

# INSPECTION REPORT

## **WEAVERTHORPE C OF E VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Weaverthorpe, Malton

LEA area: North Yorkshire

Unique reference number: 121540

Headteacher: Mr J N Boyes

Lead inspector: Rajinder Harrison

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> January 2004

Inspection number: 258323

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
Gender of pupils:	Mixed
Number on roll;	62
School address:	Weaverthorpe Malton North Yorkshire
Postcode:	YO17 8ES
Telephone number:	(01944) 738 280
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Marsden
Date of previous inspection:	6 <sup>th</sup> July 1998

## CHARACTERISTICS OF THE SCHOOL

Weaverthorpe Church of England Voluntary Controlled Primary School provides education for pupils aged between 3 and 11. With only six part-time pupils in the Nursery and 56 pupils in the main school, it is very small compared to most primary schools. The school is situated in a small, relatively isolated village and serves the surrounding rural area. All of the pupils are of White British origin. The numbers of boys and girls are broadly similar. There are no pupils with English as an additional language. The socio-economic indicators for the area are about average and the percentage of pupils eligible for free school meals (12 per cent) is broadly in line with the national average. The percentage of pupils with special educational needs (23.7 per cent) is above average, and the special needs range from speech and communication difficulties to emotional and behavioural problems. There are no pupils with statements of special educational need. Pupil mobility is relatively high with four pupils joining the school last year and three leaving at other than the start and end of the last school year. Because numbers are low in each year group, the classes are organised in the following way: a part-time Nursery in the mornings, a Reception class in the mornings only, a Year 1/2 class (which the Reception age children join in the afternoons), and a class for all pupils in Years 3, 4, 5 and 6. As numbers in each year group fluctuate considerably from year to year, organisation of classes is amended to accommodate numbers, so the current structure is not permanent.

The attainment on entry, whilst very variable, is broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Rajinder Harrison	Lead inspector	English Science Design and technology Modern foreign languages Music Religious education
13895	Angela Smith	Lay inspector	
20707	David Brettell	Team inspector	Foundation Stage Special educational needs Mathematics Information and communication technology Art and design Geography History Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school** with good features. Pupils are very happy at school have very positive attitudes to learning and their behaviour is very good. Relationships throughout the school are very good and the school promotes a strong community ethos. Opportunities for pupils to enrich their learning are good. The quality of teaching and learning is satisfactory overall. Standards overall are average and achievement is satisfactory. Leadership and management are satisfactory. The school gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- At the end of Year 6, standards in mathematics are below average and in information and communication technology (ICT) they are above average.
- Staffing and resources in the Foundation Stage are very good.
- Provision for pupils' personal development is good.
- Provision for pupils with special educational needs (SEN) is good.
- There is insufficient emphasis on developing pupils' investigation and enquiry skills in mathematics and science.
- There is insufficient additional support for pupils in Years 1 to 6.
- Governors are failing to carry out all their statutory duties.
- Marking does not always help pupils see what they have done well and what they need to do to improve.

The school has made **satisfactory** progress on the key issues from the last inspection. Good assessment procedures have been established. Satisfactory use is made of the information they provide to inform teachers' planning. Targets are set for all pupils and regular assessments are made in order to check progress. Monitoring of pupils' achievements is thorough in English, mathematics, science and ICT. No unsatisfactory teaching was observed and some of the teaching seen was very good.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low. Similar schools are those with a similar percentage of pupils eligible for free school meals. Caution is needed in interpreting these data because the year groups in this school are very small.*

**Overall achievement in the school is satisfactory.** Because numbers in each year group are very small and because the school experiences a relatively high rate of mobility in its pupil population, the data presented above is of little significance in making comparisons from year to year and against schools nationally. Children enter the Nursery with average attainment. They achieve well in the Foundation Stage and make good progress towards the goals they are expected to reach by the end of the Reception Year. Most children attain all these goals successfully. Pupils with special educational needs achieve well throughout the school. This is because they receive good support and teachers plan well in order to meet their assessed needs. For pupils in Years 1 and 2, achievement is satisfactory. Standards are average in reading, writing, mathematics and science. For pupils in Years 3 to 6, standards in English and science are average and overall achievement is satisfactory. Standards in mathematics are below average because there is insufficient emphasis

placed on developing pupils' enquiry and investigative skills to solve problems confidently. Therefore, achievement in mathematics is unsatisfactory.

Standards in information and communication technology are above those expected at the end of Year 2 and Year 6 because the teaching is good and good emphasis is placed on application of ICT skills in other subjects. Standards of the work sampled in other subjects are in line with expectations.

Pupils enjoy school, form **very good** relationships and have **very positive** attitudes to learning. Their behaviour is **very good** and they are very caring towards each other and enjoy taking on responsibilities. Their spiritual, moral, social and cultural development is **good**. Attendance is **very good** and most pupils arrive at school punctually.

## QUALITY OF EDUCATION

**The overall quality of education is satisfactory. Teaching and learning are satisfactory overall.** Teaching is good in the Foundation Stage and children make a good start to their education. Support staff are used to very good effect in the mornings to support children in the Nursery and Reception classes. Teaching and learning in Years 1 to 6 is satisfactory overall. The two classes both have a very wide range of ages and abilities and there are no additional support staff available to help individuals or groups of pupils. Teachers manage these classes well but invariably not all pupils receive the help they need to achieve well, especially when carrying out practical tasks. There are weaknesses in the teaching of science and mathematics. In science, the information and knowledge are taught satisfactorily but pupils are not always secure with their investigation and enquiry skills. They find it hard to explain their work accurately or consider how they might test their ideas. In mathematics, too much emphasis is given to number skills and often work is not matched well to pupils' capability. Because investigation work is limited, this results in the standards being below average at the end of Year 6. The teaching of ICT is good and this is reflected in the above average standards attained. Provision for pupils with special educational needs is good because teachers prepare for these pupils' needs well. Procedures for assessment are good. The information gathered is used satisfactorily to plan subsequent work.

The curriculum is satisfactory and enrichment activities are **good**. There is a good supply of staff but their deployment is not efficient to support all pupils equitably. Resources are satisfactory. Accommodation is satisfactory except for the constraints it places on the provision for physical education. The overall quality of care, guidance and support is **good**. The partnerships with parents, the community and other schools are **good**.

## LEADERSHIP AND MANAGEMENT

The overall leadership and management in the school are **satisfactory**, but attention does need to be given to the effective deployment of support staff. Governance is satisfactory. However, the school is in breach of its statutory duties in that there is no formal monitoring of teaching; therefore, Performance Management procedures do not meet requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents** are happy with the school and feel their children are cared for well. They support their children's learning well and a few parents help in school regularly. **Pupils** are happy at school and feel safe and well looked after. The school listens to the views of parents and pupils well.

## IMPROVEMENTS NEEDED

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

- Raise standards in mathematics at the end of Year 6.

- Improve the development of pupils' investigation and enquiry skills in mathematics and science.
- Deploy support staff more equitably in all classes.
- Improve marking.

**and to meet statutory requirements:**

- Ensure Performance Management procedures are implemented fully.
- Ensure the information provided to parents in the governors' annual report and the school prospectus is full and accurate.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Overall achievement in the school is satisfactory.** Achievement in the Foundation Stage is good. For pupils in Years 1 to 6, achievement is satisfactory. Standards are average in all subjects other than mathematics at the end of Year 6. Pupils with special educational needs achieve well.

#### Main strengths and weaknesses

- Standards in mathematics are below average at the end of Year 6 because there are gaps in the curriculum.
- Standards in ICT are above average at the end of Year 6 because teaching is good.
- There is good support to ensure pupils with special educational needs achieve well.
- Children in the Foundation Stage achieve well because staffing is generous in the mornings.
- Lack of additional support staff in Years 1 to 6 results in pupils not always receiving the help they need to achieve well.

#### Commentary

##### *Foundation Stage*

1. Children in the Foundation Stage work in two separate Nursery and Reception classes in the mornings. The level of staffing is very good for the relatively low numbers of children and therefore children make good gains in all the areas of learning. In the afternoons, the Reception age children join in with the Key Stage 1 class and experience aspects of the Year 1 curriculum but continue to work at the early learning goals with the very competent Nursery nurse, who supports them well under the supervision of the class teacher. Most children are of average attainment when they start in the Nursery class, which operates in the mornings only. The areas of learning that occasionally are below average are the children's speaking skills and their personal and social development. Opportunities are missed to enable Nursery and Reception age children to mix more so that the youngest children have good role models to learn from. But children gain all the goals they are expected to by the end of the Reception year because teaching and assessment here are good.

##### *Key Stage 1*

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	17.3 (18.7)	15.7 (15.8)
writing	13.6 (17.3)	14.6 (14.4)
mathematics	17.3 (19.9)	16.3 (16.5)

*There were 7 pupils in the year group. Figures in brackets are for the previous year.*

2. In the Year 2 National tests and assessments in 2003, standards were well above the national average in reading, well below average in writing and science, above average in mathematics. Standards were also above those of similar schools. However, with such low numbers in each year group and considerable variation from year to year as to the ability profile of each year group, such comparisons are invalid, as is the trend for improvement, which in this instance is above average. There is no significant difference in the attainment of boys and girls. However, from these results, the school recognised that writing was a weakness because two pupils failed to achieve their targets and has now placed greater emphasis on improving and

monitoring this aspect. Standards in all these subjects are average for pupils in the current Year 2 and the picture is much the same as at the time of the last inspection. The school's results fluctuate from year to year but there is good evidence that all pupils make at least satisfactory progress and achievement is satisfactory.

### Key Stage 2

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.0 (25.0)	26.8 (27.0)
mathematics	25.5 (25.0)	26.8 (26.7)
science	28.5 (25.0)	28.6 (28.3)

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

3. With only four pupils in the Year 6 group in 2003, comparisons with other schools and previous year groups are not valid. This is further exacerbated by the fact that nearly a third of all pupils do not have all their schooling here because of the high movement of families in and out of the area. The results show that pupils were average in relation to English and science and well below average in mathematics. This is a decline on the previous inspection when all of these subjects were judged to be in line with the national average. In the current Year 6, again, there are only four pupils. Standards are average for English and science but below average in mathematics. Achievement in English and science is satisfactory. It is unsatisfactory in mathematics because there are gaps in the mathematics curriculum.
4. Standards in all areas of the English curriculum are average and overall achievement is satisfactory. There are strengths in the reading in the Key Stage 2 class, where the higher attaining pupils achieve well because they are interested in books and often read for pleasure at home. Pupils are supported well in guided-reading sessions and there are regular opportunities for them to be heard reading. Although teachers provide good opportunities for pupils to discuss ideas and views in most classes, such opportunities are sometimes missed. The recent introduction of whole-class discussions through 'Circle Time' is beginning to engage more pupils regularly. Higher-attaining pupils contribute well, but a significant minority lacks confidence and is hesitant in both key stages. Writing has been an area of focus since last year's tests and opportunities to develop writing in other subjects are satisfactory. Spelling is a weakness but appropriate steps have been taken to implement word building strategies, and it is too early to evaluate the impact of these. Higher-attaining pupils are confident in carrying out independent research using material from books and from the Internet, and this practice is promoted well throughout the school but especially in the Key Stage 2 class.
5. Standards in mathematics are average at the end of Year 2 and achievement is satisfactory. Standards are below average at the end of Year 6 because there are weaknesses in the teaching of investigations and practical mathematics. Too much emphasis is given to developing pupils' number skills and insufficient attention is given to problem solving. Also, the work planned is not always accurately matched to pupils' needs and so they make unsatisfactory progress in the Key Stage 2 class. Teaching is satisfactory overall in this class but the gaps in the curriculum result in pupils' unsatisfactory achievement.
6. Standards in science are average in Years 2 and 6 and overall achievement is satisfactory. The school places good emphasis on ensuring pupils gain the knowledge and information they need to make satisfactory gains in their learning. However, insufficient emphasis is given to help pupils 'learn by doing', and hence their enquiry and investigative skills are not always secure. They understand what they have learnt but cannot explain their findings accurately nor apply their understanding to solve problems confidently. This lack of emphasis on problem solving limits the challenge for higher-attaining pupils to enable them to make better progress.

7. Standards in information and communication technology are above expectations at the end of Years 2 and 6. Overall achievement is good because teaching is good and this is an improved picture since the last inspection. Pupils have good opportunities to learn and begin to apply computing skills in other subjects. Access to material on CD-Roms and the Internet is also helping raise standards in literacy as pupils learn to research and select information, for example, in history and art. Pupils have regular access to ICT to practise their skills and this is helping to raise standards. More provision of hardware and software is planned to raise standards further.
8. From the work sampled, standards in all other subjects are at least in line with expectations, at the end of Years 2 and 6. Pupils with special educational needs achieve well because teachers are very mindful of their specific needs and support these pupils well throughout the school, especially in English, mathematics and science.

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

Pupils' attitudes, behaviour and values are **very good**. Pupils' spiritual, moral, social and cultural **development** is good. Pupils' attendance is **well above average**.

### **Main strengths and weaknesses**

- The school's ethos of friendliness and community is reflected well in pupils' attitudes.
- The relationships between pupils, and between pupils and staff, are very good.
- Staff provide very good role models to ensure pupils have a very good understanding of the differences between right and wrong, and that they behave well.
- This aspect is more positive than the last inspection and is a strength of the school.

### **Commentary**

9. These attributes develop effectively from the Foundation Stage, where children begin to show increasing levels of confidence and independence in their learning. Most pupils are well behaved, polite and courteous. They respond well to the family ethos the school promotes and very few pupils need reminding of what is expected of them. Staff work consistently to reinforce high expectations and promote very good behaviour. Pupils with special educational needs generally display the same attitudes and values as their peers because these pupils are well managed by staff. Pupils work well together when sharing resources and value each other's help when working on specific activities. Occasionally, a small number of pupils become restless and inattentive when they are expected to sit for too long on the carpet, or when the task lacks sufficient pace or challenge, or if they cannot proceed without additional support and guidance. This is especially so with the younger and lower-attaining pupils, although their peers are often quick to step in and help. Parents are very supportive of the school and very happy with the values the school promotes. A number help in classes and this alleviates the demand on teachers where age and ability ranges of pupils are so diverse.
10. Pupils' relationships with adults and with each other are very good and have a positive impact on learning. Pupils are supportive of each other and their teachers. They are happy and secure, and enjoy school in an atmosphere where all are valued and respected. Pupils respond well to the help provided and enjoy the praise they receive. Pupils of all ages mix well at break times and enjoy looking after each other during these times.
11. Pupils' spiritual, moral, social and cultural development is good and is a strength of the school. This is an improvement since the previous inspection. Pupils have a very good understanding of right and wrong, which is promoted consistently throughout the school, and they benefit from the very good role models set by the adults. There are good opportunities throughout the school for pupils to enhance their social development through undertaking responsibility, for

example, older pupils reading with younger ones during guided reading sessions. Pupils aged seven and over have access to a good range of extra-curricular activities, visits and residential experiences. There is a very good level of participation in these activities and tasks are undertaken with commitment and pride. Pupils develop a good understanding of the needs of others, through visiting speakers and activities, to support a range of local and national charities, and their spiritual development is promoted well. They are encouraged to be honest, trustworthy and courteous, and to respect other people's feelings, values and beliefs. The curriculum promotes a good understanding of other cultures in subjects such as history, art and design, music, English and religious education. Pupils' understanding of different cultures is promoted well, for example, through history when pupils learn about the Egyptians, or in religious education when they learn about the major world faiths.

## Attendance

### *Attendance in the latest complete reporting year 2002/3 (96.1%)*

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.0
National data:	5.4	National data:	0.4

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

12. Levels of attendance were well above the national average in 2002/3. Pupils arrive punctually for the start of school. Most absences arise through sickness, although a small number of parents withdraw their children from school to undertake holidays during term time which then slows down their progress. The school works hard to help these few pupils make up the work they miss but this is not always easy with the very limited additional support in the two key stage classes. Attendance is monitored effectively and any concerns are followed up quickly.

## Exclusions

There have been no exclusions in the school. The table below shows the ethnic background of pupils where this information is known to the school.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	62	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The overall quality of education is satisfactory.** Overall teaching and the curriculum are **satisfactory**. Pupils are cared for and supported **well**. Links with parents and the community are **good**.

### Teaching and learning

Teaching and learning are **satisfactory** overall. Pupils with special educational needs learn effectively because they are supported well and consequently achieve well. The use of assessment is **satisfactory** overall.

## Main strengths and weaknesses

- Staffing provision in the Foundation Stage is very good in the mornings.
- Links between the Nursery and Reception class are unsatisfactory.
- Pupils with special educational needs are supported well.
- Teaching of ICT is good and, as a result, standards are above average.
- There is insufficient additional support for pupils in Years 1 to 6.
- Investigation/enquiry skills are not developed effectively, especially in science and mathematics.
- Marking is minimal and does not help pupils understand what they have done well, nor how to improve their work.

## Commentary

13. Teaching has improved since the last inspection when no lessons were judged to be very good and one was judged to be unsatisfactory.

### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	9	11	0	0	0

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

14. The organisation of the Foundation Stage is one where Nursery children attend part-time in the mornings and Reception-age children are in a class on their own in the mornings but join Years 1 and 2 in the afternoons. Hence, staffing for children in the Foundation Stage is very good in the mornings but only satisfactory in the afternoons. Here, the Key Stage 1 teacher supervises teaching and learning and the very good Nursery nurse, who works full-time in the Reception class, continues to support the Reception-age children. There are currently very few interactions between Nursery and Reception and this does not allow Foundation Stage children to experience the full range of experiences or to learn from each other and this sometimes limits their learning. Teaching and learning are satisfactory overall.
15. Children in the Foundation Stage make good gains towards achieving the goals expected at the end of Reception because teachers provide a satisfactory range of activities and tasks, which use attractive resources that engage children's interest and imagination well. Children are happy and secure in their learning and have fun exploring all that is on offer to them, especially in the morning sessions where more adult interventions are possible. Teachers and support staff interact well with children during these activities to ensure that they work purposefully. They encourage good speaking skills by asking questions and encouraging them to talk to each other, but because the Nursery-age children rarely mix with those elsewhere in the school, they have limited ideas of good models. Because there are so few children in the Nursery and they do not have opportunities to mix with other children, their interactions are confined to only a few peers. Children's language, and more especially their vocabulary, is extended well and they gain confidence in their communication skills. Personal and social development is satisfactory. Routines and accepted behaviour are reinforced sensitively as children are shown how to play together and to share toys and other resources. Planning is well structured in the Reception class to enable children of all abilities to take part, and expectations are high. Assessment procedures are also good here and have a positive impact on children's good achievement. Staff share information with parents as necessary and ensure that all children are given the help they need to learn effectively and to achieve well. There is a lack of consistency in approaches to teaching, planning and assessment in the two classes in the Foundation Stage.

16. Teaching and learning are satisfactory in Years 1 to 6. Where teaching is good, lessons are planned well, operate at a lively pace and challenge pupils well. In these lessons, learning is good because pupils enjoy what they do, work is carefully matched to their needs and explanations and questioning are good. The lesson in French in Key Stage 2 was very good because there was a good range of activities and tasks that held pupils' interest and attention throughout and the lesson ran at a very lively pace. A strength in teaching is the way teachers sometimes link subjects through topics and projects. For example, in a good dance lesson pupils in Key Stage 2 were reminded of the need to 'warm up and cool down', and the effect exercise has on the muscles. Pupils enjoy learning in this way because learning in one subject reinforces work they are doing elsewhere. Pupils pay very good attention in lessons, and are keen to contribute. They enjoy working with others and, when left to work independently, most do so successfully because of their very good attitudes.
17. Where additional support is available and where planning is good, pupils with special educational needs learn well. However, in both of the key stages, this support is very limited and teachers are required to teach a wide range of ages and abilities. They place good emphasis on supporting the lower-attaining pupils well, because these pupils demand attention to keep them on task. This leads to insufficient support for the higher-attaining pupils, who often have to work more independently. In the absence of additional support from volunteers, teachers manage these situations well by grouping pupils by ability in some instances or organising groups of pupils who will help each other. Planning and assessment are satisfactory. Teachers use assessment information well to group pupils and to plan their teaching in English, and use of assessment elsewhere is satisfactory. Because they teach the same pupils for up to four years in the Key Stage 2 class, for example, teachers gain an in-depth knowledge of all pupils. This ensures each child is given the help and guidance they need to make at least satisfactory progress.
18. Teachers do not always give time to explain targets to pupils at the start of the lesson or to assess how effectively pupils have learnt the information when lessons are concluded. Therefore, pupils do not have a clear idea of how well they have achieved. Marking is minimal and is not used effectively to help pupils identify what they have done well or what they could do to improve their work. In some lessons, there is a tendency for teachers to direct learning too much, thus limiting the challenge for the more able pupils. While the teaching of mathematics is satisfactory throughout the school, there are weaknesses in the teaching of problem solving. Opportunities are missed to develop pupils' enquiry skills by learning through investigations and experiments. Hence, pupils do not attain average standards in mathematics at the end of Year 6. This weakness in investigation and enquiry skills is also apparent in science, to a lesser extent, but here teaching is satisfactory overall. Teaching in ICT is good and hence standards at the end of Year 6 are above expectations.

## **The curriculum**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- There is good equality of access and opportunities for all pupils.
- The provision for pupils with special educational needs is good.
- The school places great emphasis on pupils' personal development and provision for spiritual, moral, social and emotional education is good.
- The school offers good opportunities for pupils to engage in enrichment activity.
- Accommodation is inadequate for some areas of the curriculum, especially for physical education.
- The Foundation Stage curriculum is inhibited by having Nursery and Reception-age pupils separated and by Reception pupils working with Years 1 and 2 for part of each day.

## Commentary

19. The school provides satisfactory curriculum for all its pupils. Provision is well enhanced through additional sporting opportunity, including football training, rounders and cricket. Music activities include recorder tuition, a choir and guitar tuition. A wide range of school visits add valuable richness to the curriculum, and include some activities in co-operation with other local schools. A three-day residential visit to Cober Hill Centre provides additional enrichment for pupils in Years 5 and 6. Pupils derive significant benefit from the experiences brought into school by visitors. The police and the railway police, fire brigade and the school nurse all contribute to provision well, while visits from local clergy and the Bishop of Selby provide input to the spiritual, moral, social and cultural aspects of the curriculum. A particularly interesting recent visit was by Raymond Otto, who gave pupils a lively, entertaining and good insight into South African culture and music. Another good feature is the introduction of French tuition for pupils in the Years 3 to 6.
20. Equality of access and opportunity are good overall and the school creates a good, inclusive learning environment. However, because additional support is generally limited in Years 1 to 6, and non-existent in the Key Stage 2 class, pupils sometimes have limited opportunities to receive all the help they need to do more challenging work. Opportunities to conduct practical work and to carry out investigations in mathematics and science are limited and result in weaknesses in pupils' learning in these subjects. Pupils who have special educational needs make good progress and are well supported to enable them to have full access to the curriculum. The SEN provision was restructured in 2003 to give more individual and small group support. The school makes good use of support staff and volunteer parent helpers to assist those pupils requiring additional help. The individual education plans set out appropriate targets, which are agreed with parents.
21. Personal development of pupils is a high priority in the school's curriculum. The recently introduced 'Circle Time' provides a very good vehicle for pupils to express their feelings and a useful opportunity for them to appreciate the feelings of others. The school's provision of personal, health and social education and its approach to spiritual, moral, social and cultural education are both good and make a significant contribution towards pupils' positive attitudes and very good behaviour.
22. Despite the accommodation limitations for physical education, the school does well to overcome the problem and has managed to provide a satisfactory range of activity, including outdoor games, dancing and some indoor movement within the classroom. Swimming is a strong aspect of physical education and all pupils have access to lessons in the summer term. The proposals to add a piece of adjacent land to create a playing field will further enhance the school's physical education opportunities.
23. There is a serious weakness in the provision for Foundation Stage. The separation of Nursery from the Reception class prevents the school from providing a full early years curriculum throughout the day effectively. The weakness is compounded by the fact that children in Reception join with pupils in Years 1 and 2 in the afternoons. The separation of Nursery and Reception is not only educationally unsound, but economically wasteful, with a very small number of children (seven at the time of inspection) working in isolation from a modestly-sized Reception group.
24. Information and communication technology has improved and provision is now good and a strength of the school. A satisfactory number of computers are provided in classrooms and they are used well for the development of ICT skills, as well as being useful tools for learning across the curriculum. A weakness in this provision is the lack of suitable, whole-class

teaching resources, and although a large television is used, there is not a projector or interactive whiteboard to support whole-class teaching more effectively.

25. Overall, the school staff is well qualified and experienced. Staffing stability over recent years has enabled the headteacher to build an effective team that ensures curriculum provision is satisfactory. Non-teaching staff and volunteers give good support in Foundation Stage and Key Stage 1, but there is no additional help in Years 3 to 6 to ensure these pupils always have the individual support they need to achieve well. The school is bright, attractive and well maintained, with attractive displays that illustrate the work of the school and the achievement of its pupils. Accommodation is compact and some curriculum areas are successful in spite of the accommodation, rather than because of it. The recently built prefabricated classroom has eased the cramped conditions and has given the pupils in Years 3 to 6 a satisfactory base for their lessons. However, the lack of toilet facilities and water for art and design work remain a weakness in this provision.

### Care, guidance and support

The school makes **satisfactory** provision for pupils' care, welfare, health and safety. Support, advice and guidance for pupils are **good**. The school seeks and values the views of pupils and involves them in the development of the school **well**.

### Main strengths and weaknesses

- Child protection procedures are good.
- Pupils have a trusting relationship with one or more adults in the school.
- School listens to pupils' concerns, seeks their views and acts on them.
- There are good induction procedures for new pupils.
- Teachers and teaching assistants know pupils very well and provide good support for pupils.
- There are weaknesses within the school's systems for recording attendance.

### Commentary

26. The school has a positive, caring ethos and makes good provision for the personal support, advice and guidance of pupils. Members of staff know the pupils very well and are available to discuss any problems with them on a personal and confidential basis. They are quick to notice if a child appears to be in difficulties and will offer immediate help. All staff work hard to develop and maintain very good relationships within the school community. Teachers foster the development of personal and social skills well and pupils respond to opportunities to take responsibility offered by the school. The good procedures for the induction of new pupils support the individual needs of pupils well. Overall, the good quality support offered by the school helps pupils feel secure in school and this enables them to concentrate during lessons with the aim of achieving higher standards.
27. The governors ensure that child protection procedures meet requirements and are effectively implemented. First-aid procedures are satisfactory and fire drills are undertaken each term. Several members of staff have received appropriate first-aid training and consideration is taken of pupils' safety around the school through regular inspections. The school is aware of the need to make changes in the main building in the interests of the pupils' long-term safety. The school has several weaknesses in procedures for recording attendance, both on a daily basis and in reporting annual rates of unauthorised attendance. The systems for accounting for pupils during the school day were corrected during inspection. Although the official returns show that the school has no unauthorised absence, a small percentage of unauthorised absence does exist as a result of some parents taking holidays of more than two weeks during term time.



28. The school pays attention to pupils' views, although the mechanisms for gaining these are informal, as for example, the school does not have a School Council. 'Circle Time' sessions (informal class discussions) support pupils' needs and provide a good opportunity for seeking their views. The school frequently acts on pupils' suggestions; for example, they were invited to choose what games they would like to have available in the playground.

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

The school has **good** partnerships with parents and the community. Links with other schools and colleges in the area are also **good**.

### **Main strengths and weaknesses**

- School has a good partnership with parents and community.
- The headteacher promotes good relationships with parents and is interested in their views.
- Good links with local schools and colleges provides the school with good opportunity to share resources and facilities.
- Statutory information provided for parents is incomplete.

### **Commentary**

29. The school has an open door policy and parents are made very welcome in school. Over time, the headteacher has fostered many good relationships with parents and is available to parents and carers wishing to discuss personal matters that may affect their children. Parents are contacted immediately if there are any concerns about their children during the school day. Where necessary, for example, in the support of pupils with special educational needs, the school seeks external support and parents are kept fully informed of any such action.
30. Parents' meetings twice a year enable them to gain a view on their children's progress, although reports do not record what pupils need to do to improve and as such fail to meet statutory guidance. Parents of pupils who have special educational needs receive appropriate information about their child's progress and are invited to attend reviews. The school is interested in parents' views and engages in informal dialogue with parents. Some information given in the school prospectus is misleading and this is unsatisfactory. Information given in the governors' annual report to parents is unsatisfactory as it lacks much information needed to meet statutory regulations.
31. A number of parents and friends help in school, for example, by listening to pupils read and giving guitar lessons. Parental involvement with the pupils' work at home is good. Parents and the local community keenly support the many school activities and events, such as sports day and the Christmas presentations. Pupil-led services are held in the parish church at Christmas, Easter and Harvest, and parents and members of the community fill the church on these occasions.
32. The school has constructive links with the local churches, community and neighbouring schools, including good curricular links with the local secondary school for pupils in Years 5 and 6. There are good arrangements for the smooth transition of pupils to secondary school. The school shares provision with other local schools, such as the ICT suite and workshop areas at a local school.
33. There is no formal parent teacher association but the school, parents, local clubs and businesses arrange social and fundraising activities that benefit the school. The many valuable links between parents, the community and the school demonstrates the keenness of the community and parents and carers to support the work of the school and to make a positive contribution to pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. The headteacher's leadership is **satisfactory** and he has built a sound team that supports him well. The school governance is **satisfactory**. However, governors are in breach of one or two statutory requirements. Overall management of the school is **satisfactory**.

### Main strengths and weaknesses

- The headteacher leads a very supportive and loyal team.
- The school has a good commitment to ensuring that every child is cared for and supported well.
- Performance data is monitored to set targets for groups and individual pupils.
- The deployment of staff is not efficient.
- Governors have not yet established all the requirements of Performance Management and some of the required documentation does not meet statutory requirements.
- Governors have inadequate understanding of the curriculum and have had insufficient training in this area.

### Commentary

34. The headteacher provides satisfactory leadership. He demonstrates a strong commitment to teamwork and has created a team which is mutually supportive. He ensures that standards are maintained as far as possible despite fluctuating numbers on roll which affect the way the school has to organise mixed-age classes from year to year. He carries a heavy workload, combining his leadership, management and administrative roles with very demanding teaching commitment. He is well regarded by governors, parents and pupils, who express trust and confidence in him. He sets a good example to others and is a very good role model to pupils, which is reflected in their very positive attitudes and very good behaviour. He works hard to promote good relationships and has created a caring environment where individuals matter and pupils' personal development is a priority. The headteacher ensures teachers have access to good quality professional development in order to raise pupils' performance, for example, in mathematics, where standards have been a concern.
35. All staff, including the headteacher, carry responsibility for a number of curriculum areas. This they carry out satisfactorily and in so doing have created a well-balanced and relevant curriculum. The small and variable numbers of pupils in year groups create an ongoing problem for the school. A particular issue, of which the school is aware, is the difficulty of providing for such a wide range of both age and ability within one class. Despite attempts to deal with this issue, through the adoption of a two-year rolling programme and use of curriculum guidance, the school has not completely solved the problem of having four age groups in one class (Key Stage 2).
36. Teachers have started to analyse performance data to help them with planning and setting targets, but assessment processes are inconsistent, ranging from very thorough to casual and ineffective. Because year group sizes are so small and vary considerably from year to year in terms of overall ability, current procedures are not refined enough, nor is there always sufficient additional support to ensure all pupils work to their best ability. The headteacher has set in place a systematic analysis of pupils' performance, enabling the tracking of progress through the school. This works well, but is often frustrated by the relatively high mobility of pupils, leaving or being admitted to the school, which makes the tracking of achievement difficult. The school makes good use of individual target booklets, which are shared with pupils and their parents. This is having a positive influence on the raising of standards.
37. The leadership and management of special educational needs are good. The headteacher carries the role of special needs co-ordinator, which he discharges effectively. Documentation, the writing and review of individual education plans and consultation with parents are all carried

out well. Individuals and groups are provided with appropriate support and, as a result, pupils make good progress and achieve well.

38. The work of the governing body is satisfactory overall, but there are a few significant weaknesses. A well-qualified and experienced chairperson provides a substantial input to governance. The governing body as a whole is very committed and supportive and, as most are parents or staff, they have daily contact with the school. Governors are satisfactorily involved in the development of the school improvement plan and are beginning to take a more active role in monitoring its implementation. However, some governors are insecure in their responsibilities, particularly in relation to having a better overview of the curriculum and the responsibility to ensure that all their statutory duties are carried out. Governors are aware of a need to undertake appropriate training, especially towards a better understanding of the curriculum. Although best value principles are considered for spending generally, for example, the purchase of land for playing fields, governors have not addressed the need to adopt best value strategies in relation to the deployment of staff. The staffing of Foundation Stage in the mornings is very expensive, whereas the two key stage classes have very little additional support, despite their larger group sizes. In addition, governors fail to ensure the school meets statutory requirements with regard to Performance Management procedures, and that the information parents receive in the governors' annual report and the school prospectus is full and accurate.
39. Because of the nature of the school with regard to its size and a rural setting, costs are high. The balance carried forward is above the recommended five per cent because it includes resources allocated to develop access to the outside play area for the Foundation Stage. The school continues to provide satisfactory value for money.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	£139,829
Total expenditure	£142,759
Expenditure per pupil	£2,913

Balances (£)	
Balance from previous year	£25,051
Balance carried forward to the next	£22,121

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

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

40. Overall provision for children in the Foundation Stage is **satisfactory**, as was the situation at the time of the previous inspection. Children enter the Nursery during the school year that they reach their third birthday. They start with a part-time (morning) place until they join the Reception class in the September after their fourth birthday. Children come from a wide area and their early experiences are variable. Overall attainment on entry to the school is in line with what is expected for children at this age, other than in their social development and communication skills, where the attainment of a significant minority of children is below average. Children have very positive attitudes to learning and behaviour is generally very good as they settle into school routines.
41. By the time children leave the Reception class, children's achievement is in line with expectation and most children achieve the early learning goals in all the areas of learning. Initially, children start their school in a Nursery class, which operates separately from the other Foundation Stage children in the Reception class. Despite the fact that the number of children in the Nursery is very low and adult support is very high, children are missing an essential aspect of Foundation Stage education because they do not have the opportunity to share and learn from children in the Reception class. Children in the Reception class spend the mornings working to develop their communication, language, literacy and mathematical skills in the Reception class and then join the Key Stage 1 class, working with pupils in Years 1 and 2. Although the Key Stage 1 teacher and the Nursery nurse provide Reception-age children with good support, opportunities are sometimes missed to ensure children follow the full Foundation Stage curriculum. In addition, the separate Nursery and Reception classes are not an efficient use of staffing and resources when numbers are generally low.
42. Leadership and management overall are satisfactory. Assessment procedures to monitor children's achievements are good in the Reception class, where records are meticulous and help ensure children build on prior attainment effectively. The procedures are less rigorously used in the Nursery class and the exchanges between the two areas are limited. As a result, there is no overview of which aspects of the curriculum are being taught or learned more effectively than others or where improvements need to be made.

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

Provision for personal, social and emotional development is **satisfactory**.

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

- Adult support in the Foundation Stage is very generous in the mornings.
- Teaching overall is satisfactory.
- There are insufficient children in the Nursery for them to enjoy the whole range of activities and interact with others to support the development of their social skills.
- The organisation of the school day limits continuity in children's personal, social and emotional development.

#### **Commentary**

43. Teaching and learning are satisfactory overall, with teaching being consistently good in the Reception class. As a result, children generally achieve the early learning goals in this aspect. Children are well motivated and they show interest in the activities provided for them. While engaged in play, children readily communicate with others who are playing in the same area. All too often, however, in the Nursery class, play is solitary and social interactions limited

because of the small numbers. The plentiful support of adults is useful, but does not compensate for lost opportunities for more independent interactions between more children. Despite the best efforts of staff in both Nursery and Reception classes, opportunities for personal, social and emotional development are inhibited by the separation of the two units that do not have any contact with each other. In some activities in the Nursery, there are insufficient children to make activities viable for the development of social skills through, for example, large group activities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Paired reading, with pupils from Key Stage 1, supports children's learning in the Reception class.
- Tasks are well chosen to suit the ability and level of understanding of the children.
- Teaching and support from other adults is good.
- Computers are used well to support learning.
- Small numbers in the Nursery limit the quality of interactions children enjoy.

### **Commentary**

44. Teaching and learning are good and children are on course to achieve the early learning goals in communication, language and literacy. Children are encouraged to listen to others and are guided to speak confidently about what they are doing or what they have learnt or enjoyed. Well-planned literacy lessons in the Reception class each morning provide good opportunities for children to develop language skills, particularly speaking and listening. In a very good lesson using the story of the gingerbread man, children listened intently as the teacher dramatically created many opportunities to elicit responses from the children - "Run! Run! as fast as you can! You won't catch me..." Another activity to learn letter names and sounds used a singing game "The fox has got a box," and children readily used computers to practise letter formation and word building. Children practise through well-constructed role-play, dressing up, for example, and being a doctor using a camera to take x-rays. Staff talk to children and engage them in singing and reading activities that promote their awareness of new vocabulary and creative thinking. Satisfactory time is given to structured talk-time where every child is expected to participate, although because the Nursery group is so small, the quality and range of exchanges are sometimes very limited.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematics development is **good**.

### **Main strengths and weaknesses**

- Children benefit from good opportunities to practise counting, through number games, rhymes and songs.
- Teaching is good in the Reception class.
- Independent and group activities are well organised and the computer is used effectively to reinforce children's mathematical learning.
- Some children who successfully complete number tasks could do more if challenged.

### **Commentary**

45. Most children are working at a level expected for their age and achieve the early learning goal in mathematical development by the end of the Reception Year. Teaching and learning are good

overall. Children enjoy their work in counting and join in enthusiastically when rhymes and songs are used to help their learning. Children in the Reception class particularly enjoy the mental warm up activity at the beginning of each lesson. Teachers plan the group activities to cater for the wide range of abilities and computers are used effectively to support mathematical learning. Most children recognise and write numerals, though a significant minority writes certain numbers in reverse by the end of the Reception Year. Most count forwards and backwards to ten or count on or back from a number between 1 and 10 confidently. A small number of children find difficulty in counting without starting from 1. Classroom assistants and volunteer parents add valuable support, but opportunities are missed for children to learn from each other in a larger group setting and there is sometimes a lack of challenge for the more able, confident children, especially in the Nursery class.

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

Provision in knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- Children enjoy a range of learning opportunities, often based on topical events, for example, the snowy weather during the inspection.
- Activities and resources are well organised.
- Effective use is made of computers to support children's learning.
- There are missed opportunities to structure children's thinking by asking challenging questions.

### **Commentary**

46. The majority of children achieve the early learning goal in knowledge and understanding of the world by the end of the Reception Year. Teaching and learning are satisfactory and often good as is the support provided by additional adults. Children are provided with a good range of experiences to encourage their learning. In one lesson, the snowy conditions provided useful stimulus for children to learn about winter and vocabulary such as ice and icebergs, weather, cold and temperature. However, opportunities are missed to challenge children through probing questions such as "What do you think will happen next?" In a good practical activity, Nursery children were learning about the need for birds to be given food in wintery conditions. Children mixed birdseed with fat to make cartons of food to put out for the birds. But questioning did not develop their thinking sufficiently in order for them to consider how else they might provide care for wildlife and what other food materials they might put out for birds and how they knew this. The computer is used regularly and effectively to support learning. Children show a keenness to explore and learn, but expectations are not always high enough and the Nursery children particularly have so few role models older than themselves to learn from that overall achievement is only satisfactory rather than good.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Facilities for physical activity are limited, as there is no school hall.
- Outdoor play facilities are used as often as the weather permits.
- Children enjoy practical activities.

### **Commentary**

47. It is not possible to make a judgement regarding standards because there was no opportunity to observe a session of physical development, due partly to the fact that the school has no hall. However, teachers take every opportunity to promote physical development through outside play on the well-marked playground and children's secure play area. Limited use of this was evident because the weather was very bad during the inspection. Resources for out-door play are good. Children having free access to the outdoor play area is currently restricted but plans are in place to remedy this in order to improve provision. Skills using pencils, crayons, scissors, glue, paint and paintbrushes are provided for well and children learn to use such tools skilfully.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of opportunities is provided for children to explore media and materials in a creative way.
- Some opportunities for creative development in the Reception class are lost because children join with Key Stage 1 pupils for the afternoon session.

### **Commentary**

48. Standards are as expected for children of this age and the majority achieve the early learning goals. The school provides good opportunities for children to draw, paint and construct models. Teaching and learning are satisfactory. There is a good balance of free play, and use of media with specific tasks suggested by the teacher. Often, the creative development opportunities are directly linked to other areas of learning, such as follow-up activities to stories and number work children do. Music is a popular activity which children enjoy but there are no opportunities for Nursery children to play with ideas and share resources with older children they might learn from. The computer is used effectively to help children to explore colour, shape and pattern. The school is very well researched for creative development with a wide range of materials and media, and classrooms are set out to encourage imaginative play and the use of musical instruments. However, because Reception-age children work with Key Stage 1 pupils in the afternoons, opportunities are sometimes restricted to enable them to explore and experiment with materials and resources more independently.

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

### **English**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy reading and opportunities to read are good.
- There is a good emphasis on developing pupils' speaking skills.
- Other subjects are used to develop literacy skills.
- Teachers make effective use of assessment to inform their planning but marking is minimal.
- Opportunities are missed to provide higher-attaining pupils with greater challenge.
- There is inadequate additional support in literacy lessons.

### **Commentary**

49. Standards are average at the end of both Years 2 and 6 and the picture is much the same as at the time of the previous inspection. Pupils' overall achievement is satisfactory. The achievement of pupils with special educational needs is good because teachers monitor their work closely and ensure these pupils receive the help and guidance they need to make good progress. They are fully involved in all the same activities as others in their class, and any additional support from volunteers, mainly in the Key Stage 1 class, is put to good use. Work is suitably modified to ensure they work to the targets set in their individual education plans and, as a consequence, these pupils achieve well. This same level of attention is not always afforded to the higher-attaining pupils, who make satisfactory progress. Teachers successfully target different groups during lessons and often group pupils by ability rather than age when preparing work, to ensure that at least satisfactory progress is made by all.
50. Pupils' speaking and listening skills are satisfactory. All pupils listen well to their teachers and this enables them contribute to class discussions, although the least confident speakers and lower-attaining pupils sometimes say little without sensitive prompting. The very good relationship between teachers and pupils and amongst pupils helps all of them gain confidence. The school provides good opportunities for pupils to develop their speaking skills, both in class and to a wider audience when pupils take part in school productions.
51. Pupils enjoy reading and many read independently at home. They are taught how to use expression to develop interest and fluency in their performance because teachers model such skills well. The teaching of reading is good. The paired reading sessions, where the older pupils support younger ones, benefit both partners in that they learn to talk about books and listen to each other reading. In Years 5 and 6, pupils show a very good interest in books they select and are keen to explain why they like particular styles and authors. Although the school has a satisfactory range of books in school to engage pupils' interest in reading, it supplements this further with books supplied by the mobile library so pupils have good opportunities to select from a wider range. Standards in reading at the end of Year 6 for the higher attaining pupils are above average but are satisfactory overall.
52. The skills of handwriting are taught satisfactorily. Writing skills, particularly for younger and less able pupils, have not developed as well as in other areas of literacy, and progress overall remains satisfactory. Spelling is a weakness across the school. The introduction of 'jolly phonics' is relatively recent and has yet to have an impact on improving word-building strategies to support reading, writing and spelling. There is insufficient additional support in the two key stage classes, where not only are there wide differences in pupils' ages but also in their ability. The school relies heavily on good support from volunteer helpers in classes and parents at home.
53. Overall teaching and learning are satisfactory. Lessons are generally planned with a satisfactory balance of teacher input and pupil activities. However opportunities are missed, for example, in the poetry reading lesson in Key Stage 2, for pupils to express their views and opinions when evaluating each other's performances, and hence learn from each other. Similarly, marking is very minimal and does not always help pupils see what they have done well and how they might improve subsequent work. Information and communication technology is used well to develop pupils' spelling and writing skills. The school makes good use of the assessment and monitoring data it collects to identify groups of pupils who need additional support in order to meet their targets. The records they keep regarding attainment are good and regular assessments take place to monitor progress. However, pupils do not always have a clear understanding of or involvement in the targets they need to aim at to improve their work. This part of the process lacks rigour and teachers do not always remind pupils of the targets they are expected to work towards.
54. Management is satisfactory but there is no formal monitoring of teaching and learning. Work samples are moderated to identify the levels at which individual pupils are working. Teachers



use the fact that they know their pupils well to provide them with the help they need to make satisfactory and, occasionally, good gains in their learning.

## Language and literacy across the curriculum

55. Satisfactory opportunities are provided for pupils to apply and develop their skills in speaking, listening, reading and writing in other subjects. Pupils' extended writing in history, for example, is good. Discussion is a feature of most lessons and pupils are given confidence to express their views. The recent introduction of discussion through 'Circle Time' has increased the opportunities for pupils to speak in front of others, an aspect the school identified as a concern last year. The higher-attaining pupils are confident in their conversations but a good number of the others are hesitant and need a good deal of encouragement.

## MATHEMATICS

Provision for mathematics, overall, is **satisfactory**, with weakness in achievement at Key Stage 2.

### Main strengths and weaknesses

- Standards in Year 2 are average but at the end of Year 6 standards are below average.
- Attitudes and behaviour of pupils are very good and pupils are managed well.
- The numeracy strategy has been successfully introduced but insufficient attention is given to investigation and application of mathematics to solve problems.
- Marking provides inadequate feedback to help pupils to improve and is unsatisfactory.
- Planning does not always match the needs of the range of ages and abilities in the Key Stage 2 class.

### Commentary

56. Standards at the end of Year 2 are above average and this exceeds the judgement made in the previous inspection. Every pupil in the Year 2 group in 2003 achieved the national standard and nearly a third of pupils reached the higher Level 3. The successful introduction of the Numeracy Strategy has had a positive impact on the way pupils' skills are developed step by step. Pupils have a satisfactory knowledge of numbers and by the end of Year 2 pupils have a secure knowledge of numbers to 100 and carry out addition and subtraction operations accurately. The teacher uses a 'mental maths' warm up at the start of the lesson and pupils demonstrate good knowledge of number facts and secure understanding of the simple tables. Because they enjoy these mental challenges, they learn well.
57. Standards in Year 6 are below what is expected nationally and achievement is unsatisfactory. The small size of each year group and the above average mobility of pupils have had some influence on these results, but the trend over several years has been for performance to be well below average at the end of Year 6. In the Key Stage 2 class, which has pupils from Years 3 to 6, good use is made of 'mental maths' warm up and pupils demonstrate a good understanding of addition, subtraction, multiplication and division. In one lesson observed, pupils showed a good understanding of the properties of regular three-dimensional shapes and they learned how to draw nets to make cubes. A small number of the older and higher-attaining pupils sometimes find the work too easy and are not always sufficiently challenged.
58. Teaching and learning are satisfactory overall. Teachers have undertaken appropriate professional training to deliver the Numeracy Strategy, which has begun to have an impact in the Key Stage 1 class. Teachers' planning in Key Stage 1 is good, providing a range of tasks suitable for the range of ages and ability in the class. As a consequence, learning is satisfactory. A very good feature of planning in this class is the provision of a special programme of work for one pupil with well above average ability. Planning in the Key Stage 2 class is satisfactory as far as delivering the Numeracy Strategy is concerned. However, an

unsatisfactory feature is that it does not provide sufficiently for the wide range of ages and ability within the class. Opportunities for investigations, problem solving and independent work are limited and hence overall achievement is unsatisfactory. Because teachers are very aware of pupils with special educational needs, wherever possible any additional help in the classroom is directed at ensuring these pupils are fully involved in all the activities, and the work is suitably planned for them to achieve well. This is not always the case for the higher-attaining pupils, although some good examples were seen in some lessons in the Key Stage 1 class, where volunteer help is more regular and therefore planned for well.

59. Management of pupils is very good, and this is reflected in positive attitudes and very good behaviour of pupils, even when work is not always sufficiently challenging. Pupils occupy themselves sensibly and if they complete what is required of them they willingly support others who need additional help. The marking is carried out regularly. Comments include "Well done!" or "Good work!" but there is insufficient written feedback to indicate what pupils have grasped successfully or what they might do to improve their work.
60. Leadership and management of the subject are satisfactory. Assessment has improved since the last inspection. The new procedures are good and help teachers group pupils effectively, but overall use of assessment to support day-to-day planning is satisfactory. Opportunities are missed to challenge all ability groups sufficiently in some lessons. Because teachers teach the same pupils for more than one year, they get to know them extremely well and this helps them monitor their progress more informally. Recently introduced systems for the tracking of pupils' progress through the school ensure achievements are noted in order to plan more accurately for the next step in pupils' learning. A good feature of the system is that pupils' progress can be tracked when they have moved schools within the county. This will help to limit the effect of pupils' mobility that has been a problem at this school.

### **Mathematics across the curriculum**

61. During the inspection, no evidence was gathered from lessons to show the direct use and application of mathematical skills across the curriculum. Pupils make satisfactory use of counting and measuring strategies in other subjects, such as measuring plant growth in science and calculating dimensions when planning designs in design and technology projects.

### **SCIENCE**

Provision in science is **satisfactory**. Only one lesson was seen. But pupils' work was looked at and pupils were asked to talk about what they had done in science.

### **Main strengths and weaknesses**

- Pupils have good attitudes and enjoy learning.
- Although good investigations are carried out, the development of enquiry skills is not secure.
- End of topic assessments help teachers identify where pupils need further support.
- There is insufficient support in practical lessons to help lower-attaining pupils and challenge higher attainers.
- Marking is not constructive in detail to help pupils see how to improve their work.

### **Commentary**

62. Standards are broadly average, as was the situation at the time of the last inspection. But because year groups are so variable in size, there is considerable fluctuation in standards, depending on pupils' prior attainment and capability. High pupil mobility is also a restricting factor in raising attainment. Curriculum planning ensures the knowledge base is covered satisfactorily but investigations tend to be rather directed and managed by teachers. This results in pupils knowing what the correct answer is but not always being able to explain why

and what they might do to test their understanding. While good investigations do take place, not all pupils play a part in designing them to explore their own ideas and hypotheses. As a consequence, their enquiry skills are not developed effectively or consistently as they progress through the school. Pupils recall and explain what they did and what happened enthusiastically but their recorded work does not reflect confident understanding. For example, pupils in both classes have built circuits and have a satisfactory understanding of how these work, but pupils in Years 5 and 6 were unable to explain how they might design an investigation to see what components in a circuit might make a bulb shine more brightly. Opportunities are missed to provide pupils in Years 1 and 2 with clear guidance as to how to structure their recorded work so that as they move through the school such work is better organised.

63. Teaching and learning are satisfactory and the majority of pupils make satisfactory progress. Teachers prepare and organise lessons well and ensure that appropriate resources are readily to hand. There is often an over-reliance on teacher-led work and pupils have limited time to think about what they are learning. Because there is no additional support for these lessons, lower-attaining pupils do not always fully understand all they are presented with, and higher-attaining pupils are not always challenged in their thinking and reasoning skills. Teachers use end of topic tests effectively to identify those pupils who need further help with particular aspects and this is provided through subsequent lessons. Opportunities are satisfactory to develop pupils' ICT skills through science. Marking is often minimal and does not show pupils how they might improve their work. In many cases, the work recorded is the same for pupils of all levels of ability, except that more able pupils are likely to have completed more than lower-attaining pupils.
64. Pupils are well behaved and respond positively to the subject. When given the opportunity, pupils work well together in groups or pairs. Because of the wide age and ability ranges in the two classes, only the most capable pupils are able to work independently effectively; others need continued support and guidance to keep them on task. This means the teacher's time is spread across a wide range of abilities and this becomes very challenging during practical activities. Because teachers have the same pupils for two years in the Key Stage 1 class and four years in the Key Stage 2 class, they develop a good knowledge of pupils' capabilities and often group pupils by ability rather than age to enhance progress.
65. The co-ordination of the subject is satisfactory. Teachers work together to ensure work follows the two-year cycle and covers all areas of learning. However, monitoring of teaching and learning has not been formally established. Information regarding pupils' progress and attainment is gathered by sampling pupils' work and by analysing standard assessment test results and in this way pupils are given the necessary support they need to achieve at least average standards. Where necessary, planning ensures pupils with special educational needs follow work that has been suitably modified to help them achieve well, and every effort is made to include all pupils as fully as possible in all that the school offers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in ICT are good at the end of Years 2 and 6.
- Every teaching area is well equipped with computers and software.
- Teaching is good throughout the school.
- Pupils make good use of ICT skills in their work in other subjects.
- The ICT curriculum is difficult to deliver because there is no accommodation for an ICT suite. Neither does the school have a projector or interactive whiteboard for class lessons.

## Commentary

66. Teaching and learning are good throughout the school. In all classes, computers are used regularly to learn specific ICT skills or to support learning in other subjects. Teachers have a sound understanding of the subject and a level of skill that enables them to teach and use ICT effectively. Despite the lack of suitable teaching resources, such as a projector or interactive whiteboard, teachers teach ICT successfully. Teachers use good assessment strategies to track pupils' progress. In a good lesson in the Key Stage 1 class, the teacher observed pupils carefully to assess and record each pupil's level of understanding. Leadership and management of the subject are good and improvement since the last inspection has been good.
67. Standards exceed average expectation throughout the school. Even in the Reception class, children show a good level of skill in using the mouse. They work independently and confidently with a range of appropriate software. From Year 1 upward, pupils access and use the Internet to support their learning. In a lesson in the Key Stage 2 class, pupils used search engines to carry out research for their Victorian project. Teachers successfully exploit the good level of skill of some pupils to support and encourage others, while at the same time providing challenging tasks for higher-attaining pupils. Pupils with special educational needs make good progress. They are supported well by the teacher or the classroom assistant and any volunteer helpers. Their achievements are at least equal to that of their classmates.

## Use of information and communication technology across the curriculum

68. Very good use is made of computers to support learning in other subjects. Examples were seen where Reception-age children were practising letter formation on the computer. Pupils were investigating colours and patterns in Years 1 and 2 as part of an art lesson. In Key Stage 2, pupils were carrying out individual research on the Internet to support a history project. Displays around the school illustrate good examples of pupils' skills to word-process their work and carry out design work in art and design and design and technology, and explore topics in science.

## HUMANITIES

No judgements are made for **French**, **history** or **geography** as these subjects were only sampled.

69. One lesson of **French** was observed for pupils in the Years 3 to 6 class. This was a very good lesson and pupils' achievement was very good as a result. Pupils enjoyed exploring the new language and the activities were well planned to cover a good range of skills very effectively. All pupils were involved and the quality of their learning was very good. The visiting teacher leads the subject very enthusiastically. The school has only introduced this subject this year and pupils' overall progress is good.
70. In **geography** and history, it was not possible during the inspection to observe any teaching and learning in these areas of the curriculum. Both subjects are included in the curriculum and the allocation of time for geography, highlighted as a weakness in the previous report, is now satisfactory. A good display of pupils' work about the Victorian Age was noted in the Key Stage 2. A small group of pupils from Key Stage 2 enthusiastically described their experiences of local geography where they used maps and photographs to help their studies.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Teachers make good use of interesting resources and artefacts to support teaching and learning.
- The teaching of different religions promotes pupils' awareness of other faiths and cultures.
- Learning is further enriched through assemblies and the personal education programme.
- Opportunities are missed for pupils to reflect on what they learn through their independent writing.
- Limited use is made of assessment and marking to help pupils see how they might improve their work.

### Commentary

71. Standards at the end of Years 2 and 6 are in line with expectations and this is much the same as at the time of the last inspection. Overall achievement is satisfactory. During the inspection, only two lessons were seen but evidence has been gathered through looking at planning, pupils' books and in discussion with pupils.
72. Overall, teaching and learning are satisfactory. Pupils learn about the religions of some of the main faith communities in the United Kingdom: Christians, Jews and Muslims. They find out about what is special to people who follow these faiths, what their main beliefs and practices are, where they worship and what their holy symbols are. This teaching takes place in a context of respect for other people that is a key feature of the school's philosophy. In the good lesson observed in the Key Stage 2 class, the teacher helped pupils make the connection between learning about religions and learning from them as they talked about giving to the poor and being clean before going to pray. Opportunities are missed for pupils to record their views and ideas and reflect on their learning in order to help more able pupils to achieve higher standards. Younger pupils are given opportunities to consider such things as what is special to themselves and how the people they love are special. Such sensitive themes enable pupils to develop a good understanding of how important it is to respect other people's views and beliefs. The assemblies are also used to reinforce such principles and these opportunities have a positive impact on pupils' good spiritual, cultural, social and moral development.
73. Leadership and management of the subject are satisfactory. A good collection of books, illustrations and artefacts adds interest and meaning to lessons and visitors such as the local vicar broaden pupils' understanding of what it means to be religious. Where necessary, the partnership with other local schools allows resources to be shared to support teaching and learning. Planning shows the subject covers all the requirements satisfactorily. Assessment and marking are under-used to inform pupils about their performance and what they need to do to improve.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements are made for **design and technology**, **music** and **physical education** because these subjects were only sampled.

74. In **design and technology**, no lessons were observed during the inspection and there was little evidence of work to be sampled, so it is not possible to make a judgement on provision. Display material was very limited. From planning and from discussions with staff and pupils, there is evidence that pupils have regular opportunities to design and make. Evidence in sketchbooks shows these processes to be satisfactory. Pupils in Years 1 and 2 have designed and made 'Joseph's Coat of Many Colours', and the finished articles are attractively decorated

and at expected standards. Pupils in Years 5 and 6 talk about work they have done to design and make containers. Pupils have explored food technology, for example, pupils in Years 1 and 2 have baked and then linked this to their work in science activities effectively. There is limited evidence to show if pupils take time to evaluate and modify their work but they understand that, if whatever they are making does not work or look right, they need to change the design.

75. Only one music lesson was observed so it is not possible to make any judgements regarding provision. The headteacher used his skill in playing the guitar to promote pupils' singing skills during assemblies and the quality of singing was good. Pupils listen to a wide range of music as they enter and leave assemblies, and in their dance lessons, and these experiences promote their enjoyment of music. Pupils have good opportunities to perform in school productions and they all have the opportunity to participate in such events. Visits and visitors to school enhance the curriculum, a good example being guitar lessons provided by one of the governors.
76. Only one lesson in **physical education** was observed during the inspection. In this lesson in dance in the Key Stage 2 class, teaching and learning were good. Pupils showed that they have satisfactory skills in interpreting a range of musical styles to fit to their sequence of movements. Achievement was good and standards are in line with expectations. The major limitation was the small floor space. This prevented pupils from moving more freely as they developed their ideas and worked with others to build their collage of movements and also to warm up and warm down in a reasonable amount of personal space.
77. Despite the obvious limitations placed upon the school through the lack of a hall for indoor physical education, pupils follow a satisfactory curriculum. Some activities, like dance, take place within the classroom, with furniture moved to one side. Outdoor activity takes place whenever the weather allows and wherever possible use is made of facilities at a neighbouring school and the village hall. The school is in the process of purchasing an adjacent piece of land which, when levelled, should provide a useful playing field for games and athletics. The school does well to provide a full programme of physical education. A particular strength is swimming. All pupils from Reception age to Year 6 go swimming during the summer term. This provision, supported through fundraising in the community, is very successful. All pupils are competent swimmers before they leave Year 6. In addition to activities provided within the school day, there are a number of extra-curricular sporting opportunities for pupils, including football training, rounders and cricket.

## **Art and design**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' work is displayed to good effect around the school.
- Computer programs are used well to develop pupils' skills in design and colour blending.
- Links to other subjects are promoted well.

## **Commentary**

78. Teaching and learning are satisfactory overall. Portfolios of pupils' work are retained and assessments made to indicate pupils' satisfactory achievement as they progress through the school. Leadership and management of the subject are satisfactory. In the one lesson observed, pupils were making collage pictures, using fabric, scissors and glue. They worked enthusiastically and enjoyed exploring the different materials as they considered which would create the most pleasing effect. The lesson was well planned with tasks designed to cater for the wide range of abilities in the class. The teacher and volunteer helper worked hard to support all the pupils in their efforts. Overall achievement was satisfactory.

79. Displays around the school show a good range of sound quality artwork, including painting and collage. The displayed work is well mounted and labelled with the pupils' names and other annotations from the pupils. Good examples of display include a Key Stage 1 display of '*Joseph's Coat*' with several interpretations developed from the computer and linked effectively to their design and technology project. Other examples include splatter paintings and sponge prints where pupils have explored colour blending and texture using a range of tools and techniques to create bold and subtle effects satisfactorily. Sketchbooks illustrate the successful development of line drawings and designs which pupils use to explore ideas for their final pieces of work. Work in history, geography, science and literacy shows pupils have observed detail and illustrated their work in these subjects with carefully drawn pictures and diagrams.
80. A collection of photographic evidence illustrates a good range of art experiences in Key Stage 2. These include investigations into shape, pattern, collage, portraits (well linked to a PHSE project about friendships) and a design project linked to design and technology where pupils designed and made a chair to fit a particular purpose. The designs were individual and pupils explained how they had chosen the materials and how easy or hard the different fabrics had been to mould and sculptor into shape. Pupils have satisfactory opportunities to work with clay to further support their skills in three-dimensional art.

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

81. Only one lesson was observed during the inspection, so no judgements can be made about the quality of teaching or standards in this aspect of education. The school has established a programme which is carefully structured to meet curricular requirements and support the needs of pupils. It is of particular help in developing pupils' speaking skills, a concern identified by the school last year and one that is evident from the assessments made on children's entry into the Nursery, where children sometimes demonstrate very limited ability to carry out conversations. Careful consideration is given to the teaching of sex education and to the raising of pupils' awareness to the dangers of drugs and to their personal safety. Visiting speakers and health and safety officers are involved wherever appropriate to offer their expertise and support learning. Regular lessons, in addition to learning opportunities that arise during assemblies, are provided across the school. The introduction of 'Circle Time', where pupils are engaged in discussions about personal, social and environmental matters, are popular because pupils like to ask questions and are keen to learn. School initiatives, such as paired reading and 'special people for the day', give pupils an opportunity to support one another and develop a good understanding of citizenship and relationships within the school community, and to learn why it is important to care for others. Further plans are in place to introduce the 'Healthy School' initiative but some aspects of this are already implemented through ensuring pupils understand the importance of exercise and healthy eating through their work in physical education and science.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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



