

INSPECTION REPORT

LINTON-ON-OUSE PRIMARY SCHOOL

Linton-on-Ouse

LEA area: North Yorkshire

Unique reference number: 121337

Headteacher: Mrs M Burke

Lead inspector: Mrs J Boden

Dates of inspection: 15th - 16th November 2004

Inspection number: 267212

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: | Community |
| Age range of pupils: | 4 - 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 75 |
| School address: | Linton Woods Lane Linton-on-Ouse York North Yorkshire |
| Postcode: | YO30 2BD |
| Telephone number: | 01347 848234 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr B Marston |
| Date of previous inspection: | March 1999 |

CHARACTERISTICS OF THE SCHOOL

Linton-on-Ouse primary school is much smaller than most. It is set in a small rural village 12 miles north of York. There are 75 pupils who are taught in three mixed age classes. Reception age, Year 1 and some Year 2 pupils are taught together and the remaining Year 2 pupils are taught with pupils in Years 3 and 4. Pupils in Years 5 and 6 are also taught in one class. A substantial proportion of pupils come from the local Royal Air Force base, which means that pupil mobility is very high. In 2003, for example, only 13.3 per cent of the pupils in Year 6 had been at the school since Year 1. As a result, initial assessment information and Key Stage 1 test results do not exist for many pupils. This can lead to patchy coverage of National Curriculum subjects, especially for those pupils who transfer from Scotland and schools overseas. The vast majority of pupils are white British, although a very small minority are from other white backgrounds or mixed white and Asian. All have English as their first language. The proportion of pupils entitled to free school meals is well below average. The small numbers lead to wide variations in attainment on entry to school from year to year but overall, it is average. The proportion of pupils identified as having special educational needs is below average. Most of these, including the few who have extra help with behaviour, speech and communication or to combat moderate learning difficulties, are in the oldest class. The remainder are split between the other two classes. There are no pupils with statements of special educational needs. The school received an 'Achievement' award in 2003 for improvement in national test results. The current headteacher has been in post for less than a term.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 12301 | Mrs J Boden | Lead inspector | The Foundation Stage Science Art and design Physical education |
| 8988 | Dr J Cross | Lay inspector | |
| 23887 | Mr P Nettleship | Team inspector | Mathematics Design and technology Music Religious education |
| 30724 | Mrs D Hiscock | Team inspector | Special educational needs English as an additional language English Information and communication technology Geography History |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It is very well governed and the leadership of the new headteacher is good. Teaching and learning are good overall and pupils achieve well in English, science and religious education. Pupils' behaviour and their attitudes to work are also good. Higher attaining pupils could do better in some subjects. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher, supported by a very strong governing body, leads the school well;
- Standards in reading and writing throughout the school and in science at the age of 11 are above average;
- Higher attaining pupils could achieve more in mathematics and some aspects of science;
- Pupils develop mature, caring and respectful attitudes;
- The very good partnership with parents, other schools and the local community benefits pupils' learning;
- The school takes very good care of all its pupils and incoming families settle quickly;
- Provision in the Foundation Stage could be improved.

There has been satisfactory improvement since the last inspection. Most of the issues highlighted then have been tackled successfully. Teachers now plan effectively to meet the needs of pupils in mixed age classes. However, there is still some way to go to ensure that assessment information is used to help match work to the needs of all pupils, thus ensuring that higher attaining pupils are suitably challenged. Parents are particularly pleased with the improved homework policy.

STANDARDS ACHIEVED

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

Key: A - top 5 per cent nationally; 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.

Care should be taken in interpreting test results because of the small numbers of pupils involved. In 2004, for example, there were only seven pupils in the group, which means that each pupil accounted for 14 per cent.

Pupils achieve well overall, although achievement in the Foundation Stage is satisfactory. Results in English and science in 2004 were in the top 5 per cent in the country and also when compared to similar schools. In mathematics, they were above the national average but below average when compared to similar schools. However, the similar schools comparison does not fully take into account schools such as this, which have a very transient population. Results for the national tests taken at the age of 7

indicate well above average standards in reading, writing and mathematics and the significant improvements in 2003 have been sustained. Inspection evidence points to above average standards in English and mathematics at the age of 7, and above average standards in English and science at the age of 11. Standards in science at the age of 7 and mathematics at the age of 11 are average and higher attainers could do better. Children in reception make satisfactory progress and are on track to reach the expected goals for children of this age. Standards in most other subjects of the National Curriculum appear to be as expected for pupils of the same age. Standards in religious education throughout the school are above those expected.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils develop mature and respectful attitudes. They enjoy all aspects of school life and get on well together. The school takes very good care of all its pupils and offers very good support to pupils new to the school, thus enabling them to settle in quickly. This rubs off on the pupils and they are quick to befriend others. Attendance is very good.

QUALITY OF EDUCATION

Teaching is good overall but more ordinary for reception pupils. Reading is taught very effectively and this supports pupils' learning well across all subjects. Teachers do not use assessment information well enough to match work to the needs of higher attaining pupils, so these pupils do not achieve as well as they might. Pupils with special educational needs achieve well because teachers know them very well and make sure that they receive good support. The curriculum is varied and interesting and organised well to meet the needs of pupils in mixed age classes. The recently introduced extra-curricular clubs and the good use of visits and visitors provide an added dimension to pupils' learning. Pupils' learning also benefits from very productive links with parents, other schools and the local community. The close family atmosphere that is so evident means that pupils receive very good care.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The new headteacher has set a clear direction for moving the school forward and has initiated positive actions to bring about such improvement. Governance of the school is very good. The governors are very committed to providing the best the school can offer and are very involved in setting its direction and checking how well the school is doing. Subject co-ordinators are relatively inexperienced but have made a positive start in managing their reallocated areas of responsibility. However, their leadership and management roles need further development, so that they can keep a better check on teaching and learning in their subjects. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think very highly of the school. Both groups are particularly supportive of the headteacher and welcome the new initiatives she has implemented. Parents feel that they now receive much better communication and are more involved with their children's education. Pupils welcome the after school clubs. The pre-inspection questionnaires completed by parents and pupils were extremely positive. There is nothing that any of the children would change.

IMPROVEMENTS NEEDED

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

- Improve the quality of provision in the Foundation Stage;

- Match work more accurately to meet the needs of higher attaining pupils in mathematics and science, particularly giving them more opportunities to plan and carry out their own investigations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall, although higher attaining pupils could do better in mathematics and some aspects of science at the ages of 7 and 11. In the reception class, children achieve at a satisfactory rate overall. They are on course to reach the goals expected by the end of their reception year in personal, social and emotional development, communication, language and literacy, and in mathematical development. However, they could achieve more if the activities provided were used more effectively for guided and purposeful play. By the end of Key Stage 1, standards are above average in English and mathematics and by the end of Key Stage 2, they are above average in English and science. Pupils with special educational needs achieve well in relation to their abilities and there are no differences in the achievement of boys and girls.

Main strengths and weaknesses

- Very high standards are achieved in English and science at the age of 11;
- Higher attaining pupils in Key Stage 2 do not achieve as well as they might in mathematics because they are not challenged by the work;
- Pupils with special educational needs achieve well because they are identified early and receive good support.

Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.5 (16.8) | 15.8 (15.7) |
| writing | 15.9 (17.0) | 14.6 (14.6) |
| mathematics | 17.7 (18.0) | 16.2 (16.3) |

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

1. There were only 7 pupils in Year 6 last year and therefore the standards in national tests tables for this group is not shown.
2. Children's abilities on entry to the reception class fluctuate widely from year to year because of the small numbers involved. However, over time they are average. Most children achieve at a satisfactory rate in the reception class and standards of attainment at the end of the Foundation Stage are broadly as would be expected in all the areas of learning.
3. Just one pupil makes a substantial difference to the school's overall results in national tests because Linton-on-Ouse School is much smaller than most others. In 2004, for example, there were only 7 pupils in the Key Stage 2 group, so each one represented 14 per cent. The school is also very different from other schools in that most of its pupils are the children of service personnel from the local Royal Air Force base. This means that many pupils start or leave the school partway through their education and frequently come from schools where the National Curriculum is not taught. In 2003, for example, only 13 per cent of the pupils who took the end of

Key Stage 2 tests had started their education at the school. In 2004, 50 per cent of the pupils taking the tests had started at the school. However, this does not necessarily mean that pupils have been at the school continuously as parents' postings can mean that children change schools and then return. The very high mobility presents a challenge to the school in ensuring that the work they do carries on from what has gone before. Examining the patterns of scores that emerge over a number of years, however, can give an indication of standards even with small numbers.

4. Following a very significant drop in 2002, standards in reading, writing and mathematics at the age of 7 have improved greatly. In the latest tests, they were well above average in all three subjects. Inspection evidence indicates that, in the current Year 2 group, pupils are achieving well and standards are currently above average. Pupils achieve well because teachers adopt a lively approach and use a good range of resources to stimulate pupils and make them think. In science for the past two years, however, although most pupils reached the level expected for their age, none reached the higher level. Inspection evidence indicates that higher attaining pupils in Years 1 to 4 are not stretched enough and, therefore, they do not achieve as well as they should.
5. In Key Stage 2, standards in English have been mostly high or very high for the past four years when compared to all schools nationally, except in 2003 when they were nevertheless still above average. They were not as high in relation to similar schools, particularly in 2003 when they were average. In science, standards have improved significantly over the past four years. In the latest tests, results were in the top 5 per cent of schools nationally and similarly impressive when compared to similar schools. In both subjects, pupils in Years 5 and 6 achieve very well in relation to their prior attainment. Inspection evidence shows that standards in these subjects in the current Year 6 are above average. Pupils have a high level of scientific knowledge, although they are less secure in planning and carrying out investigations for themselves.
6. Mathematics has been a focus for school improvement over the past few years. Test results at the age of 11 show a trend of improvement compared to schools nationally. In 2004, overall standards were above average. However, in relation to their prior attainment at the age of 7, they do not do as well as they should and overall progress is not good enough for more able pupils. The reason for this is that although most pupils reach the standard expected for 11-year-olds, very few reach the higher level. Inspection evidence shows that higher attaining pupils mark time and are not stretched enough in lessons, because they do the same work as the rest of the class.
7. Pupils with special needs achieve well. Good knowledge of their individual difficulties and well managed individual plans for learning ensure that pupils can deal with any difficulties they might have in their lessons. Pupils' progress towards their targets is checked regularly and new goals are set. The school is in the early stages of identifying gifted and talented pupils. Currently, they mostly achieve at a satisfactory rate. Boys and girls achieve as well as each other.
8. Standards in religious education at the ages of 7 and 11 are higher than those expected. Pupils achieve well because the sharp teaching keeps them stimulated

and interested. In all the other subjects where standards could be assessed, pupils achieve at a satisfactory rate and reach the standards expected for their age.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes towards their learning and they behave well in lessons and around the school. Provision for their spiritual, moral, social and cultural development is good. Attendance is very good and almost all pupils arrive at school punctually.

Main strengths and weaknesses

- Pupils enjoy school and work hard;
- Pupils are very good at embracing newcomers into the family of the school;
- Pupils of all ages and backgrounds get on really well together;
- Pupils are rarely absent so they are able to build upon prior learning progressively.

Commentary

9. The school continues to maintain a positive climate for learning within which pupils thrive. Pupils like coming to school and attendance is consistently 1 to 2 per cent higher than the national average. They are interested in their work and want to succeed. Many are keen to extend the school day by attending the numerous extra-curricular clubs that are now provided. Older pupils speak enthusiastically about these clubs and the residential visit that they feel helps them to mature. There is nothing that pupils want to change about their school.
10. Pupils are friendly and very welcoming to newcomers, including visitors. They respect one another and are good at supporting those who need help. Older pupils look after younger ones instinctively because of the family atmosphere that is created. They embrace them into their games in the playground and are at ease in their company at lunchtime, when they serve their meals and dine together sociably.
11. Parents are correct in thinking that pupils behave well throughout the school day. Staff expect this of them. Pupils are able to concentrate on their learning without disruption, a factor leading to their good achievement. Boys and girls of all ages and abilities play co-operatively in their free time, helped by spacious grounds, play equipment and a designated area for much enjoyed ball games. There were no exclusions from the school last year.
12. The deep connections that pupils in Years 3 to 6 make in writing about religious artwork demonstrate that their spiritual awareness is well developed. Pupils learn effectively about different faiths and cultural traditions through religious education, art and music. The school realises how important it is in this virtually all white community to prepare pupils for life in a multicultural society. It taps into local resources well to make this learning relevant. A Muslim pilot from the Royal Air Force base, for example, has visited to explain the significance of Ramadan to people of his faith. Personal, social and health education and citizenship (PSHCE) lessons also successfully heighten pupils' personal development. Behaviour has improved through these lessons and pupils have learnt to stand against bullying and racism.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.5 | School data | 0.0 |
| National data | 5.1 | National data | 0.4 |

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

Exclusions

13. There have been no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. The curriculum is satisfactory; it is enriched by a good range of after school clubs, visits and visitors to the school. This is an improvement since the last inspection. The very good links with parents, other schools and the local community also enhance pupils' learning. All the adults help pupils to become mature, well rounded individuals, well prepared for later life.

Teaching and learning

Teaching and learning are good overall. Although about half of the teaching seen in lessons was satisfactory, most of this was in the Foundation Stage. The evidence from pupils' work and discussion with pupils in Key Stages 1 and 2 is that the impact of teaching over time is good.

Main strengths and weaknesses

- Most teachers stimulate pupils through a lively approach;
- Lessons are planned well to meet the needs of pupils in mixed age classes;
- The very good relationships between teachers and pupils support good behaviour well;
- Teachers do not always challenge higher attaining pupils enough;
- Although there is some high quality marking, most of it does not indicate to pupils how to improve their work.

Commentary

Summary of teaching observed during the inspection in 19 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 1 | 9 | 9 | 0 | 0 | 0 |

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

14. All the teachers are teaching different age groups from those they are used to and two of them in the older classes have only just had a short course in teaching numeracy. The part-time teacher in the oldest class had not taught numeracy until this term. They have all made a good start in familiarising themselves with the programmes of work and getting to know the pupils' academic achievements.
15. In the Foundation Stage, the quality of teaching is satisfactory with some good features. The very good relationships between the adults and the children help the children to settle well into school and feel secure. They get on well together because of the calm friendly atmosphere that the adults create. The children enjoy a wide range of interesting activities as well as some highly effective formal teaching of language and mathematical skills. The main weakness here is that children are not always guided enough in the activities. The teacher keeps good records of children's progress over time. However, she does not check how well each child is doing in the activities in order to plan further work to take their learning forward. The result is that children tend to move freely from one activity to another and learning opportunities are missed.
16. Teachers are confident in their knowledge in most subjects and this enables them to stimulate pupils' interest with imaginative approaches to lessons. In a good science lesson, for example, the teacher's very secure knowledge gave her the confidence to ask really challenging questions that led pupils to a good understanding of how we see things and the fact that light travels in straight lines.

17. Teachers plan their lessons carefully to take into account the mixed ages in classes. They devise separate programmes of work for each year group to ensure that work is not repeated.
18. The good learning atmosphere that teachers create by the way they treat the pupils has a very positive effect on learning. Pupils like their teachers, so the vast majority behave well and are eager to learn. As a result, they build well on their learning as they move through the school.

19. Teachers generally use questions well to draw out what pupils already know and to make them think in order to take their learning forward. In a very good religious education lesson, the teacher really challenged and inspired the pupils through her questioning. As a result, they deepened their understanding and could see the relevance of religious teachings to today's world.
20. However, in some lessons teachers do not give pupils enough opportunities to explain their answers, which would help them to consolidate their ideas. They are too quick to supply answers instead of making pupils think for themselves. When pupils have difficulty in understanding, teachers are very supportive and lead them forward in small steps to a better understanding.
21. Pupils with special educational needs receive good support in lessons. This support helps them to improve their understanding, to complete the tasks set and to make good progress. Teachers and assistants focus clearly on the particular needs of these pupils, helping them to meet their individual targets. They are calm and patient and are clearly aware of pupils' emotional needs while supporting them academically. The good support provided by learning support assistants contributes significantly to the good progress made by these pupils.

Assessment

22. There are good procedures in place for tracking pupils' progress as they move through the school. This gives a clear picture of how well each child is doing and enables staff to identify pupils who need extra support. It also helps the school to predict accurately how well pupils should achieve in the future. Some good use has been made of assessment information in literacy and numeracy to inform curriculum developments and planning. However, teachers do not always use the information they have to stretch higher attaining pupils. This is most noticeable in numeracy throughout the school and in science in Years 1 to 4. Where learning is satisfactory overall as opposed to good, it is usually because higher attaining pupils are not being stretched. While marking in English is of a high quality and gives pupils good pointers for improvement, this is not always the case in mathematics and science. The marking in these subjects is less useful, consisting mainly of ticks and positive comments. Assessment of pupils with special educational needs is very rigorous and effective. Targets set out in pupils' individual learning plans are used well to ensure that skills support independence in literacy.

The curriculum

The curriculum is satisfactory. It ensures a robust and well balanced range of activities that are suitable for the mixed age classes in the school. In addition, there are a good number of interesting experiences that complement and enrich pupils' studies. The school's accommodation and the resources for learning are mostly good.

Main strengths and weaknesses

- Significant strengths in reading and writing add to the depth of understanding that pupils achieve in subjects such as history and religious education;

- In personal, social and health education (PSHE), pupils show good understanding of the relevance to their lives;
- The family nature of the school and the care that pupils receive ensure that pupils with special educational needs and those who come from other schools do well;
- The activities in the reception class need to be planned more purposefully, so that the children learn more effectively from them;
- There are not enough opportunities for pupils to investigate ideas for themselves.

Commentary

23. Overall, a good variety of experiences are planned to meet the needs of most pupils. Improvements in the organisation of the curriculum and interesting and largely effective use of the large classrooms ensure that most activities are relevant to the range of mixed ages in lessons. Progressive steps in subjects are planned well and the school makes good efforts to meet the challenge of building on the previous knowledge of pupils who are new to the school, particularly in the junior classes. The school is now set to reconsider plans in line with national and local guidelines to improve provision even more. In reception, the scope of the curriculum is ordinary but a newly organised classroom broadly reflects the six areas of learning for the Foundation Stage and is starting to provide a relevant variety of activities for the youngest children in the school. However, quality resources and tools that link with topic ideas to invite curiosity and investigation are lacking.
24. The scope of literacy and the effective ways in which the school develops reading and writing skills are systematic and thorough. Good progress from Year 1 onwards consistently builds a strong repertoire of skills through the two junior classes. The range of literacy activities has improved since the previous inspection and now broadens into some of the other subjects, so much so that in religious education and history, the writing of junior pupils blossoms. Valuable lessons in these subjects invite pupils to reflect on their personal experiences and deepen their understanding of how past events piece together. In this kind of work, pupils achieve rapidly and effortlessly.
25. Discussion with children about their PSHE shows the good variety of activities that inform their personal development well. Some of the issues studied have a great impact on their understanding, touch issues close to their own experiences and address global issues such as refugees, ethnic diversity and the environment. Pupils have good opportunities to explore options and are aware of the choices and responsibilities open to them.
26. The school provides well for children who are identified as having special educational needs. This is because staff know the pupils very well and are concerned about their welfare and academic achievement. They are well informed about their learning needs and tailor work to their individual and, in some instances, complex needs. These pupils are enticed to join in all the activities and this includes the many new extra-curricular clubs.
27. The improved range of extra-curricular activities are very welcome to the pupils. Together with the stimulating visits, visitors and residential experiences, they broaden the scope of experiences in the arts, sports and the heritage of the area. Parents support research particularly well at home, often using computers. In science and mathematics, even though pupils have a good level of knowledge, the opportunities for them to investigate and test out their own ideas are too few. Pleasingly, the school focus on raising standards is just starting to make a difference to pupils' skills of mathematical investigation but there is some way to go to ensure that all pupils gain enough skills for their future learning. Limited individual work means that higher attaining pupils do not achieve as well as they might in these two subjects.

Care, guidance and support

Staff take very good care of the pupils. They support and guide the pupils well and involve them effectively in the work and development of the school.

MAIN STRENGTHS AND WEAKNESSES

- The many newcomers to the school quickly settle in because of the supportive ethos that the staff create;
- Pupils are valued and staff work hard to meet their academic and personal needs;
- There is no bullying or harassment;
- Pupils appreciate having adults in school that they can confide in if they have any concerns.

COMMENTARY

28. Staff are very caring and do their utmost to meet the particular needs of this highly mobile population. The school's very close relationship with the nearby Royal Air Force base gives rise to many comings and goings amongst the pupils that are dictated by parents' service duties. Many of the pupils have experience of other schools. The ease with which new entrants of all ages integrate into school life bears testament to the nurturing environment of the school family. Parents are unequivocal that their children like this school. Newcomers are quickly befriended and their learning progresses well because staff skilfully assess what they already know and build upon this effectively. The use of assessment to track all pupils' progress and provide suitable support and guidance has improved since the last inspection. Parents of pupils with special educational needs are very appreciative of the good provision that enables them to achieve highly.
29. Staff are very good at listening to the pupils and responding to their needs and concerns, being sensitive to issues that might arise through parents serving in the forces. Pupils and parents value greatly the very trusting relationships that are established throughout the school. Although there is no school council, pupils views are taken into account and acted upon. The headteacher dines with the pupils and initiates discussions that enable them to express their views. An example of this is the playtime equipment that was provided as a result of such a discussion.
30. Any fallouts between pupils are quickly sorted out and do not escalate into bullying or harassment. Not one of the many parents whose views were elicited by inspectors expressed even the slightest concern about bullying. Their remarkable peace of mind on this score is a tribute to the ethos created in school.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community has strengthened since the last inspection and is now very good. These links help to raise standards and contribute greatly to pupils' personal development.

MAIN STRENGTHS AND WEAKNESSES

- Parents really appreciate the welcome they receive in school and the improved channels of communication;
- Very strong links with the Royal Air Force base and local community are mutually beneficial;
- Very productive links with other local schools bring benefits for pupils and staff.

COMMENTARY

31. The new headteacher has successfully won the support of parents in the short time that she has been in post. They very much approve of recent changes, particularly with regard to extra-curricular provision and increased communication between home and school. The introduction of weekly news sheets is popular and parents are pleased that the 'Friends' association is up and running again. Parents feel that they have a better understanding of what their children are learning and that they

are better consulted than in the past. Quite a number of parents and other adults volunteer to help the staff in school and with extra-curricular activities.

32. Lack of homework was a justifiable concern of many parents at the time of the last inspection. This weakness formed a key issue for action. Parents are rightly very pleased with the measures that have been taken since then. Pupils' work in school is now suitably extended by homework that increases as they get older. Homework diaries have been introduced that successfully enables everybody to be clear about expectations and offer opportunity for two-way dialogue between home and school.

33. The school is justifiably proud of its very close connections with the local Royal Air Force base through, for example, the padre and community support group. It also plays an important role in the life of the village and neighbouring hamlets. Pupils participate in village events such as festivals and remembrance services. They make very good use of facilities in the wider community for residential and day visits that enrich their learning. Local orchestras and theatre groups successfully visit and the whole school has enjoyed working with York City Football in the Community.
34. Local schools club together very effectively to share expertise, resources and staff training opportunities. These links are crucial for this small school. French has been introduced into the curriculum through the school's very close relationship with the local secondary school to which most of the Year 6 pupils transfer. Effective arrangements are made upon transition to ensure that pupils settle in and build progressively upon what they already know.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Although the new headteacher was only appointed recently, she is providing strong and effective leadership that has already led to improvements in some areas. Management is good and set to improve, with the training initiatives designed to enable subject leaders to become more effective in raising standards in their areas. Governance has improved from good to very good since the last inspection. The governors play a key role in directing the work of the school and provide very good support for the headteacher and staff.

Main strengths and weaknesses

- In the very short time she has been in post, the headteacher has won the overwhelming respect and support of the parents;
- There is a very good team spirit between the headteacher, staff and governors;
- The governing body has a very good understanding of the strengths and weaknesses in the school and fulfils its role as a critical friend very well;
- The leadership and management roles of the newly appointed subject co-ordinators need further development.

Commentary

35. The headteacher leads the school well. In the short time she has been in post, she has initiated improvements to the provision for pupils, which have delighted the parents. These include much better communication, a clear homework policy and the introduction of a good range of after school clubs. There were no dissenting voices at the pre-inspection meeting. Although all the parents said that the school was good before, they said it is much better now and that their children are happier. She has been supported well in this by the willingness of the staff to take on extra work and the very effective governing body, who take a very active part in managing the school.
36. Governors are very knowledgeable and share a very good range of expertise that enables them to play a valuable role in key aspects of the school's work. They have

a very clear idea of the school's strengths and the areas for development, as a result of their monitoring visits and the wealth of information provided by the headteacher.

37. The school has developed very good systems of financial decision making and control. Whether the goals have been to raise standards in specific subjects, or to improve the facilities within the school, decisions have been prioritised well, very carefully costed and prudently monitored. Governors play a key role in using their financial expertise to provide guidance. They maintain a strong focus on raising standards. They have the experience to make difficult decisions and to implement them. Their detailed knowledge and experience of the school has made it easier for the new headteacher to get off to a flying start. The school's administrative officer is also extremely experienced and capable. She plays a pivotal role in school affairs. There is a very strong emphasis on seeking good value for money. Major savings have been made, for example, in the purchase of ICT equipment, due to be housed in every classroom, in the near future. In the most recent financial audit report, there were no recommendations for improvements.
38. With the exception of English, all the subject leaders are new to their roles. The headteacher is committed to staff development and has identified training opportunities to ensure that they have a good working knowledge of their subjects, so that they can play a more effective part in managing their areas and influencing standards. This is linked very effectively with performance management. A good start has been made in monitoring by the subject leaders. However, their skills in monitoring teaching and learning need to be developed further, so that they can more fully evaluate the effect of teaching on pupils' learning.
39. The school's provision for pupils with special educational needs is led and managed well. The school's routines for checking the progress of pupils with special needs are both rigorous and useful. They ensure that pupils' skills and habits of learning are supported well and include areas such as ICT and social development. In response to the changing requirements in this fluctuating population of pupils with special needs, the school moves quickly to train staff in the knowledge they need to make a strong contribution to learning.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 250,881 | Balance from previous year | 40,682 |
| Total expenditure | 256,536 | Balance carried forward to the next | 35,010 |
| Expenditure per pupil | 3,665 | | |

40. Although the balances appear to be excessive, the school needs to maintain a larger contingency fund than most schools. The reason for this is that they cannot be sure when service personnel will leave the base, thus having significantly fewer pupils.

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**. No judgement was made in the last inspection.

Main strengths and weaknesses

- The warm relationships and the support and encouragement of adults help the children to settle in quickly;
- The children gain from mixing with older pupils and they get on well together;
- The teacher uses a good range of relevant resources and activities at the start of lessons to develop early reading, writing and mathematical skills;
- The children need more guidance to get the most out of independent activities to develop their speaking, writing and number skills;
- Most children could be challenged to achieve more.

Commentary

41. Most children attend a pre-school playgroup at the local Royal Air Force camp before they start school, so they are used to mixing with other children. They start in reception in the September before their fifth birthday. Attainment can vary widely from year to year because of the small numbers of children, but overall children's skills and abilities are typical of those expected for their age. There are currently ten children in reception. Although they are taught in the same class as pupils in Years 1 and 2, their curriculum is planned separately so that it meets the needs of children in the Foundation Stage in all the areas of learning. Leadership and management of the Foundation Stage are satisfactory. The teacher and the support assistant work well together to ensure that the children in reception always have adult support. A good range of interesting activities is provided. However, these do not always have a clear purpose and children tend to move too readily from one to another. There is not enough effective adult intervention to check on what children are learning and to move them on. Children do not have ready access to a wide enough range of interesting resources that would stimulate their curiosity and encourage them to explore for themselves.
42. Teaching is satisfactory and children are on line to meet the expectations for their age in **personal, social and emotional development**. The good links with the pre-school playgroup and the good induction arrangements help the children to overcome any concerns they have about starting school. They are happy to come to school and are confident in leaving their parents at the start of the school day. Behaviour is good because adults' expectations are made clear and the children take their lead from the older pupils in the class. This means that they quickly become familiar with school routines. They have free access to a wide choice of activities, which develops their confidence. However, these are not always planned with specific learning objectives in mind and there is not enough guidance from adults. Children are left largely to move freely from one activity to another. Even when specific learning activities are identified, such as in the writing corner, the teacher does not encourage the children to stick at the task until they complete it.

As a result, opportunities are missed to develop qualities such as determination and perseverance.

43. Children achieve at a satisfactory rate overall in **communication, language and literacy**. The quality of teaching at the beginning of literacy sessions is good. The teacher engages all the children well with her lively approach. She teaches letter sounds well. Most children can identify and name letters that make particular sounds and list words that begin with these. The teacher makes good use of stories. Her lively and animated interpretations hold the children's attention well and they listen intently and remember detail clearly. Despite this good teaching, the impact of teaching on children's learning over time is only satisfactory. Although most children are on line to meet the standards expected in this area, they do not achieve as well as they could because the free activities are not matched well enough to their needs. Better use could be made of the classroom environment to promote and develop language skills. There is no inviting area, for example, where children can explore books. In the writing corner there is no established expectation that children will do any more than colour in pictures. This means that unless children are being taught directly they are not building up their early language experiences. Adults do not promote children's speaking skills as well as they might because there is not enough interaction between the children and adults during activity times. Adults need to focus more on engaging children in conversation, for example by asking them to explain what they are doing or asking for their suggestions for tackling a problem.
44. Children's achievement in **mathematical development** is satisfactory overall. The quality of teaching is also satisfactory overall, with good features. Most children are on target to meet the standards expected for their age. In very short daily sessions, the teacher uses resources well to stimulate and sustain the children's interest. She knows exactly what each child is capable of and targets questions well to challenge the higher attainers and to encourage those who have difficulty understanding. Nearly all the children can recognise number symbols to ten and they can all count out objects accurately. Most children understand 'more than' and 'less than', although a couple of the girls confuse the two. Although children achieve at a satisfactory rate overall, they could achieve more. Apart from a very few children, most are not stretched nearly enough because they all do the same follow-up work.
45. It is not possible to make a judgement on achievement in **knowledge and understanding of the world** as only one lesson was seen. Children use simple computer programs to reinforce learning in language, numeracy and art. They are learning to carry out specific operations and work independently in pairs.
46. Through focused teaching, children are learning about the features of the local area. A visit is planned to the local post office and the role play area has been set up to link with this. There are not enough readily available resources for children to use and explore for themselves. For example, although the current topic is light, children do not have things like magnifiers, torches or coloured acetate to stimulate their curiosity. They cannot practise using tools or joining materials on a regular basis because, again, these are not always available. This hinders children's progress in this area of learning.

47. Teaching is satisfactory and children achieve at a satisfactory rate in **physical development**. They have a well balanced programme of structured hall sessions when they are taught alongside the pupils in Years 1 and 2. In the dance lesson that was seen, they copied simple balance and movements. They did not get much chance to explore rhythm or movements or to experiment, but they learnt the dance actions and most could replicate them. When using fine equipment, such as pencils, paintbrushes and small construction toys, they show skills typical for their age.
48. The outdoor play area is small, and this limits the equipment that the children can use. This is compensated for, in part, by the ready access to a small wooded area close by.
49. No judgement is made of provision in **creative development** as there was insufficient evidence. There is very little artwork on display. The work seen indicates that children use a very limited range of materials and appears to be very teacher-directed. Although children are invited to 'come and paint a picture', the area does not inspire them to respond. There are no opportunities for children to explore paints and materials for themselves. Singing lessons with pupils from Years 1 and 2 are not matched well enough to the needs of very young children, although they manage to join in and enjoy themselves. In the role play area, children play mainly in isolation. There is not enough adult interaction to help them to be creative and play together.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Many of the junior pupils write with imaginative flair and depth of thought;
- The skills of reading are taught well;
- Pupils who have special needs learn at a good pace and this supports their independence well;
- The quality of pupils' writing in the infants is not as rich as it could be in the use of interesting words and phrases in the stories they write.

Commentary

50. The varying numbers of pupils taking national tests from year to year means that test results do not always provide a meaningful picture of the standards that pupils achieve. Inspection evidence indicates that standards are above average in reading and writing in Year 6 and Year 2 taking into account the high proportion of pupils with special needs in the present Year 6 group. Standards have risen over the last two years and indicate the consistently good and sustained achievement of pupils in both the infants and juniors. In the latest tests, results were in the top 5 per cent of schools in the country.
51. Pupils' skills in speaking and listening are broadly average throughout the school, but they speak with greater confidence than most, can sustain a conversation well

and show interest in what others have to say. They do well where teachers plan for them to talk about their tasks with a partner, or as part of the class. However, these occasions are not frequent enough in lessons to make progress and standards any better than satisfactory.

52. Pupils enjoy their work and behave consistently well in lessons. This includes pupils with special needs, who gain from working alongside their classmates as well as teachers. Their work is matched well to their needs and they make good progress from their previous attainment, particularly in writing. For example, in one instance, the quality of a child's intellect shines in his written version of the story of 'Romulus and Remus'.
53. Pupils achieve well in reading because they have lots of practice in groups with staff and sometimes on a one-to-one basis. Most pupils in Years 1 and 2 have good knowledge of letter sounds and use the good repertoire of skills they have gained to gauge meanings of words for themselves. Their understanding of stories feature very well in their own story writing and indeed, pupils want to read for pleasure. The good skills learned in the infants help junior age pupils to read accurately and use expression well. They move on quickly in their studies and experience a good range of literature. The subject is well led. The subject leader is knowledgeable and makes huge efforts to ensure that all the pupils benefit as much as possible from their lessons. Her checking of the progress pupils make improves the provision for all.
54. The standards in writing of the higher attaining pupils have kept pace with the high level of attainment in 2004. Pupils write vivid descriptions and use dialogue very well to move a story on and make the reader want to read more. In infant lessons, pupils learn to write at length and in good sentences. Higher attaining pupils use a good range of punctuation and their cursive handwriting is good. The school has recognised that pupils in Year 2 could use more imaginative features of language, even though they write at length and with ease. Both boys and girls present their work well. The range and quality of writing in other subjects is at its best in religious education and history, where pupils write reflectively and often poignantly.

55. Teaching is consistently good overall. Junior lessons seen during the inspection were mainly good. In these, the work was matched well to the needs of the different abilities and the pace of learning was good. In infant lessons, although the teaching is good overall, pupils do not have enough opportunity in lessons to talk about their learning because the teacher does it for them. Nevertheless, pupils are eager to get on and enjoy their work. Overall, teachers plan their work well, identify clearly what pupils will learn and explain it clearly. Lessons have good pace and generate interest.

Language and literacy across the curriculum

56. Pupils' abilities in reading and writing support their learning in other subjects well. They use many different forms of writing for information well and sometimes do this very well. They use strategies such as 'mind maps' effectively to jot down ideas and organise their thoughts. The best lessons blend opportunities to write with exciting ideas which encourages pupils to want to write. They research very well because they are curious and inspired to find things out for themselves, often at home.

MATHEMATICS

Provision in mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The staff are making concerted efforts to raise standards of both teaching and learning and give pupils more opportunities;
- Lessons are organised well and offer a range of varied activities for pupils to experience, although there are not enough opportunities for pupils to carry out mathematical investigations;
- The work set for pupils is not always sufficiently matched to their abilities.

COMMENTARY

57. National test results at the age of 7 show a big improvement over the last three years. Pupils achieve well and for the past two years standards have been well above the national average compared to all schools. Standards since the last inspection have risen. Number work is developed well. On balance, the level of achievement of junior aged children is satisfactory. A weakness is their inability to apply their knowledge of mathematics in practical situations. By the age of 11, test results for the past three years have been either at or above the national average. However, based on their prior attainment, standards are still below average. Inspection evidence shows that standards are in line with the national average, as they were at the previous inspection.
58. The school recognises that this is the subject most in need of improvement. Many new initiatives are being introduced. Those teachers who lack experience are attending courses to raise their skills in the delivery of the National Numeracy

Strategy. Weekly planning sheets have been improved and assessment records are now maintained for both individuals and groups. More able pupils who could reach above average levels are being identified. The curriculum is rightly being adapted to include more opportunities for pupils to investigate problems. Close working links exist between the infants and the lower junior class. The newly appointed subject leader, supported by the headteacher, has made a satisfactory start to leading the subject. All these steps are helping to identify areas for improvement and are promoting better links between the classes.

59. Good organisation and class control generally enable pupils from the different year groups within each class to work well on their different activities. Resources are used very well to enhance learning and new technology is increasingly being exploited. For example, the lower junior pupils calculated enthusiastically on a 'Countdown' program displayed on the interactive (computer) whiteboard. Next, they manipulated counters on the overhead projector so the class could see how they could be divided into groups. Finally, they worked on their varied activities to practise and reinforce the lesson's new learning.
60. Despite the high pupil mobility rates, the vast majority of them achieve the standards expected by the ages of 7 and 11. Pupils who find learning difficult, including those with special educational needs, achieve well with the additional help they receive. In the best lessons, when the teacher is talking to the class, teaching assistants place themselves near these pupils to ensure they understand new ideas and new vocabulary. Thorough records are maintained of their progress to ensure they receive appropriate work. However, the school recognises that too few junior pupils go on to reach above average levels. Although some more able pupils have been identified, they are expected to complete the same work set for the rest of their year group before moving on to the more demanding challenges. This means that they mark time for some of the lesson and it limits their progress. This is particularly true in the upper junior class. The marking of pupils' books also has a weakness. Although the work is checked, teachers rarely indicate to pupils in their books what it is that they are doing wrong. Thus, although teachers discuss their work with pupils, they do not provide a model for future reference.

MATHEMATICS ACROSS THE CURRICULUM

61. Increasingly, links are being made between mathematics and other subjects. Examples were seen in design and technology (designing packaging), science (bar charts), geography (co-ordinates) and art (positional language). Computers are being used increasingly in lessons to develop the basic skills of numeracy.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in the oldest class achieve well and have well above average scientific knowledge;
- Pupils do not have enough opportunities to plan and carry out their own investigations.

Commentary

62. In Key Stage 1, pupils achieve at a satisfactory rate overall, and by the age of 7 standards are broadly average. This reflects the teacher assessments of the past two years and indicates a decline since the last inspection, when standards were judged to be above average. However, the small numbers in year groups mean that standards fluctuate widely from year to year. Inspection evidence indicates that

pupils in Years 1 to 4 are not challenged enough. They all complete the same work, much of it copied as class exercises. This limits their progress and it means that potentially higher attaining pupils are not given the opportunity to achieve as well as they might. For the past two years, although most pupils have reached the standard expected at the age of 7, no pupils have gone beyond this to reach the higher level.

63. In the oldest class, pupils achieve very well. Test results have been consistently high for the past three years and were in the top 5 per cent in the latest tests. Inspection evidence indicates that the pupils currently in Year 6 have well above average scientific knowledge. The teaching is much sharper than in the younger age classes and the teacher's good subject knowledge enables her to challenge the pupils and really make them think. As a result, the pupils learn a lot in a relatively short time. However, a weakness in the teaching is that pupils do not have enough opportunities to plan and carry out their own investigations. Although they learn how to carry out investigations through whole class activities, these are very teacher-directed. This means that pupils cannot put forward and test their own ideas. It also means that pupils have limited skills in problem solving, as was evident in discussion.
64. Leadership and management of the subject are satisfactory overall. The subject leader is new to this area and relatively inexperienced. As yet, she has not had the opportunity to gain a clear view of teaching and learning overall. The new headteacher is aware that teachers need further training in the subject, particularly those in the younger age classes. Plans are already in hand for this.

INFORMATION AND COMMUNICATION TECHNOLOGY

65. No lessons were observed in **information and communication technology (ICT)**. Consequently, no judgements can be made about overall provision or the standards attained. Inspectors looked at the work pupils had completed and discussed some of this work with pupils in Year 6. They observed a limited amount of pupils' work using computers during lessons in other subjects. Pupils' achievement is satisfactory, overall in each of the three classes.
66. The school has improved the resources for pupils significantly and the work of the new headteacher is instrumental in ensuring that they gain a broad range of skills to equip them enough to use ICT in their other subjects. This planned and measurable development is in its early stages. In Years 1 and 2, there is a good breadth of relevant activities. Pupils have regular opportunities to practise their skills of number, letter sounds and paint activities. Discussion with pupils in Year 6 indicated that they use computers to enhance the presentation of their writing. They have access to the Internet when they research and are supported very well at home in this work. However, the school does not always build on what pupils already know and can do, particularly in the case of higher attainers. Pupils with additional difficulties have their individual needs in ICT noted in the plans to support their learning. This thoughtful measure ensures they build on their skills. However, there are some gaps in provision. For example, pupils have little use of the digital camera themselves, for example, to record or to enhance work and there is no system for pupils to use email communication on a regular basis.

Information and communication technology across the curriculum

67. Opportunities for pupils to use ICT across the subjects of the curriculum are satisfactory and improving. Actions for development in this area are set out clearly in the improvement plan.

HUMANITIES

68. No lessons were seen in **history** and only one **geography** lesson was seen. Therefore judgements on provision in these subjects are not made. However, teachers' planning together with pupils' past work were examined and discussions were held with pupils. A small amount of pupils' work in geography and history was sampled and a discussion was held with pupils in Year 6. These pupils appear to be achieving well in both subjects and their knowledge was better than that of most children of the same age.
69. The school makes good use of the local area and pupils' learning benefits from the good number of visits and visitors. For example, the older pupils go on a residential visit and in doing so, learn about the geographical heritage of North Yorkshire. Closer to home, they look at local maps of the old village, consider the uses of the land as well as the ecology on their walks around the area. Some of this work is well rooted in mapwork and when inspectors spoke with pupils, they could explain some of the features of maps that they know well. They demonstrated a good knowledge of geographical terms following their studies of different rivers, their tributaries and features. Higher attaining pupils and those who have travelled globally with their families, have a good knowledge of continents and a growing sense of place and international links between different countries. In their day to day talk with their classmates, much of this knowledge is shared and reflected upon, adding much to their personal development.
70. The older pupils showed a good awareness of the historical legacy in the villages around them. Higher attaining pupils explained details of the past very well and made some perceptive links between people, events and consequences in the Tudor period. Their history work shows they develop skills through seeking evidence from a variety of sources and are aware of the balance of reliability. They research information using books and the Internet. Some of this work is undertaken at home. This makes a considerable contribution to the knowledge they gain and their skills for learning in the future. Some of the children have a thirst for information about the past and love to discuss their knowledge with others. Leadership and management of both subjects is satisfactory.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The teaching encourages pupils to think and to respond individually to their studies, which are made relevant to their own experiences and the modern world;
- The religious education curriculum is enriched by the good work undertaken in other areas of the curriculum, especially in their PSHCE.

COMMENTARY

71. Pupils throughout the school achieve well to reach standards above the levels expected in the syllabus for North Yorkshire schools. Through sensitive questioning and being set creative challenges, pupils respond with a mature awareness. The subject leader sets a very good example which others on the staff are trying to emulate. For example, the upper infants and lower juniors discussed the Biblical role of angels as God's messengers. They then considered what messages an angel might bring from God to the modern world. They spoke movingly on the need for peace in Iraq, caring for one another and on various environmental issues that caused them concern, showing a genuine empathy for others.
72. Very creative teaching was seen in the upper juniors. Aspects of Christianity, Islam and Hinduism were explored through their art, music and drama. In their art studies of a 15th century painting of the Crucifixion, a pupil observed, 'The facial expressions are sad - it looks like they have given up.' Hindu art was described by another pupil as, 'Bold and colourful with lots of curvy lines and gold.' They were also aware that, '(Moslems) believe it is wrong to draw pictures of humans or animals for only Allah can create them.' Another very interesting study was made into how different cultures around the world depict the face of Jesus in their art, from the white Western to the black African portrayal. Such studies enhance the work in PSHCE. For example, the older pupils watched and discussed a hard hitting video on 'Racism'. They seemed shocked and very sympathetic. 'I think the victim doesn't tell anyone because of fear and isolation', one child stated.

73. The subject is well led and managed. The school attempts to provide the pupils with first hand experiences of a range of faiths, but opportunities are limited. For example, a Moslem pilot from the adjoining Royal Air Force base recently spoke in an assembly about Ramadan. With so few direct experiences available, the school uses videos and CD-ROMs well, both for stimulating information as well as for added research.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No lessons were seen in **art and design** or **design and technology** and only one **music** lesson and one **physical education** lesson were seen. Therefore no judgements about standards or teaching are made in these subjects. Work on display was examined, teachers' plans were reviewed and discussions were held with pupils. The combined evidence indicates that achievement is satisfactory and standards in all four subjects are broadly as expected for pupils of this age.
75. In art and design, pupils work with a satisfactory range of materials, including paint, textiles, modelling materials and various found objects. They use a variety of techniques and work carefully to produce the best work they can. They co-operate very well on joint projects. A criticism in the last report was that the work was heavily teacher-directed. This is still the case. Pupils need more opportunities to work independently and explore their own ideas in order to develop their creativity. The oldest pupils benefit from the after school art club. They showed pride in their work and talked enthusiastically about the models they had made. However, even here the work is very closely directed.
76. In design and technology, discussions with pupils show that they have gained experience of work in a variety of materials and techniques. On occasions, there appears to have been a tendency for teachers to over direct the pupils. This limits their creativity as well as their ingenuity in adapting and improving upon their original design. These are key skills that need to be developed.
77. In music, audio tapes are used well in lessons to complement the subject expertise of the teachers. Pupils find the songs contained in these units very tuneful and exciting and consequently sing with much gusto and expression. As well as singing, the lesson observed also contained elements of instrumental playing. Teachers use correct musical terms so that even lower junior pupils become familiar with and use terms such as 'scales', 'intervals' and 'treble'. All aspects of the music syllabus are included, though the skills of musical composition are not sufficiently developed in the upper juniors. Opportunities are available for pupils to receive instrumental tuition. The headteacher coaches groups on recorders from beginners, up to seven pupils with sufficient expertise to accompany hymns in the daily assemblies (in a range of keys). Five pupils receive weekly coaching on clarinet, flute, cornet and saxophones. Concerts are given annually and pupils also visit the local Royal Air Force base, where their singing and playing is much appreciated by the senior citizens who are invited for Christmas lunch. Pupils enjoy music and the subject gives an added dimension to the life of the school.
78. In physical education, the work is planned effectively to ensure that all the elements of the curriculum are covered in sufficient depth. The lesson for the youngest class

was managed well. It was clear that pupils were used to the routines of warming up and cooling down. A good link was made with science when pupils noted that their heart rate increases with exercise. The school has recently introduced a good range of after school clubs for older pupils, which they thoroughly enjoy. Football and netball matches against other schools make a very good contribution to pupils' social development. They are happy with the notion that winning is not the most important thing; it is the taking part that counts.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Only one lesson was seen in **personal, social and health education and citizenship (PSHCE)** so no judgement is made about overall provision.

Commentary

80. The school sees pupils' personal development as an important part of its work. The headteacher and governors are very clear about the need to develop pupils' racial awareness in this almost exclusively white area. The school goes to great lengths to familiarise the pupils with other cultures and beliefs. They compensate for the mono-ethnic culture of the local community very well through the judicious use of resources such as videos. In the one lesson that was seen in the oldest class, the pupils were visibly shocked and concerned to see the impact of racism on victims. The teacher used the time well, pausing the video at appropriate moments to enable discussion. The lesson reinforced very well the principle that every person matters. Aspects of personal development are covered in PSHCE lessons, across other subjects and during 'Circle Time' discussions, where specific issues of importance to pupils are explored. The impact of timetabled lessons, enrichment activities and the school's good ethos contribute very well to pupils' personal development and health education. Pupils' good behaviour and attitudes and their pleasant manner show that they know how to function as positive members of society.

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 | 4 |
| 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 | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 2 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| 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).