

INSPECTION REPORT

**BISHOP WILTON CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Bishop Wilton

LEA area: East Riding of Yorkshire

Unique reference number: 117972

Headteacher: Mrs A Halley

Lead inspector: Mr J Hagan

Dates of inspection: 22nd - 23rd November 2004

Inspection number: 269087

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 3 - 11 years
Gender of pupils: Mixed
Number on roll: 27

School address: Main Street
Bishop Wilton
York

Postcode: YO42 1SP

Telephone number: 01759 368313

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Appropriate authority: The Governing Body

Name of chair of Mrs J Moses
governors:

Date of previous September 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

This very small primary school is situated in a rural location to the east of the city of York. The school has 27 pupils on roll, and the population is a fairly stable one, although in the current Year 5 there are only 3 children, all of whom joined the school just prior to the inspection. There are some year groups which are either all boys or all girls. Most of the pupils come from the local village and all are from families of white, British heritage. Fewer than average are eligible for free school meals. Whilst the full range of ability is represented, when most children start school their skills and knowledge in most areas of learning are typical for their age. There are three registration classes: one for children in the nursery and reception (Foundation Stage), one for the infant and one for the junior aged pupils. Children can spend between 2 and 4 years in the same class. There are two full-time teachers, including the headteacher, who shares the responsibility for teaching the junior class with a part-time teacher. Fewer pupils are identified as having special educational needs than in most schools and most of these have specific learning difficulties; none have a statement of special educational need. The school has recently gone through a difficult period because of the unexpected long-term absence of the previous headteacher. The present headteacher took up post in September 2004. Following the completion of an extension to the accommodation in May 2004, the school has started to admit nursery aged pupils who are taught with children of reception age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1065	Mr J Hagan	Lead inspector	English as an additional language Mathematics Science Geography History Physical education
11084	Mrs J Hughes	Lay inspector	
2810	Mrs C McBride	Team inspector	The Foundation Stage Special educational needs English Information and communication technology Art and design Design and technology Modern foreign languages Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Children flourish in its caring atmosphere. Good teaching enables pupils to achieve well and reach the standards they are capable of in most subjects. The newly appointed headteacher has made an excellent start. Together with the staff and governors, the school is led and managed well by an effective and committed team. Relationships within the school community are excellent. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils' attitudes to their work, their behaviour and their relationships with each other are outstanding;
- In English, mathematics, science and swimming, achievement is good;
- Standards in art and design are better than those seen in most schools;
- Pupils' achievement in information and communication technology (ICT) and gymnastics could be better;
- The new accommodation is not used to best effect in providing for the nursery and reception aged pupils;
- Teaching is good and the curriculum is creative and interesting;
- The school provides a high level of care, guidance and support for its pupils; it provides really well for their personal development;
- The systems for recording and reporting pupils' progress are not wholly effective.

Improvement since the last inspection has been satisfactory. The rate of progress has varied but since the appointment of the new headteacher, the partnership with parents has developed at a faster pace. The governing body are much more effective and actively involved in the school's work. Improvements to the accommodation have enabled the school to admit children of nursery age.

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	C	C
Mathematics	A*	E	A	A
Science	A*	A	A	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. A indicates a result in the top 5 per cent. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good. Standards are at least average and sometimes better in all subjects. Test results need to be treated with extreme caution because the performance of one pupil can have a significant impact on the overall results. The school's assessments show that all pupils have achieved the standard predicted for them based on their previous attainment. Pupils who join the school at different times settle quickly and do well. Children with special educational needs are making good progress and achieving as much as they

are capable of. Standards in art and design are much better than is normally seen because the level of staff expertise is high. The rate of children's progress is faster overall in the infant class than it is in the junior class. Last year it was affected by long-term teacher absence. Restrictions in resources and accommodation mean that pupils do not achieve as well as they might in ICT and gymnastics. Overall, children in the Foundation Stage achieve well; most reach, and some exceed, the goals they are expected to achieve by the end of reception. Their best achievements are in personal, social and emotional development, communication, language and literacy and in creative development.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils develop a keen sense of community and a growing respect for the beliefs and cultures of others. Pupils' punctuality is good and attendance is in line with the national average. There have been no exclusions.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall. Relationships between teachers and pupils are excellent. Pupils are well motivated and very keen to learn. Teachers use their expertise very well to promote pupils' learning. This is seen in the impressive progress that children make in science in the junior class and in art and design across the school. In Years 1 and 2, children make very good progress in writing and religious education because of particularly strong teaching. Teaching assistants are used very effectively to support children's learning. Teachers cope well with the wide range of ages, abilities and gender imbalances in their classes. Assessment of pupils' work is satisfactory. Teachers know pupils well and match work to their needs. The informal systems for recording and reporting progress can cause problems and slow children's learning for short periods, especially if there are temporary staff. The teaching of pupils with special educational needs is good. Higher attainers in the junior and infant classes are well challenged in their work. Teaching in the Foundation Stage is satisfactory. Whilst pupils learn at a good pace in some aspects, there are times when space is not used to best effect or activities are not matched well enough to children's needs and progress falters. The care, guidance and support given to children is very good. Good links with other schools and the community enhance the opportunities children have, as do the wide range of activities available to them outside of school time. Visits and visitors are used very effectively to enliven learning and make it more interesting.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The new headteacher has taken up the reins quickly and effectively. Despite a heavy teaching load, her leadership is already having a positive impact on the school's partnership with parents and it is raising standards in music. Governance is good and statutory requirements are met. The governors and key staff have a clear understanding of what the school does well and where it needs to improve; they work closely together to address any areas of weakness.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. They are very happy with the way in which the new head communicates with them. Pupils' views are very positive. There is much they like and little they would change. Newcomers settle well and are pleased with the welcome they receive.

IMPROVEMENTS NEEDED

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

- Increase pupils' achievement in ICT and gymnastics as funds allow;
- Agree a revised policy and approach for the teaching of pupils in the nursery and reception class;
- Improve the effectiveness of recording and reporting children's progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. Most pupils make good progress and reach the standards they are capable of.

Main strengths and weaknesses

- Pupils with special needs achieve well;
- Standards are above average in art and design;
- Children could achieve more in ICT and gymnastics;
- Pupils achieve well in English, mathematics, science, swimming and in personal, social and health education and citizenship (PSHCE).

Commentary

1. There were only 5 children in Year 2, and 3 in Year 6 last year. The national test tables for both year groups, normally inserted in inspection reports, are omitted because the numbers were so small. It is difficult to identify trends in the school's performance because of its very small size. Test results can fluctuate between extremes because each pupil accounts for such a large proportion of the total. The number of children with special educational needs varies from year-to-year and this can also make a big difference, as some do not reach the average level in tests, although they have achieved really well in relation to their capabilities.
2. Inspection findings are that pupils' achievement overall is good. The vast majority of pupils reach the standards they are capable of in most subjects by the time they are aged 7 and 11. Children are doing well in all aspects of English and mathematics. In science, they make good gains in both their knowledge of scientific facts and in the skills needed to be a 'scientist'. The school's approach ensures children have lots of opportunities to carry out experiments and investigations and to see the relevance of what they do, to the world in which they live. Standards in art and design are better than average. Teachers' expertise and love for this subject is used really well to enable children in both junior and infant classes to make rapid gains in their learning. Children cover a lot of work in PSHCE and the school's approach and commitment to this aspect of the children's education is highly successful.
3. In the Foundation Stage children are on course to meet or exceed the national goals set out for their age in each area of learning. They achieve best in their personal, social and emotional development, communication, language and literacy, and in creative development. In some areas they could achieve more because activities are not always organised or matched well enough to their needs.
4. Pupils with special educational needs achieve well because the school identifies their needs quickly. It ensures that these needs are fully met through carefully planned programmes and effective use of additional adult support. As a result, these children engage enthusiastically in their lessons and make progress commensurate with their capabilities. No child has been identified as especially gifted or talented,

but those who are identified as higher attainers, for example in mathematics, are mostly well challenged during their lessons and they learn at a fast enough rate. Children who join the school after the normal time of arrival achieve well. They settle in quickly and are given plenty of individual attention, which ensures that work is well matched to their capabilities. Recently arrived pupils in Year 5, for example, say how much they are enjoying school and that their work is interesting.

5. Weaknesses in accommodation and resources mean that pupils do not achieve as much as they could in ICT and gymnastics. The school attempts to compensate for the lower achievement in gymnastics by ensuring that pupils can succeed in other aspects, such as swimming. Here, they achieve well because there are plenty of opportunities for them to practise and develop their skills throughout the junior years. In ICT, the lack of resources and cramped conditions hamper pupils' access to computers. In geography, they could achieve more in the development of skills such as mapping; this is because weaknesses in the recording and reporting of assessments make it difficult for staff to set the work to ensure that children are building on previous knowledge.
6. This is a similar picture of standards and achievement to that at the time of the last inspection, except in ICT. Progress here has slowed because the demands on schools have increased significantly, but the school's resourcing has not kept pace with this. Despite the school's best efforts, resourcing and accommodation issues still pose some barriers to children's learning in this school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are excellent. Provision for pupils' personal, including their spiritual, moral, social and cultural, development is very good. Attendance is in line with the national average.

Main strengths and weaknesses

- The very positive ethos promotes first class relationships and a supportive learning environment;
- This is a strikingly purposeful and orderly community;
- Pupils care for each other very well and develop impressive value systems.

Commentary

7. These are delightful children who really enjoy their time in school. They play and work together happily in the relaxed family atmosphere. Pupils of all ages say they like school and feel well supported here. They can talk to any adults about problems and know that staff value their opinions. They listen attentively in lessons and try really hard to complete the tasks set for them. This is partly because teachers set up enticing activities that interest the pupils. For example, during an infant numeracy lesson pupils matched and sorted a variety of three-dimensional shapes. Rather than using bland blocks for this purpose, the teacher engaged their imaginations by producing a bag of liquorice allsorts for them to sort. All the class took on the challenge with gusto and managed to complete the activity successfully. They showed admirable self-restraint by not eating the equipment.

8. Pupils' behaviour is of the highest order. Teachers create a calm environment that captures pupils' imaginations and makes them eager to listen. They understand the simple school rules and follow these unerringly. Older pupils present consistent role models for their younger friends and no child sees the need to be silly or to waste time. Pupils are unfailingly polite in lessons and around the school and are always happy to help others.
9. The school promotes all aspects of pupils' personal development to an equally high standard. Although the school is not spacious, staff make the most of all the display areas. Eye-catching artwork brings the beauty of the natural world inside for pupils to absorb during the day. Pupils' work is carefully mounted and it is clear that their work is highly valued by staff. Collective worship is reverent with symbolic candles and plenty of opportunity for praise and reflection. Visiting clergy add greatly to this spiritually uplifting atmosphere, lightening the mood with personal anecdotes, yet conveying a serious central message with simple words and hymns.

10. Staff are relentless in their efforts to promote impeccable moral and social values among pupils. They learn compassion for those less fortunate and see, in their daily lives, the benefits of living in a fair and just society. Thoughtful displays illustrate clearly and with examples easily understood by children of this age, how difficult life is for many people in the world's 'Global Village'. Through the good working relationships established with other local schools and colleges, pupils are able to experience the pleasure of being part of a team or a larger group of children, something difficult for them to imagine in this very small school. Staff make sure the pupils participate in local sports events and celebrations. They also enjoy the contribution of many visitors to the school, who show them more about what it means to live in and serve a community.

11. Pupils' cultural development benefits enormously from the interest shown by staff, not only in their own cultural heritage but in those of far flung cultures. Pupils have a good grasp of local traditions and visit many places of interest. Although this is a mono-ethnic community, staff go to great lengths to bring pupils into contact with many multicultural experiences. They visit religious buildings, study different religions, such as Islam and Judaism, and really enjoy opportunities to listen to and join in with musicians from different cultures, such as African. Junior pupils lap up the regular French lessons they attend and appreciate differences in languages and lifestyles across the world.

Attendance

12. In the most recent year attendance rates (2003/2004) are average. Although children really enjoy coming to school, a small number of families persist in taking their children out of school during term time to go on holiday. There is no unauthorised absence. Pupils arrive at school on time and there is a prompt start to the day.

Attendance in the latest complete reporting year (%)

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

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

Exclusions

13. There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are consistently good in the infant and junior classes and satisfactory in the Foundation Stage. The curriculum provides children with lots of interesting and practical activities, including after school clubs and visits to places of interest. Staff show great care for the children.

Teaching and learning

Lessons are of good or better quality overall. In some subjects there is vast staff expertise and this shines through in lessons, producing accelerated learning for pupils in science, and in the standards of work seen in art and design, for example.

MAIN STRENGTHS AND WEAKNESSES

- Teachers are experienced and skilled at managing the wide range of ages and abilities in each class;
- Assessments of pupils' progress are not recorded formally enough.

COMMENTARY

14. Teachers have a strong commitment to making learning fun for pupils and they plan activities that they know will grab pupils' attention; they often start lessons from an interesting stance and use resources really well to illustrate a point or develop ideas further. For example, the older juniors read a poem and highlighted particular lines, such as 'windy streets strewn with paper'. This led them to ask themselves the question 'How does air move?' and to then research the answer. No time is wasted, as pupils are eager to get on with lessons and to see what teachers have in store for them. Despite their infectious enthusiasm, teachers are sometimes hampered by weaknesses in the school's accommodation. In ICT, for example, they are not as adventurous as they could be owing to limitations of space and available resources.
15. Relationships are excellent and teachers use this as a strong basis for challenging pupils to do their best; pupils strive hard to please their teachers and are confident enough not to be fazed by constructive criticism. Pupils of all abilities can contribute during lessons because teachers are skilled at questioning and often use open-ended questions to which a number of different answers would be appropriate. Teachers adapt their approach to cope with the large gender imbalances in some year groups; the organisation of groups or activities is such that boys and girls benefit equally, and all enjoy their lessons and progress at a good rate. The esteem of pupils with special educational needs is maintained and they thrive well in the school; they also gain confidence because they are suitably challenged and achieve success in their work.
16. In most respects, pupils move on at a good pace in their learning and teachers cope skilfully with the wide range of needs in each class, although the rate of children's progress is a little better in the infant class than in the junior class. In the infant class, the same teacher takes the class for two years and there are only two year groups; the spread of age and ability in this class is not as marked as it is in the junior class, where there are four year groups. In the junior class, two teachers share the teaching over the week on a part-time basis.
17. Teachers know their pupils well and there is much informal discussion between staff about their progress. They manage very effectively, for the most part, to offset the disadvantage of such a wide range of age and ability against the advantage of a family atmosphere but occasionally this falters. Whilst the long serving, permanent staff know where pupils are up to in their work, the lack of rigour in the recording and reporting of assessments causes difficulties when the class is handed over to a different teacher, such as when a temporary teacher has to pick up the reins. Valuable time is lost whilst they ascertain exactly where the children have reached and what they need to do next. There is, therefore, a need to improve the way in which pupils' progress is recorded and reported between staff.

18. Teaching of nursery and reception age children is satisfactory overall. The new arrangements for provision in this age group are still at an initial stage; space is not always best used to provide for the needs of the very youngest or the more able, older children. Organisational issues need to be tackled before the good teaching in some areas of learning becomes more consistent across the whole range.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	11	4	0	0	0

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

The curriculum

The curriculum provides successfully for the wide range of ages, needs and abilities within the classes. It is very good with some strong features.

Main strengths and weaknesses

- There is a wealth of opportunities for pupils to investigate things for themselves and to express their creative ideas;
- Pupils' learning is greatly enriched by the links made between subjects and the school's use of visits and visitors;
- Although the school finds ways to overcome some of the problems of accommodation and resourcing, these still place restrictions on what can be offered.

Commentary

19. An outstanding feature of the curriculum in each class is the way in which it is planned so that pupils' experiences in one subject often feed their learning in several others. This is the result of the staff's expertise in planning and careful evaluation of what works and what doesn't. A typical example of this successful approach was a project that the school undertook in conjunction with the National Gallery. Pupils gained great enjoyment and achieved much more than might have been expected in several subjects, because of the range of absorbing and challenging activities which spanned the work. This method works well for pupils of all abilities and for year groups where there are large gender imbalances. It maintains the interest and motivation of all pupils, including those who find learning more difficult, and also creates opportunities for those who are higher attainers to take their learning further.
20. Several visits related to work in hand are planned each year and the school's photograph albums reflect a rich and diverse range of experiences offered. The local community is tapped as a source for knowledge; older pupils, for example, recently gained a great deal from listening to the recollections of village residents about life during World War II.
21. The cramped accommodation impacts on pupils' progress and standards in physical education. The school does a lot to overcome this and to compensate for the lack of opportunities in gymnastics by increasing the opportunities in other aspects of the provision, such as swimming. Whilst the curriculum for pupils in the Foundation Stage meets their needs satisfactorily, there is limited space available despite the new accommodation. This means that space needs to be used very creatively to

offer a range of activities which provide the right degree of challenge for all ages and abilities.

22. The small number in each year group presents the school with challenges; for example, children have less choice for developing friendships or engaging in full sports team activities. The school does well to address these issues through a relevant and interesting curriculum and links with other local schools and the wider community. A specialist from the local college for example, teaches dance to the junior age pupils and good use is made of large play equipment at the local playground to extend the physical challenge for reception and nursery pupils. Most pupils find an extra-curricular club that interests them from the good range on offer and attendance at these is high.
23. Library resources and those in ICT are in need of replenishment and upgrading. Older pupils are compensated for the barely satisfactory book provision by support from parents who encourage reading at home, either borrowing or buying books themselves. The school's computer resource is not keeping pace with the newest technology and although pupils have access to the Internet, the computers are not linked together which makes the teaching of skills to groups of pupils extremely difficult.
24. The school successfully balances provision for the development of literacy and numeracy skills with those in other subjects. As a result, all subjects are taught to a good depth and pupils have worthwhile experiences in every area of learning.

Care, guidance and support

There is very good provision for pupils' care, welfare, health and safety. Staff provide good support, advice and guidance. The school is good at involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Staff create a safe and welcoming learning environment;
- Induction and transfer programmes work well;
- Adults nurture close relationships with pupils, identifying and meeting their individual needs;
- Pupils are confident enough to make their opinions known on all aspects of school life.

Commentary

25. Parents, pupils and staff feel that this is a key feature of their school. All staff are very caring and work hard to ensure pupils feel secure and happy in school. As there are few pupils, staff have the luxury of really getting to know each individual child very well. This helps to maintain the 'in-school' camaraderie and enables staff to offer effective guidance to each pupil. There are clear procedures for all aspects of health and safety and staff are familiar with child protection procedures. The new headteacher is to undergo child protection training as soon as a suitable course arises. Risk assessments are carried out as needed and staff are ever mindful of

their duty of care. Pupils learn about how to keep themselves safe through interesting curriculum studies. Representatives from outside agencies often come in to talk to them.

26. The school makes certain that pupils settle quickly when they first join the school and that they move on to secondary education with the minimum disruption. Even pupils who join part way through the year are quickly assimilated into the school and they waste no time in getting to work. Similarly, when they leave the school makes every effort to help this process and parents report that their children are not overly anxious as they move on. Staff make effective use of outside agencies to meet the needs of individual children. First class relationships allow class teachers and support assistants to work well together. This ensures that all pupils, including those with special educational needs, are well supported and make good progress. Even visiting teachers offer effective support to meet the needs of each individual and this helps them to become effective learners. Lunchtime staff maintain equally strong relationships with pupils, taking care of their needs in the playground and helping them with games and to solve any problems.
27. The small number of pupils in school allows informal yet effective exchanges of information between staff and children. Staff chat to pupils all the time and encourage a constant flow of feedback.
28. Due to the very small number of pupils, the school has decided against having a formal school council. Although pupils miss out on experiencing the more structured discipline of electing, serving on and running a council, nonetheless they make a strong contribution to the life and daily running of the school. They run errands, help sort the lunch boxes and are always ready to offer their opinions about how the school can improve. They are currently helping to draw up plans for the new outside play area.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school plays a central part in the local community because of the strong mutual respect that exists between members;
- Positive collaboration between local schools and colleges enriches pupils' experiences;
- End of year progress reports lack sufficient evaluative detail to be useful for parents.

Commentary

29. Parents are very supportive of the school, as seen in the high return rate of the pre-inspection parent questionnaire. They particularly appreciate the quality of teaching, the leadership and management and the high expectations for pupils shown by staff. Parents now feel increasingly involved in school life and are very happy with the regular newsletters they receive. They also like the high profile of the new headteacher, who is available in the playground at the start and end of each day to

discuss any concerns they may have. The school secretary is a friendly and welcoming public face of the school; she provides a very good link between parents, children and staff.

30. The prospectus and governors' annual report to parents are both a good read. The latter, in particular, is well illustrated and gives parents a good overview of what has happened in school.
31. Bearing in mind how well the school presents itself in this and every other way, it is surprising that the individual progress reports teachers send to parents during the summer term are unimpressive documents that often contain little information of value to parents. Even in the core subjects of English and mathematics, comments are brief and tell parents little of what their children can do or how they can improve. Some reports contain punctuation errors; in general, school publications would benefit from more rigorous checking before distribution.
32. The school cherishes its standing in the local community and tries to involve pupils in as many activities as possible. For example, pupils have been asked to design a fundraising 'thermometer' to keep track of the new village hall project. The community sees the school at its heart and regularly asks for help or collaboration in local activities. These events, coupled with the many visitors into school and trips out, help pupils to experience at first hand a variety of social settings in the wider world. They also gain much positive feedback and local appreciation for their involvement.
33. Staff establish a number of effective links with other schools and colleges and these extend pupils' positive curriculum opportunities. For instance, they can use the hall in one secondary school for dance and gymnastics. Other opportunities include participating in joint school trips and benefiting from the local college's newly acquired Performing Arts status. These regular links also help pupils when they transfer to the next stage of their education, as they are familiar with their new surroundings and with some staff.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good; governance is good. The headteacher's leadership is very good.

Main strengths and weaknesses

- The newly appointed headteacher has made a very impressive start and is already having a positive impact on school improvement;
- Relationships within the school community are excellent; there is a very positive ethos, which permeates the whole school;
- The staff are an effective team and their collective skills are used well to enrich the curriculum and raise standards.

Commentary

34. The headteacher has made a very good start and in a short space of time has effectively evaluated the school's main strengths and weaknesses. Action is already underway to address the priorities formulated with staff, and there is already a significant impact on some aspects of the school's work. Parents, for example, express greater confidence that the school is responding to their views and communicating effectively with them. They feel that the new headteacher is very approachable and is quick to alert them if there are problems.
35. Governors have improved their effectiveness significantly; they are doing a much better job than was the case at the last inspection and they now meet their statutory duties. They have a good understanding of the strengths and weaknesses of the school and show determination in trying to break down barriers to learning. They use their expertise and interests well to support the school's work. The finance committee, for example, has been actively involved in securing the new extension to the school.
36. Governors established rigorous recruitment procedures for the appointment of the new headteacher and demonstrated great enthusiasm and commitment to secure the right appointment for their school. There is a good quality brochure about the school, which is the result of a joint effort between governors, pupils and staff. It is an informative and interesting read, which parents and carers find really useful.
37. Arrangements for the performance management of staff are satisfactory. Owing to the long absence of the previous headteacher the system for staff performance management stalled and this adversely affected their continuing professional development. The present headteacher has now steered the system back on track.
38. Overall, the leadership and management of key staff are good. Effective management is ensuring that the school benefits from the staff's expertise and interests. This results in better achievement than is usually seen in art and design and science. In music, the headteacher is leading by example and using her expertise to good effect; the quality of provision for this subject is improving rapidly.
39. Responsibilities are shared sensibly and staff support each other well. They have a clear view of standards and know the children really well. A careful eye is kept on the progress of children in year groups where there are large gender imbalances. A few aspects of management could be sharper: for example, staff need more opportunities to see what is going on in year groups other than those they regularly teach. There is also scope for improving the effectiveness of the systems for recording and reporting children's assessments. These are not as strong as they could be and, as a result, there are gaps in the quality of parental reports; if there are any changes in teaching staff it makes it hard for those coming in to hit the ground running.
40. The clerical officer ensures that the school's administrative systems are functioning efficiently and this enables the staff to give their full and undivided attention to their classes. The school's communication systems are effective and help it to run smoothly with little or no disruption to its work.

41. Provision for pupils in nursery and reception is led and managed satisfactorily. Although the increased space offers an exciting chance to expand and reshape the school's provision for pupils under 6 years, the school has not yet capitalised on it. A new vision and direction for the work of the unit is required; this is especially relevant, as the school's admission arrangements are set to change from January 2005. There is already a confirmed increase in the number of children who will start school from this date.
42. The provision for children with special education needs is led and managed well. The children are identified quickly; individual education plans are drawn up and are specific to their needs. Lessons are well planned to meet the needs of these pupils and adult support is used effectively to ensure that they are fully engaged in their learning during lessons.
43. The school's budget is very tight but it is managed efficiently and available funding is well used to support key priorities. The targeting of finances to meet the costs of equipping the new extension and the allocation of funds to address the resource problems in ICT are two good examples. The deficit carried forward will be removed through the under spend in developed capital which has been allocated to meet some of the costs of the new extension. The school provides good value for money. It is largely successful in making the most of the advantages that come from being such a small school and in minimising the disadvantages.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	166,915
Total expenditure	167,958
Expenditure per pupil	7,077

Balances (£)	
Balance from previous year	2,704
Balance carried forward to the next	-1,042

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children settle quickly and enjoy school;
- Children's achievement is very good in creative play and in learning about different people and their cultures;
- Some activities do not provide the right level of challenge for children;
- The vision and direction for the work of the Foundation Stage and its new accommodation needs more careful consideration.

Commentary

44. The extension to the school's accommodation meant that 6 months ago it was able to start offering provision for nursery age children and they are now admitted in the term after their third birthday. There are 4 children of reception age attending full-time, and 6 of nursery age, who attend for mornings only. Currently, the Foundation Stage is led and managed by the teacher with responsibility for Years 1 and 2. A suitably qualified adult who works with the children in a classroom created by the new extension supports her. Reception and nursery pupils are taught together as a discrete group for most lessons and at other times reception children join those in Years 1 and 2.
45. The accommodation is satisfactory; it is newly extended and refurbished but, nonetheless, it poses problems. Whilst there is a reasonable outdoor play space, the interior of the new classroom is too small to allow a great enough range of activities and this causes difficulty in providing for the needs of different groups of children. The extra space is undoubtedly offering a valuable extra dimension to the school's service to the community by providing for nursery age children. However, the new provision is still at the stage of bedding in. The building work and completion moved ahead more quickly than was anticipated, which meant that new arrangements had to be hastily put into place. This also coincided with the long-term absence and subsequent change of the school's leadership. At the initial stages, the vision and direction for the work of the Foundation Stage could not, therefore, be considered in as great a depth as everyone would have liked.
46. Children show a wide spread of ability on entry but overall it is as you would expect for their age. All of the children are on course to meet the goals expected for their age in each area of learning by the time they leave reception, with some in line to exceed them. Whilst the curriculum is appropriately planned for children of this age, there is a marked difference in the maturity and needs of some of the higher attaining reception pupils and those who have just turned three when they come to school. Some activities are better suited to one group than the other and this difference is not always addressed well enough. With the appointment of the new

headteacher, there is now an opportunity for the school to review its provision for pupils from 3 to 6 years and how best to accommodate their needs.

47. The teacher with responsibility for oversight of the Foundation Stage has a very clear view of the standards children achieve and knows the pupils and their families well. As the unit is now in a separate room, however, it is difficult for her to regularly monitor the quality of teaching and learning with enough rigour.
48. Children achieve well in **personal, social and emotional development**. They make good progress and are on course to meet or exceed the expectations for their age. They settle well and quickly gain confidence because they are given lots of praise and encouragement. As a result, their self-esteem grows rapidly. Nursery children soon begin to follow the routines of the class and learn to share equipment and play sensibly together. Reception children do not need reminding that they should tidy up after themselves and they coax younger ones to help them. Children's independence develops well overall, but there is scope to increase the opportunities that they have to choose activities for themselves.
49. In **communication, language and literacy** children achieve well. There is a constant flow of conversation between adults and children, so that language and communication skills develop at a good pace. Some children quickly show an interest in writing and there are plenty of opportunities for them to practise making marks and writing their names. Writing is also modelled well and children are keen to copy adults and try out their version of words on the new large board in the outdoor play area or when making tickets for their outdoor train. Parents help with reading at home and reception children make good progress in learning letter sounds and words. Games and rhymes are used effectively to add fun and enjoyment to lessons.
50. In **mathematical development** children achieve satisfactorily in building up their counting skills and concepts such as size; however, higher attaining children could achieve more. There are ample opportunities for nursery children to play with large jigsaws and to develop early recognition of pattern and shape. Whilst some activities offer a suitable level of challenge for nursery children, they still need more opportunities to learn through play. Other activities do not sustain the interest of the older, more able ones and they could be taken much further. The limited space in the unit could be better organised to provide chances for independent work and play.
51. In **knowledge and understanding of the world** children make steady progress and their achievement is satisfactory. Children make very good gains in learning about the culture and beliefs of different people and in finding out about past and present events. They enjoy talking about themselves now and as babies, and their families and friends. Adults encourage children's curiosity by making timely interventions to question them about what they are doing and what they are finding out. Their achievement in using ICT and construction apparatus, to build with different objects, is weaker and most could progress further.

52. In **creative development** children's achievement is good. The involvement of adults in children's imaginative play is a strong aspect of the work in this area of learning and enables children to achieve well. They have plenty of opportunities to express themselves and represent what they see through painting and drawing. They enjoy singing and show great enthusiasm for action songs and rhymes.
53. In **physical development** children's achievement is satisfactory. There are limitations in the school's accommodation for large play equipment for swinging, sliding and balancing but teachers make the most of what is available. Children visit the local playground to use equipment and they learn to ride and steer small wheeled toys in the school's outdoor play area. Reception children join with Years 1 and 2 for outdoor games and, as a result, their skills in throwing, catching and travelling with a ball are better than usually seen at this age. Their skills in handling small objects, such as pencils, scissors and paintbrushes, develop well, although more effective use could be made of the space in the unit to provide opportunities for work with small world toys or construction apparatus.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

Provision in English is **good**.

Main strengths and weaknesses

- Teaching in the infant class is very good;
- Pupils achieve particularly well and reach higher than average standards in Year 2;
- More rigour is needed in the recording of pupils' progress and in passing this information between teachers;
- Library resources are insufficient.

Commentary

54. The small number of children in each year group makes any interpretation of performance in national tests extremely unreliable. Inspection findings match the assessments undertaken by teachers and show that pupils achieve well. Standards for 7-years-olds are above average; at the age of 11, they are average.
55. A very firm foundation for reading skills is laid in the infant class and this carries through into the junior class. Older pupils, for example, developed good reading habits as infant pupils. Consequently, they take pleasure in reading and are keen to discuss books. The school could fire their enthusiasm even more, however, and there is much scope for improving the library stock; some of it is unappealing and in a shabby condition. Parents provide good support and encourage children to use the local mobile library service or to buy books for themselves.
56. Pupils achieve well in speaking and listening; younger ones gain confidence because they learn to hold their own in a larger group with older children, in an atmosphere of encouragement and trust. Teachers expect the older pupils to explain their ideas and express their views sensibly and to use correct vocabulary.
57. There is good teaching in both classes; teachers plan interesting tasks and help children to make good links in their learning. This feeds their creativity and in writing, for example, pupils produce an enormous volume of work; they express themselves well and show good imagination in writing poetry and stories. The school has a systematic approach to teaching spelling and good attention is paid to the teaching of punctuation and grammar.
58. Teaching is slightly stronger in the infant class because most pupils are taught by the same teacher throughout the reception year and in Years 1 and 2. This means that the teacher has a very close knowledge of their progress and can therefore match work very accurately to their needs. Writing is taught particularly well in the infant class and this is where pupils achieve most.
59. In the junior class, over the spread of four years, pupils experience more teachers and new children join the class. Although teachers have a good knowledge of their needs, it is not as concentrated as in the infant class; when there is absence, or when teachers change, pupils are still challenged to achieve but not quite as hard as they are in the infant years.

60. The subject is well led; the curriculum is planned carefully so that skills are developed well in other areas. Monitoring is satisfactory; weaknesses are identified and action taken to remedy them. Assessment systems are secure but greater rigour is needed in the recording of what pupils can do, so that more accurate information can be passed between teachers.

Modern foreign languages

61. A visiting specialist teacher teaches French to pupils in the infant and junior classes once a fortnight. The lesson duration for the infant pupils is twenty minutes and for the junior pupils, forty minutes. The children really enjoy these sessions, which are well taught and enable them to learn basic key words and phrases. They participate enthusiastically in the rhymes, singing and games that the teacher uses effectively to promote their learning.

Language and literacy across the curriculum

62. The school's approach to linking subjects together around a common theme offers a lot of scope for pupils to hone their literacy skills in other subjects. In reading, they have many opportunities to search for information or pursue ideas that interest them. Pupils in Year 1, for example, eagerly read about the Great Fire of London as they familiarised themselves with the layout of non-fiction books. Throughout the school, pupils' work reflects the good attention that teachers pay to developing different types of writing. In science, for example, older pupils record investigations and experimental processes clearly and accurately, using technical language; meanwhile, in history, they use a more expressive style when writing accounts of the lives of historical figures in a diary form.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good in both the infant and junior classes and enables all pupils to achieve well;
- Pupils have plenty of opportunities to undertake practical work and solve problems;
- Pupils produce a large volume of work;
- Recording and reporting of children's progress could be improved;
- Better use could be made of ICT to support children's learning in mathematics.

Commentary

63. The number of children in each year group is very small and this makes any interpretation of performance in national tests extremely unreliable. The results for children aged 7 and 11 can vary significantly from one year to the next, because each child accounts for a large proportion of the overall total. For example, in the Year 6 group last year there were only three pupils, each accounting for one third of the total. Inspection findings are that pupils' achievement in both the infant and junior classes is good and that they attain the standards they are capable of.
64. The parents' view that their children really enjoy mathematics is endorsed by inspection findings. Children really do like their mathematics lessons. They find the work interesting because it involves them in a good range of practical activities and games that support their learning of mathematical concepts, such as fractions. There is an element of fun built into the work and plenty of opportunities for children to work together and learn from one another.

65. The subject is well led and managed. The school has maintained the strengths identified at the time of the last inspection and the newly appointed headteacher, in her role as subject leader, has already implemented a number of changes to further improve the provision. The introduction of specific targets for each child is helping both parents and children to understand what it is they have to do to improve their knowledge and understanding. The school has recognised the need to improve the quality and detail in the reports to parents on pupils' progress.

66. The teaching is good, and at times very good. Best use is made of time in lessons to ensure that children get the most out of them. Lessons get off to a quick start, move at a brisk pace and a lot of ground is covered. Teachers are skilled at getting the level of work right so that it meets the needs of each child in terms of their age and ability. This enables all children, including those with special educational needs, to make good progress. It is not unusual to see higher attaining younger junior pupils working with the older ones. This flexibility ensures that children are really well challenged. Adult helpers are effectively deployed to support individual children or small groups. In a lesson in the infant class, this was seen to really good effect as a higher attaining pupil was engaged in a very challenging activity that enabled him to improve his skills of mental calculation. Teachers expect a lot from their pupils and, as a result, they produce a great volume of work. Subject knowledge is secure and used to good effect in ensuring that children learn and use the correct mathematical terms; for example when they are describing shapes and their properties. A strong emphasis is given to teaching children a range of strategies to support their understanding and work in number. They develop a secure understanding of place value and, by Year 6, can recognise the value of each digit in six digit numbers. Teachers ensure that children are given plenty of opportunities to use and apply their skills to solve real problems. This helps children gain confidence to tackle difficult problems and to see the usefulness and relevance of what they are learning to daily life.

Mathematics across the curriculum

67. Children are given plenty of opportunities to use their mathematical skills in other subjects. They produce and interpret tables and graphs in science and geography, identify and use shapes in their art and design work and measure accurately to support their work in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Children make good gains in their knowledge and understanding of scientific facts and develop their skills well in experimenting and investigating;
- Children in the junior class have very positive attitudes to the subject;
- Teaching is good, and at times very good;
- The use of ICT to support children's work in science is an area which needs to be improved.

Commentary

68. Looking back over time at the children's work and the teachers' assessments, it is clear that all the children are achieving as much as they are capable of. They are achieving well in each aspect of the subject.
69. Over the last few years, most junior pupils by the age of 11 have attained above average standards. The inspection findings are no different. The children have benefited from the fact that the same part time teacher has taken them throughout

their junior years and the long-term absence of the previous headteacher and need for temporary teachers did not affect children's science lessons, as it did lessons in some other subjects in the junior class last year. The school has made good use of the subject expertise of the part time teacher by giving her sole responsibility for the teaching of this subject to the junior pupils. This ensures they are well taught and challenged during their lessons. She makes them think deeply and see the relevance of their work to their daily lives. The school has maintained the strengths identified at the time of the last inspection.

70. Teachers are skilled at making work interesting and relevant. This engages the children's interest and, as a result, they concentrate really well and persevere, even when the work becomes difficult. The subject leader is very keen for children to understand the importance of science and how it can help them in their daily lives. She uses some unusual and interesting starting points for science lessons. For example, children identify lines in a poem that leads them to ask a scientific question, which they then explore to find out the answer. Often at the start of a topic, the teacher will encourage children to map out what they already know in a drawing; they then revisit this at the end of the topic to identify new learning. This enables the work to be pitched at the right level for all the children and enables them to see the progress and gains they have made in their learning. The emphasis teachers give to developing children's understanding of a fair test is paying good dividends. The children clearly know how to set up a fair test. They are given plenty of opportunities to independently record their findings and a strong emphasis is given to learning important skills, such as predicting and writing conclusions to sum up their findings. Whilst teachers know how well the children in their classes are doing, the detail and systems for recording this information are not as effective as they could be. As a result, it is difficult for another teacher to know where children have reached and where they need to go next.
71. Children really enjoy their science lessons because they are given lots of opportunities to conduct experiments and carry out investigations. They feel their views are valued because the teachers listen carefully to them, praise them for their efforts and encourage them to have a go.
72. The subject is well led and managed. The teacher has a very clear view of what the school is doing well and what it needs to do to further improve. She provides a good example for all staff through her teaching and ensures that the children are given plenty of opportunities to learn through practical activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make best progress in working with databases;
- Insufficient resources and cramped accommodation hold back the achievement of older pupils.

Commentary

73. Standards are average at the end of both key stages. Pupils' achievement is satisfactory in the infant class but standards and achievement in the junior class could be higher. The school's accommodation limits the use of ICT because space is at a premium and in the junior classroom computers are sited in a corner of the room, where access is not easy. This means that the use of ICT is not an integral part of some lessons; the number of pupils who can squeeze into the computer area at any one time is limited. Whilst the ratio of computers to pupils is within reasonable bounds, they are older machines; consequently pupils are unable to undertake more adventurous or challenging work. The school has identified these issues and has a plan in place to improve the overall provision.

74. Pupils have the opportunity to use basic technology such as digital cameras, but the older ones are ready to take this work a step forward; for example they could make short videos with web cam technology or use computer technology to make presentations to an audience. Their progress is hampered because there is neither the space nor resources to take things much further.
75. In both infant and junior classes, the strongest aspect of work throughout the school is in data handling and a large volume of work is produced in this aspect. Older pupils show good understanding of the need to frame questions carefully when constructing a database; they also know the importance of matching the phrasing of a question to the information being sought.
76. In the infant class, pupils create their own graphs and add information to databases; they make good progress in learning to represent information in different ways.
77. Teachers provide good role models for pupils through their use of ICT to add interest to lessons. Again, this is limited because of insufficient resources such as electronic whiteboards. Leadership and management of the subject are satisfactory. The school makes efficient and effective use of the limited resources at its disposal. Staff have undertaken sufficient training to enable them to plan satisfactorily, but more is needed if they are to offer pupils a higher level of challenge and more adventurous work.

Information and communication technology across the curriculum

78. This is satisfactory and teachers make satisfactory use of ICT within the school's limited resources. In both classes, pupils use ICT to find out information. In geography for example, junior age pupils use a CD-ROM to find out information about India, whilst in science the younger ones investigate mini beasts. In mathematics, older pupils record the results of spelling tests and represent their findings in different ways; younger pupils use computers to sort shapes and make graphs. Given what pupils are capable of and their access to computers at home, they need more opportunities to extend their work in other subjects through using up-to-date technology.

HUMANITIES

79. No lessons were seen in **history** or **geography**. It is not possible to form an overall judgement about provision in these subjects. Work completed during this and previous years for all pupils in the infant and junior classes was analysed. The inspection team had access to information and photographic evidence of how visits and visitors had been used to support children's learning. Children achieve well in history and most aspects of geography. They produce a great volume of work.
80. Both subjects are well represented in the curriculum and there is good coverage of the different aspects. Parents at the meeting with inspectors talked about how interesting their children found their history lessons. The recent study of World War II, completed by the junior aged pupils, is a very good example of how the school approaches teaching and learning to ensure that it captures the interest and imagination of pupils. A visit from a resident of Hull, who had been an evacuee during the war and had lived in their village, was used to extend and promote

children's learning about life during this period; their written accounts show they had learned a great deal. In both the infant and junior classes, artefacts and visits to museums and places of interest enable children to learn through practical and relevant activities. There is a good balance between learning facts and developing the skills to become history detectives. Pupils enjoy their work and are keen to research and find out information. Interviewing members of their family about school life when they were young enabled the junior aged children to gain an insight into how things have changed over time. In the infant class, stories are used well to promote children's understanding of historical events. They gained a lot from their work on the Great Fire of London and improved their knowledge of famous people and events. As with history, children are given opportunities to go on visits, which bring their work in geography alive. Through their work in geography children are gaining a sound understanding about environmental issues. Whilst teachers know the children well, the reporting and recording of children's progress is not as effective as it could be. The quality of reports to parents is not as good as it should be, because teachers are not always sure which skills children have developed in previous classes or in lessons with different teachers. The impact of this is seen in geography, for example, where children do not achieve as well as they might in the development of their mapping skills, because too much of the work is of a similar type. It is either too easy for some children or too hard for others.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well because they learn through practical activities;
- Teaching enables pupils to make very good progress in learning about other religions.

Commentary

81. Standards for pupils at the ages of 7 and 11 years are in line with those set out in the locally agreed syllabus. Pupils achieve well because they are engaged and interested in lessons and the school's approach to teaching religious education offers them many opportunities to learn through first hand experiences. This also underpins the strong development of pupils' understanding of other beliefs and cultures.
82. All pupils study Christianity and one other major religion. In the junior class this is Judaism, whilst infant pupils study Islam. Teachers make very good use of visits and resources to bring lessons to life and to help pupils remember important facts. As they enjoy their lessons so much, it is not surprising that even the youngest pupils have a good knowledge of other religious practices.
83. Teaching is good overall, with an excellent lesson seen in the infant class. In this instance, the teacher's strong subject knowledge was a key factor in ensuring that pupils made very rapid progress in learning about the observance of fasting during the Islamic holy month of Ramadan and the celebration of Eid ul Fitr. Excellent use was made of samples of food, music and art to help the class understand the rituals and symbolism of fasting and feasting. The teacher offered interesting insights throughout the lesson that struck a cord with the class and they remained totally absorbed, asking questions and offering thoughts about their own experiences.
84. Junior age pupils have the opportunity to visit a synagogue and their knowledge is consolidated through highly effective displays of artefacts relating to the Jewish religion.
85. The subject is led well and the staff's agreed approach to its teaching is very successful. Management is satisfactory; although teachers have a clear view of pupils' progress, this is not always recorded in enough detail. Consequently when sharing this information, for example with parents, the detail of what pupils know and can do is not always expressed well enough.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. It was not possible to make an overall judgement on provision for any of these subjects. Only one lesson was seen in **physical education**; none were seen in **art and design** or **design and technology**. In **music**, a lunchtime music club session was observed. Reporting on these subjects is based upon evidence drawn from work samples and discussions with staff and pupils. These subjects are well represented in the school's curriculum and pupils have many worthwhile opportunities which help them to achieve well in some aspects.

87. Pupils' achievement is very good in art and design and standards are above average. The strength in this subject owes much to the expertise and enthusiasm of the staff; this results in adventurous work, some of which is of a high standard. Pupils are encouraged to draw inspiration from other cultures and the school's art gallery shows a terrific breadth of work and techniques. Recent work reflects Aboriginal, Mexican and African traditions. Work is displayed throughout the school with skill and flair and it provides a rich and stimulating part of the learning environment.

88. In design and technology, pupils achieve well and reach average standards because skills are taught systematically and design tasks appeal to them. Work in both infant and junior classes reveals that they build well on their existing knowledge of how to go about each stage of the designing and making process. Skilful, creative teaching results in some impressive work, which combines art and design with technology. Infant pupils for example, drew on the work of Van Gogh to produce a moving picture of butterflies in long grass. Not only was the painting and drawing element of the picture achieved to a high standard, but the insects were also constructed well, using push and pull controls.
89. Although music has not been represented strongly enough in the past, the new headteacher's expertise is already having a positive impact. The quality and range of children's experiences in the subject is already much improved and all pupils are now making good gains in their knowledge and understanding. Work in rhythm undertaken by pupils in the junior class, for example, shows an appropriate degree of challenge; they are making good progress in understanding cyclical patterns in rhythm and in writing and performing their own rhythmic scores. The lunchtime music club is a very popular event; pupils are already showing much promise in learning to play ocarinas although they have only been attending for two months.
90. The lack of suitable indoor accommodation severely restricts the progress children can make in their physical education. There is no school hall and it is not possible, therefore, for the teachers to provide regular and challenging gymnastics lessons; as a result, children's achievement is held back in this aspect of the subject. Dance lessons take place in a classroom and whilst this does compensate to some degree, it is not an ideal situation because it restricts the space the older juniors have to practise and refine their performance. The school tries hard to compensate and overcome the restrictions caused by the accommodation. Swimming provision, for example, is better than in many schools and children achieve well in this aspect. At the age of 11, they either meet or exceed the expectations. The school makes good use of the local village field to provide regular games lessons and makes use of facilities in other schools. This means that pupils can experience aspects that cannot be provided within their own accommodation. The use of specialist coaches and after school clubs gives pupils the opportunity to improve their skills in dance and games, which they benefit from and thoroughly enjoy.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. The school places a very strong emphasis on pupils' personal development; staff make sure that children spend time each week considering life-style choices, sharing their feelings and opinions and extending their emotional growth. At the centre of the programme is an encompassing presumption by staff that pupils will grow into useful, well informed members of society. To this end, they offer pupils daily opportunities to consider the way they eat and live and make sure they can reach informed choices in every aspect of their lives.
92. The strength of the provision is an indication of the staff's concerted attempts to create a reflective and reactive social community. Pupils are encouraged to think about their feelings and their good and bad points. They consider what it means to be a good citizen and ponder the consequences of lying and racism, for example. Pupils are comfortable in each other's company and are relaxed about sharing their

thoughts and feelings in front of others. Appropriate attention is paid to sex and relationships education, which is taught through the other subjects of the curriculum. Drugs education is also addressed well through science and PSHCE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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