

# INSPECTION REPORT

**TERRINGTON CHURCH OF ENGLAND VOLUNTARY  
AIDED PRIMARY SCHOOL**

York

LEA area: North Yorkshire

Unique reference number: 121616

Headteacher: Mrs J Belsom

Lead inspector: Mrs H Evans

Dates of inspection: 16 – 17 May 2005

Inspection number: 268035

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:	33
School address:	North Back Lane Terrington York North Yorkshire
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Telephone number:	01653 648340
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs L Bradshaw (Acting)
Date of previous inspection:	11 January 1999

## CHARACTERISTICS OF THE SCHOOL

Terrington Voluntary Aided Church of England Primary School is much smaller than most other primary schools with 19 boys and 14 girls aged between four and 11. Currently about six per cent of pupils are in receipt of free school meals and this is lower than in most other schools. The proportion of pupils with special educational needs is at present just below what is usually found but with such small numbers one child counts as a high percentage and this proportion varies. For these pupils, difficulties with reading and behaviour are the chief reasons for needing additional support. This year there are no pupils with a statement of special educational needs. There are no pupils for whom English is not the language of the home and there are no pupils from ethnic groups other than White British. A considerable proportion of the pupils join the school after the Foundation Stage but very few pupils leave the school other than at the normal time at the end of Year 6. The socio-economic circumstances of the families whose children attend school are mixed as a significant number travel from villages outside the school's immediate area. Overall, circumstances at the present time are similar to those shown in the national average statistics. The attainment of most pupils on entry to the school in the Foundation Stage is close to that expected for pupils of the same age nationally.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school where pupils achieve well.** As a result of the very small groups the pattern of standards achieved as shown in test results varies depending on the proportion of pupils with special educational needs in any particular year group. Taken over a spread of years, however, the overall standards achieved are above the expected level and pupils make good progress. The quality of teaching is very good overall and much is excellent. Pupils learn very well in a calm and purposeful atmosphere where investigation, creativity and co-operation are integral parts of all activities. Precise and detailed planning, careful structure and very good assessment procedures support all aspects of learning. The school provides a very good range of opportunities for learning across the curriculum and the planned provision for extra-curricular experiences is excellent. The school is an essential part of the local community and its influence attracts pupils from homes beyond the village. 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 managed very well, all spending is evaluated very carefully and, as a result, the school provides very good value for money.

The school's main strengths and weaknesses are:

- The high quality of provision in the Foundation Stage provides a very good springboard for success.
- The quality of teaching and learning is very good; the skills of the teaching assistants are invaluable.
- The curriculum is very well organised; there are excellent enrichment opportunities.
- The leadership of the headteacher is excellent; the school is very well managed with the support of the staff and the dedicated governing body.
- 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.
- The bright, clean accommodation is cramped and inhibits some of the initiatives that the staff wish to implement.

The school has been very successful in addressing the issues raised at the last inspection. Work is now presented very well and is always marked carefully. The challenge for all pupils, including those capable of higher attainment, is great. The headteacher has been enabled to monitor the work of colleagues and share her personal expertise with the support of the governors and the local education authority. All pupils are now empowered to pursue independent research and personal study to good effect.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	A*	D	E	D
Mathematics	A	A*	E	D
Science	A*	A	B	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 achievement of pupils across the school is good.** When analysing data based on the results of national tests caution is needed when figures are small. The analysis of each

individual's attainment against their personal academic targets gives a better guide and shows that all pupils do well. Inspection evidence indicates that pupils of all levels of attainment make good progress. The trend in improvement fell below the national pattern in 2004 when the number of pupils with special educational needs within a year group of five was unusually high. The trend had been above that in schools nationally for the previous three years. The children in the present Reception group are on course to achieve all of the expected learning goals by the end of the year. In the tests in 2004, standards in reading for pupils in Year 2 were well below national expectations whilst in writing and mathematics they matched the national average. Inspection evidence indicates that standards in English, mathematics, and science now exceed national expectations across the school. Inspection evidence shows that standards exceed national expectations in art and design, history, geography, design and technology, physical education and music. They fully meet national expectations in information and communication technology. Pupils with special educational needs and those capable of higher attainment do well. Overall, there are no marked differences between the attainments of boys and girls.

**Pupils' personal welfare, including their spiritual, moral, social and cultural development is well organised and is very good.** Work to support these aspects of the pupils' development is planned for in every lesson. It is threaded through different subjects very successfully especially in literacy, science, music, physical education, art and design and health education. Pupils have very good attitudes and behave well. Attendance is above the national average and pupils' punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is very good overall. Teaching and learning are very good.** Learning is very good when pupils are working collaboratively. Teachers then offer intensive support to groups that need extra support or additional challenge. All of the teachers have a very secure understanding of the rich curriculum that is provided and of how children learn and achieve well through real life experiences. Teachers know in detail about pupils' prior experiences, achievements and knowledge. All lessons and learning opportunities are very well planned. They are packed with stimulating opportunities that extend pupils' thinking. As a result pupils learn readily and achieve well. Most achieve the individual and carefully linked group targets set for them. They recognise what they know and readily demonstrate what they can do. The care and guidance provided by the staff are very good. Parents value the work of the school very highly and many are actively involved in their children's learning.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are very good with some excellent features.** The experienced headteacher leads the school by example. In all things she demonstrates a clear, energetic and positive vision for the school's future. There is excellent and strong direction for the teaching and support staff, as well as for the knowledgeable, hardworking and well-informed governing body. This team works hard together ensuring the continuing good of the school. Governors meet all of the legal requirements and manage and support their areas of responsibility very well. They actively pursue the strategies set out in the clear 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 works diligently to help each pupil to attain the best standards they can 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 recognise the good things that are provided for them.

### **IMPROVEMENTS NEEDED**

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

In order to improve further the governors and staff should:

- Actively pursue their plans to improve the accommodation by the provision of an additional classroom.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve well in all year groups, including the children in the reception group. When reviewed over a period of four years standards overall are above the expected level in most subjects. This judgement makes allowance for the very small groups in some years and the uneven distribution of pupils with complex special educational needs within groups.

#### **Main strengths and weaknesses**

- Standards in speaking and listening, reading and writing exceed expected levels across the school.
- During the inspection, evidence showed that in English, mathematics and science, pupils in Years 1 and 2 and Year 6 are on course to achieve above the expected levels.
- Attainments in art and design, history, geography, design and technology, music and physical education exceed national expectations.
- Pupils use their established skills in information and communication technology very well to enhance other work across the curriculum.

#### **Commentary**

1. From the level of attainment on entry, which in most years is average overall, children in the Reception group make very good progress and achieve well. In this small group they are all on course to attain all of the expected learning goals before they move into Year 1, and some will exceed these. Attainment levels on entry fluctuate and numbers of pupils, including some with learning needs, vary and the very stringent assessment procedures are used very well. The evidence gathered is used in a sensitive way so that provision is tailored to meet the needs of each individual. This personal planning helps pupils to know what they are expected to do in order to succeed and, as a result, they achieve well. Between Year 2 and Year 6 in most years some pupils join this school from others. This is often because they have experienced difficulties in learning in large classes and their parents have looked for an alternative approach. In all cases, they have settled into the very individual learning environment that exists in this small school. In Years 2 and 6 in 2004, however this meant that half of each class contained pupils with special educational needs who had found problems with formal schooling in large classes elsewhere.

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

Standards in:	School results	National results
reading	14.5 (15.7)	15.8 (15.7)
writing	15.0 (14.3)	14.6 (14.6)
mathematics	16.0 (15.7)	16.2 (16.3)

*There were 4 pupils in the year group. Figures in brackets are for the previous year*

2. The standards attained in national tests in reading by the end of Year 2 in 2004 when half of the group of four had special educational needs were well below the national average. In writing and mathematics they were in line with expected levels.

Comparisons with other schools are not very reliable as the percentage value of one pupil distorts the figures unrealistically. This distortion is just as unhelpful when it indicates tremendous gains as it is for apparently sudden falls in overall standards. With so many of this group having special educational needs, the analysis of individual performance set against personal targets is a better guide than test scores. What is clear, following the progress of these pupils into Year 3, is that every pupil is doing well and each one is achieving to their best personal level. They are reaching their agreed personal targets, which have already been revised upwards and are working towards attaining higher levels.

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

Standards in:	School results	National results
English	24.6 (26.0 )	26.9 (26.8)
Mathematics	24.6 (30.0)	27.0 (26.8)
Science	29.4 (31.0)	28.6 (28.6)

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

3. By the end of Year 6 in 2004, standards attained by pupils were well below the national averages in English and in mathematics but were above the expected levels in science. In this group, three out of the five had difficulties in reading and mathematics. The increased levels of special educational needs again had an adverse effect on standards. The school's assessment and evaluation procedures show however that each individual met their personal target and the school achieved its predicted levels. A direct result of the teachers' knowledge, enthusiasm and skill is the high level of success that pupils of all levels of prior attainment achieved in science. For pupils who have difficulty with reading, this success is a platform on which to build confidence and self-esteem.
4. Inspection evidence indicates that for the group of pupils presently in Year 6 overall standards are above the expected levels in their work in lessons in English mathematics and science. The analysis of completed work and the teachers' assessment indicates that they are well placed to exceed expected levels. Those pupils capable of attaining higher levels are working very well using information and communication technology (ICT) collaboratively with classmates, to extend their horizons with the support of the class teacher.
5. Standards in ICT are at the expected level overall. A few pupils attain standards that exceed expectations. The use of ICT in other subjects is a particular strength as pupils have moved on to use their very secure skills to enhance and extend other work. Although firm judgements based on extensive observation of lessons were not possible, collected evidence indicates that standards are above the expected level in art and design, history, geography, design and technology, music and physical education by the end of Years 2 and 6.
6. In all year groups pupils are achieving well in relation to their average attainment on entry. With just one pupil in Year 2 the team has evaluated the standards of all of the pupils in Years 1 and 2 as the evidence base. This 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 across Years 1 and 2. Pupils in Years 3 and 4 are making good progress and are achieving well. These pupils are making especially good progress in reading and the initiatives to promote opportunities for

extended writing are working well. All pupils are challenged very well. Those capable of working at a higher level are supported very effectively and are all encouraged to succeed. The lower attaining pupils achieve their individual targets because of carefully modified work and the dedication of the teaching team.

7. Pupils' skills and achievements in reading and ICT help to raise attainment levels in subjects across the curriculum and pupils perform very well when undertaking practical work. In practically based work, as seen in physical education, science and design and technology many pupils 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. Learning opportunities in creative subjects help to consolidate and extend basic skills. In these structured sessions, pupils' achievement is very good.
8. Individual pupils are encouraged to learn by using independent research and personal study. In mathematics pupils learn well and they apply their knowledge and understanding of number to problems and challenges very well. Standards in science are above the national average in all groups because from their earliest days in school pupils are helped to learn, through investigation, how to become young scientists. Pupils' skills and confidence in planning, conducting and recording the findings of investigations are good. Work displayed around the school shows very good levels of presentation.
9. The achievement of pupils with special educational needs is good due to the encouragement they receive from teachers and the learning support assistants. As a result, these pupils work as hard as they can. The achievement over time of these pupils is as good as might be expected, and some 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 or who have been identified as having particular interest or talents for activities such as, dance, sporting interests and music or even for wagons and trucks.

### **Pupils' attitudes, values and other personal qualities**

Attendance at the school is above the national average and pupils' punctuality is good. Pupils' behaviour and their attitudes to school and learning are all very good. During their time in school pupils mature very well and their personal development is very good. This is an improvement since the last inspection. Pupils' spiritual, moral, social and cultural development is also very good.

### **Main strengths and weaknesses**

- Pupils' desire to learn is very good.
- The relationships with other children and between children and adults are excellent.
- Pupils develop very good self-confidence.
- Teachers have very high expectations for the conduct of everyone.
- Pupils' spiritual, moral, social and cultural awareness are developed very well.

### **Commentary**

10. The school does all it can to promote, reward and encourage good attendance. As a result the level of attendance is above the national average. Pupils are eager to come to school because they enjoy it and do not like to miss any of the activities. On those occasions when pupils need to be absent, parents give reasons for it. Most pupils arrive promptly and settle quickly into their learning.
11. Pupils like school very much. They all feel secure and are most enthusiastic. Happy faces are a feature of the school and pupils say learning is made great fun. They show a great deal of interest in their work, involving themselves fully in what the school provides. For example, pupils in Year 6 excitedly recalled using bricks on different surfaces and Newton-meters to explore and learn about friction. Pupils in Years 1 and 2 remembered acting out the story of the Good Samaritan during collective worship. More importantly, they explained what it had taught them about compassion. It is obvious that the school concentrates on making learning fun through well-chosen activities.
12. Pupils behave very well and demonstrate very good self-control. Staff have very high expectations for behaviour. Inappropriate behaviour is always challenged with the result that there is little disruption to learning. Any incident involving potential bullying or racial harassment is investigated thoroughly. Pupils' relationships with others are excellent. They take care of their own and others' property and take great pride in their school. The attitudes, values and personal qualities of pupils with special educational needs are developed very well.
13. Pupils become very confident and mature, as they get older. Older pupils are most articulate, can express their views and delight to talk about their work. Every opportunity is seized for pupils to express themselves in front of their friends. For example, they often take part in activities using role-play and are encouraged to prepare talks on their hobbies. They present their topics with great assurance often using multi-media presentations. They delight to take part in designing model aircraft when they meet other children from different schools in their cluster group. They all delight in working together to design model aircraft as part of their science and design and technology projects. They are self-assured, listen to others well and work together in a collaborative way. Pupils undertake the range of responsibilities given to them very well and carry them out willingly and with pride. For example, at lunchtime older pupils very adeptly serve lunch to the younger pupils and carry out the task with great purpose.
14. Spiritual, moral, social and cultural development are very good. Pupils are very self-aware and demonstrate an understanding of the world and their own value and worth. Questions of faith are raised and pupils use their own personal experiences to make connections with the beliefs and attitudes of different faiths. The spiritual ethos underpins the work of the school. Each Thursday pupils attend the local church where they hear a message from the 'Open Book', a group of local Christians from different denominations. Pupils have good understanding of feelings and emotions and their likely effects on others. They show concern and compassion for others. Their respect for other people, living things and the environment is clear to see. They understand and discuss school rules, distinguish right from wrong and understand the consequences of their actions. They have a growing awareness for a range of different cultures through planned activities such as eating different foods and studying the dress, art and stories of others. Pupils visit the Helmsley Arts Centre to study culture through the works of Shakespeare.

### **Attendance in the latest complete reporting year (95.1%)**

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.1	National data	0.4

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

### **Exclusions**

There have been no exclusions for many years.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

Overall, the quality of education is very good. The quality of teaching, learning and the imaginative and totally integrated curricular provision are very good. An excellent range of interesting learning opportunities enriches the curriculum. The school is very successful in meeting the diverse needs of all the pupils.

### **Teaching and learning**

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

### **Main strengths and weaknesses**

- Teachers in both classes have very good knowledge and understanding of the subjects that they teach and have excellent relationships with the pupils.
- Teachers have high expectations that are matched to the strengths and needs of each pupil; the work planned challenges pupils' thinking.
- The planning is very thorough, detailed and precise; teachers select from a good range of methods.
- The pace of lessons is very good therefore the rate of learning for all pupils is also very good.
- The procedures used for assessment are very effective; they are incorporated into longer and short-term planning and information gathered is used very well.

### **Commentary**

#### **Summary of teaching observed during the inspection in 20 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	12	3	0	0	0	0

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

15. The quality of teaching is very good and is maintained at a consistently high level across the school. In some lessons teaching is excellent. In all lessons, teachers' knowledge of the subjects taught is very secure and the learning objectives set are clearly explained to pupils. All teaching was good or better and there was no unsatisfactory teaching. Overall the quality of teaching is better than that seen during the last inspection. Teachers link learning objectives well to earlier work and to the needs of each individual. This means that learning is always secure and is most

frequently very good. Teachers incorporate many practical activities that help pupils to learn through experience. This is a particular strength of work in mathematics, science and design and technology. The investigations planned provide good opportunities for the consolidation of earlier learning.

16. The required skills for ICT are taught very well but it is the consistent use of ICT to support and extend learning in many subjects that is a particular strength. In both classes, lessons are very well organised and teachers' planning is very good. The use of imaginative methods for enabling independent and collaborative learning is very good. It enables teachers to work with different groups whilst other pupils continue to learn independently. Time is managed very tightly. Teachers, children, parents and governors have a comprehensive knowledge of what is planned and they recognise how pupils benefit from the process.
17. The methods chosen by teachers and the selection of resources are always suitable. Teachers explain what they expect pupils to do and learn at the start of lessons. Work is interesting and the pace of learning is brisk. Teachers have high expectations for individual success and ensure that at every level the work is challenging. As a result of the very positive relationships, there is a shared sense of joy in learning and in achieving the intentions of the lesson.
18. The school's assessment, monitoring and tracking systems and their use are very good. The teachers follow the agreed marking policy meticulously as an important strand of the shared assessment procedures and they make very good use of the information gathered. The systems in place enable teachers to analyse the strengths and weaknesses in standards and provision. They review the results of statutory and voluntary tests very carefully and modify future work in the light of this analysis. Information gathered is used to set relevant targets for improvement. Across the school, planned work is well matched to the prior attainment and achievement of pupils.
19. The quality of teaching for pupils with special educational needs is very good. A number of families have brought their children to this school with the express purpose that they should benefit from this. They are pleased that their children recognise their improved achievement as they work towards nationally expected standards. Teachers use pupils' individual education plans well and incorporate stated targets into their lesson plans. Pupils with identified special needs are fully included in all classroom activities. Teachers ensure pupils of all levels of attainment are constantly and appropriately challenged so that they achieve their very best. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used well to ascertain the rate and levels of achievements. There are useful supportive links with the relevant outside agencies for pupils with multiple and complex special needs.
20. The strategies for teaching literacy and numeracy are very good and are working well. With such small groups modifications have to be made to meet the needs of each child. The imaginative use of the trained support staff in lessons is invaluable in the work to maintain the expected rate of learning. Their skilled intervention when pupils experience any difficulties enables lessons to move at a brisk pace. Everyone builds purposefully on the sense of success. The very well developed partnership between the teachers and the support staff makes a significant contribution to the very positive ethos of the school and to the superb working atmosphere in all classes. Homework is set at suitable levels each week with time allowed to complete it. During the

inspection the review of marked work indicated that homework in its different forms was proving to be a positive aid to learning.

## **The curriculum**

The curriculum is very good with many excellent features. There are frequent high quality and exciting opportunities to extend learning through cross-curricular planning and extra-curricular activities. The accommodation is satisfactory and the resources are good.

## **Main strengths and weaknesses**

- Provision for the group of children in the Reception year is very good.
- The strategies for developing pupils' skills in literacy and numeracy are very effective and contribute to pupils' higher than expected levels of achievement.
- Very good procedures guide target setting and curricular planning.
- The school provides very well for all aspects of pupils' creative development.
- The school provides excellent levels of enrichment especially by the extensive use of the local environment and the wide range of visits, visitors and extra-curricular activities.
- The school copes well with the limitations of the accommodation.

## **Commentary**

21. The curriculum has been audited, revised and improved in recent years and fully meets the requirements of the National Curriculum and the local agreed syllabus for religious education. Well-structured schemes of work are in place for all subjects. There is a very rich curriculum in place for the group of children in the Reception Year. This work 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 very good provision for the different age and ability groups within the mixed age classes.
22. Rigorous planning ensures very good progression for all subjects. Cross-curricular planning is very effective and, during the inspection, key elements from many subjects were combined and threaded sensitively through lessons. Time is used very resourcefully as teachers' planning enables pupils to incorporate many subjects purposefully within one activity. This imaginative work develops pupils' creative thinking whilst ensuring the rigorous development of basic skills.
23. A very good feature of the school's work is the way that all teachers value each pupil and include every one of them in all aspects of learning. Consequently, girls and boys, pupils with special educational needs, and the gifted and talented pupils all achieve well. The pattern of including all pupils in every part of the learning process contributes to the above average levels of achievement. The revised Code of Practice for pupils with special educational needs is fully implemented. The provision for these pupils is very good. With support they share the same curriculum as other pupils. Tasks are adapted when necessary, or additional help is provided to ensure that they experience success.
24. The strategies for literacy and numeracy are implemented very successfully resulting in pupils' achievement throughout the school being better than might be expected. These subjects are applied very well to all other curricular areas. The effectiveness of the curriculum is monitored regularly and is developed and modified according to the

skills and needs of pupils. In this very small school, all pupils are in mixed aged classes and benefit from a curriculum that is modified appropriately to ensure that it is very well matched to their individual needs.

25. Science is a particular strength of the school and with physical education contributes very well to pupils' drug awareness and to their personal, social and health education. Pupils understand the value of frequent exercise and the important elements of a healthy diet. They enjoy the many opportunities including extra-curricular activities that the school offers. A dedicated staff and a group of volunteers, governors, friends of the school and parents help with a very wide range of activities. Residential visits are arranged for older pupils and enable them to experience a wider range of more adventurous activities than the school can accommodate. The school year is packed with activities aimed at developing pupils' cultural, multicultural and environmental understanding. The school has developed and maintains very strong links with the community, which contribute very well to pupils' overall development. The many visitors to school share their skills and experiences with pupils and greatly enhance their learning.
26. Staffing levels are sufficient to meet the needs of all pupils. There are sufficient qualified and experienced teachers who, with the teaching assistants, make a very positive impact on pupils' achievements. The resources for teaching and learning are good and are used imaginatively. 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, the building is very small and some facilities are cramped. The staff use every part to very good effect but some of their ambitions are inhibited by the lack of teaching space. Although the building is satisfactory the management team are actively pursuing ways of increasing the facilities by working to create an additional classroom.

### **Care, guidance and support**

The steps taken to ensure the care, guidance and support of pupils are all very good. This is an improvement on the previous inspection.

### **Main strengths and weaknesses**

- There is very good care where each child is valued as an individual.
- Pupils' relationships with adults are excellent.
- Pupils receive very good support for their personal development.
- Induction arrangements are very good.

### **Commentary**

27. Child protection procedures are managed very effectively. Each child's needs are central to everything the school does. Any issues are handled sensitively, effectively and promptly. Staff are vigilant and always work in the best interests of pupils to safeguard their welfare. The school ensures that pupils work in a healthy and safe environment. All reasonable steps are taken to keep pupils safe and protect them from injury or ill health. Procedures are effective and regular inspections of school premises are carried out. Risk assessment is effective with appropriate recommendations implemented. For example, care is taken to manage risk when children go on outside visits. There is a secure, supportive, caring environment where pupils feel safe and



happy. Every child does matter and this means that pupils have the greatest trust in adults and relationships are excellent. Pupils were seen talking to staff in a relaxed way. These adults listened carefully and always provided help or re-assurance.

28. Teachers and other staff provide first class guidance and support. This is based on their close personal knowledge of each individual pupil and their needs. Pupils say that they feel totally confident in approaching their teachers for help and advice should the need arise. Pupils' academic progress is evaluated and supported very well. As a result of very effective monitoring and tracking procedures, support provided to pupils is timely and is relevant to their needs. The staff help and encourage pupils with special educational needs very well. Teachers assess and monitor the progress of identified pupils using the same strategies as for other pupils and through the review of their individual education plans.
29. The school has very good procedures to monitor personal development. This has a significant impact on the development of pupils' individual qualities. They are rewarded for being kind, thoughtful and helping others. Teachers and support staff address the individual needs of each pupil very well because they have very well informed strategies to develop the potential of every pupil.
30. Good behaviour and positive attitudes to work are recognised and rewarded accordingly. Pupils understand the negative consequences of any anti-social behaviour and develop very good relationships. They are being helped to become increasingly independent, self confident and knowledgeable about themselves and how to promote healthy and safe lives.
31. In meetings with pupils it was most evident that teachers listen to their opinions and that the school takes their concerns seriously. The annual questionnaires seeking pupils' views are analysed carefully and are used in school planning, for example, the improvements in the range of playtime activities suggested by the pupils. There is a great sense that pupils are treated as active participants in their school community and that they are not expected to be passive. They have a very good understanding of their personal targets and what they need to do to improve.
32. Induction arrangements for the youngest children ensure that they are all sure of a caring and sensitive beginning to their school life. This is based on very good opportunities for parents and their children to get to know the school, supported by very productive links and information from playgroups. Thorough assessment of each child ensures that specific needs and individual potential are identified early. They leave their parents very happily at the start of the day because it is clear that staff know their parents very well.

### **Partnership with parents, other schools and the community**

As at the time of the last inspection the school's partnership with parents, other schools and the community is very good.

### **Main strengths and weaknesses**

- Information to parents about the school and each pupil's progress is very good.
- The links with parents are very good and are used very effectively support learning at home.

- The school uses its links with the community most productively to enhance learning.

## **Commentary**

33. Regular, well-presented school newsletters inform parents very well. There are very good opportunities to obtain information about each child's progress both formally and informally, on a daily basis if necessary. The annual reports to parents on their child's progress are sufficiently detailed to be fully accessible. Parents and pupils are well aware of the personal targets set, for example, to improve the use of connective words in sentences. Information for parents whose children have special educational needs is very good. Parents attend the regular review meetings and targets agreed with the class teacher are shared with the pupils.
34. The school encourages a strong partnership with parents based on mutual trust and confidence. The views of its parents are actively sought. The school operates an open door environment, very welcoming to parents, which results in very good relationships with them. It is clear that parents hold the school in the highest regard. Parents are very committed to the school and are encouraged to provide assistance in school and to support out of school activities.
35. If parents are concerned about anything they are confident to approach the school for resolution. Parents are certain that their children receive the help and support they need. The school provides regular information on what topics are to be covered. There is a good range of opportunities to help parents support their children's learning through understanding how and what their children will be taught and how to help them at home. This means that home commitment to extending and consolidating achievement through homework is very strong.
36. In this small school parents have organised themselves into a Friends group which is very active in supporting school events through practical help. This is greatly appreciated by the school. Funds raised are used to target needs such as helping to purchase laptop computers.
37. The school has worked very hard to become a key part of its local community and uses this position extremely well to enhance the learning of its pupils. Church links are strong and pupils are frequent visitors to the local church. Pupils regularly use the village hall and exhibit their work in the village shop. They participate in concerts and other local events. They use the local community well to support learning through visits to places of interest in the local community and further away. There is a good range of visits from people in the community that help pupils to understand the work they do and how a society gels when people work co-operatively. For example, to support their work in studying the Second World War ex-soldiers came into school to recount their experiences. These stories helped pupils to understand the significance of laying wreaths on Remembrance Day.
38. Links with the secondary school to which most transfer are very productive. They include visits by pupils, supported by good information and good arrangements carefully worked out to ensure that pupils are very well equipped for the next stage of their education. Staff work hard on curriculum liaison to develop very good understanding of prior learning so that new work is always relevant to pupils' needs. The school has organised master classes in English, mathematics and science, which are shared by other schools and are now supported by the secondary school. These help initially to raise academic standards and later help to ensure a smooth transition.

The benefit that the school derives from its partnership with the cluster of small schools in the neighbouring villages is particularly impressive. The sharing of good practice has helped both teachers and pupils. Pupils have benefited through meeting pupils from other schools and have worked jointly in cultural events and arts projects.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are all very good. The leadership of the headteacher is excellent.

### **Main strengths and weaknesses**

- The headteacher has excellent vision and aspirations for all aspects of the school's development; these aspirations are reflected in the above average achievements of most pupils.
- The leadership and management by all staff are very good.
- The governance of the school is very strong.
- All aspects of strategic planning are very good.
- The school's assessment, monitoring and tracking systems and their use are very good.
- The financial planning and the adherence to the principles of best value are very effective in all aspects.
- In this small school, the headteacher all staff and governors are mindful of the issues concerning work force remodelling and its impact on financial planning and provision.

### **Commentary**

39. The headteacher and staff provide very good leadership and management. There is a shared commitment to the provision of a very high quality education for all pupils and an excellent level of enrichment. They have worked hard to implement the school's vision of providing an inclusive and wide-ranging curriculum with tremendous success. There have been very good and sustained improvements in the leadership and management of the school since the last inspection. There is a clear commitment by the headteacher, governors and staff to the continuous improvement that drives the school forward. The headteacher leads the school in an exemplary manner and provides excellent educational direction. The highly skilled teaching assistants make very effective contributions to pupils' learning. Initiatives are rigorously kept on course and are not allowed to drift. In this small school where staff share subject leadership, they ensure that agreed strategies for teaching and learning are followed. There is an excellent supportive network throughout the school where everyone is valued and is given as much help as possible. The provision for pupils with special educational needs is managed very well.
40. The school is managed very well. Clear goals are set that are shared with teachers and pupils. The headteacher has extremely high expectations for her own performance and that of the staff. Performance management is very securely rooted in the governance and management of the school. The governors set measurable goals for the headteacher who, in turn, sets equally relevant goals for the rest of the staff. The headteacher, governors and staff have ensured that the school has benefited from the findings of the previous inspection report and the support of the local education authority. While recognising the importance of high academic standards, they place an equally strong emphasis on pupils' personal development

and enjoyment and independence in learning. There is an atmosphere of mutual respect, understanding and high expectations within the school.

41. The headteacher and the staff form an extremely strong team. They are all totally committed to ensuring that each child achieves the highest possible standards. In collaboration with the diocese the governors have been very successful in attracting pupils to the school from outside the immediate locality. There is therefore a wide range of abilities within this small group. Some pupils are capable of very high attainment and others who have barriers to learning also achieve well in relation to their prior attainment. Some pupils attain at standards that they had previously thought impossible. The needs of all pupils are met very successfully. Teachers' decisions are based on monitoring and tracking and are in the best interests of pupils.
42. All aspects of the leadership and management are very good with many excellent features. Teachers' roles and responsibilities are very clearly understood and implemented. Every teacher has a very strong influence on the work of the school in all subjects and aspects. They have established consistent and detailed curricular plans to support work within a rolling programme. All of the adults work to ensure that the skills of each subject are acquired with creativity and enjoyment. They have been very successful in improving standards and enabling pupils to achieve to their best. The assessment, monitoring and tracking of each pupil's achievement are exemplary. These elements have contributed to very high levels of improvement. Teachers are very good role models and provide excellent support for colleagues and pupils.
43. The school is governed very well. Members of the governing body have a very wide range of experiences. They use their talents skilfully to ensure very high quality provision in all aspects. There is a highly effective committee structure. This ensures that all aspects of the school's planning are reviewed and evaluated in turn. Each governor's personal skills are deployed in the best interests of the school community. Some governors are particularly resourceful in ensuring that the school takes an active part in community activities. Others bring specialist professional skills to their committee work. There is a very positive and productive relationship between the governing body and the school. Governors have great confidence in the headteacher yet they expect her to be accountable. They ask searching questions and have a superb understanding of the strengths and areas for development in the school. Through the reports from the headteacher, governors know and understand about standards, teaching and learning and are abreast of all developments. They are actively involved in the evaluation of how well the school is performing. Governors check carefully that spending decisions lead to improvements in achievement, standards and provision.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)		Balances (£)	
Total income	180,310	Balance from previous year	41,083
Total expenditure	186,514	Balance carried forward to the next	34,878
Expenditure per pupil	5,652		

44. Systems of self-evaluation in the school are rigorous. All members of the school community are regularly consulted. Their comments are all welcomed and are fully considered. 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 very efficient. The bursar provides a very detailed analysis of income and expenditure and the headteacher and governors are very well informed about spending patterns. They are very alert to the impact that the required plans for workforce remodelling will have on the school's contingency reserves. They have improved the school building and maximised the available space and have plans to make further improvements to the outdoor and indoor facilities. To ensure that requirements are met, spending is closely linked to the provisions of the very detailed school improvement plan. This reflects the evaluations of outcomes in the recent past, which in turn guide strategic planning for the future.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **very good**. This aspect has improved greatly since the last inspection.

Pupils enter the Reception Class in the September before their fifth birthday. The attainment on entry varies from year to year but, apart from those children with identified special needs, in most years it is average overall. Children in the present reception group have all experienced some pre-school education. As there is only a small number of children in the group, they are taught alongside pupils in Years 1 and 2. All children learn very effectively and they achieve well. The curricular planning is excellent and provides an outstanding range of interesting, challenging and relevant activities. It is further enhanced by a stimulating and exciting range of visits and visitors and includes many enrichment activities. As a result, in the present year all of the children are on course to attain all of the expected learning goals in each of the six areas of learning. Some of the group will exceed the expected levels. All of the adults are very good role models and have established very good relationships with children and parents. They share a commitment to developing and monitoring all aspects of children's learning and personal and social development. Children are very well prepared for starting work in the National Curriculum and some are already working within it.

Children benefit from the highly creative and imaginative use of the satisfactory levels of accommodation and the good resources. All adults have developed very effective links with families and the pre-school providers before children start their full-time education, resulting in confident and interested learning. Parents value the links and comment very favourably on all aspects of provision in this class. Their involvement in their children's learning is a direct result of the extremely high quality communication and information. The leadership and management of the Foundation Stage are excellent; the headteacher has excellent aspirations for the social development and achievement of each child. She enables them to learn in a creative, well-focused and caring environment where excellence and achievement abound in all activities.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- The children achieve very well and develop very positive attitudes because of very good teaching and high expectations of all of the staff.
- Children are introduced to a wealth of local customs and some of the cultures and religions of people in multi-faith and multicultural Britain.
- Very supportive relationships are established in this class and they contribute to children's confidence and enjoyment in learning.

#### **Commentary**

45. Children achieve standards in this area of learning that are above those expected due to the very good teaching. They develop very well through the consistent approach and their security and understanding of class and school routines. They know what is

fair and acceptable behaviour and strive to improve. Children listen to and participate in many interesting stories and activities; most children speak clearly and confidently. They are continually encouraged to feel proud of their achievements. Children have abundant opportunities for developing social skills; each event is made special for them; for example, they plan and write menus, prepare food and take responsibility for entertaining adults who are invited to their celebrations such as Harvest Festival. There is a wealth of celebrations and special events each year and consequently they remember each aspect with vivid detail. Children are sensitively introduced to many events in the local community and the church and take part in a wide range of celebrations and Christian festivals. The headteacher and staff are strongly aware of the need to extend children's horizons beyond the village and into multicultural and multi-faith Britain. Their planning for this is outstanding and matched to the abilities of the children.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The quality of teaching is very good and adults make many exciting opportunities to develop children's speaking and listening skills in all areas of learning.
- Children achieve very well in reading because of very good teaching and the very good involvement of parents.
- The many planned and incidental opportunities for practising and using writing skills contribute to very high quality achievement.

### **Commentary**

46. Inspection evidence, discussions with children and the analysis of completed work all indicate that they are well placed to exceed the early learning goals by the end of the year. Although there is a wide range of ability even in this small group, each child is enabled to make very good progress in each aspect of this area of learning.
47. Very good relationships give children the confidence to speak and all adults listen intently and respond to them. The teacher has developed an exceedingly rigorous and tightly structured plan for the teaching of reading. This works very well. Children are therefore exceptionally well motivated by the wide range of books, charts and information related to all areas of learning. Their confidence and interest in reading is then extended to the careful teaching of sounds, word recognition and the development of writing. Higher-attaining and average-attaining children already read fluently and accurately with very good understanding. The books chosen are very well matched to the children's prior attainment and interest levels. They use reasoning skills well and re-tell familiar stories in the correct sequence, often adding their personal opinions and comments. Children achieve high standards in writing and there is an excellent balance between the teaching of handwriting and opportunities for independent writing. Most children hold pencils with the correct grip and write their names and familiar words accurately. There is good use of information and communication skills and this is always incorporated into the planning.

## **Mathematical development**

Provision in mathematical development is **very good**.

## **Main strengths and weaknesses**

- The teacher plans a wide range of structured activities which develops children's understanding of number and spatial awareness.
- Children apply their mathematical skills to many areas of learning.
- The satisfactory accommodation is used very creatively to extend children's learning.
- Opportunities for investigation are included into children's activities very well.

## **Commentary**

48. Children learn well as a direct result of the very good teaching and their achievement in this area of learning is very good. Most are already exceeding the early learning goals. Planning is excellent and includes many opportunities for practical work and role-play such as organising the bus timetable and selling tickets. Consistent and rigorous assessment informs skilful planning that contributes to children's achievement in all aspects of this area of learning. Most children count to 100 and have a good understanding of subtraction and its application in many areas of learning. Children recognise a wide range of two-dimensional and many three-dimensional shapes. They create interesting mathematical patterns, showing a very good awareness of shape, colour and symmetry. Work using computer programs is very successfully incorporated into this area of learning. Children are encouraged to reason and investigate all aspects of number. The outdoor area is used very well to reinforce children's understanding of many mathematical aspects. A favourite activity is constructing block graphs using different coloured crates. These enable children to build visual images of their work about sets and numbers.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

## **Main strengths and weaknesses**

- Children's learning is greatly enhanced by an exciting range of activities, visits and visitors
- Excellent planning ensures that children think creatively, research and apply the basic skills of literacy and numeracy.
- All children have frequent and challenging opportunities for using ICT equipment.

## **Commentary**

49. As a result of very good teaching, children learn and achieve very well in all aspects of this area of learning and attain at levels above those expected. During the year, the teacher provides very well for children's scientific, technical, geographical and historical development. They benefit from an excellent range of investigations and the use of the local area. They are confident and capable users of computers and identify many pieces of equipment that are powered by electricity. During the inspection, they compared present-day lifestyles and transport with those of earlier times. Parents make a superb contribution to their children's learning by supporting their challenging investigations and activities at home. During the inspection, one parent brought in an excellent range of model cars, which motivated the children to compare and contrast the differences in design as cars have changed over the years. The teacher devises



many extremely challenging activities that help to develop children's learning in a wide range of areas.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- All aspects of children's physical development are very well promoted.
- The outdoor accommodation is no more than satisfactory but every inch is used very effectively and imaginatively to enhance children's learning.
- Partnerships in the community and with neighbouring schools increase children's learning opportunities.
- Extensive use of the environment adds to the quality of children's physical development.

### **Commentary**

50. All children achieve very well in this area of learning because the teaching is very good. They are well placed to exceed the early learning goals. The headteacher and teaching assistant ensure that children have a wealth of opportunities for learning in spite of the limitations of the accommodation, which is only satisfactory. The range of activities planned enhances their co-ordination and ability to work in groups. In the outdoor activities observed, children showed very good hand/eye co-ordination and balance and used the field equipment with very good awareness of each other and direction. The use of the village hall and field enables children to run, jump and climb to very good effect. Outings in the locality promote very good opportunities for physical development. Most children handle construction equipment, paintbrushes, scissors and pencils with very good levels of dexterity and accuracy. This area of learning strongly contributes to their understanding of a healthy lifestyle.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Excellent planning related to children's previous attainment and interests provides very good challenges and contributes to the above average standards.
- Children develop confidence and develop a wide range of skills when using various materials and equipment.
- Children have many opportunities for developing their imagination.

### **Commentary**

51. As a result of very good curricular planning matched by the very good teaching with a rich range of resources, children develop confidence in using an increasingly wide range of equipment. They are well placed to exceed the early learning goals in this part of their learning. They use a wide variety of media, including paint, fabric and three-dimensional shapes to create pictures and models. They demonstrate a good feel for texture and shape. Their scientific skills and study of materials are successfully incorporated into their creative designs using texture, tone and shape.

They use paint programs in ICT to generate a range of art and patterns. The teacher and the teaching assistant develop children's communication skills very effectively; during the inspection, children used the 'class bus' to plan journeys from Terrington to York, read the timetables and calculate the fares. During the music activities, children sang enthusiastically and with accurate pitch and very clear articulation. Children frequently use the writing area and incorporate creative development into other areas of learning.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

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

#### **Commentary**

52. Standards in English exceed the expected levels by the end of Years 2 and Year 6 in statutory tests in most years. The disappointing results in 2004 were the result of pupils with learning difficulties being encouraged to join this school during the previous academic year following a time when they lacked success. The attainment of most pupils in Years 1 and 2 is now above the national average in reading, writing, and in speaking and listening. Pupils are on course to make further gains over the year. The pupils who had difficulty reading in Year 2 in 2004 are now successful readers in Year 3. By the end of Year 6, pupils in the present group are well placed to attain standards that are above the expected levels by the end of the year.
53. 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 by the pupils tested in 2004 were well below the expected level in reading but were about average in writing. The teachers' assessment records and 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 last inspection pupils' levels of attainment have varied depending on the composition of each small group but taken over a period of four years the trend has been above that found nationally in both classes. Pupils in Year 6 are on course to reach the ambitious but realistic targets set for this year.
54. The quality of teaching and learning in both classes is very good. The dedicated work by the teachers, with the help of the well-trained and skilled support staff, has a very strong impact on the progress that pupils make. The very well organised and sometimes inspirational teaching ensures that pupils learn very well. Pupils' very good attitudes and willingness to succeed, make their overall achievement, including for

those with special educational needs, good. Teachers use the National Literacy Strategy very well and have modified it very successfully for use in tiny groups within the mixed-age classes. They also use skills developed in English to promote learning in 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.

55. In each small group across the school pupils attain standards in speaking and listening and in reading that are better than those expected nationally. When talking about special interest topics, the quality and content of pupils' argued opinion is often very good. For some pupils, including those with special educational needs, attainment is better than might have been expected. Those who found difficulties in large classes are delighted to show off their achievements in this school. 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 or to negotiate with partners. Pupils writing a poster to advertise the village and the school used very good strategies to explain why other families should come to Terrington. All pupils are included in all the projects and topics and they achieve very well. Pupils speak clearly using whole sentences. Even the youngest understand and willingly 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 good and reflect the very good quality of teaching seen. Through regular sharing and discussion of texts, teachers develop pupils' ability to express opinions.
56. 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. In Years 1 and 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 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. They have enjoyed working on a number of Greek myths and transforming favourite stories to the format of modern reality programmes from television was considered to be taxing but good fun. 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.
57. 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 a considerable time and reflect the wide range of books that they have enjoyed.
58. As a result of recent initiatives, pupils' attainment in writing is very good overall. By the end of Year 6 it is on course to be above that expected for pupils of the same age. This is a result of the work to extend the basic skills for most pupils. 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 each individual's 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. Indeed, in drafting books the quality of handwriting is better than that often found. Pupils in Years 1 and 2 are encouraged to write neatly in a clear legible 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. Pupils were keen to show their understanding of alliteration describing the lazy lavender and the beautiful bee-laden blossoms of their village. They are very keen to explain their understanding of the terms to anyone willing to listen. They are beginning to incorporate this use of sounds to enliven their own work.

59. 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 last 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. Subject leadership reflects the shared commitment to success. Teachers are very knowledgeable and are 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 good. Most books are new and everything is displayed very well. The catalogue system is clear and useful and pupils from Year 1 upwards eagerly explain how it works. The library facilities are managed imaginatively and the books provide useful barriers between areas within the largest classroom. Areas have been created that are conducive to group work or for private study and 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 no 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 past 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.

## **MATHEMATICS**

Provision for mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve 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 very good and contribute to very high levels of achievement.
- The very high quality of investigative work and application of numeracy to other areas of the curriculum develop pupils' understanding very effectively.

### **Commentary**

62. There have been very good improvements in achievements, the quality of teaching and learning and in the leadership and management of the subject since the last inspection. There is now a more rigorous emphasis on investigative work in all classes and pupils achieve well. Pupils in Years 1 and 2 achieve well overall. Overall, most pupils in Year 6 are well placed to achieve standards above the national average. Evidence indicates that the pupils are on course to reach or even exceed the targets agreed for the year.
63. Pupils in Year 6 achieve well in all aspects of mathematics. They use a wide range of methods for problem solving and planning investigations; for example, their very secure understanding of place value is reflected in their ability to manipulate and apply numbers. They apply their understanding of the equivalence of fractions, decimals and percentages very effectively. When solving number problems mentally they use a wide variety of methods and explain their reasoning. Pupils have a very good understanding of the angle properties of triangles and quadrilaterals. They use a wide variety of different strategies for solving mental and written calculations. Throughout the school pupils show tremendous enthusiasm for the subject. They are very well motivated and extremely well behaved. Pupils' relationships with each other and their teachers are very good and contribute to their confidence when solving problems and handling investigations.
64. Teaching and learning are very good overall and in some lessons teaching is excellent. Teachers have very good subject knowledge and understanding. This is reflected in clear explanations and excellent teaching of basic and advanced skills. Planning is excellent and is based on secure and rigorous 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. The extremely high quality of support given by the teaching assistant contributes to pupils' achievement.
65. Very good leadership and management by the subject leader have successfully raised standards and the profile of mathematics in the school. The very effective systems for assessment, monitoring and tracking give all teachers secure evidence on which to plan. Target setting is very well founded on a wide range of information about each pupil's ability. The high standards in mathematics are further enhanced by the

effective use of ICT across all strands of the subject. The introduction of master classes in partnership with neighbouring schools, booster classes and rigorous monitoring has cumulatively raised pupils' achievement levels and confidence. Those pupils who are capable of attaining higher standards are enabled to achieve them. The very small number of pupils in each year group results in considerable variation in standards over the years as each pupil represents a larger than average percentage of the overall scores.

## **Mathematics across the curriculum**

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 studying historical periods. Nearly all the science lessons observed included a superb range of opportunities for measurement.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Science is a particular strength of the school.
- Pupils achieve well because of very good teaching and excellent enrichment activities.
- The school's commitment to investigations and teaching basic skills contributes to raising standards.
- Assessment is very well used to guide planning.
- The wide range of visits and additional activities increases pupils' understanding of science in the environment.

### **Commentary**

66. The very good quality of teaching promotes very good learning and enables pupils to attain standards that exceed the expected levels. The school concentrates on pupils becoming young scientists and this has helped to improve their achievement since the last inspection. Teachers provide many exciting opportunities for pupils to plan and carry out interesting experiments and investigations in all aspects of the subject. This process is begun as soon as pupils join the school and is built on systematically in all classes. Pupils of all levels of prior attainment get a fair deal as teachers match work very closely to their interests and earlier experiences.
67. Pupils in Year 6 are well placed to attain standards above the national average in all aspects of the curriculum with particular strengths in the investigative elements. During the inspection, pupils devised fair tests for investigating the most suitable material for a model aeroplane. Their ability to reason scientifically, work collaboratively and identify which features had to stay the same and which one they could vary was outstanding. By the end of the lesson each group had compared the four models, measured results and decided on the best.
68. Pupils in Years 1 and 2 achieve well and attain standards that are above the expected levels. They benefit from excellent opportunities for investigation and during the

inspection applied their knowledge of forces and movement to their research on transport in the past. Pupils who have special educational needs also achieve well. Those pupils who are capable of working independently have additional challenges and this group achieves very well.

69. The exciting curriculum is planned to meet pupils' individual needs and ensure that they are well prepared for the next activities. From discussions with pupils and teachers, and the analysis of curricular planning, pupils have regular and systematic opportunities for discussion and recording experiments. They have many opportunities for applying literacy and numeracy skills to their scientific learning when they record experiments and measure results. They also use ICT effectively for researching a wide range of information and collecting data. All aspects of the subject have been improved significantly since the last inspection.
70. The leadership and management of the subject are very good. The subject leader has a very good knowledge of strengths in the subject and aspects that need further improvement. The thorough assessment systems give teachers very good information on how pupils are progressing and help them to plan different activities for different ability groups.
71. An exciting range of visits and visitors widens pupils' scientific understanding; for example, during the inspection the work of pupils in Years 1 and 2 was enhanced by visits to the Bluebell Wood. Earlier in the term they had investigated materials and the study of forces related to their topic on transport. The very well planned curriculum gives excellent opportunities for pupils to share in the wonder of the subject, such as the intricate detail of the parts of a flower, seasonal changes and walks in the locality. Pupils in Years 5 and 6 had recently spent an afternoon in the community studying Aircraft Design as part of their scientific investigation on a Science Activity Day. Pupils in Years 5 and 6 always take part in these investigations. The school also participate in Science/Technology local business workshops and won last year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

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

### **Commentary**

72. The overall levels of attainment match national expectations by the end of Years 2 and 6. In Years 5 and 6 a few pupils exceed the expected levels. The quality of provision has been strengthened and improved in all year groups since the last inspection. 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. During the inspection the subject was

taught to groups using either the desktop computers in their base or the bank of laptop computers at their desks during lessons in other subjects.

73. Pupils in Years 1 and 2 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. They use remote controlled robotic floor toys with great skill and confidence. 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 plan and design posters and information sheets to encourage people to visit their village and encourage their children to join the school. 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. Skills in control technology are developing well in Year 6.
74. Teaching is good overall. The teaching sessions are short and are targeted at precise needs of pupils who learn new facets of the subject well. They already share a comprehensive bank of skills that they use readily to extend and enhance work across the curriculum. The nature of this very small school means that structured intervention is used to move pupils on as required. This is proving to have a positive effect on pupils' learning and on raising standards. All of the teachers have good subject knowledge and explain the purpose of all work very well. In all teaching sessions 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 good learning. Pupils work at a brisk pace and the activities are devised to enable them to make good progress in 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.
75. The subject is led and managed very well. 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 are adding another exciting element to the work of teachers and pupils. Except during times of collective worship and other special whole school events the computers 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. It is particularly useful when a small group needs to pursue a special piece of research enabling the teacher to work with others. 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. 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, personal interest presentations and other subjects. Pupils use software programs and the Internet regularly for personal research in subjects such as mathematics, history, geography, and art and design. Data handling in science and mathematics using computer skills is one development that particularly inspires pupils.

## **HUMANITIES**

76. It was possible to observe very few lessons in history and geography during the inspection. From the lessons observed and a scrutiny and analysis of work, together with the analysis of teachers' planning and assessment, and discussions with pupils in Years 1 and 2 and Year 6, indications are that pupils are already achieving the expected level and most are well placed to exceed the expected levels in both subjects by the end of the year. Pupils achieve well. In Years 1 and 2, pupils learn about old and new toys and compare the methods of transport and style of vehicles 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. Pupils investigate and use a wide range of information including maps, and plans together with ICT and a wide range of reference material. Pupils use accurate geographical vocabulary and speak with interest and understanding about different parts of their village comparing it with a seaside resort in the United Kingdom and with other towns and villages in Europe and Africa. The stimulating and creative manner in which the subject is taught develops children's understanding of the impact of the locality on lifestyles and the environment.
77. In Year 6 pupils are very knowledgeable about the lifestyle of people in their villages during the Victorian period. These pupils have very good understanding of the effects of historical events and inventions on present day lifestyles and customs. In geography, pupils locate regions of the United Kingdom. They readily identify 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. They have tracked the holidays taken by themselves, their friends and family on a huge wall map. They have made an extensive record of their visits across Europe and into Asia and Africa. Residential and local visits to places of educational interest are incorporated very well into the curriculum. They use their knowledge of co-ordinates and directions to establish the position of hidden items such as a treasure chest in work linked to mathematics. All pupils develop a very good understanding of environmental issues and how all individuals have a responsibility to care for the environment. 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.
78. In the lessons observed teaching was very good and pupils learned very well as they worked together in class. Teachers' planning is very good. Teachers monitor planning and marking together and their moderation and assessment of completed work is very good.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

79. As no lessons were observed in **art and design** no overall judgement has been made on provision in the subject. The very attractive displays of work show a wide range of high quality work. The available evidence indicates that overall attainment and achievement exceed national expectations. Pupils' learn by experiencing a rich range of experiences and their artistic and creative skills are developed very well. They incorporate art and design from a wide range of cultures, styles and historical periods into their work. Outstanding features include compositions in the style of a contrasting range of artists including Picasso and David Hockney. They have produced an extensive collection of good observational drawing and use rich colours to illustrate plant life such as a half-opened horse chestnut. Pupils have made clay burial urns associated with their study of the Romans. They use an outstanding range of media and techniques and use ICT and the Internet to research information about the life of many artists including the architect Friedrich Hundertwasser.
80. The headteacher and staff have planned an exciting curriculum that gives pupils very good opportunities for developing a wide range of artistic skills and knowledge of art from a variety of cultures. This subject promotes pupils' spiritual, cultural and multi-cultural awareness very successfully. Visits by local artists and outings to a number of places of interest have provided pupils with a rich range of activities and experiences in order to enhance the quality of their work.

## **Music**

81. There is insufficient evidence from which to make an overall judgement about provision in **music**. The singing heard in a lesson and in assembly showed this to be a strength of the school. Attainment overall exceeds the expected level. Pupils sing in tune with clear articulation, accurate pitch and very good rhythm. Over the years they perform a wide range of music from different cultures and styles. Pupils in Years 3 to 6 learn to play the recorder and some play either the guitar or a woodwind instrument.
82. Pupils have abundant opportunities for performing for others: sometimes in school; in partnership with other schools; in the church; and for the local community. During the inspection they performed a sound story based on their walk in the Bluebell Wood; one pupil was the musical director and others produced sound effects using voice and instruments with a very good feel for atmosphere and dynamic variation. The subject makes a very positive contribution to pupils' spiritual, moral, social and cultural development. The curriculum is broad, balanced and the enrichment opportunities are excellent.

## **Design and technology**

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

### **Main strengths and weaknesses**

- There is a total commitment to usefulness and high quality of the products made.
- The design element is followed through to the testing and evaluation stage to good effect.
- There is good shared planning about the nature and purpose of work undertaken.
- The enthusiasm and interest of pupils of all ages is clear to see.

## Commentary

83. From the lessons observed, together with the extensive collection of completed work, it is clear that standards attained are above national expectations at the end of both Years 1 and 2 and Year 6. This is because teachers work together well with the guidance and support of the subject co-ordinator. Work is clearly linked to a purpose, and practical ideas are carried through well. The items are designed to meet a need and are then used in other lessons and sometimes in whole school productions. They have to be functional and durable. 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 an acceptable standard. In this way pupils learn that only high quality work is acceptable. The work seen showed very positive links with science, history and art and design. Pupils know very well which subject they are working in but slip easily into a pattern of using and selecting information learned in other subjects in order to complete the task in hand.
84. Pupils in Years 1 and 2 use a wide range of construction kits and recyclable materials to create and make a range of models either to support work in other subjects or just for fun. Pupils in Years 3 to 6 have made containers for money and picture frames. Some groups have designed torches for different locations such as under the car, on a slope or for inspecting something under water. They are now making and testing these products and are evaluating and modifying their work in order to meet their own exacting specifications. In Year 6 pupils have begun to fix motors to their models using their understanding of circuits in electricity.
85. Teaching and learning are very good. Designs in books are marked and annotated and the quality of completed work on display indicates that all of the teachers work to high standards. This is because the resources provided for pupils are good both in the testing stage and for the final products. In food technology, pupils have been successful in designing healthy meals through meticulous research and rigorous testing of individual ideas. 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 monitoring of planning and the evaluation and assessment of completed work is good.

## Physical education

Provision in physical education is **very good**.

### Main strengths and weaknesses

- The school prioritises sport as part of a healthy lifestyle.
- Pupils achieve well in a wide range of sporting activities.
- Most pupils in Year 6 have reached the national expectation in swimming.
- Many pupils participate in a wide range of extra-curricular activities.
- Residential visits give pupils further opportunities for learning a wide variety of new skills.
- Pupils benefit from professional coaching in football, netball and gymnastics.
- Excellent use is made of the school's facilities and the spacious village hall with its surrounding grassed areas.

## **Commentary**

86. Pupils have abundant opportunities for participating in a superb range of extra-curricular and enrichment activities. They play football, netball, benchball, and unihoc and take part in orienteering, cross country and sports day involving pupils from other schools in the local cluster. There are so few pupils in each year group that there are no problems in selecting a team; all pupils are needed and everyone is included.
87. The headteacher and staff are strongly committed to ensuring that children enjoy and achieve their best in a wide range of sporting activities in order to develop a healthy lifestyle and enjoy working as a team. The subject makes an excellent contribution to their spiritual, moral, social and cultural development. In the lessons observed pupils benefited from professional coaching and were enthusiastic throughout.
88. Pupils in Years 1 and 2 attain above the expected level and achieve well. Attainment in Year 6 exceeds national expectations. School records indicate that standards in swimming also exceed national expectations. All pupils understand the importance of warming up and cooling down exercises in relation to muscle tone, heartbeat and breathing. The school places a strong emphasis on developing physical ability, healthy lifestyles and positive attitudes.
89. School teams take part in friendly and local matches and very good community links are formed with other schools. The quality of teaching and learning is very good overall. The subject is led, managed and organised very well by a knowledgeable and enthusiastic co-ordinator who is well supported by teachers, the teaching assistant and coaches. Many teachers willingly devote additional time to after-school activities. A very detailed scheme of work and planning ensure that pupils benefit from a much wider range of activities than found in most schools.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

90. Work in this aspect of the school is undertaken through a cross-curricular approach as seems fitting. No lessons were observed during the inspection although in lessons in science, literacy, physical education and ICT pupils' development in this area was supported very well. In religious education, there are strong links with the local church. Work to foster an awareness of the environment and the life of the village and the extended community is part of everything that takes place in the school. The school considers that pupils' personal development is at the heart of all of its work. Within the curriculum there is very good provision for health education including teaching about sex education and drugs awareness. The pupils' understanding of healthy eating, regular exercise, fair play and working together in a safe environment is being fostered through the ongoing work in the class discussions and pupils' questionnaires that inform the staff about their ideas and opinions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
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	4
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
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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