

INSPECTION REPORT

REETH COMMUNITY PRIMARY SCHOOL

Richmond

LEA area: North Yorkshire

Unique reference number: 121311

Headteacher: Mrs J Wilkinson

Lead inspector: Mr Michael Hewlett

Dates of inspection: 6th - 7th June 2005

Inspection number: 267556

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:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	70
School address:	Healough Road Reeth Richmond North Yorkshire
Postcode:	DL11 6SP
Telephone number:	01748 884308
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Bissicks
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Reeth is a small rural school, situated in the village of Reeth which is in Swaledale, North Yorkshire. There are 70 pupils on roll, almost all of whom are of white, British heritage and speak English as their first language. The majority of pupils travel to the school either from Reeth itself or the surrounding villages. They come from a mixed range of social and economic contexts, with a below average percentage (3.8 per cent) being eligible for free school meals. Pupils are taught in 2 mixed age classes plus a nursery group which meets mornings only. The nursery serves the catchment areas of Reeth, Gunnerside and Arkengarthdale schools. One primary class contains the reception, Year 1 and 2 pupils and the other contains pupils from Years 3 to 6. At present, both classes are taught by four teachers, including the headteacher. From April, the school has been involved in a confederation with Gunnerside school. This has resulted in the Year 5/6 pupils from both Reeth and Gunnerside being taught together by a Reeth teacher and Year 3/4 pupils being taught by a Gunnerside teacher. These arrangements are in place for most of the week. A below average number (4.1 per cent) have special educational needs. These are mainly related to learning difficulties. No pupils have statements of special educational needs. A greater number of pupils than usual join the school other than at the normal starting time in nursery or reception. They arrive with a wide range of skills and attainment on entry is average overall. The school has faced many challenges in the last few years, which have resulted in many staff changes and an unusually high number of temporary staff. The current headteacher was appointed in September 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a good standard of education. It is an improving school which is developing well under the effective leadership of the headteacher, who joined almost two years ago. The quality of teaching is good overall. Currently, the best teaching is in Key Stage 2 and this accelerating learning and enabling pupils to achieve well in key areas, such as science and English. However, younger pupils could achieve more in writing and standards in mathematics could be higher in both key stages. The leadership and management of governors and other key staff are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are high in English;
- The strong teamwork and commitment of staff and governors is supporting improvement well;
- Pupils really enjoy school, have very good attitudes to learning and show respect and care for others;
- Pupils with special educational needs and those in the Foundation Stage are provided for well;
- Provision for multicultural education is of high quality;
- Standards in mathematics could be improved;
- Systems to track pupils' progress are not rigorous enough.

Improvement since the last inspection is good overall and all the key issues have been addressed. Planning is now directly linked to the national curriculum and the repetition that occurred in the past has been eliminated. The governing body is much more effective and has a more accurate picture of how well the school is doing and what it needs to do to improve still further. Health and safety matters have been resolved following the playground redesign and supervision levels have been increased. Whilst the assessment and recording of pupils' progress is better there is still more work to be done. Progress is assessed more often than it was in the core subjects but not in the others. As a result, staff are not always clear about how well pupils are doing or if the work set is challenging enough. More work is needed to fully establish the individual pupil tracking systems that have been started, especially when teaching arrangements involve more than one teacher per class.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A	A
mathematics	A	C	C	C
science	A*	A*	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average;
A* indicates a result in the top 5 per cent*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achievement is good overall. Test results need to be treated with caution, because the small numbers of pupils in each year group skew the picture and mask overall trends. Nevertheless, the above table shows that mathematics has been a weaker area in the tests for 11-year-olds for some time, when compared to schools nationally and those in similar circumstances. Results in 2004 dipped in science, largely because of the number of pupils with special educational needs and pupils' poorer grasp of investigative skills. The current Year 6 pupils are on course to reach above average standards in English but average standards in mathematics and science. However, the picture in the rest of Key Stage 2 is much brighter with pupils reaching standards that are above average for their age in all these core areas. Results at Key Stage 1 in mathematics dipped in 2004 but are set to rise again this year. In English, results were high in reading but pupils did less well in their writing when compared to all schools and even more so when compared to similar schools. The current Year 2 pupils are on course to reach average standards in mathematics and writing but above average standards in reading. In information and communication technology (ICT) standards are broadly similar to those found in other schools at Key Stage 1, but at Key Stage 2 they are above this because pupils have regular opportunities to use computers and receive specialist support. Foundation Stage children do well in all areas of learning and achieve particularly well in their personal, social and language development. They are on course to meet or exceed the goals expected of them by the end of the reception year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils behave very well, take very good care of each other and have very positive attitudes to learning. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, overall. Despite recent staff changes and a high number of temporary and part-time staff the teaching picture is a rosy one. During the inspection, the majority of lessons were good or better with the strongest teaching seen in Key Stage 2. This is accelerating learning rapidly and, for older children, it means that in areas where they need to catch up, such as mathematics, they are making good gains. Assessing how well pupils are doing is still not rigorous enough nor is it used well enough to plan their future work. Pupils of higher ability and those with special educational needs are provided with good quality support, which underpins their learning well. Teaching assistants make a significant contribution to learning. The curriculum offered is good and the school enriches learning well through visits, visitors and its links with the community. Staff have the best interests of the pupils firmly at heart and support them effectively, day-to-day. Procedures for ensuring pupils' welfare, health and safety are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governors use their skills and expertise to good effect and fulfil their roles well. The headteacher provides strong leadership and work hard to ensure all children's needs are met. Management is good. The school has a clear understanding of how well it is doing and what it needs to do to improve because there is an effective cycle of monitoring and evaluation. There is a very positive ethos that promotes a very good atmosphere for learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of the school. Parents comment very favourably on the induction arrangements and standards of behaviour that the school achieves. They are pleased that their children like school and feel it is well led. Pupils enjoy the good range of activities and clubs they can take part in.

IMPROVEMENTS NEEDED

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

- Raise standards in writing at Key Stage 1 and mathematics in both key stages;
- Improve systems for tracking and recording pupils' progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are good overall and pupils achieve well, although there are some dips in mathematics and writing. Pupils with special educational needs achieve well. Boys and girls do equally as well as each other.

Main strengths and weaknesses

- Achievement is good overall;
- Pupils get off to a good start in the Foundation Stage;
- Standards in mathematics in both key stages and writing in Key Stage 1 are too low.

Commentary

1. There were only 5 pupils in Year 2 and 10 pupils in Year 6; therefore the national test tables for both groups are not shown.
2. This is a small school and consequently, the number of pupils taking the national tests at the ages of 7 and 11 is always low and fluctuates year-on-year. Test results can, therefore, be misleading as one child can often represent a large percentage of the class. In addition, in some year groups the proportion of children with special educational needs distorts the figures. A higher than usual number of pupils also join the school after the usual starting time. These factors sometimes affect results from year-to-year.
3. In the last two years, the school has faced some major changes and this, coupled with staff changes, has led to disruption in the continuity of learning for some pupils. In last year's national tests for Year 6 standards in English remained high but science dipped. The results in mathematics remained average overall. The current Year 6 pupils are on course to achieve average standards in mathematics and science but are likely to be above again in English where their reading is especially strong. Evidence from the inspection indicates that stronger teaching and an improved curriculum in the last year have continued to accelerate progress throughout the school. This is particularly evident in Key Stage 2. In Year 2, pupils reached average standards in their English test but results dipped to below average in mathematics. Writing remains a weakness with younger children where the inspection confirmed that infant pupils could be stretched more with their writing, especially given their good skills in reading and their eagerness to learn. Progress in mathematics is satisfactory overall but has suffered from an over reliance on workbooks in the past. This has been remedied and there is more evidence of pupils using and applying their problem solving skills, not only in mathematics but also in other areas of the curriculum.
4. Improvements have been brought about through some strong leadership and the commitment of staff. Planning and assessment is better but the use of data to track progress, particularly in English and mathematics, is not effective enough at the moment. There are good arrangements in place for those pupils with special educational needs and pupils of higher ability are given tasks which stretch them,

especially in the Key Stage 2 classes. This helps to ensure that they make good progress in relation to their abilities. However, many of these features have been in place for a short period of time and the school is very clear that there is still more to be done, particularly in the key areas of mathematics and writing.

5. In ICT, standards are broadly as expected for children in Key Stage 1. Resources for the small numbers in this class are good, particularly when coupled with the good level of adult support and good organisation, which maximises teaching time. This ensures they make steady progress in all aspects. At Key Stage 2, standards in ICT are better. This is because they have access to specialist teaching and experience an exciting and highly relevant curriculum. Resources are good in this key stage and they are well used to allow pupils to work independently and apply the skills they have learned.
6. When pupils start school, their skills vary. However, taken over a number of years, data shows that the majority have skills that are broadly as expected for their age. Foundation Stage pupils have got off to a flying start. Inspection evidence confirms how well they are doing and all pupils are on course to reach or exceed the expected levels (Early Learning Goals) in all areas by the end of the year. They are currently making the best progress in their personal and social development and in communication, language and literacy. This is underpinning their learning well in other areas.
7. There was not enough evidence to judge standards in art, design and technology, music, physical education, history and geography. However, pupils appear to achieve satisfactorily overall and showed some real strengths in music and dance where the school makes good use of subject expertise.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Provision for pupils' personal, including their spiritual, moral, social and cultural, development is very good. Attendance is well above average.

Main strengths and weaknesses

- Pupils are enthusiastic learners who attend regularly and want to succeed;
- The school is an extremely calm and orderly community;
- Staff encourage pupils to blossom into caring individuals with impressive values;
- There is a strong focus on extending pupils' multicultural knowledge.

Commentary

8. This is a happy, vibrant community where everyone feels welcome. Pupils approach each activity with enthusiasm and typically give their best effort to everything they attempt. Murmurs of frustration occasionally rumble around a class when the teacher signals it is time to stop a particular activity. Without exception, pupils speak with great affection about their school and the teachers with whom they share the warmest of relationships. Parents also confirm that their children are happy at school.
9. There is a strong sense of self-discipline among pupils; they show a clear understanding of what adults expect from them in terms of their behaviour and in their reactions to set tasks. Pupils feel secure in school and report that there has not been any poor behaviour 'for a very long time'. Some pupils who have only just joined the school were quick to observe that the playground 'isn't frightening here like it was at my last school. There's no fighting about football.' All staff, including teaching assistants and lunchtime supervisors, adopt a consistent approach to behaviour management and everyone knows the rules. There have been no exclusions from school in the past year.

10. As pupil numbers are relatively small, staff are able to bring out the best in each child. The commitment of adults to extending pupils' personal development as fully as possible accounts for the high levels of maturity pupils demonstrate as they reach the end of their time here. They are quick to help each other and show concern for those less fortunate than themselves. Large sums of money are raised to aid local and national good causes and pupils learn much about those less fortunate than themselves.
11. There is a buoyant mood in the school; pupils benefit from the daily stimulation they receive from the breathtaking natural environment that is visible from every window. Much valuable work is completed that has its foundation in the wonders of the natural world and pupils show a commitment to safeguarding this precious heritage through recycling schemes and links with the National Park. Collective worship stimulates pupils to think carefully about the lives and feelings of others. The small number of pupils and the symbolic candles create an intimate atmosphere where pupils reflect single-mindedly on the specific issues raised by the person leading the worship.
12. Pupils develop high order moral and social values because adults pay close attention to these areas of their personal development. Their diligence pays off as pupils demonstrate a clear understanding of the differences between right and wrong and what it means to play a responsible role in the local community. They take their friendships seriously and support each other well at work and play. They share resources fairly, such as the playground climbing equipment and the younger children enjoy equal turns. Lunchtimes are pleasant, 'family', occasions where age groups mix happily and much teasing goes on, with pupils mature enough to share in jokes, even at their own expense. Regular collaborations with other schools open up opportunities for pupils to meet other children with whom they will attend secondary school and also enables them to participate in a variety of team sports. The confederation forges friendships between the two groups of pupils and is deemed a great success in the eyes of the children. They mix happily together during group work and play together at lunchtime; the only difference is in the uniforms.
13. Staff place strong store on giving pupils a clear understanding of their own and other cultures. Pupils undertake plentiful trips to places of local and national interest and experience a great variety of visitors into school who extend their cultural understanding. The headteacher is rightly concerned that children in this area lead relatively sheltered lives and do not often come in contact with Britain's inner cities and the different experiences these can offer. She is very proactive in finding ways to demonstrate how different life is in different parts of Britain. Benefiting from close liaison with the National Park officers, she has established a really worthwhile link with an inner city school in Middlesborough and a timetable of planned exchange visits is in place. Such partnerships are of great mutual benefit as exchange visits are made and pupils glean much about what it means to live in a diverse British society.
14. Higher than average levels of attendance, coupled with commendable punctuality, result in pupils missing very little work. There is no unauthorised absence. Pupils come to school on time and there is a prompt start to lessons. A few parents persist in taking their children on term time holidays despite the best efforts of the school.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data	4.4
National data	5.1

School data	0.0
National data	0.4

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

Exclusions

15. There have been no exclusions in the past school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. There is a good curriculum and pupils are very well cared for. There are strong links with the community and good links with other schools and institutions.

Teaching and learning

Main strengths and weaknesses

- Teaching has improved since the last inspection;
- Good relationships and positive attitudes underpin learning well;
- Pupil tracking systems are not rigorous enough;
- Good quality support is given to those with special educational needs.

Commentary

16. This is a school where pupils and adults get on well together. Teaching for children in the nursery and reception class gets them off to a good start. There is a constant buzz of conversation, and adults use this close contact well to talk with children about what they have done or find out what they have learned. The school's assessment procedures are improving and, in the best lessons, teachers have a clear understanding of where children have reached and plan work that enables them to make good progress. More work is needed to ensure that pupils' progress is tracked rigorously enough and then recorded so that all staff have access to the most recent information about levels reached. This is particularly important in a period where there have been a high number of staff changes. Test results are carefully analysed so that weaknesses in the learning of groups of pupils can be addressed through teaching of specific skills.
17. Teachers expect a great deal of pupils; they set time limits for activities within lessons so that everyone is working to a deadline; they insist on orderliness and good presentation in written work; they expect pupils to work hard and help each other out. As a result, pupils develop good work habits and apply themselves energetically to what they are doing. Lessons move along at a good pace, and little time is wasted.
18. As a group, the staff have good knowledge in English, mathematics and science and a spread of expertise across most other subjects, which is at least sound. This is well used to ensure that pupils have few gaps in their knowledge and skills. For the most part, teaching is successful in developing all the key aspects in subjects, and not just the parts that teachers feel secure in tackling.
19. Reading skills are taught well in the infants. The school's systematic approach to helping children develop their knowledge of letter sounds and new words pays off in high reading standards throughout the school. Teachers have been successful in addressing some of the weaknesses in pupils' writing and have carefully planned work so that other subjects have been used to improve standards. Whilst this element is going well, more attention needs to be paid to the link between pupils' reading and writing, particularly with younger children, so that standards continue to rise as pupils use skills in one area to develop their skills in the other.
20. The pace of learning for pupils with special educational needs is good. Here, support staff come into their own as they boost the confidence and enthusiasm of less able

children. Adult helpers start each lesson having been thoroughly briefed, and they are therefore able to provide useful support for the specific problems that different pupils face. In many lessons they are able to spread their attention to all those who find learning more difficult and need extra help. Between the teachers and support staff, all pupils who struggle with their work have plenty of attention and cope well.

21. Numeracy skills are taught well overall, but there are one or two areas where the quality of teaching, if raised from satisfactory to good or very good, would result in even better achievement for pupils. More attention given to teaching pupils to record their working methods, for example, would increase their understanding of methods of calculation. Most teachers need to increase the amount of time that they allocate to work on problem solving and investigation in mathematics; these are the weaker areas of pupils' achievement.
22. There has been a higher than usual number of staff changes during this school year and it is of great credit to the staff that they have, despite difficult circumstances, maintained the school's good working atmosphere and strong relationships. Although the whole school community has undoubtedly felt the impact of new staff arriving, this has not been allowed to affect the quality of the day-to-day teaching and learning that takes place.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	15	3	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 curriculum is good. It provides a broad and quite rich variety of activities for the aptitudes and needs of many pupils. There are plenty of interesting opportunities for pupils to learn outside the school itself, from visitors and experts. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum has good links across many subjects including those that blend the areas of learning for children in reception and nursery;
- Provision for pupils with special educational needs is good;
- Pupils' learning is much enriched by the variety of experiences outside the school, involvement with community debate and a rich array of music and performance;
- Strengths in speaking and reading outweigh the weaknesses in writing for infants.

Commentary

23. The school has improved its curriculum since the last inspection. Now the course of learning is carefully planned and reflects a good breadth of worthwhile and relevant opportunities, many of which are well linked and help pupils to understand more fully. The curriculum meets statutory requirements and religious education is based on the locally agreed scheme.

24. The school strives successfully to enrich the curriculum. Many of the rich activities the school provides are rooted in the arts, the landscape and community around this small school. Local people and visitors and the visits pupils make all supplement the work done in classrooms very well. Considering the small size of the school this range of experiences help the children to engage well in their learning because the richer activities are rooted in real life and in what are important issues in their lives. In one instance, older pupils engaged in fertile debate about access to land. They listened to experts, weighed up the pros and cons and came to conclusions as a result; a valuable experience that deepened pupils' thinking. In addition, there is plenty of activity in music, the arts and dance. Many of the pupils say that they love performing and they take an active part. The provision for physical education is generally as expected.
25. The range of experiences provided for children in the nursery and reception is good. The relatively new nursery helps the children to make a strong start and particularly so in their personal skills for independence. The half day sessions provide a good range of activities that are well matched to each child's maturity. When they move into reception, the children can cope alongside the challenges set for those in Years 1 and 2 in the class they share. Here the work of classroom assistants makes a very strong contribution to learning so the children achieve well. The effective organisation of activities ensures that experiences are relevant to the areas of learning for the youngest children.
26. Strengths in speaking, reading and personal skills boost pupils' learning well in other subjects and are a key feature in maintaining a good momentum to their learning. Pupils' skills in ICT are strong and indeed bode well for the pupils' future independence. Junior pupils develop strengths in their writing, their scientific understanding and ICT. These are not however as strong in mathematics where activities are not planned as well as they might be to meet the needs of pupils closely enough. The school is aware that many of the opportunities provided for infants tend to be ordinary. Where planning is inventive, as it is in history, pupils are excited and very interested in their findings. However, pupils could achieve more than they do in writing, mathematics and science. This is because the level of challenge is not always finely enough tuned to pupils abilities and the tracking systems are not used well enough to plan the work they are set. Nevertheless, the high proportion of new teachers have maintained a good width of curriculum experiences.
27. The curriculum caters well for all the pupils who have special educational needs. They receive good support from learning assistants and their classmates. Their needs are well known and adults seek to ensure that they are met robustly. Pupils are fully involved in all the opportunities open to all and they learn at a good pace. Although accommodation and resources are satisfactory, the space in the school hall is cramped and at times the difficult storage problems for lunchtime equipment make physical education lessons a compromise even though the school and pupils generally make best use of it. Resources for ICT have improved substantially since the previous inspection.

Care, guidance and support

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

Main strengths and weaknesses

- A sense of family values is key to the supportive environment and close relationships nurtured by staff;
- Adults pay close attention to pupils' safety and well being;
- Careful guidance from staff enhances pupils' personal development;
- Pupils feel valued and that their views are welcomed.

Commentary

28. The headteacher and staff create an attractive learning environment for children of all ages. Bright displays decorate corridors and classrooms and quiet music often plays as a backdrop to activities, particularly in the nursery. This is an inviting school where children feel at ease, largely because all the adults interact with them in a friendly, relaxed manner. For example, during morning break, pupils buy drinks from the cook. She chats merrily as she serves them hot chocolate or juice and they are cheerily polite in return. At lunchtimes, children go in eager anticipation to the hall where they eat a nutritious meal which they all agree is much better than the previous menu. The buildings are kept very clean and in good repair.
29. Comprehensive systems are in place to ensure that safety measures are regularly checked; all staff and pupils are involved in drills and have a good understanding of their roles in an emergency. The school is conscientious in its duty of care; governors take a keen interest in health and safety issues and systems are far tighter than at the time of the previous inspection.
30. Child protection procedures are carefully addressed by a designated member of staff and she is supported by the headteacher. Adults are aware of current procedures and receive regular training and updates. Effective links with outside agencies ensure that appropriate expertise is always on hand to support children and families.
31. All adults are very approachable and are fully aware of the needs of individual children. The school is particularly adept at integrating new pupils into the school family at odd times throughout the year. Pupils who have joined the school late agree that their transfer was seamless and that they settled in with ease. During the inspection, it was impossible to spot pupils who had joined within the last four weeks, so complete was their integration. Parents are very appreciative of this aspect of the school's work.
32. With so few pupils, it is possible for staff to get to know each child very well. Adults demonstrate clearly their knowledge of children's backgrounds although systems to record and track this information are currently informal. Higher attainers and those with particular special needs are offered exactly the right type of support to promote their self-confidence and well being and they make good progress in their learning as a result.
33. Pupils feel that the school takes heed of their views. Much of the staff/pupil dialogue is informal although there is a school council that represents a more formal relationship. Children are particularly pleased with the new playground resources and with the lunch menu that has operated from Easter 2004. Pupils are rightly proud of their school and are keen to talk about all its merits.

Partnership with parents, other schools and the community

The school maintains good links with parents. There are very good links established with other schools and the community.

Main strengths and weaknesses

- Parents are supportive of the school and offer help to fit in with other commitments;
- The new confederation means that the school works very closely with its neighbour to improve pupils' experiences;
- Worthwhile partnerships with other schools bring significant academic and social benefits to pupils;
- Community representatives regularly support the school which is a focal point of the village.

Commentary

34. Parents are generally happy with the provision the school offers and recognise how happy their children are here. They particularly value the strong induction arrangements that help their children to settle at school and also agree that there are high standards of behaviour throughout the school. The vast majority of parents appreciate the work of the staff, feel that they are approachable and that they set high expectations for their children. Individual concerns are raised by a very small number of parents across a broad range of issues. These were followed up by inspectors who judge that the school does what is expected to keep parents abreast of events, pupils' progress and to make teachers accessible to parents.
35. The school sends a steady stream of good quality information to parents during the course of the year. The administrator updates the school's 'communiqué' regularly so that parents have a clear idea of everything that is happening in school. The quantity of information has increased gradually over the past eighteen months. Crucial information about the topics children are studying during the term is given to parents so that they can better support their learning at home. Informative displays show parents what pupils are doing in lessons and on trips. The prospectus and governors' annual report are useful documents that express concisely the school's philosophy and routines. The efficient school administrator offers a very welcoming face of the school to parents and ensures day-to-day communication is effective.
36. Parents are given several opportunities to learn about the progress their children are making. Termly parents' meetings are offered and there are daily opportunities for parents to speak to staff, either at the school gate or in classrooms. End of year written reports give good evaluations of pupils' achievements in English, mathematics and science and, in many reports, of the other foundation areas of the curriculum as well. However, some comments about foundation subjects are bland and do not give parents enough information about what their children can do in these subjects.
37. Although many parents have commitments during the day that preclude them from offering regular, 'hands-on' support in school, they make a significant contribution to the school through their fundraising activities, events organisation and in taking children to sporting and other events. Some parents also help to organise and run extra-curricular clubs.

38. High quality links with the local community ensure that pupils experience a wide variety of visits and visitors during their time in school. Representatives from local service providers such as a local vet are regular visitors in school and well established projects with the National Park reap rewards for pupils and staff alike. Successful projects such as environmental days, recycling and forays into multicultural links are the result of such liaisons and they significantly enrich pupils' curriculum experiences. Senior members of the local community share their memories of childhood days and their experiences as evacuees. One of the school's neighbours held a coffee morning to which all the children went in small groups. She held a raffle and tombola and donated a proportion of the proceeds to the school nursery. Close links also exist with the local clergy who regularly come into school to lead the worship. The cook tries to use as much local produce as possible in the school meals in order to support local suppliers and to provide the freshest possible food for the children. Her efforts are much appreciated.
39. The headteacher is outward looking and realises that there are many opportunities beyond the school walls to enhance pupils' education. As a result, she has set up a very worthwhile link with an inner city school that is beneficial to both sets of pupils as they come into contact with completely differing worlds, many for the first time. The local high school funds a dance teacher to raise pupils' skills and they relish the time they spend with her. For example, boys and girls show equal concentration and determination to improve their tap dancing skills. French teachers come into school from the secondary sector and pupils also collaborate with all the other feeder schools in a huge joint music project. Carefully considered transition arrangements are in place and the schools liaise well to ensure all the pupils' needs are met with the minimum of fuss.
40. The newly formed confederation offers many opportunities for the two schools to merge provision and share staff and resources. This happens daily and enables pupils to be taught in classes with children of the same age and also widens their circle of friends. Although the system takes a lot of careful organisation, it is working well and makes a good contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership, governance and management are good.

Main strengths and weaknesses

- The school has a clear understanding of how well it is doing and how it can improve;
- Governors are actively involved and have a direct impact on the school's success;
- The school improvement plan provides a good basis for moving the school forward;
- Tracking of pupils' progress is not systematic enough.

Commentary

41. The governing body is effective and is having a direct impact on the quality of the school's provision by both supporting and challenging its work. This is a big improvement from the previous report where the role of governors was described as underdeveloped. The governing body is well organised and efficient with committee structures in place and individual governors given specific roles and responsibilities. They take these responsibilities very seriously, arranging a programme of school visits and then providing feedback to the full governing body about what they have seen. Governors are well aware of the school's strengths and weaknesses and there is a very good dialogue with the headteacher when discussions take place. A good example of this effectiveness and constructive challenge can be illustrated by the way they managed the process of confederation with nearby Gunnerside school. Many issues had to be confronted before a final decision was taken and governors recognised that not everyone would be happy with the outcome. Nevertheless, they consulted widely and made sure that the needs of pupils remained the priority in all their deliberations.
42. The headteacher is a strong leader who, ably supported by her teaching colleagues, has steered the school through a period of change and development, successfully building on existing good practice. Equally important she has communicated her views successfully to all those who work with her. Despite being relatively new to the post and faced with a high number of staff changes, her leadership remains highly focused on making sure the provision offered to the children is of good quality. She has involved all the staff in deciding what the priorities should be and shared the information through a series of well thought out improvement plans. They sensibly map out what is to be achieved over a realistic timescale. The success of these systems is beginning to raise standards although it is still early days and more work is needed, particularly in areas such as mathematics. A strength of the way the school works is in its ability to review how successful it has been and how it can improve. For example, analysis of end of year tests in science showed that pupils were struggling with questions that tested their investigative skills. As a result, the school reviewed its approach and adjusted the curriculum on offer so that pupils had more opportunities to plan and carry out investigations. Core subject leaders take an important role in leading these reviews, demonstrating the good quality leadership of key staff. Ongoing evaluations and the inspection visit itself confirmed the success of this initiative.
43. Management of the school is good. Staff make good use of the data they collect which starts with a picture of what skills and experiences children bring to school with them. The recently introduced pupil tracking systems are already paying dividends as they

give a picture of how well pupils are doing. There is a recognition within the school that more needs to be done so that the information collected forms part of an ongoing record that can be used to plan work at just the right level for groups and individuals. This happens in some parts of the school but not all. In addition, more information needs to be collected from pupils' performance in a wider range of subjects so that an accurate picture can be built up.

44. The school has good routines to ensure that the progress of pupils with special educational needs is robust. Targets match the needs of each child and these are measured against developing skills and knowledge. Staff are well briefed and work as an effective team to make sure that these children keep up the pace of learning mapped out in their individual plans for learning.
45. The professional development of all who work in the school is given a high priority. This results in a well qualified and confident group of staff who are well equipped to meet the demands they face. Performance management systems are effective in helping to ensure that school priorities are addressed and that the system has benefits for the individual staff as well as the school. A good example of how this has worked in practice can be seen in the way ICT skills have improved throughout the school as a result of this being highlighted earlier as a priority for the whole staff.
46. Parents are very complimentary about the school and, in particular, how well it is led. In their meeting with inspectors and in their returned questionnaires they were positive about this aspect. Their views are confirmed by inspectors who judged leadership of the headteacher to be good.
47. Day-to-day finances are very well managed. Funds are used sensibly and finance reports show that systems are well organised, with the school administrator providing excellent back up for the staff and children. The school successfully applies the principles of best value making sure that the services the school receives represent good value. Overall, the school offers satisfactory value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	246,399
Total expenditure	238,559
Expenditure per pupil	4,113

Balances (£)	
Balance from previous year	16,751
Balance carried forward to the next	24,591

Based on 58 FTE

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

Main strengths and weaknesses

- Overall the children mature well and there are plenty of activities for nursery children to explore and to develop independence;
- The children in reception benefit from plenty of experiences shared with the infants in their class as well as those relevant to their stages of development.

Commentary

48. When children start in the nursery year, their attainment is generally what is expected for their age. In all the areas of learning seen during the inspection, the children achieve well because they make good progress from their start, particularly in their personal and social skills and their language for communication. Most are on course to exceed the goals set out for them to achieve overall. Teaching is good and accommodation adequate enough given the separate organisation for the children in this mixed aged class. Although there is limited access outdoors for reception children, the arrangements in place are sufficient for the children to explore as they learn. Resources are satisfactory. Leadership is good.
49. The children's **personal, social and emotional development** is very good. They quickly settle into nursery and move into reception with relative ease because there are familiar adults along with their new teachers. In the nursery, the children settle quite purposefully to activities shared with their teacher and nursery nurse. Children behave very well, gain in confidence and have no problems as they play alongside others. These young children learn to make choices independently, take turns in games and play happily and purposefully. In reception too, good organisation provides ample time for children to use the props for learning and to learn well from the many guided sessions. As a result, they sustain their attention for good periods of time and often help each other out in tasks such as baking, building and making. Most children exceed the goals set out for them to reach.
50. Achievement in **communication, language and literacy** is good. Conversation is an expected feature of learning and children listen very well and speak confidently. The phrases they use show that they have a better use of language than most their age by the end of their years in the Foundation Stage. In this aspect of communication they are on course to exceed the goals for speaking and listening. The nursery children understand that print carries meaning and they enjoy books a lot. They explore early writing without stress in their play and know that their messages carry what they want to say. Children in reception achieve soundly in their skills for writing and the breadth of their reading skills. When they transfer to Year 1, most can read and write one or two simple sentences and can retell a story with clarity, much detail and pleasure. Most are on course to recognise the sounds of the majority of letters.

51. Achievement in **mathematical development** is good. In the nursery, children show a very good understanding of counting to 6 using dice. Activities in reception show that the majority can count beyond 10 and are on course to use numbers to 20. They can deal with numbers involving the phrases 'less than' and 'more than' well and thoroughly enjoy timed tasks. In these, reception thread beads, pour cups of water and measure their own performance very well. Generally good teaching sets relevant challenge for these young children alongside their infant classmates. As a result, most move along the stepping-stones designed for this age well. The scope of activities shows that a few of the children are able to combine two numbers to ten but the majority have still to reach this stage of understanding. Talented children are recognised and have good scope to explore and talk about their findings. Overall, most are within the range of the goals set for them to achieve.
52. Achievement in **knowledge and understanding of the world** is good in the brief sessions seen during the inspection. Nursery children are regularly engrossed in computer programs and can use the icons and tools better than most children this age. In fact some of them describe what they do and how they will manipulate the icons to 'dress teddy.' Planning indicates that children's awareness of culture, the past, places and beliefs are successfully promoted through well connected experiences in both nursery and in reception. For example, in reception, the children have a keen knowledge of how the past looked as they explore ideas promoted by the role play area, the bakery in the Great Fire, as studied by Years 1 and 2. In doing so, they observe and talk about baking dough and absorb the details with interest and consideration. Outdoors, they investigate building materials such as gravel, sand and construction blocks with a keen purpose. Their conversations about their findings demonstrate that most exceed the goals for this area of learning and indeed singles them out as interested and thoughtful learners.
53. In their **physical development**, children are on course to reach the standards expected at the end of their time in reception in their skills for handling small tools and tiny resources. The children in nursery show a good amount of skill and control in their work. In their outdoor play, they take good care not to get in the way of others as they move around. In the reception, children demonstrate typical skills in handling small tools and in more robust ones of throwing and catching. One or two children show that they can stop and trap a small ball before moving it on. Planning indicates that children have sufficient activities to develop enough stamina and skill in this area of learning.
54. In **creative development**, children's ideas for imaginative play develop well in the nursery. They have ample time for inventive play. When needed, adults trigger new ideas and resources to extend children's play productively. Ideas are linked to existing ones and good quality questions make the children think. With these in mind, children can transform and modify their constructions accordingly to take account of 'How would you fire up your spaceship?' Ideas and opportunities continue in reception and children benefit from historical role play with infants and show that their own ideas are inventive and imaginative with even the most ordinary resource of a tyre. Where teaching is best, the children put themselves in the shoes of someone rescued from the Great Fire of London and were able to shout their feelings and describe how they felt: 'When I came out, there were very big flames.'

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

Provision in English is **good**.

Main strengths and weaknesses

- Pupils take pride in their work and the imaginative writing of older junior pupils is full of high quality descriptive language;
- Pupils' reading skills and their conversation support learning in other studies very well;
- Infant pupils could be stretched more than they are in their writing work.

Commentary

55. Pleasingly, pupils in Year 6 reach above average standards in their reading and writing when compared to most pupils their age. This is reflected in their performance in national tests and compares very well with schools that are similar. The small numbers of pupils taking national tests from year-to-year mean that test results alone do not always reflect a full picture of the standards that pupils achieve in this small school. However, the average standards attained in the school's 2004 national tests for Year 2 are relatively accurate and match the standards of work seen in the inspection. Indeed, findings concur that in their writing in particular, infant pupils could be stretched more, given the good qualities evident in their speaking skills, their good skills in reading and their eagerness to learn.
56. Throughout the school, pupils listen very well when considering other pupils' contributions. Their speaking skills are generally better than most pupils their age because the school provides lots of opportunities for productive conversation. Most of the pupils are confident when discussing their ideas and are very thoughtful in their responses to lessons, skills that could be harnessed more in the infants, to get them to use their knowledge about reading to develop features of their own writing.
57. Most of the pupils enjoy the books they read and their conversation shows good understanding of story events and a thoughtful eye for detail which they re-tell well. Those in Years 5 and 6 have a keen knowledge of the techniques that authors use. They spot the effect of a clause in a sentence and use features such as this to compose their own quality pieces of writing. The consistently good and often very good teaching in the juniors means that the pupils pick up speed in their learning. They gain plenty of knowledge about the use of language which they use as they write. Many of these thoughtful budding authors are sensitive to the subtle words and phrases used by writers and can craft sentences to create the effect they want. Sound teaching in Years 1 and 2 maintains a good breadth of writing but assessment is too general and teaching methods too ordinary to fully accelerate the development of pupils' writing. The standard of punctuation and more sophisticated features in their writing could be higher. Pleasingly, the range of information writing undertaken by pupils reflects the breadth of curriculum subjects well but writing tasks might be as inventive as the very good dramatic role play where pupils spoke as witnesses to an historical event.
58. Teaching is good overall and particularly effective in Key Stage 2. Teachers' knowledge, enthusiasm and expectations meet the needs of individual pupils well in junior lessons and soundly so in the infants where new teachers have made good efforts to get to know the children quickly. Teachers plan their work well, identify clearly what pupils will learn and explain it clearly. For pupils with special educational needs and in mixed aged lessons, the support of teaching assistants is valuable and provides pupils with good support. As a result, they are able to deal with their activities with greater confidence and skills than they might otherwise have. This enhances the pace of their learning and assures that they achieve well overall. Pupils get the message that their good efforts are valued. Junior pupils evaluate their work in response to the teacher's high expectations. Leadership is good. Developments in the management of the subject have been slowed by significant staffing changes but have maintained a good momentum overall. The school knows where it is going and what needs to be developed.

59. French is taught in both key stages but only one lesson was observed in this subject during the inspection. Consequently, no overall judgments are made about standards or teaching and learning in this subject. Good use is made of teacher expertise to teach French to children from reception to Year 6. In addition, strong links have been made with Richmond school, allowing specialist teachers to work with Reeth pupils on a language project. Both these approaches have helped to raise the profile of the subject and grab pupils' interest. As a result, they are enthusiastic, keen to learn and eager to practise the 'new words' on anyone who will listen. Teaching is predominantly orally based and a good range of resources have been collected to support the teaching including posters, games and CDs. In a lesson with younger children, they made good progress in learning numbers from one to ten in French and then enjoyed practising what they had learnt on their friends and neighbours.
60. Pupils in both key stages have been able to make contact with pupils in French schools. Older pupils have begun writing to pen friends in a school in Bordeaux. This has helped them to gain a good insight into the lives of children in another country as well as improving their ability to write simple phrases in French.

Language and literacy across the curriculum

61. Pupils use their skills in literacy well in many subjects including in ICT skills, where pupils use word processing to present and compose their work. Pupils' comprehensive skills for reading stand them in good stead across the curriculum and lessons continuously boost pupils' speaking skills. These features ensure that pupils achieve well overall.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics are not high enough;
- Teaching is good and it is particularly strong in Key Stage 2;
- Pupils are enthusiastic and very keen to do well;
- Children throughout the school need more opportunities to use their knowledge and understanding to solve problems.

Commentary

62. Standards for the current Year 2 and 6 pupils are average overall and pupils achieve satisfactorily. In some classes the pupils are still feeling the effects of the many staff changes and an over reliance in the past on workbook based activities. The school has identified this as an issue and is working hard to identify gaps in learning and plug them through good teaching and focused support for those with specific difficulties. The measures taken are already starting to have a beneficial effect with standards in Years 3, 4 and 5 higher than average.
63. The effects of the small number of pupils in each cohort can significantly skew test results from year-to-year. Standards have often been above or average at Key Stage 2 in the last four years in relation to all schools nationally. However, in 2004, results in the national tests for 11-year-olds were below average in relation to schools in similar circumstances. Pupils build satisfactorily on their previous attainment in the infant

class. At Key Stage 1, results in the national tests for 7-year-olds have fluctuated and they dipped significantly in 2004. Once again, the school's measures to improve are beginning to impact on the classroom practice although it's happening more slowly in Key Stage 1 because there are still too many worksheets in use.

64. Teaching is good overall. An analysis of pupils' work indicates that, throughout the school, children are covering all the required elements of the curriculum in good depth, with plenty of opportunities to apply their knowledge and skills in different contexts. Work is mostly well planned to match the needs of the different ability groups in the mixed age classes and the level of challenge is better in Key Stage 2. For example, in a Year 5/6 lesson the teacher gave all groups 'open-ended' problems to solve regarding her cats and which ones would have to go if the budget was to be met. The more able pupils were stretched to the limit by a task which required them to decide on the different solutions including which brands of cat food would be acceptable and how often each cat needed to be fed. They demonstrated the ability to apply their previous learning to the task, to collaborate well and to record their work independently. The less able group carried out a similar task, with good support from the teacher, which reinforced their understanding effectively. Occasionally, despite careful planning, work is not matched closely enough to children's abilities. This happens more often with younger children and it is because staff have little previous information on pupils' past performance to draw on when planning work. In the ordinary lessons here, worksheet activities predominate and these constrain the learning of some more able pupils. However, teachers are getting to grips with this as they make good use of the new assessment procedures that have very recently been put into place and as they get to know their new classes better. This happened in a Year 1/2 lesson on time, for example, where the teacher recognised the need to slow the pace and consolidate previous learning before moving on. Good use is made of ICT to support work in mathematics. A very good Year 3/4 lesson was observed based on the 'Countdown' programme where pupils' mental agility and competitive nature came to the fore.
65. The teamwork between the class teachers and the teaching assistants is exceptionally good and has a strong impact on the progress of all pupils. Children with special educational needs are sensitively and effectively supported to ensure they make good progress.
66. The teacher with responsibility for mathematics is leading and managing the subject well. She has made a good start in identifying the strengths and weaknesses and in putting a plan of action in place. She is clear about what needs to be done and her work is already having an impact within the classrooms

MATHEMATICS ACROSS THE CURRICULUM

67. There was good evidence in pupils' work of opportunities to use mathematics in other areas of the curriculum. For example, pupils used graphs in science and measured accurately in art and design.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well;

- Pupils with special educational needs are well supported;
- Investigative skills are not as strong as other aspects of the subject.

Commentary

68. Standards are just above average at both key stages and children achieve well. There was a downturn in results in the national tests for 11-year-olds to average in 2004. This was partly as a result of the small numbers of children taking the tests, where one child represented 10 per cent, but also because not enough emphasis had been placed on teaching investigative skills. At Key Stage 1, all five pupils achieved the average level and an above average percentage achieved the higher level (Level 3). Inspection evidence indicates that standards for the current Year 2 are above average and for Year 6 pupils are average. The school is working hard to provide a rich range of practical experiences for all pupils and is placing a much stronger emphasis on investigative work having spotted the weakness. This is starting to pay dividends and pupils report that, as a result, they enjoy science. However, this is a recent innovation, particularly at Key Stage 2 and is not yet fully embedded. Some pupils have quite a bit of ground to make up and the oldest, most able pupils could achieve more. They rely quite heavily on teacher direction and some lack a scientific vocabulary. Similarly, at Key Stage 1 more able pupils could sometimes be more effectively challenged by the tasks they are given or offered practical opportunities to test out what they think.

69. Support for pupils with special educational needs is good. Classroom assistants have good expertise and are skilfully deployed so that pupils in the mixed age classes often have focused teaching in small groups. This benefits all pupils and those with special educational needs make good progress as a result. A strength of the science provision is the good use made of the exceptional environment in which the school is located. Visitors are used to good effect to catch pupils' interest and deepen their understanding. In Key Stage 2, pupils have been actively involved in the 'Open Access' debate, listening to the disparate points of view and then concluding, in a mature and logical way, what impact each approach would have on their environment. They present their views and opinions confidently but do not have enough opportunities to plan and then carry out their own investigations.
70. Although the lessons seen during the inspection in Key Stage 1 were satisfactory, an analysis of pupils' work since September indicates that progress is accelerating and pupils are building progressively on their skills. In Years 1 and 2, tasks were planned to ensure a varied level of challenge for pupils of different abilities, as they investigated the similarities and differences between living animals and plants. Pupils were encouraged to group pictures together and 'then 'debate with their classmates the merits of each object chosen. A heated debate ensued about how 'trees that cannot move or walk' could be living things. Eventually, agreement was reached and the task completed successfully. The most able pupils were given a more 'open-ended' investigation rather than a worksheet to complete but these pupils could have been stretched further if they had been required to pose their own questions and design their own investigation based on these. The activity was also classroom based and this was one occasion where the outdoor environment was not harnessed to best effect. Nevertheless, all pupils, including those with special educational needs, were fully engaged and sensitively encouraged to make their own predictions and test them out. As a result, they were full of confidence in their abilities and experienced success.
71. Leadership and management of the subject are good. The co-ordinator has spotted the gaps that need to be filled and is leading the push for more investigative work as well as recognising that the assessment procedures are not yet rigorous enough.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. Only one lesson was seen in ICT, but inspectors also observed pupils using computers, to support work in other subjects and they looked at samples of pupils' previous work and discussed it with them.

Main strengths and weaknesses

- Standards are average for pupils at the age of 7 and above average at the age of 11;
- Pupils enjoy their work in ICT;
- The achievement of most pupils is good.

Commentary

72. Pupils' work shows that they cover a good range of topics throughout the school, and this enables most of them to achieve well. They make good progress in using computers to find information from different sources, to present and share their ideas and control devices or events. Teaching is good and lessons generate enthusiasm

among pupils. Most of the time, they provide a good level of challenge and pupils take on harder tasks with confidence. The availability of specialist teaching in this area has brought many benefits, not least the opportunities for pupils and staff to follow a well planned scheme of work which makes very good use of the resources available.

73. There has been a steady expansion of the computer resources. The installation of an interactive whiteboard has brought many benefits because staff have selected good quality software to support the teaching. The school has responded well to the challenge of moving things on. In the absence of a member of staff with particular expertise, teachers increased their training and the standards noted by the previous inspection have been improved. Teachers' subject knowledge is secure and the subject is enthusiastically led.

Information and communication technology across the curriculum

74. Teachers make good use of ICT in other subjects. In mathematics, infant pupils reinforced their understanding of 'time' through a Mr Wolf game where they worked out 'what time is it?' Older pupils made good use of databases to classify materials as part of their science work whilst another group was involved in producing art work for the school's website.

HUMANITIES

75. No lessons were seen in **geography** and only one lesson in **history**; therefore, no overall judgements can be made about provision in these subjects. Good use is made of the local environment and places of interest, which helps to bring the subjects alive for pupils.
76. In Key Stage 1, both in history and geography, pupils' achievement is typical of what is expected for those of similar age. For example, in Key Stage 1 they have a good understanding of the similarities and differences between Victorian lifestyles and now. Staff make very good use of artifacts and costume to bring the period alive and children respond very well as they adopt different roles in their imaginative play. In Years 5 and 6, through their work on World War II, they know that information collected can be interpreted in different ways, recognising that primary sources are the more reliable. They also know about the effects of the climate on countries such as Thailand which they are studying and comparing to their own locality.
77. There are good opportunities for children to apply their literacy skills in both subjects. For example, older children write imaginative newspaper articles, reporting on attacks on Roman forces by the Celts. The work they produce is of a high standard because the teacher working with them is so enthusiastic and transmits that energy to the pupils.
78. Resources for both subjects are satisfactory and the school has rolling programme of investment which ensures a regular update of books and equipment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. No lessons were observed in **art, design and technology**, only one **music** and gymnastic lesson in **physical education**. Consequently, no overall judgements are made about provision, standards or teaching and learning in these subjects.
80. Pupils' work on display in art indicates that their skills with pastels, collage materials and crayon are good in Years 1 and 2. There are good links with history and pupils interpret events whilst exploring line and using just two colours with their own refreshing designs of houses of the past. The skills of design and weave using paper and textile in Years 5 and 6 are better than most work of a similar nature by pupils their age.

81. The computer designs and paper products of pupils in Years 1 and 2 reflect good achievement in design and technology. Their work on 'Joseph's Coat of Many Colours' makes vibrant use of pattern and mathematical symmetry. Productive links with the relevant Bible story make learning refreshing and interesting for pupils. Similarly in the juniors, pupils' money containers and Victorian picture frames reflect an interesting range of connected experiences that make sense for pupils. Pupils' conversation in Years 5 and 6 shows that they understand what functions and design features they considered to be useful for each of these products. For example, they explain the need for flexibility in a money container but rigidity in a photo frame.
82. One music lesson in Year 5 and 6 was seen during the inspection. This was a very good lesson in which the subject leader showed impressive knowledge, very good tuition for singing and an enthusiasm to which pupils responded with a zest in their rehearsal and voice work. Their performance with percussion, use of musical vocabulary, understanding of musical structure and notation is above that seen typically by pupils this age. The school also provides pupils who have an interest in playing an instrument with the opportunity to attend additional lessons. A good number of the pupils take up this option. Pupils say they enjoy rehearsing and look forward to the two annual performances as well as those shared with the High School; all of which are an exciting part of school and indeed community life.
83. In the very good physical education lesson observed, Key Stage 1 pupils were achieving very well in developing their skills of stretching and curling. All were very effectively challenged to develop their movements in response to the teacher's expert instructions. The lesson built well on pupils' previous experiences and their performances were used very well to help them refine their skills. Pupils with special educational needs were well supported in undertaking the tasks by the teaching assistants. The subject is enriched through visitors such as a specialist dance teacher who works with children weekly achieving some high quality results. In addition, pupils have regular access to swimming lessons and the football team meets at lunchtime to practise and, occasionally, compete against other schools. Despite the limitations of a small assembly hall for indoor activities, staff and pupils cope well and make good use of the extensive play areas outside for much of the year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. No **personal, social and health education and citizenship (PSHCE)** lessons were seen during the inspection but from talking to children and looking at their work it is possible to make some statements about this area of the curriculum.
85. Pupils are at ease discussing their feelings with friends and adults and are remarkably confident as they speak to a group. The school council still meets to discuss various issues although, in reality, the small number of pupils in school means that they all have first-hand input into any decision making.
86. The school nurse helps to deliver a programme of sex, relationships and drugs education to the older pupils and aspects are also included in other curriculum areas, science, for example. Pupils are enthusiastic about recycling projects and are becoming responsible members of the community.
87. The school has been reviewing provision in this area for over a year and although one route was originally taken, staff did not find it suitable and a new approach is planned

for next term to ensure pupils experience a more structured approach to this curriculum area.

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	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	4
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).