

INSPECTION REPORT

**SKELTON NEWBY HALL CHURCH OF ENGLAND
PRIMARY SCHOOL**

Ripon

LEA area: North Yorkshire

Unique reference number: 121589

Headteacher: Mr P Pozman

Lead inspector: Mr E Jackson

Dates of inspection: 11 – 12 April 2005

Inspection number: 267674

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:	5-11
Gender of pupils:	Mixed
Number on roll:	29
School address:	Skelton-on-Ure Ripon North Yorkshire
Postcode:	HG4 5AJ
Telephone number:	01423 322548
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Fearnside
Date of previous	June 1999

CHARACTERISTICS OF THE SCHOOL

Skelton Newby Hall CE Primary is very small for its type, and serves a sparsely populated rural community four miles from Ripon. There are currently 29 pupils on roll (13 below capacity), 15 boys and 14 girls, all of whom are ethnically White British. There are seven pupils in Year 3, one above the recommended number, but only 3 pupils in each of Years 1 and 6. Pupils' attainment at entry to reception varies considerably from year-to-year, but is broadly average. The proportion of pupils with special educational needs is broadly average, though there are none with a statutory statement of need. These pupils' needs include speech, language and moderate learning difficulties. A broadly average percentage of the pupils is eligible for free school meals, and socio-economic circumstances locally are also broadly average. A much higher percentage of pupils leave or join

the school during the school year than is the case nationally. The small numbers in each year group and the high turnover of pupils during the school year suggests extreme caution in making judgements on attainment using comparative data. The school is involved in the national Leadership Development Strategy, and has been awarded the North Yorkshire Quality Mark for its special educational needs' provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3108	E Jackson	Lead inspector	English English as an additional language Science Art and design Design and technology Music Physical education
19366	W Walker	Lay inspector	
8263	M Forsman	Team inspector	Foundation stage Special educational needs Mathematics Information and communication technology Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It has some very good features but also some areas for further improvement. Parents and pupils like its family and caring atmosphere very much and this is the key to the very good relationships between staff, pupils and the community. It is well led and managed by a deeply committed headteacher and staff, enthusiastically supported by governors. The quality of education is good and pupils achieve well. Standards of attainment vary considerably year-on-year in national tests as there are often as few as four pupils in the year group, but the improving trend is above the national trend at the end of Year 2 and Year 6. The unit cost is high, as in most small schools, but the school gives **good value** for money.

The school's main strengths and weaknesses are:

- The headteacher is dedicated to improving the pupils' learning, supported ably by other staff.
- Results in national tests in Year 2 in 2004 were in the top five per cent in reading and writing.
- The quality of education is good, with very good enrichment activities to widen pupils' learning. However, handwriting is not taught effectively enough.
- Lesson planning is not always focused closely enough on the needs of individual and groups of pupils, particularly in Years 3 to 6.
- Pupils respond very well to staff's high expectations of their behaviour and attitudes to school.
- There are insufficient opportunities for pupils to make decisions in their own learning.
- Links with parents, the community and other schools are strong, as are care and welfare.

Improvement since the last inspection is **good**. Almost all the key issues from the last inspection have been dealt with well, except for the quality of pupils' handwriting, which still has weaknesses. The indoor and outdoor accommodation is much better and achievement has improved, as has the quality of education.

STANDARDS ACHIEVED

Achievement is good. Children in reception are on track to exceed the expected levels in the key learning goals by age five. Over the last three years, results in national tests have been well above average in reading, writing and mathematics by the end of Year 2, but below average by the end of Year 6 in English, mathematics and science. However, the trend over five years is above the national trend of improvement for Year 2 and Year 6. The school's analysis shows that well above average pupil movement in and out of Years 3 to 6 has had a marked downward effect on results by the end of Year 6 in recent years.

The results in the table must be used with extreme caution, as the number of pupils involved is very small. There were only five pupils in Year 6 in 2004, and there are only three this year.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004

English	D	C	C	C
mathematics	D	C	D	E
science	E	E	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Years 3 and 5 pupils achieve well and reach high levels for their age. Reading is strong across the school, supported well by parents. The quality of pupils' learning and achievement in writing and spelling is responding well to improved teaching following recent training initiatives for the staff, as is problem-solving in mathematics. Good levels are achieved in painting, and in outdoor games and swimming. Achievement in religious education is satisfactory, and good use is made of pupils' satisfactory skills in information and communication technology across the curriculum. **Pupils' personal development is good.** Behaviour is very good and attitudes to learning are good. **Spiritual, social and cultural development are good and moral development is very good.** Older pupils perform tasks responsibly but there is insufficient independence in learning overall. Attendance is satisfactory, and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and leads to good progress in pupils' learning. The staff have high expectations of the pupils, who respond well in lessons and in their behaviour around the school. As year groups are so small, the staff have to plan their lessons very carefully to meet the wide range of age and attainment. They generally do this successfully, and challenge effectively pupils with special educational needs and those who are high attaining. Occasionally, lessons do not take sufficient account of these differences and learning is not then as productive. Pupil's achievement of independence in their learning is also not strong enough. There are strengths in the teaching of reading, information and communication technology across subjects, art and design and physical education (despite there being no hall.) Assessment of learning is good. The staff mark the pupils' work thoroughly, regularly setting and discussing with them new targets for their learning. The curriculum is broad and balanced and is well enriched by visits, visitors and very good use of the outdoor environment from reception to Year 6. The provision for care, guidance and support is very good and links with parents, the church, the wider community, other schools and the local authority are also very good overall. These contribute very well to pupils' attitudes to school, and their achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's dedicated leadership, supported well by other staff and the governors, ensures that the school is at the forefront of new initiatives in its improvement planning. For example, he has already linked the current improvement plan to the recommendations of the recent Children's Act. Until this term two teachers took responsibility for the whole curriculum, now the part time teacher shares in subject leadership. Monitoring and evaluation are effective in ensuring that the school's performance is carefully reviewed against its aims and targets.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents support the school strongly and are particularly pleased with its caring and inclusive approach. They feel that their children receive a good education that equips them well for the next stage of their education. The pupils are pleased to be at the school and say

that they really enjoy their art and physical education lessons. They feel that any difficulties they might face are sorted out quickly by the staff.

IMPROVEMENTS NEEDED

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

- ensure that lesson planning and delivery, particularly for Years 3 to 6 pupils, takes full account of the maturity and prior attainment of the different groups in the class;
- provide more opportunities for pupils to be more independent in their learning;
- develop and implement clear, consistent and effective ways to improve pupils' handwriting and presentation of their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils generally make **good progress** in their learning, and **achieve well**. However, as numbers in each year group are so small, any consideration of standards achieved in comparison with those in other schools and nationally must be treated very cautiously.

Main strengths and weaknesses

- Taken over five years, the school's results are rising faster than the national trend at the end of Year 2 and Year 6, improved since the last inspection.
- Last year's Year 2 achieved very high results in national tests in reading writing and mathematics.
- The current reception, Year 3 and Year 5 pupils achieve high levels for their age.
- Pupils achieve well in swimming, games and outdoor activities, and aspects of art and design.
- Pupils' handwriting and presentation of their work is often weak, as at the last inspection.

Commentary

(The comparative results' tables usually included here have been omitted as the numbers in each year group are so small.)

1. Attainment at entry to reception is broadly average, but varies considerably year-on-year. The four children in the current reception group achieve well, and are on track to reach above the levels expected for five-year-olds in the major areas of learning of personal, social and emotional development, communication, language and literature, and mathematical development. They are on line to reach the expected levels in knowledge and understanding of the world, physical, and creative development. This represents above average attainment overall, improved since the last inspection. However, the children do not learn to write letters and figures accurately enough.
2. Overall results in national tests for the six pupils in Year 2 in 2004 were well above average, and average for the five pupils in Year 6. This represented good achievement for the Year 2 pupils, and satisfactory achievement for the Year 6 pupils. Taken over three years, Year 2 results in national tests in reading, writing and mathematics have been well above average. The trend in the school's results here is above average, improved since the last inspection.
3. Taken over three years, the school's results at Year 6 are below average overall. Boys' results are close to the national average over three years, whereas girls' results are well below average. However, a close analysis by the school of test results shows that girls' results have been adversely affected significantly more than boys by absence, holidays at the time of the tests and families moving away from the area. However, the trend in the school's results at the end of Year 6 is above the national trend over five years, improved since the last inspection.

4. There are only three pupils in Year 6 this year, one of whom was absent during the inspection, and four in Year 2. Inspection evidence indicates that all these pupils have made at least satisfactory progress, and most have made good progress, and achieve well overall. They are on track to meet their challenging targets in national tests. No specific details are given, as this could make identification of individual pupils possible.
5. Pupils with special educational needs achieve well overall. During the inspection, pupils' progress during lessons was good. All teaching and support staff are supportive and alert to the difficulties and successes of pupils with special educational needs. High attaining pupils are challenged to stretch themselves, and generally make good progress and achieve well.
6. The school provides a good focus on art and design, including very good help from a grandparent for the younger pupils. Pupils achieve well in painting, and there are some high- quality watercolours and printed patterns on display. Similarly, the focus on games and outdoor activities such as orienteering leads to pupils developing good skills. This focus also contributes well to the growing focus placed by the school on healthy living, raising the pupils' understanding of the importance of fitness and exercise. The use of information and communication technology across the curriculum has improved since the last inspection. The pupils' ICT skills are broadly average of their ages but some pupils in Years 3 to 6 have highly developed skills.
7. A weakness in handwriting was identified in the last inspection, and again recently in local authority monitoring. Pupils' handwriting is variable across the school, but is generally unsatisfactory, as is presentation of work in mathematics and occasionally in science. This is because handwriting is not effectively taught; there is no consistent approach from staff, and they do not provide good models for the pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **satisfactory** and they arrive at school punctually. Their attitudes to learning are **good**, and they **behave very responsibly** in class and about the school. Their spiritual, social and cultural development is **good** overall and they are **very well equipped** to distinguish right from wrong.

Main strengths and weaknesses

- Pupils have a positive attitude to learning and they behave very well in lessons and around the school.
- Relationships throughout the school are very good, and have a positive effect on learning.
- There are insufficient opportunities for the development of independence.
- The school has high expectations of pupils' conduct and reacts promptly and effectively to any report of bullying.
- Provision for pupils' moral development is very good, and for their spiritual, social and cultural development it is good.

Commentary

8. Pupils say that they enjoy their schooling here. Their attendance has improved over the last two years and is in line with other schools nationally. Pupils arrive in good

spirits and settle quickly to individual tasks or activities. The mixed age classes help to engender a relaxed environment where older pupils are at ease with their younger colleagues, offering help when it is needed. The pupils start the day buoyant and ready to learn.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
National data	5.1	National data	0.4

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

9. Pupils' attitudes to learning are good. They listen well and are keen to be involved in whatever the school has to offer. They learn to be patient, share resources and take turns. The youngest children are well on course to exceed their early learning goals in personal, social and emotional development. As they move up through the school pupils are pleased to help younger or less able children and are eager to assume responsibility in the day-to-day life of the school. For example, some pupils help in the library and some look after the wildlife garden. Senior pupils act as prefects, putting away benches, tidying classrooms and generally supporting teachers about the school. However, there are few opportunities for them to take the lead and become more independent in their own learning.
10. Representatives of both classes discuss issues such as playtime arrangements at their school council meetings. As one pupil charmingly put it, "We haven't done much but we have helped a lot." Relationships throughout the school are very good. In the main, pupils mix readily, play harmoniously and collaborate effectively; their very good behaviour in lessons contributes much to the learning environment. Lunchtimes are calm social occasions. The atmosphere is civilised and orderly. This is a happy place where pupils trust their teachers and show no concerns about bullying.
11. The school is successful in its primary aim to provide well for the personal development of its pupils. Their spiritual, social and cultural development are good; their moral development is very good. Whilst the school has a strong Christian ethos, pupils are made aware of non-Christian faiths and are encouraged to show respect for other people's beliefs. The curriculum, particularly in art and design and physical education, is used well to raise pupils' awareness of the traditions of their own and other cultures, although the school is conscious of the need to create further opportunities for pupils to experience the multi-cultural nature of the wider society in Britain.
12. Assemblies and lessons are used effectively to develop pupils' sensitivity to feelings and emotions and raise their spiritual awareness. Daily acts of collective worship led by the headteacher contribute much to this. Pupils have a very clear sense of right and wrong and soon learn to recognise that their actions have consequences for themselves and others. Their good social development springs from their experience of living within the school community, their varied responsibilities in creating and implementing rules for that community, their interaction with pupils from other schools and their rich experiences in the course of residential visits. By the time they leave the school, pupils are developing into mature and personable young people with many skills to help them through life.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning are **good** across the school. Assessment procedures are also **good**. The school offers its pupils **good curricular opportunities**, with **very good enrichment**. There is **very good provision** for pupils' care, welfare, health and safety. The school has a **productive partnership** with parents. It also involves the community **very well** in the life of the school and has developed **very effective** links with other school and colleges.

Teaching and learning

Teaching and learning are **good** throughout the school and have improved since the last inspection. No unsatisfactory teaching was seen during the inspection.

Main strengths and weaknesses

- The staff know the pupils very well, and ensure that positive learning relationships are fostered.
- The teachers generally cope well with the wide range of age and attainment in their classes, but some lessons are not sharply enough focused on different pupils' needs, particularly in Years 3 to 6.
- Good progress has been made in helping older pupils learn to spell accurately, and write at length more effectively.
- The pace of lessons is good and has improved since the last inspection.
- The staff's competence in ICT has improved, and this helps the pupils apply their skills more effectively across the curriculum.
- Although pupils have time for handwriting practice, it has low status and is not taught effectively enough.

Commentary

13. The quality of teaching is good, and is never less than satisfactory, and improved since the last inspection. The good teaching leads to pupils making good progress in their learning. High attaining pupils are generally pushed on to the high levels they are capable of, and those with special needs are also challenged to reach the targets set for them in their individual education plans. For example, a small group of older pupils works with a support assistant in the library area for half an hour in the morning to improve their literacy skills. This session is very effective, moves at good pace, and focuses directly on these pupils' learning needs in English.

Summary of teaching observed during the inspection in 11 lessons in the two classes.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	7	4	0	0	0

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

14. From the start of the day to its end, the atmosphere for learning is good. Staff greet the pupils and their parents or carers warmly, and the family atmosphere that characterises the school gives the pupils confidence to tackle their work straight away. Younger pupils discuss their 'news' with their teacher, and older pupils work on individual tasks such as a spelling program on the computer, or read their set texts. This positive start sets the tone for the working day as pupils fully understand and accept the staff's high expectations of their attitudes to their work and their

behaviour. Parents are particularly pleased with the school's concern for individual children. The pupils also praise the school, and older pupils recognise the contribution of a part-time teacher, particularly in art and design, who was not in school for the days of the inspection.

15. The quality of teaching and learning for pupils with special educational needs is good. Teachers are flexible in their planning and ensure that there is a good match of task to need for identified pupils. They are also aware of high attaining pupils and accommodate their needs. The quality of support in withdrawn groups is good and especially sensitive to the needs and self-esteem of pupils.
16. There has been a recent focus on improving the teaching of problem-solving in mathematics, and another on improving pupils' skills in narrative and extended writing. Inspection evidence shows that these aspects of learning have improved, as also found in recent local authority monitoring. This monitoring offered useful guidance for further improvement that has proved beneficial. However, in some lessons, teachers' planning does not show clearly what is expected of the different age or attainment groups with the effect that achievement for some pupils is not as good as it could be.
17. The teaching is effective in setting out the general learning objectives, but sometimes leaves the specific outcomes to be determined by the amount of work the pupils do in the time. For example, the reception children had the same 20 minute introduction to their literacy work as pupils in Years 1 and 2 in one lesson, with the teaching assistant merely observing. Similarly, pupils from Year 3 to Year 6 all had the same course to navigate in an otherwise good lesson on orienteering. However, the mathematics lessons observed in both classes were well focused to meet the range of pupils' needs, reinforcing the effect of recent staff training.
18. The improvement in the accommodation has been instrumental in allowing the teachers to widen the range of activities and resources available for the pupils. This has been particularly beneficial for the younger pupils. Now there is well-organised space, for example, for reception pupils to role-play in an area of the room separate to the table-top working area where Years 1 and 2 can continue with other activities. This has also had benefits for the older pupils where the mezzanine room is well-equipped with ICT resources, including an interactive Smartboard. The teacher has learned to use this very effectively, as have some of the pupils, and they use their ICT skills effectively in English, mathematics and science.
19. Assessment is effective. The staff use their very good understanding of the pupils' needs well to plan new work for them in the main. They mark work constructively and frequently discuss areas of development with the pupil and with their parents. Target-setting is individual and precise, and Year 1 and 2 pupils are clear about what they need to do to improve in English and mathematics. The marking of older pupils' work is often detailed and informative, setting new challenges, responded to well by the pupils. However, there is a weakness in using this information to plan some lessons to meet the wide range of learning needs in the class, particularly for Years 3 to 6. There is also a weakness in the teaching and assessment of pupils' handwriting. This has been raised with the school before but effective action to improve the pupils' presentation has not yet been taken.
20. The identification of pupils' special educational needs is good. There is early identification in the Foundation Stage and the school is quick to put in place

appropriate provision. The school seeks the advice and support of outside agencies and works closely with them. Individual education plans are well designed and reviewed regularly. Targets are achievable and appropriate and both parents and pupils are involved in the drawing up of plans.

The curriculum

The school provides a **good curriculum** that is broad and balanced. The curriculum is also enhanced by a **good range of learning opportunities which enrich pupils' educational experiences**. Accommodation is **satisfactory** overall but good in many respects. Resources for learning are **good**.

Main strengths and weaknesses

- There is a strong commitment to equality of opportunity.
 - Provision for pupils with special educational needs is good.
 - Participation in sport is very good.
 - The lack of a hall restricts indoor activities.
21. This small school does well to provide all aspects of the National curriculum and the Agreed Syllabus for religious education. The school has innovatively assessed its curriculum provision against the five recommended outcomes of the "Every Child Matters" guidance in the recent Education Act, and has incorporated them into the school improvement plan. Opportunities are also provided for literacy, numeracy and ICT skills to be developed in other curriculum areas. In the Foundation Stage, children in reception follow a curriculum which covers all the areas of learning and includes religious education. Good progress has been made in enriching and updating the curriculum since the last inspection.
22. Provision for pupils with special educational needs is good throughout the school. Where necessary the curriculum is modified to meet particular needs. Higher attaining pupils are generally suitably challenged. The school has been awarded the North Yorkshire Quality Mark for special educational needs provision.
23. Provision for personal, social and health education is good. There is a combination of specific lessons and cross-curricular opportunities which cover all aspects of the PHSCE curriculum. The school is working towards a Healthy School award and is very active in the QCA Physical Education for School Sport Investigation. The deep involvement in the local community encourages pupils to be aware of their roles as citizens. Induction procedures for the Foundation Stage and ultimately to the secondary school are well managed.
24. Support for learning outside the school day is good. For example, 18 out of the 29 pupils take part in soccer coaching after school with a coach from Middlesboro' Football Club. Additional booster classes are provided for the older pupils each week. The school is committed to a range of sporting activities and enjoys success in orienteering and cross-country. All pupils including the Foundation Stage have swimming lessons. Participation in the arts is good. Pupils benefited from a visit by the poet Fred Sedgewick recently. The school places considerable importance on the provision of day visits such as to the National Railway Museum, residential visits and stimulating visitors.

25. Both teachers are well equipped to deliver the curriculum and both bring significant areas of expertise to it, which is remarkable for a small school. Support staff are knowledgeable and committed. They are well deployed in the main, but the time available for support in the Foundation Stage is limited.
26. The accommodation is satisfactory overall. The obvious areas of weakness are the lack of a school hall and the lack of access for children or adults with impaired mobility to the mezzanine floor. In all other aspects, the internal accommodation is now good, and externally it is very good. The recent improvement programme has resulted in a high quality classroom for older pupils and a spacious room for the younger ones. The outdoor facilities are very good, and imaginatively improved with separate areas for bird-watching, reception play, and growing plants. These not only provide learning opportunities but also quiet and reflective areas. Resources are good and well managed.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The quality of academic support, advice and guidance provided is good. The school actively seeks and values pupils' views.

Main strengths and weaknesses

- The school provides a very healthy and safe environment for its pupils.
- Pupils receive well-informed support and guidance to assist their personal and academic development.
- The school seeks pupils' views and acts upon them.

Commentary

27. This is a caring and inclusive community where pupils feel secure and valued. Relationships are warm and friendly and teachers are very sensitive to the individual needs of those in their charge. Procedures for child protection and other areas affecting children's welfare have recently been reviewed in consultation with the responsible agencies. All proper procedures are followed. Governors have a very responsible attitude towards health and safety matters which feature prominently in the current school improvement plan. They have resolved the areas of weakness identified in the previous inspection report by ensuring that first-aid training is provided for staff and risk assessments are completed for all school routines and activities. Very good use is made of the professional support and guidance provided in this area by the local authority. The school is successful in promoting a very healthy and safe lifestyle amongst its pupils.
28. Assessment procedures produce a wealth of information about pupils' academic attainment and progress. Whilst this data is not always used to best effect to plan new learning, it does ensure that teachers quickly gain a thorough understanding of each pupil's academic achievement and personal development. This allows them to focus on individual strengths and weaknesses and generally tailor their support and guidance to areas of greatest need. Good use is made of the home/school diaries to share information with parents on a daily basis and ensure that targets for achievement are understood by all parties.

29. The arrangements for the induction of pupils new to the school work well. Parents speak very favourably of the support they receive in helping their children to settle and develop. Constructive links with secondary schools contribute to the efficient and effective transfer arrangements. They minimise stress for pupils and help parents make the right choice as their children move on to the next stage of their education.
30. The School Council has proved to be an effective medium through which pupils become involved in the school's work and development. With such small numbers it has been possible to share the representation through the year so that a high proportion of pupils have an opportunity to make a direct contribution to the meetings. Pupils' views are also sought through questionnaires. Many pupils are thoughtful and articulate and well equipped to contribute constructively to these discussions on school initiatives and routines. For example, they have been involved in drawing up school rules, commenting on the system for awards to pupils, and individually agreeing targets for academic attainment. These procedures help to build confidence and self esteem and have a positive impact on pupils' personal development.

Partnership with parents, other schools and the community

The school has a **productive partnership with parents**. It also involves the community **very well** in the life of the school and has developed **very effective** links with other school and colleges.

Main strengths and weaknesses

- Parents are well informed about their children's work and progress and are able to make a positive contribution to their learning in school and at home.
- The school involves parents very successfully by consulting with them in a structured way and reacting effectively to their views and comments.
- Resources within the community are used very effectively to enrich the curriculum.
- The school's links with local schools and other educational institutions contribute very positively to the attainment and progress of pupils.

Commentary

31. The school has continued to develop its partnership with parents, consulting them regularly on initiatives such as the recent proposal to provide an "extended school" facility. Its success is reflected in the very positive views expressed by parents through questionnaires and in meetings. Parents are clearly proud of their school and devote much time and energy to fundraising and to providing practical support in the classroom or on visits. There is a relationship of trust and confidence based on sharing information and pursuing the best interests of the child. Parents are made to feel welcome in the school and teachers are very approachable. They respond quickly and effectively to any concerns that are brought to notice. A small number of parents feel they are not always informed about events, or about issues affecting their child, but inspection evidence suggests that the school does its best in this regard.

32. Parents feel that the special educational needs provision is good, and they are right. They are fully involved in decisions about their children, and consulted in the review of their individual education plans.
33. The home reading record is a valuable medium for informal communication and gives parents clear guidance on attainment levels which can be expected. More formally, the annual reports on pupils are well focused, written with care and understanding, and comply fully with statutory requirements. They include individual targets for pupils although these are often written in very general terms and do not readily lend themselves to later evaluation. The school is aware of this, and is currently reviewing the arrangements for reporting to parents.
34. The school makes very effective use of resources in the community to broaden the educational opportunities for pupils. There are strong links with the local church where pupils join in celebrating significant events in the Christian calendar, for example, distribute gifts at harvest time and sing carols at Christmas. Sport is a focus for much contact with other local schools and pupils are able to take part in many competitive events, including football, cricket, cross-country running, orienteering and swimming. There are many educational visits to museums, parks and places of entertainment, whilst visitors talk to the pupils about other religions and cultures, local history, and the environment. All of this enriches the curriculum and contributes much to pupils' enjoyment and achievement.
35. The school's relationship with other schools and places of education is also fruitful. Schools within the cluster co-operate very effectively, sharing resources and expertise and planning joint activities. Two members of the teaching staff are trained mentors and this enables the school to make an effective contribution to the initial training of teachers. This is valuable for the school in that it reinforces the professional development of the teachers themselves.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governors provide **good support** and challenge. The headteacher **leads the school well**, with enthusiasm and dedication. He is supported effectively in this by other staff. The school is **well managed**, and proceeds smoothly day-to-day. Although the accommodation has drawbacks, recent improvements have helped overcome the worst of these. The outdoor environment is a real boon that is used very well to promote pupils' learning.

Commentary

36. Leadership and management are good, and have improved since the last inspection. The headteacher leads through his teaching, and as the figurehead of the school in this close community. He is zealous in seeking the best for the pupils and works many hours in keeping himself and the school up-to-date. He has welcomed his involvement in the National Leadership Programme, and worked closely with local authority advisers to improve both his leadership and management skills, and his teaching. This is having good effect in his own work in the classroom, and in the improvement of the school. He works hard to keep parents and governors in touch with developments, and is active in the local schools' cluster for the benefit of the pupils.

37. The teacher of reception and Years 1 and 2 pupils shoulders well a great deal of the leadership and management role with the headteacher, as they work and plan together very closely. The teacher uses her experience well to both lead many aspects of the curriculum, and to take on those management functions that are so vital to the success of a small school. She also manages her own teaching effectively, so that reception, Year 1 and Year 2 pupils make good progress in her class. Her contribution to the school's overall planning, monitoring and evaluation is impressive. For example, as topics are taught on a two-year cycle, she annotates and modifies the medium term planning sheets immediately after a topic has been taught in preparation for its return two years later.

38. Between them, the whole staff cope well with the many management tasks required to ensure that the pupils receive a good quality education. Parents and pupils recognise their commitment. The manner in which the headteacher, teaching staff, support staff and the school secretary both cooperate in planning, and support one another in the execution of routine administration and performance management exemplifies an effective small school. For example, the school's clear determination to use the inspection as a vehicle for further improvement of the quality of education for the pupils added significant value to the process as it was managed well by the staff. Working with the local authority, the school has already and innovatively monitored and amended its improvement plan against the recommendations of the recent Children's Act and its attendant five judgement categories in 'Every Child Matters'.
39. Local authority monitoring has also raised issues that have been confirmed in the inspection regarding the quality of pupils' presentation of their work. Some thought has been given to improving this by the staff, but action taken has not so far been effective. In analysing the pupils' learning and achievement against the recent Children Act the school has recognised that its aim to help pupils to become independent and self-motivated is not yet fully achieved. This was confirmed by inspection findings, and consequently some pupils' progress in those aspects of the National Curriculum that focus on choice and personal decision-making are not as good as they could be. The staff have also recognised through monitoring that some lessons are not sharply focused enough on meeting the individual needs of all the pupils. Inspection findings confirm that this is an area for further development.
40. The headteacher is supported well by other staff in keeping detailed records of the monitoring and evaluation of the school, and performance management. This generally has a clear developmental effect on the quality of teaching and learning, linked as it is with continuous professional development. Here, the school takes full advantage of the close support of the local authority, which has been instrumental in helping the school to improve effectively. The management of special educational needs is good. The headteacher as coordinator knows the pupils well, monitors their progress closely, and liaises well with specialist agencies. Procedures are strong.
41. Governors also know the school well. They are committed to it, and the pupils' education, and value the dedication of the staff. Many of them are parents, or live in the community, and have a strong interest in the role the school plays in the parish and in the village. There are good links between the Governing Body, the Friends' Association, the church, Newby Hall and other local groups that ensure that governors are able to promote events and activities with the school to support pupils' wider learning opportunities.
42. The school's finances are used and managed effectively to support the pupils' learning, and to secure developments in the school improvement plan. The school receives well above the average per pupil, as is the case in almost all schools of this size. This allows good opportunities for small group teaching to the benefit of the pupils, particularly in reception and Years 1 and 2. There is a larger than recommended surplus carried forward each year, but this is prudent as a small change in pupil numbers can have a quite disproportionate effect on financial planning. The school provides good value for money, as at the last inspection.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	159,086
Total expenditure	157,807
Expenditure per pupil	4,931

Balances (£)	
Balance from previous year	20,445
Balance carried forward to the next	21,723

43. Extensive improvements were effected to the accommodation last year that have made a significant difference to the quality of the pupils' learning experiences, particularly for the younger pupils. The improved accommodation is already providing good value for money in the enhanced opportunities the pupils have to use learning space for group and individual work. Nonetheless, there are still shortcomings, as there is no hall, and dance and gymnastics take place in the village hall, itself not well equipped for the purpose. The infant classroom also has to be used for assemblies and as a dining area.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Detailed curriculum planning ensures all areas of learning are covered well.
- Teaching is good leading to good progress in learning.
- The accommodation has been significantly improved.
- Letter and figure formation are not taught effectively enough.

Commentary

44. At the time of the inspection there were four children in the Foundation Stage. Children are admitted to the school in the Autumn Term of the year in which they will become five and have a variety of pre-school experiences. They join a small mixed age class of Foundation Stage children and Year 1 and 2 pupils. The standard of attainment on entry is broadly average but varies from year to year because the cohort is so small. The present cohort had securely average levels in social skills, communication and mathematics but lower levels in aspects of literacy. The good induction arrangements include familiarisation visits and a staggered entry process that allows children to move into full-time education as suits their maturity.
45. The quality of teaching for the Foundation Stage is good in all areas of learning. The teacher plans so that the Foundation Stage curriculum is fully delivered and fits well into the topics for Years 1 and 2. This integration provides flexibility for children with special educational needs and extra challenge for higher attaining children. The teacher's approach to discussion and questioning is very effective in promoting children's ability to explain their thinking. However, handwriting skills are not promoted as well as other areas. Children are not developing a consistent and flowing approach to letter and number formation. The class teacher and the teaching assistant make an effective team and understand how young children learn. The time available for classroom support is limited and restricts the further development of the Foundation Stage curriculum.
46. By the end of the Foundation Stage most children reach the early learning goals and exceed them in personal social and emotional development, in most aspects of communication, language and literacy, and in mathematical development. They attain the early learning goals in knowledge and understanding of the world, physical development and creative development. They are well prepared for the National curriculum. The achievement of most children is good.
47. Assessment procedures in the Foundation Stage are good. The class teacher uses pre-school information to assess initial needs and begins the Foundation Stage profile shortly within the first half-term. This is maintained assiduously and the teacher has an accurate overview of each child's progress in each area. The leadership and management of the Foundation Stage is good.

48. Improvement since the last inspection has been good overall and very good in accommodation. The recent structural improvements have resulted in a spacious and well-appointed classroom for the youngest children. They also have access to a variety of play areas outside which encourage physical confidence and appreciation of their environment. The good quality resources are well organised for accessibility and storage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Reading is taught well, and pupils enjoy reading a good variety of texts.
- Over five years, standards have risen faster than the national average in reading and writing.
- Pupils learn to discuss sensibly in mixed age groups, developing their speaking and listening skills very well.
- The recent concentration on extended writing has led to good improvements in pupils' work.
- The staff do not always insist on high enough standards in pupils' handwriting and presentation of work.

Commentary

49. Standards achieved have been well above average by the end of Year 2 averaged over three years. By the end of Year 6, over three years, standards achieved have been below average. However, the upward trend in tests results is above the national trend for both Year 2 and Year 6. In 2004, Year 2 (6 pupils) results in reading and writing were in the top five per cent nationally, but in 2003 (4 pupils) they were in the bottom five per cent nationally in reading, and well below average in writing. This illustrates vividly how cautious must be any analysis of test results when numbers are so small. This is particularly the case for Year 6 results in recent years as high mobility during Year 6 has changed the nature of the small cohort. Even so, standards in English in Year 6 have been in line with the national average in three of the last four years, including 2004, with reading being particularly strong.
50. Currently, there are only three pupils in Year 6, only two of whom were present for the inspection. Inspection evidence is that their achievement has been good since entry to the school. Speaking, listening and reading are particularly strong, but the recent focus on extended writing has also improved their learning, so that there are many examples in different styles of well-constructed pieces of English. There are only four pupils in Year 2, and all have learned to speak, listen and read at above average levels for their age. This represents above average achievement. Their writing is also developing well, and they use sentences, punctuation and different styles well for their age. Pupils learn to spell effectively, and older pupils use ICT programs to extend their skills well. This is a good example of independent work, but there are too few examples of work instigated and developed by the pupils in their own way. The use of ICT is progressing satisfactorily, and some pupils use text and images combined in presentations well.

51. The weakness in the subject is in handwriting and presentation of work. Handwriting is taught, but the model for pupils to follow is unsatisfactory for younger pupils. For example, when practising their handwriting, most pupils develop incorrect letter formations, not commented on in teachers' marking. Older pupils have the example of a neat flowing script from their teacher, but few of them are able to develop this fluently for themselves as they have already developed poor habits. There is no consistent approach taken by the staff to this aspect of the subject, and their expectations of the pupils are too low. There are some carefully presented pieces of written work, written in 'best' handwriting, but these are few.
52. Despite the weakness in the teaching of handwriting, teaching and learning are good. The staff understand the subject, and plan successful methods to help the pupils to achieve well. For example, there are good opportunities provided in most lessons for pupils to discuss their work in pairs or variable groups using appropriate subject vocabulary. Words are explored thoroughly, so that pupils have a rich lexicon to draw on when writing. Pupils with special educational needs receive good support, and make good progress towards the clear targets set for them. For example, good support is provided by a support assistant for older pupils needing sharply-focused, well paced practice in spelling and sentence construction. Parents also support their children's learning well, discussing homework with them, and hearing and commenting on their reading. This close partnership between staff and parents extends the impact of class lessons well.
53. Teachers assess the pupils' progress constantly, sharing and extending the pupils' learning targets regularly. Even the Year 1 pupils can explain what they need to do to improve their work. This has a good effect on the pace of pupils' learning. For example, the marking of older pupils' work often suggests how they might improve their work, and they usually respond by trying out the teacher's ideas in their next piece of work. Occasionally, lesson beginnings are pitched at the same level for the whole class. This method does not always provide sufficient challenge for older or higher attaining pupils, or is above the heads of younger or lower attaining pupils, and restricts their achievement. However, in general, high attaining pupils in Years 3 and 5 build very successfully on their previous learning because the staff recognise their potential, and expect high standards from them.
54. The subject is well led and managed by the coordinator, but as with most of the school's work, it is the shared approach to this by the whole staff that has moved the subject forward, particularly recently in improving pupils' writing of extended pieces of work. The staff have drawn on the good support of local authority advisory staff here, and used the ideas suggested to improve their teaching and the pupils' learning.
55. The improvement noted in the last inspection has been continued, and has been good enough to raise standards further since then.

Language and literacy across the curriculum

56. Pupils' literacy skills are used well across the curriculum. In particular, through regular discussion in most lessons, pupils develop their speaking and listening skills well. For example, the younger pupils discussed with their teacher the rules for a new playground game they had invented during a PE lesson. Reading and writing skills underpin work in most subjects effectively, and good examples were seen in

geography, history and RE. However, the way older pupils record this work is often untidy.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Results in national tests were well above average at the end of Year 2 last year.
- Year 3 and Year 5 pupils attain high levels for their age.
- Teaching is good, leading to good progress in learning.
- There is regular reinforcement through ICT matched to pupils' needs.
- Work is sometimes poorly presented.

Commentary

57. The 2004 results from national tests showed that standards at the end of Year 2 were well above national averages and in comparison with similar schools, and were well below national averages and in comparison with similar schools at the end of Year 6. The cohorts in this school are small and the natural abilities of each cohort vary year on year.
58. Currently standards of attainment at the end of Year 2 are above average. Pupils have good numeracy skills and made good progress in an observed lesson in developing their understanding of ordinal numbers, including how to sequence dates. Standards at the end of Year 6 are broadly average. Pupils work with number to two places of decimals confidently, and make good progress in comparing decimals and percentages. Achievement is good overall from the average entry level particularly in Year 3 and Year 5. Pupils with special educational needs make steady progress because of the specific nature of their targets and the level of support.
59. The quality of teaching and learning is good in both Key Stages. Pupils achieve well because work is set at the correct level for their needs. The small size of classes helps teachers to challenge all pupils appropriately. Teachers have undertaken considerable training recently and their long-term planning ensures that all aspects of the subject are delivered properly. The school is currently working successfully on improvements to the provision for problem-solving in mathematics and developing multi-purpose strategies for pupils to use. There is some opportunity for pupils to work independently, but there was limited evidence of pupils using their skills independently in playing mathematical games, or to solve problems they have devised for themselves. Teachers' expectations for the presentation of mathematical work are not sufficiently rigorous. The practice of merely writing answers without titles makes it difficult for pupils to refer back or to appreciate their own progress.
60. The quality of subject management is good. The school's procedures for tracking individual pupil progress are accurate and comprehensive. There is very good ongoing assessment updated termly for Years 1 and 2. The staff undertake regular monitoring and evaluation of the subject so that the plans for further development identify areas for improvement correctly. The introduction of a computer-based package for mathematics has been successful in providing pupils with the

opportunity to extend the range of their learning and with progressive challenge in their tasks.

61. Improvement since the last inspection has been satisfactory. Standards by the end of Year 2 have improved, the organisation of the curriculum has been reviewed and teachers' subject confidence has developed.

Numeracy across the curriculum

62. Pupils use their numeracy skills effectively in a range of subjects, most notably in science. They use data-handling skills in organising information in tables and lists and in interpreting graphs. Older pupils summarised the changes in sunset and sunrise over a week in accurate graphs. Pupils are required to use measurement in their design and technology work. The school's frequent involvement in orienteering promotes good understanding of direction and angles. Pupils use ICT to organise information into spreadsheets and to produce graphs, for example, when investigating plant growth.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a good focus on investigations, and practical applications of scientific ideas.
- Pupils achieve well across the school because the teaching is generally good.
- ICT is used well by staff and pupils to explain and explore ideas.
- Occasionally, opportunities are missed to extend the use of specific scientific vocabulary.

Commentary

63. Standards achieved are generally above average, although the small group sizes suggest caution in comparing results here with national or similar school results. In 2004, Year 6 achieved above average levels in national tests, but as only two from three Year 6 pupils were present for the inspection, no attainment judgement can be recorded as it could identify individual pupils. Their achievement is good, however. Year 2 pupils achieve above average levels currently.
64. Teaching is good, with very good opportunities for scientific investigation being provided. This leads to good learning for the pupils, and in many cases very good understanding for their age of how to conduct a fair test, and how to limit variables in repeat testing. Year 1 and 2 pupils were excited by a lesson on salads as part of investigating plants, linked to healthy eating and food technology in preparing a healthy meal. This was an example of a well-planned lesson successfully developing ideas and skills in a number of learning areas. For example, Year 2 pupils were engrossed in investigating seeds from the fruit and vegetables using a digital microscope linked to a large screen.
65. The teacher managed a fast moving and complex lesson well, interesting and challenging children in reception through to Year 2 pupils at the right level to help them make good progress in their scientific understanding. Her questioning was

pitched really well to extend pupils' thinking, and to help them explain their findings in the plenary discussion. This was rounded off very well with homework to discuss with parents the importance of the salad meal sent home at the end of the day as part of a healthy lifestyle.

66. Older pupils were given a very demanding task to plan a fair test on the conditions for effective plant growth in different soils, after good exploration of their knowledge and understanding using an interactive ICT program on the Smartboard. Year 5 and 6 pupils were led to high level work by the teacher when he taught them how to test soils for acidity or alkalinity so that they could devise tests for different plant types. The teacher clearly had high expectations of the pupils' prior knowledge, and of their understanding of fair testing. Year 3 and 4 pupils were excited by the prospect of the practical follow-up to their planning in the next lesson, but struggled with the format of the given planning sheet. In general, the high expectations both teachers bring to their science teaching helps the pupils achieve well in their learning, but occasionally lesson planning does not take sufficient account of the pupils' prior knowledge and understanding, nor allow them sufficient opportunity to work out for themselves how to approach their work.
67. The subject is well led and managed, the staff effectively working as a team to ensure full subject coverage and skill development. They ensure that there is a strong focus on practical, investigative science. Good use is made of the outdoor environment, and very good subject links are developed, also making good contributions to spiritual development. Occasionally, the correct vocabulary is not promoted, as when older pupils described magnetic force as 'pushing' and 'pulling' in their recorded work, rather than using the terms 'attract' and 'repel'.
68. Improvement since the last inspection has been satisfactory, maintaining the good levels found.

INFORMATION AND COMMUNICATION TECHNOLOGY

No direct teaching was observed, so no overall judgement on provision is possible. Evidence from observation of pupils working, interviews with them and scrutiny and analysis of their work saved on disk informs the following section.

Standards at the end of Year 2 and Year 6 are broadly average. Individual pupils in Years 3 to 6 are exceeding expectations in some aspects of the curriculum. All pupils, including those with special educational needs, make satisfactory progress and achievement.

It was not possible to make a judgement on the quality of teaching and learning because no subject lessons were seen. Evidence from teachers' planning show that the subject is taught regularly from a well-organised scheme of work. Pupils' work files show that they are developing the expected skills and understanding. Pupils in Years 3 to 6 have made multi-media presentations, created graphs from spreadsheets and have monitored temperature with sensors. They do not have equally high skills in elements of control. The oldest pupils have begun to build pages for a school website.

Subject leadership is satisfactory. There is a comprehensive action plan that accurately identifies areas for development. There are adequate monitoring procedures in place for Years 1 and 2. The school recognises that the procedures for monitoring progress through Years 3 to 6 need further development. The school has the resources needed to deliver the curriculum in full and the ratio of computers to pupils exceeds expectations. Good use is

being made of the interactive whiteboard to enhance teaching in all subjects for older pupils.

Improvement since the last inspection has been good. There has been improvement in resources, planning and the range of the curriculum. The use of ICT across the curriculum is good. Pupils save their work to disk and often continue their work at home. On occasion, teachers prepare homework as files for this purpose. Frequent use is made of spelling and mathematics reinforcement programs which improve pupils' speed of response and accuracy. The youngest pupils confidently use the digital microscope to examine seeds and leaves for their food technology topic. Pupils are encouraged to use the Internet for research, for example, in geography, and digital cameras. Teachers plan good opportunities for using ICT in science, history, maths and literacy.

HUMANITIES

No lessons were seen in religious education or history. Evidence was taken from analysis of pupils' saved work, discussion with them, displays and discussions with staff.

No judgement can be made on provision in **history** as no lessons were seen. Teachers' planning and pupils' files show that the subject is taught regularly. Pupils are making at least appropriate progress in both key stages. History is often combined with other subjects in topics such as "toys" in Key Stage 1 and "the Blitz" in Key Stage 2. Pupils drew on speaking and listening skills to take on the roles of evacuees and on their literary skills to describe seeing bombings in cities. Pupils have very positive attitudes to the subject.

Religious education contributes significantly to the ethos of the school. Pupils' appreciation of other cultures is raised by their study of world faiths. Standards by the end of Years 2 and 6 are as expected in the North Yorkshire Agreed Syllabus for religious education. All pupils including those with special educational needs achieve satisfactorily.

No judgement can be made on the quality of teaching and learning as no lessons were seen. Teachers' records show that the subject is taught regularly and progressively through the school. Pupils' work shows that they are learning about Christianity and world faiths and growing in understanding of the ways belief affects life. They are familiar with the life of Christ and recognise the meaning of signs and symbols. In assembly pupils recognised bread and stone as reminders of many Christian events including the Last supper and the meaning of the name *Peter*. Religious education makes a strong contribution to spiritual moral social and cultural development in the school. Younger pupils know that Diwali and Rosh Hashanah are important festivals and older pupils have studied how the Five Pillars of Islam govern life.

Subject leadership is good. The co-ordinator has undertaken additional training and has evaluated the subject. There are appropriate plans for improvement of the subject and for its contribution to the aims of the school. The school recognises the need to improve the procedures for the assessment and monitoring of pupils' progress through both key stages. Pupils' interest in the subject is heightened through links with local churches, and the headteacher's own very good knowledge of Hinduism and the Hindi language. Improvement since the last inspection has been satisfactory overall and good in the broadening of resources to include ICT.

Geography

Provision for geography is **satisfactory**.

Main strengths and weaknesses

- There are good cross-curricular links between geography and other subjects.
- Pupils' map reading skills are above average, as is their ability to navigate using compass directions.
- Procedures for assessment are under review.

Commentary

69. Standards are broadly average at the end of Year 2 and Year 6. Pupils' achievement, including those with special educational needs, is satisfactory.
70. The quality of teaching and learning based on the one lesson seen is good. Evidence from teachers' assessment and planning supports this judgement. Teachers design topics which combine subjects well but also promote the appropriate subject skills. Geography is often linked with other subjects such as history, art and science. Year 3 to 6 pupils who studied Shackleton's expedition to Antarctica learnt the story of his journey, drew clear sketch maps of the continent and investigated insulation against cold in science. Teaching provides good opportunities for pupils' involvement in their learning. The comparison between old and recent maps of the locality prompted good quality discussion from all ages in Key Stage 2.
71. Subject leadership is good. Teachers' planning shows that the subject is taught according to a scheme of work and that each unit is evaluated when completed. The school is currently researching more manageable and meaningful systems for assessment and recording. The provision of an orienteering trail in the school grounds promotes good map reading skills in a real situation.
72. Improvement since the last inspection is satisfactory overall and good in the improvement of resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design, design and technology, and music, so no overall judgements on provision can be made. Discussions with staff, pupils and parents, assemblies, links in other lessons, and saved work in books and on display contribute to the comments below.

From displays and teachers' planning, it is clear that the subject has a strong place in the curriculum. A part-time teacher is very popular with the pupils for her teaching of the subject, and the younger pupils have the help of a grandparent who teaches them watercolour techniques well. From saved designs, it appears that pupils follow the recommended approach in **design and technology**. Designs for bags, for example showed that older pupils had followed the design – make – evaluate guidance effectively. Good links were made with design and technology in a science lesson when pupils combined food technology in planning a healthy meal with investigating the fruits and vegetables as part of their scientific investigations. **Music** has a good place in the school, and each assembly features live music played by the headteacher on the guitar, violin or penny whistle. He also teaches all the pupils to play the whistle, and offers group tuition of guitar.

Pupils sing tunefully, and take part in concerts and services in the church and the community. One in four pupils also have instrumental tuition from the local authority music service. In **physical education**, no gymnastics or dance lessons were observed.

Physical Education

Provision in the subject is **good**.

Main strengths and weaknesses

- The staff compensate very well for the lack of suitable indoor space by taking full advantage of the outdoor facilities to develop pupils' physical skills.
- The subject is central to the school's belief in helping the pupils to develop healthy lifestyles.
- Outdoor pursuits are promoted extremely well.
- The whole school attends the swimming baths, and consequently standards are very high.

Commentary

73. Standards achieved in those aspects seen are at least good, sometimes very good, and they are reportedly very high in swimming. This is a testament to the whole staff's commitment to the importance of healthy lifestyles, and particularly to the headteacher's leadership.
74. There are severe restrictions on the school's ability to provide the whole subject curriculum, particularly for dance and gymnastics, as there is no suitable indoor space in the school. The village hall is used when possible, but this is not equipped for gymnastics. However, the school has developed the outdoor environment very well as a teaching and learning space, and the recently resurfaced playground, with newly separate car parking, has added to this very well. Unusually, playtime and lunchtime are in many ways extensions of the PE curriculum as there is full games equipment available, and pupils are encouraged to use the playground, the younger pupils' activity area, the climbing frame and the field for impromptu or organised games and general physical activity.
75. The quality of teaching is good, with some very good features. The staff's enthusiasm is evident in their management of these lessons. This is infectious, as the pupils join in enthusiastically, and no child has to be cajoled to take part. Older pupils say that this subject is one of their favourites, with good reason. In a lesson for younger pupils, the teacher's careful planning allowed good opportunities for pupils to devise their own activities, and to learn new skills. Older pupils showed very good skills in orienteering and map-reading when they completed a new course set up by the headteacher, who leads the area schools team activities in this aspect. Although the course was the same for pupils from Year 3 to Year 6, the timed element gave opportunity for different outcomes.
76. The headteacher leads the subject enthusiastically and skilfully. He also ensures that all the pupils have regular swimming lessons, to very good effect, and organises many forms of outdoor pursuits, and two residential opportunities, including overnight camping on the school field, in conjunction with another local school. The cumulative effect of the school's commitment to helping the pupils to develop their physical skills in this way adequately compensates for the limited opportunities to teach gymnastics and dance.
77. Improvement since the last inspection is good. Older pupils have benefited from the sustained concentration on outdoor activities to develop good life skills, and real enthusiasm.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is good. There is a combination of specific lessons and cross-curricular opportunities which cover all aspects of the recommended curriculum. The School Council gives pupils a voice in the school's management, with the whole school being consulted through assemblies on occasion. Each class is involved in drawing up rules for behaviour, and aspects of their social development are regularly discussed as a whole class, in groups, or one-to-one with the teacher. The school is working towards a Healthy School award and is very active in the Physical Education for Schools Scheme. The two residential opportunities are planned by the staff to add strongly to the pupils' personal development. The deep involvement in the local community encourages pupils to be aware of their roles as citizens.

As part of its work on developing healthy lifestyles, the dangers of smoking, drugs and alcohol are all dealt with. The governors have an agreed policy for sex education, shared with parents.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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