

INSPECTION REPORT

SCORTON CHURCH OF ENGLAND PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119613

Headteacher: Mrs E M Smith

Lead inspector: Mrs H Evans

Dates of inspection: 21 – 23 February 2005

Inspection number: 267635

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 aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 44

School address: Snow Hill Lane
Scorton
Preston
Lancashire
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Telephone number: 01524 791596
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Appropriate authority: Governing body
Name of chair of Mrs Julie Derbyshire
governors:

Date of previous inspection: 1 February 1999

CHARACTERISTICS OF THE SCHOOL

Scorton Church of England Primary School is much smaller than most other primary schools, with 18 boys and 26 girls aged between 4 and 11. Very few pupils are in receipt of free school meals, far fewer than in most other schools. Even those who qualify usually bring a packed lunch from home, as there is no provision for a cooked meal. The proportion of pupils with special educational needs at present is below what is usually found although one or two pupils can make a big difference to the percentage in some years. Those pupils at present in the special needs group mostly have difficulties with reading and writing. At the present time no pupils have a statement of special educational needs and this is below the national average. The school has no pupils for whom English is not the mother tongue and no pupils are from ethnic minority groups. The school population is very stable. The socio-economic circumstances of the school are mixed as is usual with pupils living in a rural community. They are similar to those in many small villages. The attainment of pupils on entry to the school varies depending on the nature of each intake. In most years pupils' attainment is close to the level found in most schools nationally. During the inspection one teacher who usually job shares was absent on maternity leave. Her place was not covered by a supply teacher but by the teacher with whom she normally shares the class.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21374	Heather Evans	Lead inspector	English Science Information and communication technology Design and technology Geography History Physical education Special educational needs English as an additional language
9928	Alan Dobson	Lay inspector	
15236	Morag Thorpe	Team inspector	Mathematics Art and design Music Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good village school with some excellent features where pupils achieve very well. In most years the overall standards achieved are above the expected level and pupils make very good progress. The quality of teaching is very good overall and much is excellent. Pupils learn very well in a joyful atmosphere where investigation, creativity and co-operation go hand in hand. Precise and detailed planning and careful structure support all aspects of learning. The school provides a very good range of opportunities for learning across the curriculum and there is excellent extra-curricular provision. The school is firmly established at the heart of the local community. It is excellently led and managed by a very strong highly committed headteacher with a team of people who are dedicated to the school and its children. Finances are limited but are very well managed and the school provides very good value for money.

The school's main strengths and weaknesses are:

- The above average standards achieved at the end of Years 2 and 6.
- The quality of provision in the Foundation Stage that provides a very good springboard for success.
- The quality of teaching and learning is very good and the dedication and skills shown by the teaching assistants are invaluable.
- There is a very well organised curriculum with excellent enrichment opportunities.
- The provision and support for pupils with special educational needs is very good.
- The leadership and management of the headteacher, with the support of the staff and the dedicated governing body are excellent.
- Pupils' behaviour, attitudes to work and relationships with others are all very good.
- The use of monitoring and assessment to facilitate specific planning is very effective.

Since the last inspection in 1999 the school has made very good improvement. The actions taken to resolve the key issues have been very successful. Curriculum planning is guided by careful assessment together with the monitoring and moderation of completed work. There is good continuity and progression of work for pupils of all ages and levels of prior attainment across the school. The school improvement plan is founded on secure guidelines; as a result strategic planning and financial management are very good.

STANDARDS ACHIEVED

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

*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. The A* grades place the group in the top five per cent of all schools.*

The achievement of pupils across the school is very good. The grades shown are unvalidated figures. Great caution is needed when analysing data derived from such small numbers. With so few pupils in any group, the comparative scores are not helpful as one

pupil's result carries a very high percentage. The analysis of each individual's attainment, set against his or her personal academic targets, gives a better guide. Inspection evidence shows that all pupils do as well as can be expected. Pupils of all levels of attainment achieve to the limit of their capacity and make very good progress. The trend in improvement is above that in most schools nationally. The small group of children at present at the Foundation Stage sometimes work alongside the pupils in Years 1 and 2 working within the National Curriculum. Most are on course to achieve or even exceed the expected learning goals in their personal and social development, language mathematics, and their knowledge and understanding of the world by the end of the year. In the statutory tests in 2004 standards for pupils in Year 2 exceeded national expectations in reading and writing and in mathematics standards were well above the national average. Standards at the end of Year 6 were above the expected level in English, well above in mathematics and in science were in the top five per cent of schools nationally. Inspection evidence indicates that standards in English, mathematics and science are on course to be well above the expected level. In information and communication technology (ICT) pupils attain at the expected level in Years 2 and 6. Standards in all groups exceed expectations in art and design, geography and music and work sampled attainments are at least at the levels expected in design and technology, history and some evidence in both these subjects is of a quality well above that expected nationally. In physical education there was too little opportunity to gather sufficient evidence to make a secure judgement. Pupils with special educational needs and those capable of higher attainment do very well. In the small groups for each year group there are no significant differences between the attainments of boys and girls.

The support provided to ensure pupils' personal welfare, including their spiritual, moral social and cultural development is very well organised and is very good. Work to support these aspects of the pupils' development is threaded through different subjects very successfully. Pupils have very good attitudes to work and learning. Relationships across the school between pupils and towards adults are very good. Pupils' behaviour is very good. Attendance and punctuality are also very good.

The quality of education is very good overall. Teaching and learning and the curriculum are all very good. Pupils work very well independently and collaboratively in groups. They are very industrious and show a good sense of responsibility. Even the youngest demonstrate good common sense and maturity. Teachers and the support staff offer intensive support to individuals or groups that need extra help or additional challenge. The teaching and support staff have a very secure understanding of the National Curriculum as well as knowing the characters of the pupils. They know how well they learn through practical experiences. All lessons and learning opportunities are planned meticulously with pupils' diverse needs in mind. They include many stimulating and interesting opportunities. As a result pupils learn readily and achieve very well. Pupils achieve the individual and group targets that are set for them. They readily explain what they know and are eager to demonstrate what they can do. The care and guidance provided by the staff are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is excellent and governance is very good. The experienced headteacher leads the school by example. Her clear, energetic and positive vision for the school's future is demonstrated in her work in the classroom and with colleagues and governors. She has developed a teaching and support team that shares the positive aims of working towards excellence. The very knowledgeable, hardworking and well-informed governing body benefits from her drive and shares her

sense of direction. Together this team works very effectively to ensure the continuing good of the school. Governors meet all legal requirements and manage and support their areas of responsibility very well. They actively pursue the strategies set out in the useful, straightforward and practical development plans. Subject leadership is shared; teachers work very well with one another and have very effective links with the governors. The planning, monitoring and evaluation of work is very good. Everyone is a full participant in the work aimed at helping pupils to attain the best standards possible in all subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed a very high level of satisfaction with the school. They are full of praise for the headteacher and her staff. Pupils are fully involved in the many opportunities presented in school life and have no complaints.

IMPROVEMENTS NEEDED

This is a very good school with no major weaknesses. Opportunities for the staff to promote some of their more ambitious intentions are limited by budgetary constraints.

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

- The governors and headteacher should seek all possible ways of increasing the number of teacher hours in order to bring their plans to fruition.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well, overall. The group of children in reception achieve very well. Overall, when the attainment of all groups is taken into account, standards are above the expected level in most subjects and are regularly well above the expected level by the time pupils leave school at the end of Year 6.

Main strengths and weaknesses

- In English, standards in speaking and listening, reading and writing exceed expected levels across the school. They are well above the expected level by the end of Year 6.
- From their average start on entry to the school pupils achieve very well in most subjects.
- During the inspection, evidence showed that, in mathematics and science, pupils in Years 2 are on course to exceed expected levels.
- By the time they are in Year 6 pupils are on course to attain well above the expected levels in mathematics and science.
- Attainments in art and design, geography and music exceed national expectations.
- Pupils' attainment in French is particularly good.

Commentary

1. The very small group of children in reception are all on course to attain and some will exceed most of the expected learning goals before they move into Year 1. Attainment levels on entry fluctuate and the numbers of children, including some with special educational needs, vary. The level of attainment on entry in most years is about average overall.

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

Standards in:	School results	National results
Reading	16.6 (17.9)	15.8 (15.7)
Writing	15.8 (16.6)	14.6 (14.6)
Mathematics	18.2 (18.3)	16.2 (16.3)

There were 5 pupils in the year group. Figures in brackets are for the previous year

2. In this small group in 2004 pupils in Year 2 attained at levels above the national average in reading and writing and well above in mathematics. Teacher assessment indicates that attainment in science was very high. Pupils in Years 1 and 2 make very good progress and achieve very well. Comparisons with other schools are not very reliable as the percentage value of one pupil distorts figures unrealistically. This distortion is equally unhelpful when it indicates tremendous gains, as it is for apparently sudden falls in overall standards. Following the progress of these pupils into Year 3 it is clear that every pupil is doing well. Each one is achieving to their best personal level and reaching their agreed personal target.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
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English	27.8 (30.6)	26.9 (26.8)
Mathematics	29.6 (29.4)	27.0 (26.8)
Science	31.5 (30.6)	28.6 (28.6)

There were 8 pupils in the year group. Figures in brackets are for the previous year

3. Standards in all tested subjects were above the national average, in mathematics they were well above and in science they were in the top five per cent of schools nationally in the tests in Year 6 in 2004. The slight slippage in English was caused by the illness of one pupil and that had an undue effect on the overall grades for the school in that subject. Comparisons with other schools are unrealistic for two reasons; the first is the very small number in the group and secondly the fact that with no hot meals available pupils who might qualify for free school meals do not claim their entitlement. The school has implemented the national strategies for literacy and numeracy very well. In both classes pupils perform very well when undertaking practical work. In practically based work, where pupils collaborate constantly with one another, many regularly exceed the expected levels. The school is pursuing a programme of work to use skills learned in writing in English to extend different styles of writing in other subjects to very good effect. The initiatives to promote opportunities for extended writing across the curriculum are working well. Inspection evidence indicates that the small group of pupils in Year 6 are on course to attain at a level well above national expectations. The challenges set are very high but pupils' support one another and are achieving and even exceeding their personal targets. Those pupils who find work more difficult achieve their individual targets because of carefully modified work and the dedication of the staff.
4. In mathematics pupils use their knowledge and understanding of number with growing confidence in oral and mental mathematics and are confident writing their answers using their white boards and in their books. Pupils readily manipulate numbers mentally using the rules of multiplication and division. The skills using decimals, fractions and percentages shown by pupils across Years 3 to 6 are remarkable with such a spread of age and experience. By the end of Year 6 inspection evidence shows that pupils are on course to exceed the expected levels. The average and above average attaining pupils select and use the most comfortable method for themselves to solve problems in geometry or in calculations and then explain their reasoning to the class. Individual pupils are encouraged to learn by using independent research and personal study. Pupils learn very well and use their knowledge and understanding of number to very good effect in other subjects.
5. Standards in science are above the national average in all groups between Year 1 and Year 5 and in Year 6 standards are well above the expected levels. This is as a result of the provision that from the earliest days in school enables pupils to learn through investigation how to become young scientists. Pupils' skills and confidence in planning, conducting and recording the findings of investigations are very good, especially in the groups of Year 5 and 6 pupils. Work displayed in classrooms and around the school shows very good levels of presentation. Pupils show great confidence in describing their thinking processes and showing why they have come to their conclusions. Their reasoning and explanations are always convincing and in most instances they are correct.
6. Standards in ICT are at the expected level across all classes. A few pupils in Years 5 and 6 are working at a level above that expected. What is important is that pupils' use of ICT in other subjects is a particular strength as pupils have moved on from having a

secure skills base to looking at using their skills to enhance and extend other work. This is a great improvement since the time of the last inspection. Pupils' attainments in, geography, music and art and design across the school are above the expected level. Design and technology and history are not the subjects in focus during this half-term and evidence was sampled. The collected evidence indicates that attainments are never less than the expected level and there are some examples of work in both Years 2 and 6 that exceed the expected level. In physical education pupils have many opportunities to work with other schools in competition and their attainment at least matches the expected level. During the inspection physical education was only sampled and it was not possible to make a secure judgement on attainment.

7. At this stage in the school year, pupils across the school are achieving very well. Inspection evidence indicates that those pupils who do not have special educational needs are on course to exceed the expected standards in reading, writing, mathematics and science by the end of Year 2. In Years 3 and 4, pupils continue to make good progress and are achieving very well. In the groups for Years 5 and 6 many are already achieving at Level 4 across the curriculum and are beginning to succeed at Level 5, the higher than expected level. The attainment and achievement in French for all pupils is impressive. In Year 6 pupils are on course to attain standards that are well above national expectations.
8. For pupils with special educational needs their achievement is also very good, due to the help and encouragement they receive from teachers and the learning support assistants. With the others in both classes, these pupils work as hard as they can. Their achievement over time is often better than might be expected, and they achieve particularly well in subjects where they are able to do practical work. Teachers measure progress against the targets set in pupils' individual education plans as part of the school's assessment procedures for all pupils. Teachers adapt work to match the needs of lower attaining pupils, as well as for those capable of higher attainment that have been identified as being either gifted or talented in some subjects such as physical education, music, art and design or mathematics.

Pupils' attitudes, values and other personal qualities

Attendance at the school is **well above** the national average and punctuality is **very good**. Pupils have a **very positive** attitude to school life and behave **very well**. Their personal development, including their spiritual, moral, social and cultural development, is **very good**.

Main strengths and weaknesses

- Pupils have a very positive view of school and an enthusiasm for learning.
- Very good behaviour ensures a very pleasant climate for learning.
- Relationships are very good, giving the school a strong sense of community.
- Pupils develop into sensible, polite and confident individuals as a result of school's very strong emphasis on personal development.
- Parents take education seriously and ensure that their children go to school every day and get there on time.

Commentary

9. Pupils enjoy going to school. They know they go to learn but they also feel very much part of a very friendly community. They are very proud of their school. In lessons they settle down very quickly, listen attentively and work well at given tasks. They take

homework very seriously and enjoy participating in school clubs. Parents are totally supportive of the school and the social and educational goals that it has established. They ensure that their children attend regularly and that they are punctual.

10. The very good provision in the school enables all of the children in the reception group to attain the early learning goals in their personal, social and emotional development very well. These are achieved before they are expected to work on the tasks within the National Curriculum.
11. The pupils are very well behaved, which results in an atmosphere that is very conducive to learning. The wide age range in classes allows older pupils to set a good example to younger ones. The playgrounds are very friendly places. Pupils have no concerns about bullying or name-calling and express great confidence in their teachers to sort out any issues. There have been no exclusions in recent years. The attitudes, values and personal qualities of pupils with special educational needs are developed very well alongside their friends.
12. Relationships within the school are very good. Being a small school everybody knows everybody else very well. Adults and children get on well with one another. Pupils collaborate productively in lessons such as working in pairs and groups during investigations in science and in improvising conversation in French. Pupils state that the best thing about the school is how friendly everyone is to one another.
13. The school is very successful in developing the pupils' personal qualities. Christian values are at the heart of everything the school does. All pupils are brought up to understand the importance of caring and being tolerant of others. The calm, very effective daily act of collective worship plays a very significant part in the development of tremendous spiritual awareness by providing all pupils with a shared sense of belonging to the family of God. The wide use of poetry, music and art in lessons gives pupils a very good appreciation their own culture. The school is equally effective in giving pupils a deeper understanding of other cultures, for instance by visiting art galleries and concerts, as well as having French lessons. There are close links with a Christian community in Zambia and with pupils at a school in Japan.
14. Moral standards and social skills are further developed by the very good examples set by the adults in the school and by well-focused lessons and class discussions. Good manners and respect for others are stressed strongly throughout the school. Pupils' self-esteem is promoted very effectively through justifiable praise, merits and awards such as 'Citizen of the Week'. Good use is made of displays, including photos, to celebrate pupils' achievements. Pupils are polite, confident and sensible with a very sound understanding of right and wrong, and by Year 6 they have developed into very well rounded young citizens.

Attendance in the latest complete reporting year 95.7%

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.2
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is very good. The quality of teaching and learning and the curricular provision are very good. An excellent range of diverse and interesting learning opportunities enriches the curriculum. The care and welfare of pupils, their support and guidance and the partnerships between families, the community and other schools are all very good. The school is successfully meeting the diverse needs of pupils with a variety of needs and talents.

Teaching and learning

The overall quality of teaching and learning is **very good** across all phases and much teaching is excellent. Assessment is **very good**.

Main strengths and weaknesses

- Teachers have very good knowledge and understanding of the subjects that they teach and have very good relationships with the pupils.
- Teachers have high but realistic expectations that challenge pupils' thinking.
- The strategies for teaching literacy and numeracy are working very well.
- The pace of lessons is very good; therefore the rate of learning for all pupils is also very good.
- The planning is very thorough, detailed and precise; teachers choose very suitable methods.
- The strategies for assessment are very effective; these are incorporated into longer and short-term planning and the information gathered is used very well by all of the staff.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	7	0	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The quality of teaching is very good overall and is maintained at a consistently high level across the school. In English, mathematics and science most of the teaching seen was excellent. The proportion of excellent lessons was half of lessons observed and was above that usually found in most schools. In all lessons teachers' knowledge of the subjects taught is very secure and teachers explain the intended learning objectives to pupils clearly at the start of lessons. No unsatisfactory teaching was observed and the quality of teaching is better now than that seen at the previous inspection. Teachers carefully link learning objectives to earlier work or to practical experiences. This is a particular strength of work in mathematics, science, art and design, French and music. Practical experiences and investigations provide good opportunities for revision and consolidation.
16. Staff teach all of the required skills for information and communication technology (ICT) very well. Pupils use their acquired skills instinctively to support work in other subjects. It is this consistent use of ICT to support and extend learning in many subjects that makes it such a valuable subject and such a good tool for learning.

17. In both classes lessons are very well organised and teachers' planning is very good. With both classes catering for mixed age groups it is the use of meticulous planning and a good range of carefully organised methods for enabling independent and collaborative learning that are impressive. Teachers manage time and balance the needs of pupils across the age span tremendously well. The carefully structured approach to learning is organised very well. Teachers, children and parents and governors are all very secure about how pupils work and learn together to such good purpose in this small village school.
18. The methods chosen and the available resources are always suitable. Teachers engage pupils' interest at the start of lessons. Work is interesting and the pace of learning is brisk. In all learning activities the work is challenging. As a result and making good use of the very positive relationships, there is a shared sense of joy in learning. The quality of teaching and learning in English, mathematics, science and French are particularly good and are regularly excellent.
19. The quality of teaching for pupils with special educational needs is very good. All of the teachers use pupils' individual education plans well and incorporate stated targets into their lesson plans for all subjects. These identified pupils are fully included in all classroom activities. Teachers ensure that pupils of all levels of prior attainment are constantly and appropriately challenged. Teachers and support staff check that pupils work to the very best of their ability. Assessment and tracking procedures for pupils identified as having difficulties in learning are very good. Teacher's knowledge is used very well to ascertain the rate and levels of achievements both informally on a day-to-day basis and in a more structured way at the end of each set of work. The school has supportive links with the relevant outside agencies for pupils with special needs.
20. The imaginative use of the trained support staff in lessons is essential in maintaining the rapid rate of learning across each different year group. When pupils experience any difficulties it is their skilled intervention that enables lessons to be so successful. This makes the best possible use of teachers' time. Everyone builds purposefully on the sense of success. The well developed partnership between the teachers and the support staff makes a vital contribution to the very positive ethos of the school and to the very good working atmosphere in all classes. Homework is set at suitable levels each week. During the inspection the review of marked work indicated that homework in its different forms was proving to be a positive aid to learning.
21. The school's assessment, monitoring and tracking systems and their use are very good. The process is practical and manageable and teachers use it very well. All teachers follow the agreed marking policy meticulously as an important strand of the shared assessment procedures. The staff make very good use of the information gathered both on a day-to-day basis and when reviewing completed work. The systems in place enable teachers to analyse the strengths and weaknesses in standards and provision. All information gathered is used to set relevant targets for improvement. Across the school, teachers know their pupils very well and plan work for individuals and groups that is very well matched to prior attainment, achievement and present needs of each pupil. In all working groups pupils understand how well they are doing and most readily explain how they might improve at times when they discuss and evaluate work in progress or completed work. Pupils' appreciation of ways to improve is more developed in the groups of older pupils but the process of evaluation is begun in Years 1 and 2.

The curriculum

The curriculum is **very good** with many **excellent** features including many opportunities for enrichment. There are frequent exciting and high quality opportunities to extend learning. These are provided through curricular and extra-curricular activities including visits. Resources and accommodation are **good** overall.

Main strengths and weaknesses

- The provision for children in the Reception year is very good with many excellent features.
- The school provides excellent levels of enrichment using a wide range of educational visits, visitors to the school and many stimulating extra-curricular activities.
- The strategies for developing pupils' literacy and numeracy skills are very effective and contribute to very high levels of achievement.
- Information gleaned by assessment is used very well for target setting and to guide curricular planning.
- The school provides very well for all aspects of pupils' creative development.

Commentary

22. The curriculum has been audited, revised and improved in recent years and fully meets the requirements of the National Curriculum. Very well structured schemes of work are in place for all subjects. Children in the Reception Year benefit very well from a very rich curriculum. This is based on the nationally agreed areas of learning and is enriched by many visits and visitors. Curricular planning ensures very high quality continuity from Reception to Year 6 and for very good provision for the different age and ability groups within the mixed age classes.
23. Rigorous planning ensures that there is very good progression within subjects. Cross-curricular planning is very effective and, during the inspection, key elements from many subjects were combined and sensitively threaded through lessons. Time is used very resourcefully as pupils incorporate many aspects of the curriculum into one activity. One of the many strengths of the curriculum is the introduction of French to pupils in Years 3 to 6. During the inspection, pupils benefited from close links with the high school and parents. The class teacher and the teacher of French from the high school collaborated very well together during the lesson observed. The school has identified this work in French as a particular strength and the inspection team fully supports this view.
24. A very good feature of the school's work is the determination of all teachers to value all pupils and to include them in all aspects of learning. Consequently, girls and boys, including the gifted and talented pupils, achieve very well. The very good inclusion of all pupils in every aspect of learning contributes to very high levels of achievement. The provision for pupils with special educational needs is very good. They share the same curriculum offered to other pupils and like them they achieve very well. Tasks are adapted when necessary, or additional help is provided to ensure that they experience success. All pupils have equal access to extra curricular activities. The recommendation of the revised Code of Practice for pupils with special educational needs is fully implemented. The group of pupils with special educational needs benefit from the high level of care provided by all staff and the very good relationships that exist throughout the school.

25. The school implements the national strategies for literacy and numeracy very successfully, resulting in pupils' very high levels of achievement throughout the school. These subjects are very well applied to all other curricular areas. The effectiveness of the curriculum is monitored regularly and is developed sensitively according to the skills and needs of individuals and groups of pupils. In this very small school, all pupils are in mixed aged classes and work within a curriculum that is very well matched to their individual needs. The provision for ICT has improved tremendously since the last inspection. The use of established skills in ICT in most subjects enables pupils to work independently to pursue their personal interests and to revise aspects of those subjects that have proved difficult or have presented additional challenge for them.
26. Physical education, science and sessions for reflection and discussion, known as circle time, make excellent contributions to pupils' personal, social and health education and to drug awareness. Pupils understand the value of frequent exercise and the important elements of a healthy diet. All pupils benefit very well from the many extra-curricular activities that the school offers. An extremely dedicated staff and parents and governors support an exceptionally wide range of activities. Pupils share in a very enriching range of visits to places of interest, which further enhances their learning. Residential visits are arranged for older pupils often with pupils from other schools and this enables them to experience a wider range of more adventurous activities than the school can accommodate. The school calendar is overflowing with activities aimed at developing pupils' social, cultural, multicultural and environmental development.
27. The school has developed and maintains very strong links with the community, which contribute to the pupils' spiritual, moral, social and cultural development. The very strong Christian ethos of the school is reflected in many activities with churches in the community. The many visitors to school share their skills and experiences with pupils and greatly enhance their learning. Pupils are very well prepared for transition between the phases in the school and for transfer to the feeder secondary school. The curriculum prepares pupils well for the next stage of their education.
28. Staffing levels are sufficient to meet the needs of all pupils; there are sufficient qualified and experienced teachers who, with the classroom assistants, make a very positive impact on pupils' achievements. The building is in a very attractive setting and is maintained to a very high standard by the caretaker. It is further enhanced by very attractive and stimulating displays of pupils' work. Overall, resources and accommodation are good and they are used imaginatively to enhance learning.

Care, guidance and support

Pupils are cared for **very well** and are given a **very high level** of support and guidance. The school has **very good** procedures for taking account of pupils' views.

Main strengths and weaknesses

- The school is a very caring community where practice is based firmly on Christian principles.
- Child Protection and Healthy and Safety issues are taken very seriously and are managed very well.
- All pupils receive very good support in their academic and personal development.
- Pupils feel very involved in the way the school is continuing to be developed.

Commentary

29. Care and consideration for others permeates the whole school. Adults listen well to pupils and any concerns are treated with consideration and sympathy. Pupils feel they are very safe at school and amongst good friends. There is a very high level of supervision at all times. Pupils and parents appreciate very much that the school is 'open' for an hour before the school day officially starts.
30. There is considerable expertise on Child Protection matters within the school. The responsible person has been fully trained and rigorous procedures ensure that all staff are familiar with current good practice. Health and safety has a high profile with a strong emphasis on road safety when lessons require pupils to move around the village, for instance to the village hall for physical education and the field for games. There is a very good level of first aid cover. Governors and staff regularly inspect the premises on a formal basis and any points of concern are noted and followed up. Additionally, once a term, the headteacher inspects the school and the grounds accompanied by a pupil. This ensures very effectively that safety is considered from a child's point of view.
31. Pupils and their families are extremely well known to headteacher. This allows her and other staff to be very supportive if the need arises. Pupils report a high level of trust in the headteacher to give good advice and friendship. Very good records are kept of pupils' academic progress, which results in pupils being clear on what they need to do to improve. Targets are reviewed regularly and discussed with pupils. The personal sections of pupils' reports are well written. Pupils with special educational need are supported very well by their teachers and support staff. Teachers assess and monitor the progress of identified pupils using the same mechanism as for the rest of the group and through the review of their individual education plans.
32. The school exists for the pupils and their views are highly valued. Pupils contribute to the development of the school through a well-established school council and through an Eco committee that concentrates on environmental matters. The school council has an impact on the running of the school, for instance, by arranging recently, as a result of pupil pressure, for football to be played on playground only on certain days and sorting out the necessary rota. Pupils think the school council is a good idea that works well.

Partnership with parents, other schools and the community

The school has **very good** links with parents, the local community and with other schools.

Main strengths and weaknesses

- Parents have a very high opinion of the school.
- A very strong partnership between the school and pupils' homes allows parents to be actively involved in their children's learning and the life of the school.
- Pupils benefit from very close links with the community and with other schools in the area.

Commentary

33. Parents greatly value the small size of the school and approve of the way it is run. They particularly like the good progress their children make, the high quality of the teaching and the approachability of the staff. They also think that the links with Saint Peter's and the other churches in the village make a valuable contribution to their children's education.
34. Parents are kept very well informed on their children's progress. The twice-yearly consultation sessions with teachers are timed to be convenient for most parents. Those who can't make it are offered alternative dates. The result is that 100 percent of parents have regular formal meetings with their child's teacher. Pupils agree individual targets with their teachers on a regular basis and these are reflected in their day-to-day work in class. These are then shared with their parents and incorporated into homework. This very effectively allows parents to be more involved in their children's learning. Pupils' reports are concise, free from jargon and easy to understand. Progress is clearly stated and the targets are specific enough to allow parents to be involved and monitor progress. Homework is regular, well organised and meets the approval of parents. Parents explain that they have very easy access to the staff and governors of the school and they feel that any concerns are dealt with very speedily and effectively.
35. There is a well established and very easy relationship between the headteacher and parents. Parents are encouraged to help in the school. These helpers make a valuable contribution to the children's learning. The Friends' Association is very active and raises a considerable amount of money each year, all of which is spent speedily on improving aspects of the pupils' education, for instance financing of educational trips. The governors canvas parents' opinions formally every two years and any suggestions are considered very seriously and acted on when practical. The recent improvements in supervision outside the school gates at the end of the school day have been developed as a result of parental suggestions.
36. Targets agreed by the special educational needs co-ordinator and the class teachers are shared with parents and when appropriate with pupils. Parents attend the termly review of individual education plans.
37. Pupils benefit considerably from the school being looked upon as the heart of the village. There are close links with Saint Peter's church and also good relationships with the Catholic Church and Wesleyan Methodist chapel. Extensive use is made of local heritage and surroundings for instance by studying the industrial archaeology of the area. The Scorton Scribes award - an annual competition for the school established by a local couple, stimulates pupils' writing. This year's subject is to write an autobiography. Members of the community help in the school and are involved in annual school events. A local group makes good use of the school's resource room every week. Close links with three other small primary schools allow pupils to be involved very effectively in sporting events. This liaison enables pupils to have additional educational trips and to meet a wider range of children of their own age. These contacts have the additional benefit that the Scorton pupils know a number of other children of their age when they transfer to secondary education. The systems for the transfer of pupils to the secondary school are smooth and effective.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school is **very good**. The headteacher provides excellent leadership. Together with the entire staff her management is **excellent**. Governance is **very good** with some **excellent** features.

Main strengths and weaknesses

- The headteacher has excellent vision and is inspirational in her aims for all aspects of the school's development and these are reflected in the very high achievements of all pupils.
- The leadership and management by all key staff are excellent.
- The governance of the school is very good with some excellent features.
- All aspects of strategic planning are excellent and have contributed to the very high levels of improvement in standards and all aspects of provision since the last inspection.
- The school's assessment, monitoring and tracking systems and their use are exemplary.
- The financial planning, management and best value principles are excellent.
- In this small school, the headteacher, staff and governors are very aware of the issues concerning the heavy workload of this highly committed team. They are seeking practical ways to improve it.

Commentary

38. There have been very good improvements in the leadership and management of the school since the last inspection. There is an exceedingly clear commitment by the headteacher, governors and staff to the continuous improvement that drives the school forward. There is a dynamic and shared commitment to raising standards and providing a very high powered and high quality education for all pupils. Inclusion, enrichment and commitment to a strong Christian ethos are at the heart of the school's philosophy. The headteacher provides excellent educational direction. The headteacher and staff motivate each other and this contributes very effectively to the very high levels of achievement. Initiatives are rigorously kept on course and are not allowed to drift or lose impact. In this small school where all staff are subject leaders, they ensure that agreed strategies for teaching and learning are followed. The different approaches to leadership, management and teaching are celebrated and shared and contribute to the way in which all of the involved adults strive for excellence. There is an excellent supportive network throughout the school where everyone is valued and supported.
39. The headteacher provides excellent educational direction. The staff and the governing body share her clear commitment to the principles that drive the school forward. The headteacher and other staff support and motivate one another very successfully because excellent systems are in place. The effective use made of the skilled support staff is crucial to the successful inclusion of all pupils to the many benefits that the school offers, and their very high levels of achievement. In this small school where staff share responsibility for subjects and all aspects, they ensure that agreed strategies for teaching and learning are followed.
40. Clear goals are set and shared with teachers and pupils. The headteacher has extremely high expectations of herself, the staff and the pupils. Performance management is excellent and is one of the many features that has proved to be successful in raising standards and promoting the innovative range of developments. The induction of staff is excellent in terms of their professionalism and confidence in bringing about change and development. The governors set measurable goals for the

headteacher who, in turn, sets equally relevant and measurable goals for the rest of the staff.

41. There are consistent and detailed curriculum plans. Teachers and teaching assistants ensure that the skills of each subject are acquired within the context of creativity, care and enjoyment. The highly effective monitoring of the curriculum and teaching have been very successful in raising standards for all pupils. The very effective use made of collected assessment data contributes very well to the rapid improvements. The small number of teachers manage their areas of responsibility very effectively; however, they have a significantly higher level of responsibilities than found in most schools.
42. Members of the governing body have a very wide range of experiences, which they use to ensure very effective provision in all aspects. There is a very positive and productive relationship between the governing body and the school. Governors have a high level of confidence in the headteacher yet expect her to be accountable. They ask searching questions of all staff and have an exceedingly good understanding of the strengths and areas for development in the school. Through the headteacher's reports and frequent visits, governors have a very good understanding of standards, teaching and learning in the school and keep abreast of all developments. They are actively involved in the evaluation of how well the school is performing. Governors check that spending decisions lead to improvements in standards and provision. The work of the Governing body is thorough meets statutory requirements.
43. Governors seek excellent value for money, not only in cost, but also quality. This is reflected in the attractive external and internal accommodation. Although space is at a premium in this school, the collective leadership and governance have ensured that there is a spacious, attractive and well-stocked library with pupils having further access to the mobile library and sufficient space for pupils to participate in collective worship.
44. Overall, the governing body, with the support of the headteacher, has a thorough working knowledge of the school that directly informs their decisions. Their long-term strategic planning reflects their commitment to improvement, often building on what is already very good. The Chair of Governors is extremely well informed and supportive in all aspects of the school's activities. The shared approaches to financial management and the excellent understanding by the Chair of Finance enable the teachers to develop initiatives. He has an outstanding knowledge of the various pockets of finance available and ensures that they are spent in accordance with the school improvement plan. The governing body is enabled to ensure that excellent best value principles in terms of cost and quality are central to their decision-making.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	171,329	Balance from previous year	28,980
Total expenditure	176,994	Balance carried forward to the next	23,314
Expenditure per pupil	4,197		

45. Systems of self-evaluation in the school are rigorous and excellent. All members of the school community are regularly consulted. Their comments are welcomed and are all considered carefully. The governors and the headteacher are not afraid to make

bold decisions in the best interests of the school. Administrative support in the school is highly professional and is very efficient. The finance officer provides a very detailed analysis of income and expenditure and the headteacher and governors are very well informed about spending patterns. The governors keep an appropriate level of reserves to ensure that additional needs can be financed. They are alert to the need to preserve teaching levels should there be a year with more pupils leaving than joining.

46. The inspection team shared the concerns of the staff and governing body about the work life balance for teachers. Governors are seeking to find creative and effective ways to ensure that staff have a more realistic balance of work and family life in order that no teachers, health or family life suffers. The aspirations of the headteacher and governors are achieved as well as they are because of very high levels of commitment from all teachers and teaching assistants. Some regularly give too much of their time to this very successful small school. The governing body, in consultation with the staff, is already considering how improvements in this area can be achieved as a matter of urgency.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the Foundation Stage is **very good** overall with many excellent features and has significantly improved since the last inspection.

Children are prepared very well for work in the National Curriculum. Children join the reception group in the September before their fifth birthday and attainment on entry varies from year to year but over the past five years has been close to average overall. As the number of children in each year group is very small these children are frequently taught alongside pupils in Years 1 and 2. As a direct result of the very high quality teaching, the very good curriculum, along with the very good assessment procedures, all of the children, including those with special educational needs, achieve very well. The children benefit greatly from very high quality support from the teaching assistant. The curriculum is very well planned to provide an exceedingly wide range of interesting, challenging and relevant activities, including visits to places of interest, and welcoming many visitors with specialist skills and knowledge. All adults are very good role models for the children and establish very good relationships with them. The teacher and classroom assistant work together very effectively. They monitor all aspects of children's learning and personal and social development very carefully. The accommodation is satisfactory and resources are good.

Parents commented very favourably on the provision in the class and many have considerable involvement in their children's learning. Children develop very positive attitudes because of the very high quality teaching, assessment and leadership and management.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **excellent**.

Main strengths and weaknesses

- Children achieve very well and develop very positive attitudes because of the very good teaching and very high expectations of all staff.
- All adults in the class ensure that children are sensitively introduced to prayer at the beginning and end of every session and to the special events and people who are an integral part of their religious beliefs.
- Very supportive relationships are quickly established and children work with confidence and enjoyment.

Commentary

47. Children achieve high standards in this area of learning before they are expected to join in work with pupils in Years 1 and 2. There has been significant improvement in provision since the last inspection. They make very good progress in their personal, social and emotional development as a result of the very good teaching and the contributions that are made by the teaching assistant. They know what is fair and acceptable behaviour because of the consistent approach and routines set by the adults. Children listen carefully and participate very well in the many interesting activities and stories. Most speak clearly and confidently. Throughout the year they have many opportunities for participating in activities that are special to this small church school and benefit from the Christian ethos that pervades all aspects of school life. They are continually encouraged to feel confident about their achievements and

are reminded of the very high standards of behaviour expected. They share equipment very well and readily take turns, putting up their hands before answering a question. Groups of children were frequently observed working together very well with minimal adult intervention.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and all staff create many opportunities to develop children's speaking and listening skills in all areas of learning.
- Children have many opportunities for writing and learn how to formulate letters accurately.
- Children achieve very well in reading because of very structured teaching and very effective involvement of parents and other helpers.

Commentary

48. The work to support this area of learning has been significantly improved since the last inspection. Most children are well placed to exceed the expected levels in this area of learning by the time they reach their fifth birthday. They achieve very well in speaking and listening because the teacher plans many stimulating opportunities for group discussions in all areas of learning. Children were frequently observed sharing books, listening to stories and practising writing skills. The teacher plans many exciting opportunities that increase and improve children's vocabulary. She poses probing questions and there is a display of essential vocabulary in each area of learning.
49. Higher attaining and average attaining children read fluently and accurately with good understanding. The books chosen are well-matched to their abilities and interests. They use reasoning skills very well and retell the story in the correct sequence. Most of this small group eagerly read familiar and unseen texts equally well. The lower attaining children read familiar texts and benefit from the repetition of vocabulary. They retell a wide range of stories, incorporating recently learned vocabulary very well in clear and well-organised sentences.
50. Very good relationships give children the confidence to speak and all adults listen intently and respond to their comments. The teacher has developed a very rigorous and tightly structured plan for the teaching of sounds with the emphasis on children's ability to say the sounds, recognise them in print and practise them in writing. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children form letters accurately and have frequent opportunities for practising letter formation and patterns. The excellent organisation by the class teacher ensures that the higher attaining and average attaining children have many opportunities to extend their learning while the lower attaining children have the necessary support and additional guidance.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good** with some **excellent** features.

Main strengths and weaknesses

- Teaching and learning are very good and achievement is very high.
- The teacher plans a wide range of structured activities to ensure that children understand number and apply their skills to other areas of learning.
- The children have very positive attitudes and confidence in applying mathematical skills.

Commentary

51. Most children are well-placed to exceed all of the Early Learning Goals by the end of their year in the reception group. The higher attaining children are already working within the National Curriculum. The teacher has excellent subject knowledge and ensures that assessment guides planning and the resources used. Most children count to 20 and higher attaining children count to 100. Nearly all children recognise and can name a wide range of two-dimensional and many three-dimensional shapes. They create interesting mathematical patterns showing a very good awareness of order, shape and colour. Children are encouraged to reason and investigate all aspects of number and measurement. They have very good opportunities for investigations and using ICT. During the inspection they explained how to program a robotic vehicle and showed very good understanding of directions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good** and there are some **excellent** features.

Main strengths and weaknesses

- Children's learning is greatly enhanced by the exciting range of activities and excellent range of educational visits and visitors to the school.
- Children have many opportunities for using ICT.
- The excellent planning of this area of learning ensures that children apply basic skills of literacy and numeracy progressively.

Commentary

52. The result of very good teaching is that children achieve very well in all aspects of this area of learning. They attain standards that are higher than those expected nationally by children in the reception year and when they are confident they join in the work of the national curriculum with pupils in Year 1. During the year the teacher provides very well for children's scientific, technical and geographical aspects of learning. They benefit from the wide range of investigations planned, are confident and capable users of ICT and know that many pieces of equipment are powered by electricity. An excellent feature of this area of learning is the wide-ranging opportunities for making models from an extensive range of construction equipment; they are beginning to understand the importance of wheels and moveable parts of machinery. They have a very good understanding of the order of seasons, seasonal changes and the impact of weather on activities. They learn about different regions of the United Kingdom and the World and some of the key elements of different faiths and cultures. The work in this area of learning has been improved considerably since the last inspection.

PHYSICAL DEVELOPMENT

Insufficient activities were observed during the inspection in order to make an overall judgement of provision in this area of learning. Children achieved very well in the activities observed. The range of activities planned enhanced their co-ordination skills and their increasing ability to work in pairs and independently. Most children handle construction equipment, paintbrushes, scissors and pencils with very high levels of dexterity and accuracy. Higher attaining and average attaining children hold pencils with the correct grip and consequently their standards of writing have improved very well over the year.

CREATIVE DEVELOPMENT

Insufficient activities were observed during the two days of the inspection to make an overall judgement of provision in this area of learning. Planning shows that over the year children have a wide range of planned opportunities to develop all aspects of their creative skills. During the inspection they painted chickens and ducks with a very good feel for shape and proportion and handled paintbrushes confidently. A particular strength is their very good awareness of shape and texture in art and their imaginative use of language. During assembly children sang tunefully with accurate pitch and rhythm demonstrating a good range of dynamics. No teaching of instrumental work was observed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- In both classes teaching is excellent.
- Overall, the standards in reading and writing exceed national expectations.
- The achievement of pupils, including those with special educational needs, is very good.
- Literacy is used to very good effect in other subjects.
- There is very good leadership and management of the subject including very good assessment systems that are used very well.
- Learning support assistants are deployed to very good purpose.

Commentary

53. Standards in English exceed the expected levels by the end of both Year 2 and Year 6 in statutory tests in most years. During the inspection evidence indicates that the attainment level for most pupils in Year 2 is already above the national average in reading, writing, and in speaking and listening. Pupils are on course to make further gains over the year. By the end of Year 6, the attainment of the pupils in the present group is on course to be well above the expected levels by the end of the year.
54. In this very small school the numbers of pupils taking the tests at the end of Years 2 and 6 are too small to compare reliably with the overall national scores or with most other schools. The standards attained in reading and writing by the pupils tested in 2004 all exceeded national expectations. The teachers' tracking procedures demonstrate that all of these pupils made very good individual gains and every pupil did as well as might be expected. Since the previous inspection pupils' levels of attainment have varied depending on the composition of each small group but the trend has been above that found nationally in both classes and in both cases. Pupils in

Year 6 are on course to reach the ambitious but realistic targets set for English this year.

55. The quality of teaching and learning in both classes is excellent. The dedicated work by the teachers, with the help of the well-trained support staff, has a very strong impact on the progress that pupils make. The inspirational and very well organised teaching, combined with the pupils' very good attitudes and willingness to succeed, ensures that the achievement of all pupils, including those with special educational needs is very good. Teachers use the National Literacy Strategy very well and have modified it very successfully for use in mixed-age classes. They also use skills developed in English to promote learning through work designed to develop basic skills through the humanities and creative activities. Teachers are alert to the needs of pupils who have special gifts or talents and modify work carefully to meet their needs and to extend their opportunities for success.
56. In each small group across the school pupils attain standards in speaking and listening and in reading that are better than those found in most schools. When talking about special interest topics the quality and content of pupils' argued opinions is often very good. For some pupils including those with special educational needs, attainment is better than might have been expected. When sharing discussions about their reading pupils explain eagerly how they love books. The class teachers develop these skills successfully. Teachers plan a range of good opportunities for pupils to speak in front of an audience and to negotiate with a partner. All pupils are included and achieve very well. Pupils speak clearly using whole sentences. Even the youngest understand and can explain what it means to be a good listener. Pupils readily explain why and how they have identified their favourite story or part of a story. Standards in Years 3 to 6 are very good and reflect the very good quality of teaching seen. Through regular sharing and discussion of texts, teachers develop pupils' ability to express opinions.
57. Reading is promoted strongly in the school. As a result, for most pupils the enthusiasm to read begins early. Pupils confidently explain the differences and use of an index or contents page. They know that the index provides alphabetical clues whilst the contents page shows where to look for broader topics. By the end of Year 2, pupils read from a wide range of texts confidently and fluently, with good expression. They enjoy spotting and explaining jokes in the texts. When reading poems and rhymes they anticipated what the rhyming word would be and enjoyed the jokes in some nonsense verse. Their pleasure in books and their confidence in reading alone and to others grows year on year. Pupils readily read to the school during collective worship with great confidence. By Years 5 and 6, pupils read fluently, with very good expression that reflects and echoes the dialogue of characters and the meaning of the text. Very few of the older pupils experience any reading problems but they are aware of a selection of useful strategies that help when they encounter any unfamiliar words. They persevere very well, and sound out such new words, sometimes with help, and they invariably succeed.
58. The school has a good system for setting and marking homework and parents all know where to find the set work. The systems for communicating with parents work well and there are very useful links between teachers and parents. The reading records of older pupils have been maintained over several years and reflect the wide range of books that they have enjoyed.

59. Attainment in writing is very good overall and by end of Year 6 it is on course to be well above that expected for pupils of the same age. It is as a result of the work to extend basic skills for most pupils that it exceeds the expected level. The powerful use of writing by pupils is maintained in work in other subjects. This approach is lifting the standard of pupils' writing for different audiences to a much higher level, and the school is rightly proud of pupils' achievements. Pupils respond very positively to the very effective teaching, and they work hard. Work set and targeted teaching is always based on the pupils' prior attainment. In the very small groups teachers are able to match work precisely to the needs of the pupils to very good effect. The quality of handwriting is generally good and in 'best' books and work on display it is well formed and very attractive. Pupils in Year 2 are beginning to adopt a very pleasing joined-up style. In Years 5 and 6 there are examples of high quality creative and factual writing. Pupils are beginning to work with rhymes and are enjoying various styles of poetry. Older pupils were keen to show their understanding of onomatopoeia and alliteration and are very keen to explain their understanding of these terms to anyone willing to listen. They are beginning to incorporate this use of sounds to enliven their own work. Examples of pupils' completed work are displayed throughout the school and often make gripping reading. Some interesting work describes pupils' experiences of school in Victorian times. Overall, spelling is good and pupils' written work reflects the care given to the drafting and editing processes and the care taken in marking and supporting re-drafting. Teachers and pupils enjoy using ICT to facilitate writing activities and use the available resources very well. The overall picture is very positive. The presentation of completed work in all classes is very good. This improvement of work in English since the previous inspection is good.
60. The subject is led and managed very well. Test results are analysed carefully, and challenging targets are planned well for the next stage of pupils' learning. Monitoring and evaluation of teaching and learning include suggestions for improvement. Together with teachers and their parents, pupils agree new personal targets that are reviewed regularly. The systematic monitoring of planning and assessment is very well organised and is driving up standards. The subject leader is very knowledgeable and is committed to developing ways for raising the standards attained by every pupil to the highest possible level. Displays of books and the ways in which pupils' work is mounted and shared with others encourage and extend learning.
61. The library provision is very good. The catalogue system is clear and useful and pupils from Year 1 upwards can explain how it works very well. The facilities in the library are very conducive to group work or for private study or personal research. There is a good range of fiction and non-fiction books that are up-to-date and are very well maintained. Pupils need little encouragement to take their reading books home regularly to read with their parents and family.

Language and literacy across the curriculum

The pupils' skills in literacy and language are very good and are used to very good effect in other subjects. Examples include writing about planning healthy meals in design and technology projects and describing life in the village in Victorian times. Pupils use accurate specific vocabulary when planning and writing up science experiments. Their written work in history and geography is persuasive and factual accounts are packed with detail. In Years 5 and 6, pupils' research work in history and geography has helped to develop their skimming or scanning skills very well. Strategies learned in English grammar and literature are linked very well with work in history and geography. English makes a very good

contribution to pupils' social, moral, spiritual and cultural education. Overall, the carefully planned promotion of language and literacy across the curriculum is very good.

FRENCH

Provision in French is **excellent**.

Main strengths and weaknesses

- Meticulous planning and challenging teaching enable pupils to achieve very well.
- Pupils are extremely confident in their use of the language.
- The partnership with a teacher from the High School has a very strong impact on pupils' learning.

Commentary

62. The headteacher has identified this subject as one of the many strengths of the school and the inspection team fully supports her opinions. Pupils in the reception group and in Years 1 and 2 start French in a group learning vocabulary and songs as well as simple phrases. Again, pupils in Years 3 to 6 are taught in one class and learn French together. By the end of Year 6, attainment overall is on course to be well above the expected levels by the end of the year. Younger pupils have excellent levels of support and older and higher attaining pupils have very high levels of challenge.
63. Pupils were fluent in their use of everyday expressions and vocabulary related to fruit. Their fluency and accurate pronunciation has been developed very well. Through the interest generated by their teacher and the teacher of French from the local high school they have developed a very strong understanding of the language. Pupils capable of higher attainment engage in improvised conversation and spontaneously use their increasing vocabulary with confidence and accuracy.
64. The teaching observed was excellent and pupils' learning is rapid and relevant to their increasing knowledge and understanding. The specialist teacher plans the lessons and, together with the class teacher gives pupils a thorough grounding in the language. Her introductions to new expressions are lively and make use of a wide range of high quality visual and auditory resources. She ensures that all pupils are included in the lesson by targeting individuals, reinforcing learning by frequent repetition and giving pupils many opportunities to extend their vocabulary. Lessons are very well balanced with many opportunities for children to practise newly acquired learning and incorporate previously learned phrases. Pupils are very attentive and behave impeccably.
65. The school's high quality liaison with the high school involves a thoroughly thought out development plan, whereby the class teacher gradually takes over the lesson through observation and excellent team teaching. Pupils benefit from the support given by a parent who is French and from many other opportunities for using French independently. French is a strength of the curriculum, giving pupils well-structured yet challenging opportunities to develop competence in the language and to take a special interest in another country and its culture.

MATHEMATICS

The provision for mathematics is **very good** with some **excellent** features.

Main strengths and weaknesses

- Pupils in Year 2 are well placed to achieve above average standards by the end of the year and those in Year 6 are well placed to achieve well above average standards.
- Pupils achieve very well and have developed very positive attitudes to the subject because of the very good teaching and very high expectations of all staff.
- The assessment, monitoring and tracking of each pupil's work are excellent and contribute to very high levels of achievement.
- The excellent quality of investigative work and application of numeracy to other areas of the curriculum develop pupils' understanding very effectively.

Commentary

66. There have been very good improvements in standards, the quality of teaching and learning and in the leadership and management of the subject since the last inspection. Mathematics is a rapidly improving subject across the school. There is a greater emphasis on investigative work in both classes and pupils achieve very well. Most pupils in Year 6 are well placed to achieve standards well above the national average by the end of the year. Higher attaining, including gifted and talented pupils, achieve very well because of the extremely high levels of challenge in all aspects of mathematics.
67. Pupils in Year 2 are well placed to exceed the national average by the end of the year. They apply their number skills very effectively to all aspects of the subject. They tell the time to quarter to and quarter past the hour and have a very good understanding of the concept of time and time intervals. They classify a wide range of two and three-dimensional shapes using a range of properties, including symmetry. Their data handling skills are very well developed. Throughout Years 1 and 2 pupils become very confident mathematicians. They rise to the challenges set by the teachers, try different approaches when solving problems and show very high levels of mathematical reasoning.
68. Pupils in Year 6 achieve very well in all aspects of mathematics. The majority of pupils use a wide range of methods for problem solving and planning investigations; for example, their very high quality understanding of place value is reflected in their ability to multiply and divide using large numbers. Their understanding of the equivalence of fractions, decimals and percentages is very well developed. Pupils understand the processes of converting fractions to decimals and reversing the processes. During the inspection, they extended this work to include percentages. When solving number problems mentally they use a wide variety of methods and explain their reasoning. Pupils have a very good understanding of angles as shown by their work about the properties of triangles and quadrilaterals. They use a wide variety of different strategies for solving mental and written calculations. Pupils explain their work very well; they justify their reasoning and manipulate numbers easily and confidently.
69. Throughout the school pupils show tremendous enthusiasm for the subject and pride in their completed work. They are very well motivated and are extremely well behaved. Pupils' relationships with one another and their teachers and support staff are very good. The school has very successfully and rigorously developed the National Numeracy Strategy in order that pupils apply reasoning skills and creative thinking to their understanding. There is a very strong thread of mathematical challenge throughout the school.

70. Teaching overall is very good and much is excellent. This shows a very high level of improvement since the previous inspection. All aspects of teaching are strengths and as a result pupils learn very well. Teachers have very good subject knowledge and understanding. This is reflected in very clear explanations and very good teaching of basic and advanced skills which contribute to pupils' very good levels of understanding. Planning for all groups is excellent and is based on diligent tracking of pupils' attainment and achievements. Sufficient time is given for revision of earlier learning and, as a result, pupils consolidate their learning very well. Teachers question pupils and use their responses to assess their understanding. They have very high expectations for the pace of work and presentation; consequently they know how well their pupils have achieved and presentation is good. The extremely high quality of support given by classroom assistants, including those who support those with special educational needs, contributes to the very good achievement of all pupils.
71. The excellent leadership and management by the subject leader have successfully raised standards and the profile of mathematics throughout the school. The very effective systems for assessment, monitoring and tracking give all teachers secure evidence from which to plan. Target setting is very well founded on a wide range of information about each pupil's ability. Daily planning, group organisation and curricular changes are soundly based on excellent analysis of standards. The school is constantly seeking ways of improving all aspects of mathematics. The very high standards in mathematics are further enhanced by the effective use of ICT across all strands of the subject.

Mathematics across the curriculum

The headteacher and staff have a shared commitment and belief that children and pupils should not only excel in mathematics but that they should also enjoy the subject. This is consistently reflected in the ethos of the subject, the excellent levels of challenge and the many ways in which the diverse needs of mathematics are both learned and enjoyed by pupils. Pupils frequently use mathematics as an integral part of their work in other subjects. This is carefully planned to match the abilities of all pupils and extend their understanding of mathematics in the world; for example, they use graphs and charts when recording data in geography and science, shape and pattern in art and design and calculations with large numbers when comparing and contrasting heights of mountains in different continents. When combining work in mathematics with their skills in ICT they maintain personal progress charts and readily create spreadsheets to record data gathered from different sources presenting stored facts in many interesting ways.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and are attaining above the expected level at the end of Years 2 and well above expectation in Year 6.
- Teaching and learning are consistently very good throughout the school.
- The method of working through investigation is producing very good dividends.
- The subject is led and managed very well.

Commentary

72. Very good teaching enables pupils to achieve standards that are above the expected levels by the end of Year 2 and well above in Year 6. The standards at the end of Year 6 are as good as they are because the school concentrates on pupils being scientists and conducting interesting experiments and investigations. This process starts as soon as pupils begin to undertake scientific studies in Year 1. It is built on systematically across the school. Pupils of all levels of prior attainment and understanding get a very fair deal as work is matched very closely to their earlier experiences. Those with special educational needs succeed because, besides having specially tailored work, they are very well encouraged by skilled teaching and well-informed learning support staff. Most pupils are frequently able to work independently; each pair or group is provided with good opportunities to go beyond the level of the work planned for the class. This encourages them to discover for themselves the next steps in the process. Through this style of work time is used well and all pupils are encouraged to work to their personal capacity.
73. Teaching and learning are very good in all classes. Pupils' very positive attitudes to work, their very good behaviour and relationships enable everyone to work well in a calm and purposeful way. They make time to share times for discovery, reflection and fun. Lessons are superbly planned and often include options for individual development. The teacher's skill in the class for older pupils as she worked with each group in turn supporting pupils' investigation and learning was very impressive. Planned activities provide strong links between topics and other subjects that make knowledge secure through revisiting a variety of experiences. Resources and pupils are managed very well and, in lessons, the different approaches and range of intended work regularly make learning brisk. During lessons in science everyone is totally engaged with their work and time flies. Teachers question pupils very skilfully, causing them to think of answers to solve problems and to demonstrate their understanding of complex issues.
74. When working on a topic about solids and liquids in a lesson for pupils in Years 5 and 6, the work was divided into listening and practical activities to very good effect. Pupils learned from the teacher and reinforced this new work with investigations. They recorded their findings in a number of ways, all related to the topic but individual to each group or pair. This enabled support to be offered to those pupils needing help, without holding back those pupils who had grasped the main components of the lesson more quickly.
75. Assessment procedures are very good. They are built into lessons in the planning stage, and possible alternative strategies are listed to engage pupils' imagination and to extend their thinking. Teachers use these processes very skilfully to adapt their work in lessons and to inform the next steps in planning. Assessment files record how work has been refined and changed as a result of the findings and speed of learning in previous lessons. Teachers' evaluation of the success of each program of study is remarkably good. It is practical and efficient whilst providing them with facts and pointers to vary or enhance the content of the section in future lessons. In such a small school this approach to monitoring and evaluation of the curriculum is very good.
76. Marking is thorough in books although much takes place alongside pupils, where a comment or a word is enough to refocus their thinking. The subject leader has set in place very good simple and practical systems that benefit pupils and teachers. With

so few teachers, time to monitor planning or to observe and support colleagues in the classroom is limited, but teachers discuss their work on a daily basis and the system works well. The range and quality of resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **good**.

Main strengths and weaknesses

- Clear planning and leadership has had a positive impact on improving the quality of provision.
- Pupils throughout the school achieve well.
- Teaching is very good overall.
- The use of the subject to promote and extend learning in other subjects is very well developed.

Commentary

77. The overall levels of attainment match national expectations by the end of Years 2 and 6 and a few pupils exceed the expected levels in every group. At the time of the last inspection, standards were unsatisfactory at the end of Year 2 and close to expectations by Year 6. The quality of provision has been strengthened and improved in the classes for younger pupils and although the overall levels of attainment are similar in Year 6 the use of ICT to enhance work in other subjects has been promoted very well. All of the teachers and support staff have undertaken training and the scheme of work ensures that all aspects of the curriculum are taught.
78. By the end of Year 2, pupils understand the various forms of communication such as CD- ROMs, tape recorders, text and photographs. They use the computers for word processing, drafting and editing and importing pictures, using the mouse confidently. They are totally familiar with the keyboard and use of icons. They readily log on, edit text, save their work and log off. Using remote controlled robotic floor toys is not a special activity but just another thing that they enjoy. Pupils of all ages frequently arrive early and have monitored access to mathematics programs or other computerised activities that interest them. In Years 3 to 6, pupils understand the usefulness of ICT in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. Pupils organise and manage the snacks order each day without needing help from teachers. They use secure search engines to access websites on the Internet. The work in individual topics is shared with friends using a multi-media system for their presentations with impressive ease. Their skills in control technology are developing well.
79. Teaching is very good overall. This is proving to have a positive effect on pupils' learning and on raising standards. Most teachers have good subject knowledge and explain the purpose of all work very well. In all lessons what teachers expect pupils to do and learn is made very clear. Emphasis is placed on the development of relevant technical vocabulary and the skills learned in ICT are used very effectively to support work in other subjects. Teachers achieve a good balance between formal instruction and the time allowed for pupils to get on with their independent work. This results in very good learning. Pupils work at a brisk pace and the activities devised to enable manageable steps. Skilful questioning is used to involve pupils in their own learning.

Help and support is targeted at those who need it most. Positive attitudes and very good behaviour are important factors in pupils' good achievement in lessons.

80. The leadership of the subject is good. A range of interesting and stimulating strategies to raise attainment levels has been very well managed. Teachers have undertaken a comprehensive whole-school audit to evaluate the best ways to use and extend the existing skill base. Teachers share a very good understanding of what pupils do well and where more support is needed. Very good assessment systems are used to chart pupils' work and progress, and to enable teachers to provide relevant follow up work. The resources are good in both classrooms and the new interactive boards are adding another exciting element to the work of teachers and pupils. Except during times of collective worship and other special whole school events these machines are in constant use and rarely lie idle.

Information and communication technology across the curriculum

The use of ICT across the curriculum is purposeful and effective. Teachers' planning for other subjects always identifies opportunities for its use. Teachers and pupils often use work from other subjects as the means to promote and extend computer skills. Growing skills and confidence in mathematics help pupils to develop more advanced skills in the subject. Pupils follow their individual mathematics program at some time each week. This work is sometimes undertaken independently and at other times with direction and support from teaching assistants. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Multi-media programs are used very effectively to explain work in geography, design and technology and other subjects. Pupils use software programs and the Internet regularly for personal research in other subjects such as history, geography, and art and design. Data handling in science and mathematics using computer skills is one development that particularly inspires pupils.

HUMANITIES

It was not possible to make a secure judgement on the overall quality of provision, teaching or learning in history, with only two classes, no lessons were observed during the inspection. From looking at planning, talking to teachers and pupils and the scrutiny and analysis of pupils' work, indications are that overall work in the humanities is at least good. Another inspector who was appointed by the diocese inspected religious education.

History

It was not possible to observe any lessons in **history**. From a scrutiny and analysis of work and teachers' planning and assessment, and discussions with pupils in Year 2 and Year 6, indications are that pupils are already achieving the expected level and are well placed to exceed the expected levels by the end of the year. Particular strengths are in their knowledge and understanding of the lifestyle of people in their village during the Victorian period. They have very good understanding of the effects of historical events and inventions on present day lifestyles and customs. Pupils achieve very well. In Years 1 and 2, pupils learn about old and new toys and compare the nature of holidays taken now and in times past. They have very good opportunities for developing their speaking skills. Their high quality writing illustrates an exceptionally high level of knowledge of social conditions, employment and the differences between rich and poor children. The quality of presentation is very good. Their work contributes very successfully to all aspects of pupils' spiritual, moral, social and cultural development.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils' attainments are above the expected level at the end of both Years 2 and 6. There is a very good range of visits to places of educational interest, which enhance the curriculum.
- Very detailed planning ensures that pupils of all ages have well organised experiences across the curriculum.
- Teaching is very good and pupils make very good progress and achieve very well.

Commentary

81. Pupils' attainment in geography is above the expected level both in Year 2 and Year 6. At this stage in the year pupils in Years 1 and 2 are investigating different weather patterns and use an interesting range of information including maps, ICT and reference material from the library. During the inspection, as part of a study of the impact of wind, pupils investigated the wind direction each day, recording their findings ready for comparison at different times of the year. Pupils used wind wheels, designed and made in another lesson to 'catch and measure' the wind.
82. Using a large map pupils plot the routes taken by a soft toy, known as Charlie Chick, as he visits different parts of the United Kingdom, Europe and further away to Africa and Canada. Pupils use accurate geographical vocabulary and speak with interest and understanding about different parts of the village of Scorton, comparing it with other places both in the United Kingdom and overseas. The stimulating and creative manner in which the subject is taught develops children's understanding of the impact that the locality has on peoples' lifestyles and how they use the environment.
83. In Years 3 to 6, pupils locate regions of the United Kingdom, national boundaries, rivers and major cities. They have extended their geographical knowledge and skills by studying physical features, such as rivers and mountains, and use a wide range of mapping skills. Pupils understand the route of a river from its source to the mouth and identify meanders, oxbow lakes and other physical features. They have made good cross-curricular links with their work in art and design, taking a common theme of a rift in the mountain and investigating differences of how this varies in very cold, hot, wet or temperate climates. Residential and local visits to places of educational interest are incorporated very well into the curriculum. The use of ICT to extend pupils' learning is a very strong feature. All pupils develop a good understanding of environmental issues and how all individuals have a responsibility to care for the environment. They are very committed to their involvement in a national eco-project and promote this work very diligently.
84. Teaching and learning are very good. Teachers' planning is monitored regularly and assessment is very good and is used sensibly to make modifications to the curriculum as required. There are many opportunities for developing literacy and numeracy skills and the planned curriculum contributes very well to pupils' spiritual, moral, social and cultural development. The pupils' work in geography is enhanced by the school's

excellent commitment to the development of learning skills and the inclusion of literacy, mathematics and personal and social development in all lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

DESIGN AND TECHNOLOGY

As no lessons were observed in **design and technology**, it was not possible to make an overall judgement about provision. The collection of photographic evidence and examples of completed work indicate that standards attained match the national expectations at the end of both Years 2 and 6. All planning and making is clearly linked to a purpose, and practical ideas are carried through very well. The items are designed to meet a need and are then used in other lessons. They have to be functional and durable. During the inspection pupils in Years 1 and 2 made wind wheels to measure the intensity of the wind and to record its prevailing direction. During the process of design and making all ideas are tested and then those that prove to be unsuitable are modified, enhanced or re-worked until they are of a suitably high standard. The work seen showed very positive links with history and art and design.

Designs in books are marked and annotated and the quality of completed work on display indicates that everyone works to high standards. The resources provided are good. Pupils are eager to share their work with others and are keen to explain how they had developed their earliest ideas through to completion. The task of designing and making slippers had inspired pupils and they were very happy to discuss their work and talk about the shared activity. Work is evaluated and assessed very effectively. Records show how earlier work has been evaluated to alter planning and extend intentions to very good effect.

PHYSICAL EDUCATION

It was not possible to observe any formal lessons in **physical education** so it was not possible to make secure judgements about the overall provision, the quality of teaching or pupils' attainment. Planning to support teaching and learning is detailed and reflects full coverage of the curriculum. Pupils use the church hall for lessons in gymnastics and dance and, in addition to the hard surface play areas around the school they have full use of a field close to the school. Facilities for activities with small apparatus are good and pupils of all ages have many opportunities for exercise and games each day. Pupils go to the nearest town for swimming lessons and, by the time they leave the school, most pupils are able to swim the required distance, with many attaining longer distances and additional certificates of achievement. There are good opportunities for pupils to participate in a range of sporting activities in competitions and tournaments with other schools. These include activities such as football, netball and tennis.

ART AND DESIGN

Provision in art and design is **very good**.

Main strengths and weaknesses

- The inspirational leadership and management ensure that all pupils in this very small school have an excellent quality of enrichment.
- Very good teaching contributes to the very high levels of improvement and achievement.
- The subject makes an excellent contribution to pupils' spiritual, moral, social and cultural development.

- Knowledge and understanding from a wide range of other subjects are incorporated into pupils' learning.
- The very high quality of displays throughout the school not only create an enriching environment but also reflect the value placed on pupils' work.

Commentary

85. As a result of very good teaching, pupils achieve standards that are above the expected level throughout the school. In Years 1 and 2 they use a wide range of techniques and media including pencil, paint and fabric. The early confidence is carried through into the class for pupils in Years 3 to 6 and pupils discuss the completed work in their individual portfolios with critical understanding of how their work is improving over time. As observed in lessons and in the work displayed, and analysis of previous work, pupils achieve very well throughout the school. In the lesson observed pupils painted chickens and ducks with very good awareness of shape, proportion and texture. The high standards achieved by pupils in Years 3 to 6 are reflected in the wealth of displays of completed work that include:

- Paintings in the style of David Hockney and Georgia O'Keefe showing very good awareness of texture and tone;
- excellent landscapes featuring mountains and valleys and powerful use of colour that complement pupils' geographical studies of mountains;
- work with collage in the style of Mondrian that is vibrant and exciting;
- excellent observational drawing of plants and flowers using a selection of chalk, charcoal and watercolour.

86. In addition to the very good direct teaching by knowledgeable practitioners pupils are surrounded by examples of extremely high quality art and are influenced by work from many cultures. There are exacting challenges for gifted and talented pupils and very good support for those with special educational needs. Pupils benefit from working alongside a number of visiting artists and from visits to art galleries and other places of artistic interest. All aspects of provision for the subject are strengths and contribute to pupils very positive attitudes to the subject and enjoyment in this aspect of their creative development. The quality of provision and the standards attained have improved significantly since the last inspection.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- The personal skills of the specialist music teacher contribute to high standards in all aspects of the subject.
- The wealth of opportunities for performing in the school and the community make an excellent contribution to pupils' spiritual, moral, social and cultural development.
- The impressive range of instruments are very carefully stored yet are easily accessible and are used to enhance many aspects of teaching and learning.
- A superb range of visits and visitors enriches the curriculum.

Commentary

87. The attainment of pupils of all ages is good and is above the expected level. Provision for the subject has been greatly improved since the previous inspection. From the lessons and the musical activities observed, pupils achieve high standards in singing and have a very good knowledge and understanding of music from a wide range of styles and cultures. They have many opportunities for composition and playing a wide range of instruments. Pupils have many opportunities for performing during collective worship and in concerts both in the school and the community.
88. The teaching and learning observed were very good; teachers have excellent subject knowledge and very good relationships with pupils. They give pupils confidence yet challenge them intellectually. As a result pupils make superb efforts to develop musical excellence. Pupils' achievements are valued and there is a very good balance between praise and demonstrating areas for improvement. During the inspection pupils throughout the school sang with a very good feel for the style of the music and a wide range of dynamics. They responded very well to the accompaniment and showed excellent attitudes in all activities. The small choir led the singing in worship in a joyous way, encouraging everyone to celebrate with them. During composition and performance activities pupils achieve high standards throughout.
89. The curriculum is very well structured and the opportunities for enrichment are excellent. Pupils experience a wealth of music from different cultures and styles; consequently, the subject makes an excellent contribution to all aspects of personal and social, cultural and multi-cultural development. Pupils who have instrumental tuition in keyboard and woodwind have many opportunities to incorporate their skills into group performances. The challenges for gifted and talented pupils and the support for those with additional needs are exemplary; consequently pupils achieve very well in all aspects of music.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The overall provision for pupils' personal social and health education and citizenship is **excellent**.

Main strengths and weaknesses

- The provision for children in the Foundation Stage establishes an excellent base for further learning.
- There is an excellent sense of the place of the school as a pivotal part of the community.
- Pupils have an excellent understanding of the impact of their actions on others.
- The headteacher has excellent vision and aspirations for the development of this aspect of pupils' education.

Commentary

90. The school's provision for PHSCE is central to its ethos and the development of citizenship is outstanding. All staff provide excellent support for pupils' personal development through their own conduct and the promotion of very good relationships.
91. There are excellent arrangements for pupils to work collaboratively and to take responsibility; for example, pupils help with preparing the classrooms for lessons,

organising resources and assisting with the “Winter Warmers”. During school assembly each morning pupils have many opportunities for discussing social and moral issues, talking about feelings and considering dilemmas. Healthy eating and healthy lifestyle initiatives are strengths and pupils learn about a healthy lifestyle through science, physical education and the ethos of the school. The school has been awarded a healthy school’s award. As part of this work pupils develop a relevant awareness about the dangers of drug abuse and sex education is part of this curriculum. The “Eco-Gardening” club contributes to pupils’ understanding of the value of recycling. They understand how it can be practically achieved and benefit from the knowledge of parents and governors who help. The school has been awarded an eco school award as a result of this work.

92. There is a particularly strong emphasis on the development of citizenship. Many pupils are very knowledgeable about systems of government, lifestyles and economic differences in this country and around the world. They are successfully encouraged to show initiative in fund raising and have a very good understanding of parts of the world where there are hardships. Teachers have developed excellent systems for involving pupils and giving them additional responsibilities, including making decisions and acting on their own ideas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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