islamic faith. A few of the Year 6 pupils can tell the story of Rama and Sita, but they do not know of the religious significance of this story. There are some opportunities for pupils to share their opinions in religious education lessons and in 'Circle-Time' activities, but with limited time allocated to this subject there is a lack of depth in any discussions.
81. The curriculum is taught in line with the recommendations of the locally agreed syllabus but it has an insufficient time allocation in Years 4 to 6, as it is taught in a curriculum cycle with other subjects. Religious speakers make some good planned visits to school. Recently in Years 2, 3 and 4, there has been a good project about Hinduism, with visitors describing festivals and introducing pupils to Indian music and culture. Visits to the local Anglican church are useful in extending pupils' knowledge about Christianity and, in conjunction with the parishioners, celebrating Christian festivals.
82. Only a small number of lessons were seen during the inspection. In those lessons teaching was satisfactory, but there was insufficient challenge in the recording task in the Years 4, 5 and 6 class. Planning shows that teachers' knowledge of Christianity is good and of other faiths it is satisfactory. Teachers use a satisfactory variety of teaching methods in lessons, such as drama or role play. Younger pupils participated in role play of a christening, for example. However, there are few links made to literacy for pupils to write in a variety of styles and limited use is made of ICT for research. Assessment of learning is insufficient to ensure that pupils are challenged appropriately.

83. Leadership and management are satisfactory. Monitoring of the subject is informal. The co-ordinator recognises that greater depth is needed in the teaching of this subject, particularly in the coverage of major world faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. **Art and design, design and technology, music and physical education** were sampled but not examined in detail. Teachers' plans were scrutinised and discussions took place with staff and pupils. It is, therefore, not possible to make an overall judgement about provision and standards.
85. In art and design, a scrutiny of work indicates that pupils achieve satisfactorily in all year groups. Teachers' planning shows that skills are taught in specialist lessons and then applied in other subjects across the curriculum. Pupils enjoy art and have developed a good appreciation of European artists. They admire the work of Picasso in sketching figures and describe techniques used in drawing landscapes after a visit from a local artist. Pupils in the Years 2, 3 and 4 class have some knowledge of Indian art and of the use of colour and pattern. In sketching, Year 6 pupils have used a typical range of media to learn about colour, tone, line and texture. They have made clay pots and designed collages of wild animals. In conjunction with design and technology, they have learnt about creating facial expressions prior to making paper-mache masks, and also learnt about the meanings expressed by gargoyles, prior to making sculptures. The leadership and management of the subject is satisfactory. The co-ordinator ensures that the curriculum has a satisfactory range and provides satisfactory links to the personal development of pupils, as they learn to appreciate their own cultural heritage. However, there are few opportunities to study the art from wider world cultures and learn about their artists.
86. In design and technology, the pupils have a satisfactory range of curriculum opportunities. They learn how to design a model for a specific purpose. Opportunities are provided in lessons for them to discuss and share their thoughts about the design process. In discussions, pupils were clear about difficulties they encountered and they evaluated their finished products well. Pupils work with a range of materials in designing and making a variety of products, such as slippers, money containers and photograph frames. There is satisfactory leadership and management of the subject. Monitoring takes place to ensure that the curriculum is appropriate and that the good links made between subjects extend learning in design and technology.
87. In music, pupils have experiences in composing and appraising music. Evidence indicates average achievement overall. Instrumentalists have a good range of musical skills and knowledge by Year 6. Each year there are good numbers of pupils in Years 3 to 6 who play musical instruments. At the parents' meeting, parents described the good quality of singing and instrumental accompaniment in church services. All pupils show good levels of enjoyment in playing and singing, both in lessons and in classroom activities. When pupils start the National Curriculum they have a good knowledge of nursery and action rhymes. Throughout school pupils are introduced to different musical styles and, by Year 2, they can express their preferences. In junior classes, pupils have composed their own songs and written new words to favourite hymns. They have a satisfactory knowledge of European composers by Year 6 and can name some works of Beethoven or Tchaikowsky. However, their knowledge of music from other cultures is unsatisfactory. Although some pupils have been introduced to African drumming music in Years 2, 3 and 4, in teachers' planning overall there are few planned opportunities to listen to the music from wider world communities.

88. In physical education, the constraints of the poor accommodation make it impossible for the pupils to have any indoor lessons. However, all pupils have two outdoor physical education lessons each week. In a good lesson seen outdoors, Year 1 pupils were performing the basic actions of travelling and using space properly. They are aware of the changes that occur to their bodies as they exercise. Pupils in Years 3 to 6 all attend swimming lessons and achieve well. The vast majority of pupils meet the national expectations of being able to swim 25 metres at the age of 11 and many exceed this. The school provides a range of outdoor adventurous activities on residential visits.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Regular discussions allow pupils to share their concerns;
- The school council promotes pupils' sense of responsibility well;
- Pupils develop a keen social conscience under the close guidance of staff.

Commentary

89. The headteacher shows a firm commitment to this area of the curriculum. The 'Charter Mark' award received by the school recognises that staff promote the advantages of a healthy, environmentally friendly and responsible lifestyle for pupils. Pupils help to run a paper recycling scheme throughout the school and are also involved in drawing up a school transport plan, working on traffic awareness issues. Pupils are encouraged to eat healthy snacks and many enjoy the tasty lunches on offer each day.
90. Sex and relationships education and drugs education are integrated within the curriculum. Pupils are taught to value themselves, others and the world around them. Older pupils take pride in supporting the younger ones and jump at any opportunities to serve the school community in various positions of responsibility, such as on the school council, as a monitor or librarian.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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