

INSPECTION REPORT

**CRACOE AND RYLSTONE CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Cracoe, Skipton

LEA area: North Yorkshire

Unique reference number: 121558

Headteacher: Mrs Margaret Taylor

Lead inspector: Mr Phil Snelling

Dates of inspection: 17th - 19th May 2004

Inspection number: 255900

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	51
School address:	Cracoe Skipton North Yorkshire
Postcode:	BD23 6LQ
Telephone number:	01756 730259
Fax number:	01756 730259
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Padgett
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is set in an area of outstanding natural beauty, with nearly all the pupils who attend coming from three local villages or surrounding hamlets or farms. The area has a stable population, so normally few pupils come and go other than at the usual times of starting and leaving. They are mainly taught in two separate mixed age classes in this small village school, though for literacy and numeracy lessons the Year 3 to 6 pupils are split into two groups on four mornings per week. All the pupils are of white British or other background and there are no pupils from homes where English is not the language mainly spoken. The area has above average social and economic conditions and few children are entitled to free school meals. When pupils start at the school, most attain what is expected at that age or better. Around one sixth of pupils are identified as having special educational needs, which is just less than average. Two pupils have a statement of special educational needs, which is high given the number of pupils altogether. Most of the pupils receiving additional help have speech and communication or language difficulties. The school received a 'Schools Achievement' award in 2003 and 'Investors in People' in 2004. The school has close links with other local schools through the Upper Wharfedale Cluster. The present headteacher has been in post for less than a year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3624	Phil Snelling	Lead inspector	Mathematics Science Geography History
9843	Sarah Drake	Lay inspector	
30724	Delia Hiscock	Team inspector	The Foundation Stage English Art and design Design and technology Information and communication technology Music Physical education Special educational needs English as an additional language

The inspection contractor was:

CfBT Primary Associates
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	10
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	12
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very strong features. It is successful at helping pupils reach high standards in their personal development as well as above average standards in subjects. The good teaching results in interesting and enjoyable learning. The school promotes very close and valuable links with the local community. The headteacher, in post for less than a year, is leading the school well. It gives good value for money.

The school's main strengths and weaknesses are:

- Pupils become exceptionally good readers;
- The school values highly pupils' personal development and they respond with a willingness to help each other and very good behaviour;
- The teaching space for pupils in the Foundation Stage and Key Stage 1 is inadequate;
- Standards in information and communication technology (ICT) are not high enough;
- The school community is very outward looking, always seeking to involve itself in wider activities and making huge efforts to give pupils an interesting and valuable education;
- Sometimes the best achieving pupils are not pushed along as fast as they could be;
- There is an eagerness amongst all involved to try to make the school better.

Improvement since the last inspection in 1998 has been good. Issues highlighted at the time have been dealt with. Other significant improvements include better reading standards and building alterations that better equip the school to teach ICT.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2. A indicates a result in the top 5 per cent*

Please note this is a very small school and the number of pupils taking the tests is always few. In 2003 there were only 5 pupils, so each accounted for 20 per cent of the total. These results must therefore be treated with caution in making judgements about standards.

Pupils achieve well. Although standards in tests with so few children are not always as high as this, the tests reflect fairly the good achievement. In the Foundation Stage, the children make good progress and they achieve the goals children are expected to reach by the end of reception well before they leave it. In Years 1 to 6 they drive on particularly well in reading to reach very high standards. In writing, their progress is not as rapid but it is nevertheless sufficient for the majority. Most pupils, including those with special educational needs (SEN), work to the limits of their capabilities; more able pupils and those with particular gifts and talents could sometimes be pushed on at a faster pace to achieve more. By the time they leave, most pupils are ahead of national standards in English, mathematics and science but they are below in ICT. In both classes there is some notable achievement in art, history and swimming.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They enthusiastically take up and enjoy the opportunities for learning that the school offers and they behave very well. A particular feature is the way that older and younger children mix

really well together and help and care for each other. Their attendance is well above that found in most primary schools and their punctuality is very good.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is good overall. In both classes there are strong relationships between the adults and pupils, which encourages pupils to work hard and do their best. Teachers make the best of the pupils' abilities to work together and to move in and out of groups with no fuss. They present interesting activities that motivate and usually stretch them, though now and then the more able pupils reinforce skills when they could be applying them to solving problems or trying something different. An important reason why pupils with SEN achieve well is the high quality of the support they are given by teaching assistants. Much of the teaching of the reception and infant children achieves the seemingly impossible, given the small size and unhelpful shape of the room.

The Foundation Stage curriculum is rich, broad and relevant for the pupils. However, the limitations in the accommodation and facilities still restrict provision, including providing for the full range of activities for physical development. It is very hard to achieve the right balance of teacher led and child initiated activities in the space available. For Years 1 to 6, the curriculum is varied and interesting and it is very well planned to ensure good coverage. This includes ICT but here there is still a weakness in resources, which prevents full delivery of all the desired elements in Key Stage 2. Not enough use is made of ICT across lessons in other subjects. Visits and visitors are used well to enliven learning in the humanities and to promote social and cultural development. There are good opportunities for pupils to take part in activities outside school time, some of which are provided through the local school cluster. Staff care for pupils very well and have their interests very much at heart. The school has very strong links with its parents and with the local community in which it plays an important part.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Through good leadership the headteacher has achieved much in less than a year. She has won the confidence of staff, parents and children, and already brought about valuable improvements in pupils' personal development, assessment of their progress and target setting. Team spirit is strong and staff well motivated. Management is good. The performance of the pupils is closely checked and the systems for evaluating teaching and ensuring teacher development are in place. Governance is good. Individual governors use their own talents well but not at the expense of sharing the workload fairly. The governing body complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think highly of the school and a strong bond has been formed with the new headteacher. They are pleased with the openness of the school, their involvement and what it does for their children. The pupils themselves feel very much at home, valuing the learning opportunities given to them.

IMPROVEMENTS NEEDED

The school is moving forward well. The most important things it should now do to improve are:

- As funds allow, increase the teaching space for the Foundation Stage and Key Stage 1;
- Raise standards in ICT;
- Stretch high achievers faster and further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. They get off to a fine start in the reception class (Foundation Stage) where they reach higher levels than expected for their age in most areas of learning. In Years 1 to 6 pupils make good progress, with boys and girls doing equally well. They achieve above average standards in English, mathematics and science, though older pupils fall below average in ICT.

Main strengths and weaknesses

- Pupils get off to a very good start in reading in Key Stage 1;
- There is good achievement across most subjects;
- Achievement for older junior pupils is not high enough in ICT;
- Pupils with SEN achieve well throughout the school;
- More able pupils could at times be moved on faster and taken further.

Commentary

1. Pupils achieve well in the Foundation Stage. When they join the reception class, most have social, language and mathematical skills better than you would normally expect at four. Before they enter Year 1, most have moved quickly across the 'stepping stones' and have made good progress in their personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world and creative development. They more than reach the standard they should (the Early Learning Goals), with many showing skills beyond this level. In the physical area of learning, the children make better progress in some aspects than in others. Unusually the children have the opportunity to learn to swim from reception onwards and this gets them off to a very good start. On the other hand, some of the activities that should be part of their curriculum, such as climbing and scrambling in a suitably equipped area, are not possible because the necessary facilities are not available. Their overall physical development is only average because of these limitations on their experiences.
2. Cracoe and Rylstone Church of England School is a small school and consequently, the number of pupils taking national tests at ages 7 and 11 each year is never very many. Thus test results in any one year can be misleading, perhaps based on the attainment of only two or three children, and because of this, tables of results are not included here. Further, the number of SEN pupils varies from year to year and this can make a big difference. However, over a number of years the pattern of scores can give some indication of how good standards are, even with small numbers of pupils. In both Key Stages 1 and 2 there is a pattern of good achievement. In Key Stage 1, reading stands out and in Key Stage 2, both English and mathematics have proved strong. The inspection has shown this to be a fair reflection; pupils reading skills are exceptional. Pupils are achieving better in reading than writing because the teaching is more confident, based on a better knowledge of the best teaching techniques and strategies to use. The more able pupils in particular do not yet reach the same heights in their writing as in their reading.
3. By the time they leave, pupils' attainment is above the standards expected nationally and in some years even better. It compares well to pupils in similar schools. In the present Year 6, standards are above average in English, mathematics and science but not as good as they should be in ICT. In science, pupils' good achievement is well founded in ample practical and investigative work. In ICT the pupils are on course up to the end of Year 4 but in Years 5 and 6, they lack the resources to take them on far enough. This is in part a legacy; they have only recently gained access to a computer suite and there is some catching up to do. Thus older

pupils are still learning some skills that they should by now be using comfortably across their work in other subjects. There are also still resource gaps to be filled. Overall, the school has maintained its above average standards since the previous inspection. At that time also, ICT was the weakest subject and the standards expected now are much higher than they were then.

4. There is some notable achievement in other subjects. Pupils' achievement is strong in art and in history, and they reach very high standards in their swimming.
5. Pupils with SEN are extremely well supported and consequently they make good progress. They are given sensitive and skilled help by teaching assistants who are fully aware of their capabilities and their learning targets. They are given work that provides good challenge for them. They have good access to the breadth of the curriculum and the staff make sure that they benefit as much as possible from the full range of activities in the school. In addition, other pupils are remarkably helpful and bring the strengths of shared friendships to give them support.
6. Boys and girls achieve equally well. The more able pupils, however, could at times achieve more; there are occasions when they are not moved on fast enough and over consolidate skills they already have rather than being given the freedom to apply them. So, for example, they practise number skills when they could be problem solving, measure using simpler methods when they could be using harder ones or follow teacher instructions when they could be making their own decisions.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to what the school offers and behave impeccably. Their spiritual, moral, social and cultural development is promoted very well. Pupils' attendance and punctuality are both very good.

Main strengths and weaknesses

- Pupils are happy and enjoy learning;
- Very good relationships abound in this school with a strong family atmosphere;
- Pupils' very good behaviour means that lessons move forward without interruption;
- Pupils are very responsible and care for others;
- Very good attendance means pupils make uninterrupted progress in their learning.

Commentary

7. Pupils enjoy being at school. They wait eagerly in the morning to greet their friends, then move amicably and sensibly into the building, keen to learn something new. They listen very well to what their teachers have to say, follow directions competently, sustain their concentration well and work hard. From the youngest children upwards, they are self-sufficient learners who can work independently when the adults in the classroom are concentrating on other pupils.
8. The school places much emphasis on creating a sense of community, providing many opportunities for pupils to take on responsibilities and grow in their understanding of others' needs. The youngest children speak very highly of their older 'Buddies' and can be seen happily talking with them. Lining up in house groups helps this sense of family, as does the organising of different aged pupils to tables at lunchtime, when older pupils act as highly competent servers. Very good relationships also exist within the classroom where pupils collaborate well, allow others their turn, urge each other on and respond very well to staff members' suggestions. In a wider context, pupils are generous in their support of others less fortunate than themselves and aware of, for instance, the need to be responsible about using

the world's resources. They have very good opportunities to learn about and appreciate the richness of our multicultural world and clearly appreciate their long-standing links with pupils in a predominantly Asian school in Bradford.

9. Pupils have been involved in establishing the school rules and are very clear about what behaviour is valued and what is not acceptable. They consider that staff are fair in awarding house points and they have responded well to, for instance, the introduction of 'Circle Time' (time when pupils sit and discuss common issues together). In these sessions they have the opportunity to think about and discuss, for example, their own and other peoples' strong points or issues about behaviour or bullying that are particularly pertinent at a given time. Pupils behave very well, seldom needing to be reminded of the school's high expectations as exemplified by its SMILE motto (Safe work and play, Manners, Including everyone, Listening and learning, Enjoyment and enthusiasm). There have been no exclusions in recent years.
10. At the time of the previous inspection, although pupils' attendance was very good, a minority frequently arrived late in the morning. The very high levels of attendance have been sustained, which is impressive given that one pupil in a small school can make a big difference to overall statistics, and punctuality is no longer a problem. Parents play a strong role in this area.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.4	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good throughout and the curriculum provides many interesting learning opportunities. Staff care for the children very well and there are strong links with parents and the community.

Teaching and learning

Teaching and assessment of pupils' work are good.

Main strengths and weaknesses

- Reading is taught very well;
- Teachers organise and manage their lessons very well, which ensures that time is used efficiently and the learning is fruitful;
- Teaching assistants work skilfully in support of pupils with SEN;
- Teachers provide well for the different ages and abilities in each class, though high achieving children could be stretched even further.

Commentary

11. The very good teaching of reading is reflected in the pupils' strong achievement. From the outset the youngest pupils are involved in activities that give them the skills they need. For example, the reception children were seen to transform a storybook together, and re-read the outcomes. By the time they are in the junior class this good teaching is reflected in the ease with which the older pupils find information in reference books and show more advanced reading skills. Teachers' subject knowledge is better in reading and mathematics

than writing, so pupils' learning is more effective. The sound teaching of writing is improving as teachers become more familiar with recent techniques so that, for example, their sessions on guided writing are becoming more finely tuned.

12. There are strong relationships between the teachers and pupils. This is reflected in the way in which teachers value pupils' ideas and responses in lessons. They build on pupils' ideas, which makes the pupils keen to have a go at answering questions, not worrying about giving wrong answers. Pupils are also motivated by the way teachers use resources; they add value to the learning because they are interesting or they make a task easier.
13. Teachers plan their lessons thoroughly and they manage time well. This results in a good pace to lessons. Through the good planning they know exactly what they want the pupils to learn during the lesson and they share these objectives with them effectively in class. Together with very good relationships, this sets the scene for pupils to be keen and highly motivated. They work hard for long periods and are particularly good at working together. They move in and out of different groups freely, which requires organisational genius by adults to be so smoothly achieved in the reception/infant space! Teachers encourage the pupils to work together often and they produce a lot of work in this way.
14. Teachers explain new ideas well to pupils, with good use of resources to support those explanations. They recap well at the start of lessons to ensure the children can recall what they need to build on. Their question and answer sessions with pupils are sharply focused. Their questions make pupils think hard and test their understanding. They are very skilled at directing questions of varying difficulty to different pupils, drawing out explanations from them and ensuring they answer questions fully.
15. Day-to-day marking of pupils' work is satisfactory, with much undertaken orally. However, marking would benefit from placing more emphasis on giving guidance on what to do next, so helping pupils to understand how they can improve. Homework makes a useful contribution in extending learning.
16. The pace of learning for pupils with SEN is good, with teachers making every effort to provide for individual needs where possible. The high quality teaching assistants come into their own as they build pupils' skills and understanding successfully, particularly in the junior class where there are relatively greater numbers. The children with statements of their additional needs work with greater confidence and for longer periods of time when support staff are close by. Support staff are well briefed before the lessons so they know clearly what pupils are to learn. As a result, these pupils sustain a good level of work and make good gains compared to their previous attainment.
17. Teachers assess pupils' levels of attainment accurately and use this information well in most cases to set them targets for the next stage in their work. Improvements in this approach have been introduced by the new headteacher and the rigour of the new systems is just beginning to bite. Targets for most children are suitably challenging but there are one or two more able pupils who could be challenged even more in their work. For most pupils on most occasions, teachers effectively stretch the wide range of ages and abilities that are within each of the classes. However, there are times when the higher achievers could have modified tasks which require them to apply rather than reinforce existing skills or which take away some of the props that the majority still need.
18. The good quality of teaching has been sustained since the previous inspection, and slightly more good teaching was seen this time.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	5	0	0	0

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

The curriculum

The good quality curriculum provides a range of worthwhile opportunities to cater for the interests, aptitudes and particular needs of the pupils. The school provides many valuable opportunities for enrichment, including out of school activities. There are inadequate features in the accommodation and resources.

Main strengths and weaknesses

- There are rich early learning experiences provided in the Foundation Stage;
- The teaching space for the reception and infant children is very small and some facilities for the Foundation Stage are still inadequate;
- The school's use of visits and visitors provides valuable enrichment;
- Use of the village hall provides pupils with opportunities that would otherwise be denied.

Commentary

19. The curriculum for the Foundation Stage pupils has improved since the last inspection and it is now rich, broad and relevant to the children's needs. A wide range of carefully planned and challenging activities stimulate the children, with exciting opportunities to observe, touch, and participate. Whilst staff seek to bring about a good balance of teacher-directed and self-chosen activities, it is very difficult to do this in the confined teaching space available. The school has tackled the issue from the last inspection by acquiring large toys such as bikes. However, a weakness still remains in giving children the full range of physical activities due to the lack of suitable space and climbing resources outside.
20. In Years 1 to 6, the school has used the national Literacy and Numeracy Strategies effectively in raising achievement. In other subjects, the school's approach reflects the principles set out in the national guidance 'Excellence and Enjoyment', with the school shaping the curriculum well to meet its circumstances. The way teachers plan for pupils to work across the subjects helps them to see connections and increases relevance in their learning. This was seen, for example, in the extensive artwork on Triremes undertaken by the junior pupils within their Greek history topic. However, there are not enough opportunities provided for pupils to use computers to support their work in different subjects. The school lacks some of the necessary resources to support this activity.
21. The school makes good use of the local community, visits and visitors to supplement work done in the classroom. For example, as part of the school's 150th anniversary history work, the children talked to a former pupil from 1912. All pupils have good opportunities to participate in out of school activities. Teachers and parents support events, which include a residential visit, outward bound work, music lessons, various sports and drama productions. The cluster of local schools plays a major part in providing opportunities for team and sharing activities, and the school makes very good use of this. Provision of peripatetic music teaching allows pupils with particular talents to extend skills, including singing lessons.

22. The curriculum caters well for pupils with SEN. They receive very strong support from the classroom assistants who work with them. This ensures that they are included in the full range of opportunities and that they have the chance to shine in subjects that interest them. Where their tasks or activities are different from those of the majority of children, they are well chosen and very worthwhile.
23. Staffing levels in the school are sufficient. Teachers are suitably experienced and the skills of support staff are ideally matched for what they are doing. The classrooms are bright, well thought out learning environments and all areas of the school are enhanced by good quality displays of children's work. The school has generous and attractive grounds. Although the main building is small, the creation of a mezzanine floor that houses the computer suite is a valuable improvement since the last inspection. Equally valuable is regular access to the adjacent village hall, which allows activities that would otherwise be unachievable such as gymnastics, dance, and the teaching of literacy and numeracy in separate groups.

Care, guidance and support

The school provides very good care, support and guidance for pupils. It is increasingly involving them in its work and development.

Main strengths and weaknesses

- Pupils feel very much at home in this small school;
- The care that staff provide for pupils is based on very good knowledge of individuals;
- New assessment procedures are focussing staff's support increasingly on pupils' academic progress;
- Health and safety procedures are good but aspects of site management could be better.

Commentary

24. The strong relationships that pervade the school mean that pupils are confident to approach staff if they have problems, in the certain knowledge that they will be listened to and offered support. The youngest children are allowed a gentle induction into school life whilst pupils who arrive part way through their education are warmly welcomed and allocated a buddy. Staff pay good attention to individuals' needs whether these are emotional, medical or academic. They are also increasingly seeking pupils' views on a formal basis, through the school council, about, for instance, school rules or how best to organise playtime equipment.
25. Child protection procedures are very good, with all staff knowing what to do should they have any concerns in this area. There is good care for those who have accidents. Health and safety procedures are of good quality, involving governors and a number of school staff, with up-to-date risk assessments being undertaken. These are thorough but could be more wide ranging, extending into areas not previously covered to ensure there are no risks which are not alleviated. One hazard, the poor quality of the playground surface, has been identified but the school cannot deal with this on its own.
26. During this academic year, the school has established very good procedures to assess pupils' attainment and track their progress. Teachers translate their comprehensive monitoring of pupils' work into individual termly targets for different aspects of English and mathematics, which are discussed with pupils and parents at consultation meetings and kept in front of pupils during lessons in these subjects. Currently, these are being used most effectively in English but the system is well on its way to being integral to mathematics and science as well. The system allows teachers to provide closely focussed support and pupils to increase their understanding of how they can improve their work.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and the wider community are all very strong.

Main strengths and weaknesses

- Parents are very supportive of the school and their children's education;
- Parents are kept very well informed about their children's progress;
- Partnership with the community greatly enhances the quality of pupils' education;
- Strong links with other schools bring many benefits to pupils.

Commentary

27. An unusually high percentage of parents responded to the inspection questionnaire and their response was very positive overall. Parents spoken with confirm the positive views, praising strongly the very good care provided for their children and the straightforward communication with themselves. The very easy relationships that exist between parents and staff are fully evident at either end of the school day and help pupils understand that school and home are working closely together to their benefit. Parents help in school on a regular basis and some run popular out of school clubs such as cookery and gardening.
28. Although the school does not yet give parents written information about what their children will be learning in the coming weeks, it does keep them well up-to-date with events and important dates. As well as pupils' overall attitudes and progress, discussions at the twice yearly consultation meetings now focus on their individual targets, a copy of which is sent home as a reminder for parents. An area of weakness at the time of the previous inspection, pupils' written progress reports are now of very good quality. They provide succinct comment about pupils' preferences, strengths and areas for development as well as a clear indication of what levels they are working at in each subject.
29. As a small establishment that draws its pupils from a relatively wide area, the school acts as a focus for the community. The 'Friends' association, run by parents, is a very lively organisation which attracts support from the wider community and raises considerable funds for the school, most recently spent on internal building refurbishments. Members of the community support paired reading activities and, for instance, talk with pupils about their memories. However, the greatest asset to the school is its access to the closely adjacent village hall for small group work, physical education and other activities. Without this excellent facility, the school would be hard pressed to provide pupils with its current good quality of education.
30. Similarly, the benefits gained through membership of the Upper Wharfedale cluster of seven village schools are great. Staff can share experiences, training and expertise as well as resources, particularly those that are expensive. From their reception year, pupils meet others of a similar age at Year Group days where they combine to work on specific themes, and in Year 6 they enjoy shared residential visits. This means that by the time they transfer to secondary school they already know a large number of others with whom they will be sharing their education for the next few years, thus allaying some of the apprehensions this move can bring.
31. Long established partnership with Bradford Moor primary school also gives pupils the opportunity to have regular contact, both in person and as pen pals, with children from a different ethnic background. All these links help pupils to widen their horizons and grow in understanding and appreciation of the similarities as well as differences experienced by children of a similar age in different circumstances from their own.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The new headteacher has become quickly established as a leader and is moving the school forward. Management and governance are good.

Main strengths and weaknesses

- The headteacher provides enthusiastic and committed leadership;
- There is a strong team of staff and governors, with a keenness to improve the school;
- A rigorous system has been established through which pupils' achievement is tracked;
- Improvement plans need to spell out more clearly how the success of changes is to be measured.

Commentary

32. The new headteacher gives good leadership to the school. Since her appointment to what was already a successful school, she has quickly established with governors, staff, children and parents a clear vision for moving the school forward. Parents at the meeting commented on the seamless way that the new regime has been established and how responses about 'how we used to do it' had faded away. The headteacher has given a strong lead to moving the school forward, especially in an area of particular expertise, assessing pupils' achievement and setting targets for them.
33. Another successful aspect of the headteacher's early leadership is in the way in which she has established a fresh team approach which values everyone's contribution to the school's daily life. All staff are willing to play a full part, which in turn adds to the quality of learning for the children. Staff work well together and are very supportive of each other.
34. Governors are competent and confident in their roles and some show considerable loyalty through long service to the school. Whilst individuals work in particular areas such as finance or SEN links, they have a strong corporate approach and share responsibilities evenly. They show a strong commitment to sustaining an ethos where high achievement is sought within a caring family atmosphere, a school where pupils are happy and feel they belong. They provide a crucial link between the school and the village community, successfully promoting the school as a feature of the community.
35. There is comprehensive monitoring of the school's provision and the standards pupils reach through analysing data. Statistical information is gathered and reviewed by the headteacher in the light of the small number of pupils who take national tests in any one year. Such monitoring information is fed into the school development plan; for example, in the priority to take more pupils to Level 3 and Level 5 in national tests at the ages of 7 and 11 respectively.
36. The school demonstrates a good ability to review its own strengths and weaknesses and bring forward the right agenda for change. The ideas of all staff are valued in this process and the governing body keeps a check on standards within the school and is involved in self-evaluating its success. The inspection confirms that the school has accurately identified key strengths and important issues for improvement. The school's self-review submitted before the inspection was concise and realistic. For example, the need to improve the accommodation is seen as a priority and the governors are very committed to making this happen. It is timely for the school to formulate an improvement plan for the coming years, particularly one that would enable it to give attention to curriculum subjects in order of need. Annual action plans would benefit from a sharper approach to measuring the success of initiatives in terms of their impact on the children's achievement or the quality of provision.

37. The new headteacher has continued the school's commitment to the support and development of staff and governors through training, which has recently been reflected in the successful achievement of 'Investors in People' status. Staff are encouraged to take part in training when they take on new responsibilities, and opportunities are created for them to visit other schools or attend courses.
38. Important to the school's success are the support of the community and opportunities created by its links with the 'Upper Wharfedale Cluster', both of which reflect its desire to reach out and avoid isolation. A continuing barrier is the restricted teaching space for the younger children. The former extends and enriches the learning opportunities whereas the latter makes it much harder for staff, despite their skill in overcoming limitations.
39. There has been good improvement since the previous inspection. The previous issues identified for improvement have been dealt with. Standards, teaching and learning in the junior and infant years have been sustained or are slightly higher whilst children get off to a better start in the Foundation Stage. Only ICT has failed to keep pace. The school is moving forward and this is set to continue. A key reason for the continuing improvement is a commitment throughout the school community, headteacher, staff, governors, pupils and parents, for the school to grow.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	186,225	Balance from previous year	19,879
Total expenditure	199,773	Balance carried forward to the next	6,331
Expenditure per pupil	3,651		

40. The school has a good approach to managing its finances to achieve its educational priorities, making full and flexible use of funding available. A good example of this is seen in the way the governors funded additional management time for the headteacher during her induction period.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good.

Main strengths and weaknesses

- Children get off to a very confident start alongside those in years 1 and 2;
- Pupils achieve well in their early reading;
- Organisation and management of daily activities is especially good;
- Teachers, support staff and helpers all make a strong contribution to children's learning;
- Provision for the area of learning physical development does not allow for the full range of appropriate activities set out in the curriculum;
- Measures to track children's development build a rich profile of each child's achievement.

Commentary

41. When the small number of reception children start school, they join the class of Year 1 and 2 children. For most of them, their attainment is above what one would expect for their age though this varies from year to year. For some of their activities the children join in very well with Years 1 and 2. The rest of the time is spent with an adult trained to support them in their progress along the 'stepping stones' towards the Early Learning Goals for this stage of their education. By the time they are ready to start Year 1, most of the children exceed these goals and have already begun the National Curriculum activities.
42. Even though some of these reception children become 5-years-old only in the summer term, they are lively and well motivated young learners. Most of them are on course to exceed the goals expected of them in their **personal, social and emotional development**. They are confident enough to 'show and tell' others what interests them and what they bring from home. They follow routines and organise themselves with a maturity beyond their years, absorb themselves in books and play very well with each other in the many interesting role play experiences. Only in moments of tiredness in the hurly burly of outdoor games do these confident children flag a little and run out of steam, which is understandable. They are remarkably well behaved and tolerant towards each other and rise to a challenge.
43. In **communication, language and literacy** these children achieve well. They listen very well and respond with phrases or clear statements and some of them ask thoughtful questions. They are hugely interested in the activities planned for them and some are drawn towards the challenging work for Years 1 and 2. In the shared stories they read, they show a high level of understanding of what happens and what familiar characters get up to. They understand 'speech bubbles' and 'think bubbles' in stories. By the start of Year 1, they exceed expected levels. Children form their letters well and use them to write several sentences, some of which are independent. Even so they are not as far on as they are in reading. The cramped space in the classroom means that adults cannot effectively set out resources for self-initiated writing. This limits what children might achieve in their writing.
44. Children achieve well in **mathematical development**. A lot of their mathematical understanding comes through the daily patterns of practical mathematical activities they encounter as well as the animated lessons for Years 1 and 2 in earshot. When the activities are relevant, the reception children take part. Opportunities are skilfully used to link ideas from other areas of learning. In one example, children handled a rag doll and a china doll and skilful questioning prompted them to compare values. One of them noted knowledgeably 'the rag doll would have cost zero pence.' There is a good level of challenge in number and as a

result, most children can combine and take away to 20. They are on course to exceed what is expected in their mathematical development.

45. Children achieve well in their **knowledge and understanding of the world**. The fluency of the language that most children bring to school and the confidence they gain, mean that they soak up information eagerly and love finding out. Very well planned activities and lots of adult reorganisation of classroom tables and chairs create mini areas indoors and outdoors for children to dig, bake and build. In one session about 'Growing Up', they demonstrated a clear understanding of what babies can do in relation to themselves and adults. In fact one child wrote that when she is an adult she expects to: 'be able to do half pasts on the clock.' Big books of children's shared work show a wealth of achievement in this area of learning. Although there are computers in the classrooms, children were not observed using these during the inspection. The children exceed the expected level in this area of learning.
46. No sessions were observed in the area of **creative development**. Evidence from children's work and photographs would indicate that they achieve well. Their skills and exploration of collage and paint show a high level of detail and representation above that typical of five year olds. Drawings of figures, buildings and animals are imaginative and observant. Children's role play is stimulating and helps them to step into imaginative scenes such as the seaside of the 1950s. Here children handled a 'box' camera, dressed in style and compared a 'bathing machine' to their view of the world as it is now.
47. Provision for **physical development** does not fully support the range of relevant activities set out in the curriculum for this area of learning. Nevertheless, the school has made robust improvement since the previous inspection. New storage, suitable resources and adult support helped children to make some headway in the brief session observed where children used trikes, scooters and other equipment. Younger pupils gained a little benefit from activities with the older ones when tackling ball skills in one lesson observed but shared lessons with years 1 and 2 do not meet the needs of the very youngest children as well as they might. The children tire and should be undertaking activities better matched to their abilities and stamina, through exploring age relevant equipment and resources such as those designed for climbing and scrambling. On the upside, children's skills of fine motor control, manipulation and co-ordination are good. They handle tools well and with precision. Even though space is at a premium, children have enough opportunity to use construction bricks and small resources.
48. Children learn well and become enthralled in their work and play because there is a vibrancy to the teaching sessions that engages their attention and guides them to take a big part in what goes on. This highly organised environment shared with older children is so well managed there are very few times when children are aimless. Any child who has additional learning needs is equally well supported, faces the same challenges as others and benefits from their help when possible. The Foundation Stage leader has formed a perceptive and hard working team who work very closely with other staff. She knows the next steps that need to be taken to help children to achieve even more than they do now.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils read with great pleasure and have a shrewd understanding of the characters they encounter;
- Pupils speak with confidence and often make perceptive contributions to lessons;
- The skilled support of teaching assistants helps pupils with learning difficulties to achieve well;
- There is a huge amount of personal research and factual writing;
- Targets for learning and accurate teacher assessments are starting to strengthen pupils' writing;
- The strengths in reading could be harnessed more effectively to develop the quality of language in story writing.

Commentary

49. Most pupils reach above average standards at the ages of 7 and 11. The school's performance in national tests shows that reading results are the strongest aspect. Even though there are differences in attainment in these very small year groups, the scores for reading and writing for 7-year-olds show that pupils' skills in reading are higher than those in writing. The school's own accurate assessment reveals the same view. Inspection findings confirm this and show that at 11 years most pupils do well enough in writing but the performance of higher attaining pupils is not as strong as it could be.
50. When children start school, their skills of communication are better than most even though one or two children from year to year may have speech problems. By the end of Year 2, most pupils have achieved well in reading. They are very confident expressive readers who deal with new words inquisitively, question the intentions of the characters they examine and persuade others to read aloud together, with even better expression. Creative teaching ideas and organisation help these pupils to use their above average qualities of spoken language and to enjoy books. The standard of reading is well above that of most 7-year-olds.
51. Most infant pupils reach average standards in writing by the age of 7. They make good progress in spelling and in their use of simple punctuation. They develop good handwriting skills and some develop a mature style quickly. They are able to express ideas well and write reams of information in subjects such as history and science. Pupils are eager to write but some of their information writing is too much of the same kind. Although for some pupils this consolidates their skills to a degree, for others a different challenge would be better.
52. In the junior class, most pupils read with a depth of understanding that shows itself when they explain their favourite authors and types of stories. There is a wry sense of humour and a thirst for contemporary narrative that comes through in their comments. As one Year 6 child said: 'I like Harry Potter.' then added hastily, 'and I like Dick King Smith too.' The level of sophistication they reach is galvanised by good teaching of reading and a passion about literature. However, teaching does not always emphasise enough the qualities of language that authors use to craft different types of stories. Consequently, pupils capable of reaching higher levels do not always achieve as well as they could when they come to express their ideas in writing. Pupils' factual writing in science receives support for too long and this slows down the development of individual styles for those ready to blossom.

53. In both the infant and junior classes, teachers and teaching assistants use questions very well to help pupils to explain themselves. There is an expectation that one answer may not be enough. In literacy and numeracy, for example, pupils have to think quickly and respond. This builds well on pupils' good vocabulary and speaking skills. It also helps the small number of pupils with difficulties in expression or with additional needs in learning by prompting them to make explanations. These pupils achieve well because of this close support from teaching assistants, so much so that they can deal with the same reading material as everyone else in the class. The ease with which they read allows them to search and extract relevant facts from text much better than most junior pupils.
54. Leadership and management of the subject are strong. The headteacher and subject co-ordinator have set relevant targets for learning. For example, targets for the early skills of spelling and writing are starting to close gaps in basic literacy for the few children at a catch-up stage in the junior class and already, there is a drive to strengthen weaker aspects of writing. A careful eye is kept on the progress of all pupils now, and the new systematic tracking means that weaknesses in the work of individuals can be picked up and dealt with.
55. Other areas of English are developed well; for example, there is good use of drama and role play to develop skills in communication and this does help to stimulate pupils' writing and broaden their ideas. The wealth of work in literacy and literature is limited only by too few planned links between reading and writing for those pupils capable of more.

Language and literacy across the curriculum

56. The development of language and literacy across the curriculum is strong, with all subjects used effectively to extend pupils' vocabulary as well as their reading skills. For example, there are many interesting discussions in history lessons and older pupils use their reading skills to the full in researching information.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Lively mental arithmetic sessions are popular and productive;
- The splitting of year groups in Years 3 to 6 is beneficial;
- Number and calculating skills are taught effectively;
- The more able pupils have too few opportunities to solve problems;
- Computers and ICT are not used enough.

Commentary

57. With the number of pupils taking the tests each year being small, the results alone do not give a reliable basis on which to judge pupils' attainment. Nevertheless, the pattern of test results in recent years suggests that pupils in both key stages consistently reach above average standards or better. For the past 4 years, pupils have reached well above average standards at the age of 11, compared to pupils nationally and in similar schools. This is a fair reflection of pupils' achievement, though this year's group is not on course to reach the same heights because there are more with SEN than usual.
58. There are many very good features in the teaching of mathematics. The use of a lively mental starter at the beginning of lessons, which significantly improves pupils' quick and accurate recall of number facts and sharpens their calculating skills, is well established. Pupils are encouraged to try different ways of reaching answers and to explain to the class how they have done it. They immensely enjoy these sessions and all participate with real

enthusiasm. From the youngest age, children take on questions like ‘if I add 3 to my number my answer is 8 - what is my number?’ They give answers and then try willingly to explain how it can be worked out, such as ‘she could have put 5 in her head and counted on’. By the time they reach Year 4, pupils can instantly explain that 90 is a multiple of 6 because ‘I counted on from 60’ or ‘I knew that 30 and 60 were both in the 6x table so I added them together’. By Year 6, pupils can take a number like 83.61 and instantly manipulate it in a variety of ways when challenged by the teacher. Pupils acquire these strategies because they are given them through the teaching from an early age. When they do make mistakes, teachers deal with those mistakes productively, using them as a platform for further ideas and extending thinking.

59. In Years 3 to 6, pupils are taught in groups which cover two rather than all four years. This narrows down the span of abilities and benefits all the pupils. However, even within these smaller groups a wide range of abilities is present. This presents a teaching challenge that is met well. For example, in mental starter sessions and lesson introductions, more challenging questions are directed at some pupils than at others. Resources such as ‘digit cards’ are used effectively for pupils to show their own answers, allowing the teacher to check the answers given by individual pupils. Younger children respond to questions directed at older ones, offering them a high level of challenge and raising their motivation. Consequently, many of them reach levels that are higher than expected for their ages.
60. Number and calculation skills are taught well, so pupils quickly develop a secure knowledge and understanding of numbers and the skills to manipulate them. However, the recorded work for those pupils who grasp the skills most quickly suggests they reinforce them more than they need to, whereas the time could be more usefully spent applying the skills they have to solving problems. Consequently their skills in independent investigation or dealing with word-based problems are not as strong as they might be. These pupils would benefit from more varied tasks and being moved on faster. There is a tendency to give pupils a lot of workbooks or worksheets to complete. Whilst these have value, they are not always closely matched to pupils’ different levels of understanding and they deny pupils the opportunity, especially when older, to set out their work and to show how they have reached their answers. Pupils with SEN achieve more than expected because of the valuable support they receive from teaching assistants. For example, they help these pupils to participate in whole class sessions by making sure they have grasped particular questions or by prompting them to offer an answer.
61. The new headteacher has taken responsibility for leading the development of mathematics. Progress thus far has been good, particularly through the implementation of a new way of assessing pupils’ progress and setting them specific targets. Although it is early days, pupils are finding it easier to understand what they are trying to achieve in their work. The close tracking of pupils’ achievement provides a clearer picture of how fast they are progressing.

Mathematics across the curriculum

62. Opportunities for pupils to use their mathematics skills in other subjects are satisfactory, as seen when pupils produce graphs of their results from investigations in science. However, links with ICT are not strong enough; for example, pupils do not use computers sufficiently when they work with numerical data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching involves pupils regularly in investigative work;
- Pupils have good levels of knowledge and understanding;
- The curriculum is rich and broad;
- ICT could be used more;
- The new assessment and recording arrangements are helping to identify more clearly the next steps in learning;
- Higher achievers could be stretched more.

Commentary

63. Pupils achieve well and this is reflected in the teacher assessments for pupils at the age of 7 and in their tests for the past two years at the age of 11.
64. In the lesson seen in the infant class, teaching and learning were good. The teacher and teaching assistant worked very well together to organise the lesson with different groups, to cover the wide age range of the pupils. The learning for the lesson was clearly set out at the start and the teacher captured the Year 1 pupils' attention by using photographs of herself as a baby to set the scene. Through good questioning, pupils were encouraged to consider a number of issues about growing up. Good links were made into historical understanding when, for example, thinking about instant colour photographs. Appropriate activities were prepared for the different ages and abilities within the group, providing the right level of challenge for them. Part way through the lesson the teacher switched her attention to the Year 2 children, approaching the same objective from the angle of the life cycle of a frog.
65. Analysis of pupils' work shows they experience a rich curriculum in science. There is a great deal of practical investigative work undertaken and pupils begin to learn about fair 'tests' early on. However, a weakness that affects the more able is that having ensured their understanding in this aspect, teacher support continues for too long. In the early days, quite rightly, pupils are given a framework in which to plan and write up their experiments and present their results. For some children the framework could be withdrawn earlier and the pupils challenged to write their accounts in ways of their own choosing. This would also help to improve their writing and ICT skills, and help them to tackle the significance of observations, as well as relating findings. More investigations could be presented to them as open questions rather than as steps to follow. Pupils use scientific vocabulary accurately and can measure their findings against their earlier predictions.
66. Pupils cover the full range of the different strands of the curriculum and there is a high volume of well resented recorded work. In Key Stage 1, tables and diagrams are fully used, as well as long and well written accounts. An eye needs to be kept on the more able pupils in this key stage as well, to ensure that they are always stretched; for example, in using standard units rather than unifix cubes to measure distances where they are capable. The range of ICT used to support the subject is limited; for example, opportunities are missed to use digital microscopes. The recently introduced assessment and recording arrangements pinpoint more accurately than before where pupils have reached and help in identifying the next steps for individuals in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Only one lesson was seen in **information and communication technology (ICT)**. This was not enough to make a reliable judgement about overall provision.

Commentary

67. Inspectors looked at the work pupils had completed and talked to some of them about it. They watched pupils occasionally work with ICT during lessons in other subjects. Achievement was found to be as expected for the children up to Year 4 but lower than expected for Years 5 and 6, where pupils' work is at a level below that usually found.
68. Pupils' attainment is typical of what is expected at the age of 7. The attainment of pupils at the age of 11 is below that of most pupils at the point of transfer to secondary education. Pupils in Years 1 and 2 use simple programs to create pictures and to design what they intend to make. These include plans for an African mask, which they then made. Most pupils can write words and sentences on screen. They can use the mouse and simple tools, for example, to create imaginary pictures of snowmen. Such work includes the icons for lines to create shapes, and fill tools to flood sections of their work with colour. They use the small but sufficient bank of computers purposefully and understand how computers can help us in writing and mathematics. The school has made good efforts to ensure that the range of technological equipment available for infants fulfils the demands of the curriculum.
69. There has been a substantial improvement in the accommodation for the subject since the last inspection. Junior pupils have better facilities that provide them with better access to computers, so that greater gains can be made in their knowledge and skills than before. For pupils up to Years 3 and 4 this is adequate. For example, they discovered the speed at which the database question revealed that there were 448 legs on 18 minibeasts and that the average number of legs was 24. Despite these gains, there remains a way to go to raise standards for older pupils in the junior class. There are indications from the lesson seen and a minimal amount of pupils' work that the requirements of the National Curriculum are met in the areas taught. Pupils' work shows that they are making headway in their knowledge about databases, word-processing and in handling presentational software. However, whilst the quality of most resources is adequate, and even with access to additional resources shared with other schools, in some aspects of the subject the school is still behind. There are too few opportunities for pupils to apply their ICT skills to their work in other subjects and this limits the standards they reach. For example, 'sensors' to monitor heat or light would enhance science investigations but pupils have little knowledge of their use. This adversely affects the achievement of all pupils, especially those who might learn faster than others.
70. The teacher responsible for the subject is moving it forward steadily. Good assessment procedures have been introduced and these are ready to be used.

HUMANITIES

In history, two lessons were seen but none in **geography**. This was not enough to make a firm judgement about provision in geography.

Commentary

71. Inspectors looked at work already done in both subjects and talked to pupils. Pupils' achievement was found to be as expected for the children's ages in geography.
72. Work in humanities is well planned and organised. Resources are not as strong in geography as they are in history. In both there is potential to make more use of ICT.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Teachers make very good use of a wide range of resources;
- Teachers encourage pupils to ask questions and to develop their enquiry skills.

Commentary

73. The history lessons seen were interesting and the teaching was of a high standard. In the lesson for the infant pupils, good use was made of old photographs in comparing trips to the seaside in the early 1900s, 1950s and today. Pupils were able to recall what they had learned from listening to a grandma who had been into school to tell at 'first hand' about her trips. They showed they could draw comparisons with the past, such as knowing that most visitors stayed in boarding houses rather than hotels and booked by mail rather than telephone or Internet. Pupils worked together diligently to raise questions from the photographs of beaches, and showed a good understanding in explaining some of the differences. They demonstrated a clear sense of chronology and could often give reasons for changes.
74. This good achievement and development of pupils' enquiry skills continues as they become older. As in the infant lesson, raising questions was a central feature of the very good junior lesson. As part of their study of Ancient Greece, pupils were investigating the characteristics of 'Tribes'. They showed they were well versed in how to best to research through books, finding information easily through glossaries and indices. Pupils with SEN worked successfully using video sources and an adapted task, ably supported by a teaching assistant. In a short amount of time pupils generated a great deal of information, which they then discussed as a class, led energetically by the class teacher. They had gleaned much new knowledge about the features of the boats, the people who sailed in them and their tactics in battle. They also came to realise as they compared findings that there were variations in the 'facts', which raised questions about the reliability of different sources of evidence. In this aspect the pupils are more uncertain, some believing for example that the internet is always more reliable than books.
75. The school has recently passed its 150th anniversary and this event was celebrated with a substantial programme that deepened pupils' understanding and produced a large volume of children's work. Notable learning opportunities were the 'Victorian Day' in school, the display of a genuine Victorian dress and the visit by a former pupil, who had attended the school from 1912!

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only a small number of lessons were seen in **art and design, design and technology, music and physical education**. This was insufficient to make a firm judgement about provision in each subject. However, in addition to the few lessons seen, discussions were held with teachers, pupils' previous work was looked at and inspectors spoke to pupils about their experiences and work.

Commentary

76. In art and design, the quality of displays and the range of techniques shown in pupils' work indicate a breadth of work relevant to the subject. Pupils in the infant class benefit from imaginative and highly organised lessons that they thoroughly enjoy. Their free access to paint and chosen resources to make collages and shared pictures brings the subject to life despite the tiny spaces for pupils to work in. Work in art is often taught through other

subjects, some of which is closely linked with literature and history in the junior class. In history, for example, pupils explored different techniques in art to represent objects or illustrations in their studies of the Greeks. Their work on magical dragons of literature indicates that they know how to smudge and layer media to create their design. Detailed patterned work on line is one example of work that is pursued well. Pupils draw and embellish their designs with sensitivity and fine skill. There is vibrancy to this work that reflects the very great care that pupils take. Discussions with pupils in Year 5 indicated that they are familiar with some famous artists and that their knowledge is what one would expect. In some of their previous work they have reached a higher standard than most 11-years-olds.

77. In design and technology, infant pupils know how to plan, make and review their designs. In their mask making, they produced interesting and detailed patterns in African style. This work would indicate that they thoroughly enjoy their two and three-dimensional activities. Discussions with older pupils indicated that in their work on health, they have designed labels for 'healthy eating' confectionery and have checked them against what would be expected by the consumer. Their achievement in this was typical for their ages.
78. In music, the two lessons seen show that 7-year-olds exceed the standards expected of pupils this age, whilst the achievement of junior pupils is broadly typical. Year 2 pupils can sustain a beat skilfully and their singing is tuneful and has a good rhythm. They know the names of instruments and enjoy their work but could have achieved more than they did if they had been given the time to explore their new skills with the range of instruments provided in the very closely directed lesson. In the village hall, the excellent space provided junior pupils with a great opportunity to develop rhythmic skills, explore patterns and adjust the familiar phrases of the playground songs they practised. Additional instrumental tuition in music is provided in the school from outside agencies, which includes voice training.
79. In physical education, pupils' standards in swimming are high, well above those usually found at the ages of 7 and 11. All the pupils have the opportunity to become confident swimmers well before they transfer to secondary education. The school's use of the swimming pool at a local secondary school is highly beneficial. The quality of the teaching, shared by the instructor and the teacher in the lesson seen, was very good. The high level of challenge was evident in the range of strokes in which the older pupils are competent and the efforts they put into having a go at simple diving and tackling 'butterfly' stroke. In the one games lesson seen, the infant children were taught simple ball skills well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in **personal, social and health education and citizenship (PSHCE)** so no judgements are made about overall provision. However, a wide range of other evidence shows pupils' personal development to be a strength within the school.

Commentary

80. The new headteacher has put into place a number of initiatives to promote this area of the curriculum. The school has recently introduced a school council. This is beginning to provide pupils with opportunities to become involved with decisions about school development or activities. Each week, children's achievements in attitudes, behaviour and academic work are celebrated in a special assembly, and a 'Student of the Week' is identified. More time than previously is also given to discussing social and moral issues with pupils, which has had a positive effect on the behaviour of the children. 'Circle Time' has been introduced to provide one such opportunity.
81. The programme of work for PSHCE is taught at specific times and through other subjects. The school provides appropriate sex, relationship and drug education. Aspects of

citizenship, such as living in a modern multicultural society and race relations, are addressed well.

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	3
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	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	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).