

INSPECTION REPORT

**NOMANSLAND & HAMPTWORTH
CE VA PRIMARY SCHOOL**

Nomansland, Salisbury

LEA area: Wiltshire

Unique reference number: 126407

Headteacher: Mrs K Sustins

Reporting inspector: Mrs A Coyle
20603

Dates of inspection: 22nd – 25th May 2000

Inspection number: 184677

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	School Road Nomansland Salisbury
Postcode:	SP5 2BY
Telephone number:	(01794) 390380
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Pryor
Date of previous inspection:	February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Angela Coyle	Registered inspector	English Information technology Art Design & technology Music Special educational needs	How high are the standards? How well are the pupils taught? How well is the school led and managed?
John Chapman	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Bimla Thakur	Team inspector	Mathematics Science Geography History Physical education Under-fives	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nomansland & Hamptworth CE VA Primary School is situated in the village of Nomansland, near Salisbury. It serves the surrounding catchment area, which mainly consists of families from privately owned properties, as well as families who travel from other areas. The number of pupils on roll is slightly higher than it was when it was last inspected, in 1995; there are currently 66 girls and boys in the school. Children under five are admitted on a full-time basis, at the beginning of the year in which they are five. There are currently 14 children who are five years old and under in the mixed-age reception/Year 1 class. Attainment on entry varies, but is average, overall. There are no pupils from ethnic minority backgrounds and none are known to be eligible for free school meals. The school has 19 pupils on the register of special educational needs, which is higher than the national figure, but no pupils have statements for their needs.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils achieve the nationally expected standards by the time they leave at the end of Year 6. It provides a warm, welcoming and very caring learning environment for its pupils where they are taught by a hard working team of dedicated staff. The school is managed well by the headteacher who effectively promotes a very strong partnership with parents and the local community and ensures that sound value for money is provided.

What the school does well

- Pupils achieve good standards in science, art and music by the time they reach Year 6. They have very good attitudes to their work and behave well during lessons.
- The quality of teaching is good, with a significant amount of very good teaching.
- The school is well managed by the headteacher who is highly committed to the school.
- The school has very good procedures for child protection and ensures that pupils are taught in a safe and caring environment.
- The procedures for assessing pupils' work are very good; they are used effectively to help teachers plan future work.
- A very good range of extra-curricular activities is provided for all pupils.
- The school's partnership with parents is very good and there are strong links with the local community.

What could be improved

- The most able pupils are not always challenged sufficiently in the mixed-age classes.
- Pupils are not given enough opportunities to use their initiative and develop their independence. Activities in lessons are sometimes too structured to allow pupils to increase their research skills.
- The staff and governors do not rigorously monitor the quality of teaching and learning.
- Statutory requirements are not met fully for providing information to parents in the governors' annual report to parents and the prospectus.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1995. Since then, it has addressed most of the key issues satisfactorily and continued to flourish. Standards in science and the presentation of pupils' written work have been improved. The school development plan has been improved to a satisfactory level, there are now policies and schemes of work for all subject areas and the quality of teaching is currently good. The school has also reviewed the time it allocates to art, design and technology and physical education and the curriculum for the under-fives is now good. However, the governors have not improved their procedures for monitoring and

evaluating the work of the school sufficiently. The school's capacity to improve is sound, nevertheless, because it is led and managed well by the headteacher.

STANDARDS

Whilst the results of the National Curriculum tests are useful indicators, they should be viewed with caution for this school, due to the small numbers of pupils involved in each cohort and the wide variation from year to year. Therefore, no table of results is included in the summary report. Nevertheless, pupils consistently attained well above average standards in the National Curriculum tests for English at the end of Year 6 in 1997 and 1998 when compared to the national results. Standards of attainment in mathematics and science were above average in 1997 and very high in 1998. The most recent test results of 1999 show that an above average percentage of pupils achieved the nationally expected Level 4 in English and science. However, attainment in mathematics was well below average in 1999 when compared to the national figures and those of similar schools. Currently, the school is at least maintaining the standards reported at the last inspection and has improved the overall standards achieved by pupils in science. Children under five enter the school with average attainment, overall, and they make sound progress in their learning. By the end of Key Stage 1, standards are generally in line with those expected. Although standards in writing were below average in last year's tests, they have now improved, because this is an area currently being targeted by the school. At Key Stage 2, the majority of pupils make sound progress and achieve the standards expected in English and mathematics. They achieve good standards in science, art and music, and sound standards in all other subjects¹.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to do well and show great interest in their work. They have sensible attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons and at playtimes.
Personal development and relationships	Satisfactory. Pupils relate well to each other and are willing to take on responsibilities, but there are insufficient opportunities for them to increase their independence and develop their initiative as they move through the school.
Attendance	Very good. Pupils are keen to attend school and arrive punctually.

Pupils' very good attitudes are a strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

¹ ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

The quality of teaching is good. In the lessons observed, 100 per cent of teaching was satisfactory or better; 52 per cent was good and 35 per cent was very good. The quality of teaching in science, art and music is notably strong and literacy and numeracy skills are well taught. This enables all pupils to make effective progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is suitably broad, and includes all of the subjects of the National Curriculum. The curricular provision for children under five is also good. ²
Provision for pupils with special educational needs	Good. Pupils are identified early and given specific targets relating to their needs. Individual education plans are written carefully, but a few plans contain targets that are not specific enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development, including their spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very good. The school provides a warm, welcoming and very caring environment in which there are very good procedures for child protection. There are also very good procedures for assessing pupils' work.

A well-balanced curriculum is offered that fully meets the requirements of the National Curriculum and there are very good opportunities for pupils to become involved in extra-curricular musical and sporting activities. The school has very good partnerships with parents and carers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership to her colleagues and is soundly supported by the governing body and subject co-ordinators. However, monitoring procedures are not fully developed for checking the quality of teaching and learning.
How well the governors fulfil their responsibilities	The governors mainly fulfil their roles effectively. Some individual governors are actively involved in the life of the school and offer good support. However, the governing body does not monitor the quality of provision rigorously enough and the statutory requirements are not met fully to provide the required information to parents in its annual report and the school prospectus.
The school's evaluation of its performance	The school evaluates its work satisfactorily and uses the information effectively to identify further developments on a day-to-day basis, but the school development plan is not detailed enough or linked effectively to spending decisions.
The strategic use of resources	The teaching and support staff are deployed effectively and the school makes sound use of its resources, including the small hall and limited staff areas.

²

ON DESIRABLE LEARNING OUTCOMES

In 1996, QCA (Qualifications and Curriculum Authority), formerly SCAA (School Curriculum and Assessment Authority), produced a set of 'Desirable Learning Outcomes for children's learning on entering compulsory education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

The school is staffed by a good team of teachers and support assistants who are dedicated to the education of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents particularly like the welcoming atmosphere of the school and the friendly approachable staff.• They expressed the view that their children make good progress.• Children have plenty of extra-curricular opportunities and the links with parents and the local community are strong.	<ul style="list-style-type: none">• A few parents would like their children to have more homework.

Inspectors support most of the above views held by parents, but find that the amount of homework provided is satisfactory for the age and ability of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Overall, the school has maintained the standards achieved by pupils since the previous inspection in 1995. The oldest pupils in the school currently achieve good standards in science, art and music. Boys and girls achieve the levels expected for their age in all other subjects of the curriculum.
2. Children under five enter the reception class on a full-time basis at the beginning of the year in which they five. The entry assessments conducted within the first few weeks of the autumn term indicate that children's competence with language and mathematics matches that expected for their age. They make sound progress, overall, and achieve the desirable learning outcomes by the time they are five.
3. Due to the small numbers of pupils taking part, caution is needed when interpreting the results of the standardised tests. Nevertheless, at the end of Key Stage 2 in 1999 an average percentage of pupils attained the expected Level 4 in English whilst an above average percentage achieved the higher Level 5. Trends show that over the last four years the performance of pupils in Year 6 was well above the national average, with girls outperforming boys. However, at the end of Key Stage 1, the results have varied over the last four years, with boys outperforming girls. Whilst standards have remained close to the national average at the end of Year 2 in reading, they have been below the national average in writing and well below average in relation to the results of similar schools. The school has recognised this lower attainment and has set appropriate targets to improve the standards of the more able pupils in writing, especially. The current inspection findings show that overall standards are now in line with those expected for the oldest pupils in Year 6 and Year 2. Progress is good, overall, and literacy skills are effectively promoted throughout the school.
4. The results of the mathematics tests show a wide variation from year to year due to the small numbers involved. In 1999, at the end of Key Stage 2, standards were well below the national average, but average when compared to similar schools. At the end of Key Stage 1, standards were above the national average and broadly average when compared to similar schools. Taking the last four years into account, the pupils' performance was above the national average at the end of Key Stage 2, but with a significant difference between the performance of girls and boys and well above the national average at the end of Key Stage 1. The current inspection findings show that by the age of 11, the majority of pupils attain standards that are close to the levels expected in most aspects, except in 'using and applying' mathematics where they are slightly lower. By the age of seven, most pupils attain standards that are slightly above the levels expected nationally. Throughout the school, numeracy skills are developed satisfactorily and pupils make good progress.
5. In science, the results of the 1999 national assessments at the end of Key Stage 2 were above the national average and average for similar schools. Taking the last four years into account, the pupils' performance was well above the national average. However, there were differences between the attainment of boys and girls, with girls outperforming boys. At the end of Key Stage 1, attainment was very low in comparison with the national average for the expected Level 2. Attainment at the higher Level 3 was also below the national average. However, results were very high in life and living processes. This is a small school and the results can fluctuate from year to year, depending on the size of the cohort and the proportion of pupils identified as having special educational needs. The inspection findings show that standards have improved since the school was last inspected. Standards are now generally good at both key stages and pupils make good progress generally, although there is scope for more challenge for the higher attaining pupils.

6. Standards in information technology are in line with those expected by the time pupils reach Year 6. Pupils have sound knowledge and understanding of computers. They are able to enter, amend, save and retrieve information without help and know how to change the style, colour and size of text and print. They are confident when accessing the Internet to find information. Pupils at Key Stage 1 achieve the expected standards and are developing good skills in using the equipment and when using the mouse to give instructions to the computer.
7. Standards in art and music are good. The school works hard to promote pupils' learning in creative activities through good links with other subjects, such as English and history. Standards in design and technology, geography, history, and physical education are in line with those expected for pupils' age.
8. Progress is good, overall. From the time children enter the reception class, they are taught to build well on their skills. Pupils' academic progress is maintained as they move through Key Stage 1 and Key Stage 2. It is notably good in science, art and music. Pupils make at least sound progress in all other subjects of the curriculum. Pupils with special educational needs generally make good progress. Individual education plans are used well to help pupils to progress in relation to their individual targets, although the targets are not always clearly defined in mathematics. There are no pupils who learn English as an additional language.

Pupils' attitudes, values and personal development

9. Since the last inspection, the pupils' attitudes, behaviour and positive approach to learning have been sustained. Currently, children under five and pupils at both key stages are keen to come to school. They feel safe and valued by staff and their peers.
10. Attitudes throughout the school are very good. They are underpinned by a strong, positive ethos and an approach, which happily merges a sense of family with a will to succeed. All pupils have a pride in their school and show an eagerness to attend and to play their full role in the life of the school. Pupils are polite and helpful; relationships between them are good. They are keen to help those with special educational needs and to welcome visitors.
11. Behaviour is good. It arises mainly from good self-discipline and an appreciation of the benefits the pupils get from their time in school. No signs of oppressive or untoward behaviour were observed and the occasional lapses were dealt with firmly and with good humour by all the staff.
12. Pupils at Key Stage 1 display increasing confidence and self-reliance as they move through the school. To a certain extent, the mixed-age classes help as pupils always have either good role models to emulate, or younger children to care for. This progress is not as well maintained at Key Stage 2, as opportunities for pupils to use their initiative are more limited. Nevertheless, pupils show great respect for all members of staff and this is reciprocated by a loving, caring response from the staff.
13. Attendance is very good. At 96 per cent, it is well above the national average, with no unauthorised absences and no exclusions. Pupils arrive promptly and lateness is virtually non-existent.

HOW WELL ARE PUPILS TAUGHT?

14. Since the previous inspection, the school has improved the quality of teaching and extended the quality of planning and assessment. The quality of teaching is now good, overall. In the lessons observed, 100 per cent of teaching was satisfactory, or better; 52 per cent was good and 35 per cent was very good. The quality of teaching in science, art and music is notably strong and literacy and numeracy skills are well taught. This enables all pupils to make effective progress in their learning and, in response, they are keen to do well and show very good attitudes to their work.

15. The school makes good provision for children under five in the reception class. Since the last inspection, the quality of teaching has been improved and is now good. The children are provided with a good start to their learning. Staff have good knowledge of the age group and are good role models, offering calm, gentle encouragement and positive praise, whilst setting clear expectations of behaviour. They encourage independent play, and yet provide security by always being available for the children.
16. All teachers plan in very good detail and identify clearly what they expect pupils to learn at Key Stages 1 and 2. In the best lessons, teachers use the opportunities well to teach and emphasise new ideas. They have particularly high expectations in science, but the most able pupils are not always sufficiently challenged to extend their knowledge in English and mathematics. Good use is made of questioning to check that pupils understand what they have learnt and to encourage them to use their knowledge to solve problems. Teachers have a secure knowledge and understanding of the curriculum. Their knowledge of science is particularly strong. Planning takes into account a variety of methods including whole-class, group and individual teaching. Specific subject vocabulary is used well and activities motivate pupils very effectively. However, pupils are not given enough opportunities to use their initiative and develop their independence at Key Stage 2, because lessons are sometimes too structured to allow them to increase their skills.
17. Lessons are structured well. They start with clear introductions, based on what pupils already know and then set clear targets for learning, with regular checks on pupils' understanding and progress. Pupils usually respond very well and are keen to use their skills during activities. Lessons are generally completed at a brisk pace and pupils' work is often used well to demonstrate and clarify points for others during lessons.
18. Lessons are well organised and managed skilfully at both key stages. Good classroom control techniques are used consistently and pupils are given good praise to acknowledge success with their work. This has a very positive effect on learning, as pupils try hard to gain their teachers' approval. In all classes, teachers make the work interesting to the pupils and relationships are friendly, positive and focused on learning. Teachers use humour effectively to engage and interest their pupils. Learning support assistants are well briefed and deployed carefully to make a positive contribution to pupils' learning. In Key Stage 1, homework, in the form of spellings, reading and an occasional piece of topic work, is set for pupils to enable them to extend their learning, but work is not always marked consistently to help pupils improve and reading diaries are not systematically checked at Key Stage 2. The accommodation is used well; classrooms are tidy, well-organised environments with good resources clearly accessible.
19. Teachers' day-to-day assessment procedures are good. Pupils are assessed on how well they have achieved the objectives for lessons and this helps teachers plan future work. However, the assessments are not used well enough by staff to plan challenging work for the highest attaining pupils. As a result, these pupils are not achieving as well as they might in the mixed-age classes, especially in literacy and numeracy.
20. The teaching for pupils with special educational needs is good. Adults have a good level of knowledge and understanding about how pupils learn and what help they need to achieve success. There is a good mixture of individual and small group teaching and support within the class. Staff make good use of existing individual education plans to inform their planning and to ensure that tasks and resources are well matched to pupils' abilities. Good attention is paid to assessing the work of pupils with special educational needs in order to measure the progress made towards their individual targets. However, the targets in some individual education plans lack sufficient detail to help teachers focus learning in lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The school provides a good, balanced curriculum, which meets all the statutory requirements and is sufficiently broad. The provision for children under five has been improved considerably since the last inspection, because there is now good provision for them to move on from the curriculum based on the Desirable Learning Outcomes to more demanding work from the early stages of the National Curriculum.
22. The school has successfully addressed the key issues that were identified in the previous inspection concerning the curriculum. For example, the time allocated for swimming has been reduced appropriately for pupils in Years 5 and 6 and the time for art and design and technology has been increased to achieve a better balance in the provision. The length of the school day for pupils at Key Stage 2 is now in line with the majority of schools nationally. There are policy statements and schemes of work for all subjects and the school is in the process of revising them in rotation, to take account of the new requirements from September 2000. The homework policy is now effectively aimed at consolidating and extending work, particularly in English and mathematics, although it is not fully extended to include other subjects of the curriculum in order to enhance pupils' study skills.
23. The curriculum for pupils at Key Stages 1 and 2 has benefited from the introduction of the National Literacy and Numeracy Strategies and the quality of education is improving as a result. Information and communication technology is given a high priority and the school is on course to meet its targets for the subject. Good use is made of specialist teachers and support staff. This contributes to the good standards in music and to the good progress made by pupils with special educational needs. The work planned for pupils with special educational needs meets their basic needs, but is less focused on targets that are set out in their individual educational plans.
24. The school makes suitable provision for health and sex education. With the help of the school's personal and social education programme, pupils are sensitively made aware of the dangers of drugs. The programme for health education is particularly strong and the school is part of the County's 'Healthy School Award' Scheme. Pupils are encouraged to develop healthy attitudes towards themselves and their bodies, to others and to the environment around them. Pupils are well informed about 'health for life' and know how to make healthy choices in their daily lives.
25. The school places good emphasis on pupils' spiritual, moral, social and cultural development and is highly successful in achieving its published aims in most respects, except in promoting multi-cultural education, which is less well developed. The strong emphasis on music and art contributes to both their spiritual and cultural development. The provision for pupils' personal development is good. Adults provide good role models and encourage courtesy and kindness. Staff use 'circle work' to encourage trust and honesty and to express their feelings and emotions openly. Pupils are encouraged to become involved in the school council and to help decide class rules. Pupils are set targets for improving their performance and their achievement is celebrated on a regular basis, for example, through rewards, stickers and through their special assemblies.
26. The school offers a very good range of extra-curricular activities, including musical tuition in brass, recorder, clarinet and guitar. There are after school clubs to support different sporting activities, such as net ball, skipping and running. Football training is held every Saturday and is supported by one of the governors. French is offered to pupils at both key stages as part of an extended curriculum. First-aid training is also part of the school's extra-curricular activities and pupils are becoming aware of how to act appropriately in an emergency situation. On the whole, the extra-curricular activities are well attended by the majority of the pupils, who take a keen interest in participating.
27. Links with the community are strong. A variety of activities are organised, through which pupils learn to be part of the wider community; for example, younger pupils have been

able to give their Christmas presentations to more elderly residents and older pupils have been able to distribute their Harvest gifts to a Church Centre in Southampton. There is a regular dialogue with parents and parents are involved in a wide range of activities, both within and outside school hours, including extra-curricular activities. Pupils take part in community activities, such as 'litter picking for the village' and are aware of the local environmental issues, which are of concern to the community. The school is linked with a project in Zambia and there is regular correspondence with a pupil at the Kaloko Trust Education Centre. This has provided good opportunities for pupils to learn about the different life styles of people in Zambia and country. Pupils in Years 2 and 3 have particularly benefited from these links. The school is part of the Forest cluster of schools, and the headteacher and co-ordinators meet regularly to discuss educational issues. The links with local secondary schools are not strong; this is largely due to practical difficulties in maintaining links with a large number of schools.

28. The school organises a good range of educational visits to places of interest, on a regular basis, within the locality and outside. This helps to enrich the whole school curriculum and enhances the quality of education, overall. The visits are an integral part of history, geography and religious education. Visitors are also invited to make their contributions, for example, through talks in whole school assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Since the last inspection, the school has maintained the very caring and supportive environment in which pupils feel valued. The head is the designated child protection officer and she is supported by an exemplary procedural framework provided by the local education authority. The procedures are however, unproven as no cause to use them has occurred. The headteacher keeps up-to-date with training and maintains a constant alertness for untoward symptoms. The school provides a happy and secure environment for the pupils with all staff showing concern for them and ensuring that everything is done to ensure their health and safety. The school is kept spotlessly clean by a most dedicated caretaker and no hazards were noted, either in the school itself or in the grounds.
30. In such a small school and with most teachers having responsibility for individual pupils for two years, the knowledge that teachers acquire of the personal circumstances and needs of the pupils is very good. The school has a number of procedures covering all aspects of child welfare and health and safety which are kept under review and are proven to be effective. Pupils with special educational needs are supported effectively by staff and there are good relationships with their parents, who are actively involved in supporting their learning at home.
31. The school has very good procedures for assessment and monitoring pupils' academic progress and personal development. The data available are used satisfactorily to guide the planning of lessons and tailor them to meet the needs of most individual pupils. However, assessments are not used effectively for planning work for the higher attainers, because they are not provided with enough challenging work in the mixed-aged classes and there is insufficient monitoring of the school's results by gender.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents have a very positive view of the school. They have great confidence in the school and its staff; in particular, the headteacher is very highly regarded. Members of staff deal with any problems swiftly and effectively with good humour and tact. Parents regard the school as a welcoming, caring and kindly community.
33. The school maintains very good links with parents who are well known to all the staff and there is easy and effective communication all round. Parents are provided with sufficient information to give them confidence in their children's progress. Most of the information provided to parents is of high quality, being both informative and relevant. However, the statutory requirements for the prospectus and for the governors' annual

report to parents are not met fully and there are significant omissions; for example there are no national comparative figures for the National Curriculum assessment tests. Annual reports on pupils' progress are informative and are followed up by meetings.

34. Parents make a significant impact upon the work of the school. Many parents give of their time and talents to improve facilities in the school, for example, in the refurbishment of the kitchen/staff room. When the school has problems, the parents rally round and provide a remarkable level of moral and emotional support. Several parents have used their influence to obtain additional computer equipment for the school at very low cost and have given of their skills to make the equipment work.
35. Parents are supportive of their children at home. Many parents make a regular commitment of their time to help in the classroom and they offer very strong support to the school, for example, through the Friends association and provide considerable extra learning resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher provides good leadership and a strong sense of direction to help the school to move forward. She is well supported by the governors and all key members of her staff in managing the school. There is a shared sense of commitment to improve and issues identified within the previous inspection report have been addressed satisfactorily.
37. The senior managers are actively involved in analysing the school's test results and evaluating the pupils' performance. They are keen to succeed and are taking appropriate actions, in order to improve the 1999 test results in English and mathematics, which were lower when compared to similar schools. There is much less emphasis, however, on monitoring the quality of teaching, in order to evaluate its effectiveness on learning and in raising achievement, particularly for the older pupils and the higher attaining pupils in the mixed-age classes. The role of the curriculum co-ordinators is not fully developed in monitoring teaching or in managing funds linked to their subject.
38. Since the last inspection, the school has established a useful development plan that reflects shared concerns. The plan is useful in guiding school practice and addressing the priorities that have been identified within the 'Vision 2000'. The plan, however, is not well linked to the school-budget; it lacks the necessary level of detail in order to be useful as a working document and to enable the staff to evaluate the success of their actions. The governors' role in devising and monitoring the success of the school development plan is minimal.
39. The governors are very supportive of the headteacher and they have an effective committee structure in place, which helps them to monitor and support the school closely. Governors are well informed about the latest developments, such as the implementation of the Literacy Hour and the Numeracy Strategy, within the school, and have observed a number of lessons. However, governors are not fully involved in monitoring and evaluating the effect of the new initiatives on the pupils' performance. The governors take advantage of the governor-training sessions which are available and are beginning to ask appropriate questions. At present, they are not fully meeting their statutory responsibilities; for example, the annual report to parents and the school prospectus do not provide the necessary level of information for the parents.
40. The headteacher is the co-ordinator for special educational needs and provides good leadership for staff. Careful records are kept of pupils' progress that provide comprehensive information.
41. There is a good match to the requirements of the curriculum and the numbers and qualifications of the teachers. Teachers enhance their qualifications with regular in-service training. The headteacher has only limited non-contact time to manage the

school, but overcomes this with a dedication of her time and energy which is well beyond the call of duty. The school has a body of learning support assistants and parents who enhance the quality of care for pupils and especially provide good additional support for pupils with special educational needs. The administrative, caretaking and lunchtime supervisory staff perform their duties conscientiously and are a great strength of the school.

42. The school's accommodation is satisfactory. Classrooms are spacious and welcoming. The school buildings are well maintained and kept spotlessly clean. Many of the windows, however, are of an inadequate design and costly on energy loss. The new office and reception area provides the school with a good first impression to visitors and a cheerful setting for the good displays of pupils' artwork. The library area is adequate and provides a pleasant area for small groups to study. However, the hall is small and limited for physical education; when in use there is an unacceptable level of noise transmitted through a temporary wall to an adjoining classroom. The small staffroom area also serves as the kitchen and the headteacher's room, which limits its use at certain times of the day. The attractive grounds have been considerably enhanced by parents, with the addition of an adventure playground and tables for children to eat their packed lunches. Quiet garden areas provide a pleasant setting for the school. There is no school playing field, but the pupils have the use of a nearby village recreation ground.
43. The school is well resourced. It has plenty of computers and books for pupils to use and a good stock of musical instruments. Resources are generally of good quality. However, some of the books in the library are dated and there are few books relating to multi-cultural aspects.
44. Overall, the school makes sound use of its financial resources. As a small school, the amount the school spends on resources is favourable, compared to the national figures. Parents also support the school financially and provide much time and energy to keep the premises costs low, by helping with refurbishments. The available accommodation, staff and the learning resources are used efficiently to support all subjects and areas of learning. The school makes very good use of the local environment and the range of services that are offered by the local education authority.
45. The routine administrative procedures operate smoothly and the administrative officer is efficient. There are good systems of financial control and the governors monitor the school's spending appropriately. There is sound management of the budget and the available grants, which reflect the school's priorities appropriately. Recommendations from the most recent auditor's report are being implemented. The governors consider the best value for money when making their spending decisions; for example, when discussing improvements to the school building and the environment or when buying major items for the school. In relation to the school's stated aims, the strategic planning and use of resources are satisfactory. However, there is no formal monitoring of the cost effectiveness of the spending decisions against standards achieved by the pupils. Pupils come into the school with average levels of attainment and they are provided with good teaching, which leads to at least sound academic results by the time they are 11 years old. The school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The headteacher, staff and governors should;

- (1) provide more challenging work for the most able pupils in the mixed-age classes, especially in literacy and numeracy;

(paragraphs 5, 16, 19, 60, 62, 66, 68 and 69)

- (2) increase the opportunities for pupils to develop their initiative and independence through their own investigations and research;

(paragraphs 12, 16, 66, 70 and 74)

- (3) improve the procedures for monitoring the effectiveness of the school by:

- monitoring and evaluating the quality of teaching and learning more closely;
- monitoring the cost effectiveness of spending decisions against the standards achieved by pupils;
- improving the school development plan to provide a more useful management tool;

(paragraphs 37, 39, 45, 67 and 81)

- (4) make sure that the statutory requirements are met fully to provide the required information in the prospectus and the governors annual report to parents.

(paragraphs 33 and 39)

A few minor areas for development are indicated in paragraphs 8, 18, 20, 23, 59, 61 and 64. These include developing the consistency of teachers' marking, using home-school reading diaries more effectively and improving the targets in pupils' individual education plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	35	52	13			

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

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	3.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	3	2	3
	Total	7	6	7
Percentage of pupils at NC level 2 or above	School	88	75	88
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	3
	Girls	3	2	1
	Total	7	6	4
Percentage of pupils at NC level 2 or above	School	88	75	50
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	1	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	4	8
	Girls	1	1	1
	Total	7	5	9
Percentage of pupils at NC level 4 or above	School	70	50	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	7
	Girls	1	1	1
	Total	7	6	8
Percentage of pupils at NC level 4 or above	School	70	60	80
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	66
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	20
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	21

Financial information

Financial year	1998/9
	£
Total income	145501
Total expenditure	150417
Expenditure per pupil	2280
Balance brought forward from previous year	8693
Balance carried forward to next year	3777

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	87	13	0	0	0
My child gets the right amount of work to do at home.	49	42	7	2	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	53	38	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	80	16	4	0	0
The school works closely with parents.	64	33	2	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	78	18	4	0	0

NB : Totals may not add up to 100 due to rounding.

Other issues raised by parents

Five parents wrote to the Registered Inspector and 17 attended a meeting held at the school. The majority of comments were positive and parents expressed their satisfaction with the quality of education provided by the school. Parents particularly like the welcoming atmosphere of the school and the friendly, approachable staff. They expressed the views that their children make good progress, there are plenty of extra-curricular opportunities and the links with parents and the local community are strong. A few parents would like their children to receive more homework.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

47. The provision for children under five is good and has improved considerably since the last inspection, because there is now good provision for them to move on from the curriculum based on the Desirable Learning Outcomes to more demanding work from the early stages of the National Curriculum. The provision for meeting the needs of children with special educational needs is good. The planning of the work is also good and takes due account of the needs of the youngest children in the school. There are currently 14 children who are five years old and under in the mixed-age reception/Year 1 class. Nearly a quarter of the class have been identified as having special educational needs and are on various stages of the Code of Practice. Children's attainment on entry to the school is, on balance, average. They make at least satisfactory progress in all areas and good progress in creative and personal and social development. Most of the children attain the desirable learning outcomes in all areas of learning by the time they are five.
48. The co-ordinator for early years is well prepared to plan the new curriculum, in line with the Early Learning Goals from September. There are plans to attend suitable courses and to share information with parents and staff, for example, through meetings or as part of in-service training. There are good systems to induct parents before their child joins the school. There is good partnership with parents and parents are involved in supporting classroom activities. There are very good procedures for assessment and record keeping and the teachers' records provide good evidence of children's progress over time. Children's records are comprehensive, covering all aspects of their language development; for example, reading, writing, spelling, handwriting and the children's awareness of initial letter-sounds. The early years' co-ordinator has analysed the results of their baseline assessment and is making good use of the information to plan work for the future.
49. The quality of teaching is notably good in personal and social development, knowledge and understanding of the world and creative development; it is sound in all other areas of learning, based on strong subject knowledge and the knowledge of learning needs of the children, of different ages and abilities. The teaching plans are detailed and show clearly the specific learning outcomes of the intended activities. A very good learning environment is created through attractive displays, which show children's experiences in all areas of their learning. Good use is made of the learning resources, to support children's learning, including good levels of support from the learning assistants. Relationships between the children and staff are good and there is a caring and supportive ethos throughout the early years. Children are happy and secure.

Personal and social development

50. The development of children's personal and social skills is given a high priority and is promoted at every opportunity. Children enjoy practical activities and concentrate well on their own tasks in an independent way. They happily share their equipment and work well together on their computer. Children are well aware of right and wrong, they are generally sensitive to the needs of other children, including any children from a different background. However, on occasions, some children need reminding to respect the feelings of other children, for example, during the registration time, not to imitate other children. There are good opportunities for children to learn about their own culture and about Christian values. Multi-cultural resources for use in early years, including items for role-play, are not sufficient to ensure that the younger children have better opportunities to become aware of people from other cultures, values and beliefs.

Language and literacy

51. The children make satisfactory progress in language and literacy. There are good opportunities for them to listen with enjoyment and respond to stories, poems and songs. A majority of the children can speak reasonably clearly and enjoy listening to stories. There is good progress in story telling and sequencing activities. Most children are able to write their names and can read and write different labels and captions. Younger children are good at mark-making, using their pencils and crayons, and the older children can copy their teacher's writing. A majority of the children know the letters of the alphabet and can link sounds to the initial letter in a word. Most children can use their pencil correctly and form recognisable letters and words. Children have good access to a range of books from the book area, where they can read and write for a variety of purposes. During the inspection, children were seen to be selecting books from the book area and using them to find pictures of animals with different shaped ears. Children also used their computer well to find suitable pictures of animals in order to classify them according to set criteria.

Mathematics

52. Children's mathematical development is at least satisfactory. There are good opportunities for them to take part in a variety of counting activities and in whole class mental and oral work. Most children can recognise and record numerals from one to nine and can recreate simple patterns. Children are encouraged to apply their knowledge and understanding in practical tasks which involve simple addition and subtraction. They have good opportunities to play with two and three-dimensional shapes and they use them to construct their models. Some of the older pupils are able to use their rulers to measure accurately their shapes and can use comparative language. Staff make good use of mathematical vocabulary and this has a good effect on the children's use of the vocabulary, including positional words.

Knowledge and understanding of the world

53. A wide range of experiences is offered to the children to stimulate their interests and to develop their knowledge and understanding of the world. They make good progress and have good opportunities to explore the world through using their senses in a focused way. Children can manipulate building blocks confidently and with good skills. Some of the work displayed on classroom walls showed good skills in weaving, using different materials. Children make recognisable flower shapes that they have observed in the garden, using their play dough. They are confident in using their computer, in order to find information and are fairly skilled at using the keyboard and the mouse. Children have good opportunities to classify living and non-living things. They observe changes in the weather and discuss types of clothes that are most suitable to wear in a given weather condition. There are plans to introduce the concepts of past and present and old and new. There are good opportunities for them to develop an awareness of the local environment through visits to local places of interest.

Physical development

54. Children make at least satisfactory progress in physical development. There is good provision for both indoor and outdoor play. There is a good variety of climbing and balancing equipment and children have access to a larger playing field, with a boat, which helps to extend their imaginative play. Children's individual records show that they are able to move with increasing confidence, imagination and control. They have good opportunities to handle small tools, objects and malleable materials safely and with increasing control.

Creative development

55. The children make good progress in their creative development. They are given a wide range of opportunities to explore their ideas through painting, music, sand and water,

and through their imaginative play. Children are particularly good at using the elements of colour and shape in their pictures and models. There are many examples of their work, which have been collected and used for general displays or for appreciation. Children attain above average standards in art and take pride in their finished work. Teachers have set up good role-play areas, which children are keen to use. For instance, children play the roles of a customer and a shopkeeper and enjoy counting money to buy their favourite cake and to get the change.

ENGLISH

56. The results of the standardised tests at the end of Key Stage 2 in 1999 show that an average percentage of pupils attained the expected Level 4, at 70 per cent, whilst an above average 30 per cent achieved the higher Level 5. Due to the small numbers of pupils taking part in the tests, caution is needed when interpreting these results. However, over the last four years, trends show that the performance of pupils was well above the national average, with girls outperforming boys. The inspection findings show that boys and girls similarly achieve standards that are currently in line with those expected for the oldest pupils in Year 6 and the school is maintaining the standards reported at the last inspection.
57. The results of the 1999 National Curriculum tests at the end of Key Stage 1 have varied over the last four years, with boys outperforming girls. Trends show that whilst standards have remained close to the national average in reading, they have been below average in writing. This is borne out by the 1999 results which show that 88 per cent achieved the expected Level 2 in reading, but only 12 per cent achieved the higher Level 3, compared to the national figure of 29 per cent. In writing, standards were lower, with only 75 per cent achieving Level 2 and no pupils achieving Level 3. In relation to similar schools, these results were well below average. However, due to the small numbers involved in the cohort, caution is needed when interpreting the results. The inspection evidence shows that standards are currently in line with those expected for pupils aged seven and there is no significant difference between the attainment of boys and girls. The school has recognised the need to focus on writing standards, which have nevertheless improved since the previous inspection, and has taken good steps to improve the standards of the more able pupils, especially.
58. Pupils' skills in speaking and listening are sound by the time they reach Year 6; most pupils are articulate, speaking clearly and confidently. They are eager to talk to staff and make relevant contributions during the oral parts of lessons. The introductory and plenary sessions of the literacy hour provide good opportunities for pupils to discuss learning objectives, the shared text and independent tasks. Lesson plans show specific vocabulary which pupils are expected and encouraged to use. For example, in a Year 2 lesson, pupils used, and clearly understood, the term *pronoun*. They achieve sound standards, listen carefully to what teachers and others are saying and wait sensibly for their turn to speak.
59. Standards in reading are sound by the time pupils reach Year 6. The most confident pupils can express an opinion about a book they have read and say what sort of texts they enjoy reading. They progress well and particularly enjoy fiction and are able to identify chronological events, confidently. At the end of Key Stage 1, the majority of pupils attain the expected level and can read simple texts with reasonable fluency. The most able pupils read very well, with expression. Most pupils learn to read through structured schemes, building effectively on previous knowledge to increase word recognition. A few pupils have a limited knowledge of phonics, but they make good use of picture clues and the meaning of the text to assist them in tackling new words. All pupils have the opportunity to take books home each day to read to parents, although reading diaries are not sufficiently checked by teachers at Key Stage 2 to ensure that suitably challenging texts are chosen. Sound use is made of the school library where pupils learn how to locate and use non-fiction books by referring to the contents page and index.

60. Pupils make good progress in writing, overall, so that by Year 6, they achieve sound standards. They write for a range of purposes, such as poetry, instructions, information, lists, stories and character profiles. Examples of stories show that pupils' creative writing is imaginative, clear and well sequenced, with correct punctuation and grammar. Spelling is accurate with harder words mainly correctly spelt. For example, completed work on themes such as, '*A Trip to Fairy Tale Land*' and '*Stig of the Dump*', shows competent standards of literacy skills amongst the highest attaining pupils. Pupils in Year 2 achieve the standards expected, because they are taught well how to use dictionaries to check spellings and to look for the meanings of words. Writing skills are taught systematically, but work is sometimes not sufficiently challenging for the most able. For example, the oldest pupils in the mixed-age classes are not provided with enough extension work to increase their knowledge. Conversely, pupils with special educational needs are supported well; they know the alphabet and can locate words in a dictionary. The presentation of work has improved since the last inspection. From the time they start school, all pupils are taught to form letters correctly and, by Year 6, they write neatly in pen, using a joined script. Pupils make good use of their literacy skills across the curriculum in subjects, such as history and science.
61. The quality of teaching and learning is good, overall, and sometimes very good indeed. Teachers have strong subject knowledge and lessons are planned well, with clear learning objectives. These learning objectives are shared with pupils, often being displayed and referred to in lessons and assessment is used well to identify future learning. Teachers have high expectations of their pupils and basic literacy skills are well taught. Work is marked fairly carefully, although marking sometimes lacks clear guidance for pupils to help them improve their work. In the introduction to lessons and plenary sessions, teachers expect and encourage pupils to answer thoughtfully to questions. In response, pupils' attitudes to learning are very good. They concentrate well and are able to work independently. For example, in a Years 4, 5 and 6 lesson, pupils were studying chronological texts; they responded enthusiastically and were keen to share their knowledge with others in the class. Teachers demonstrate good management skills and there is a good rapport between all staff and pupils. Independent tasks are carefully explained to groups who are expected to work at them without interrupting teachers, allowing them to concentrate on a particular group. Effective use is made of learning support assistants who take groups of pupils within lessons, such as those with special educational needs, to help them make good progress, overall. The National Literacy Strategy has been implemented well and the co-ordinator manages the subject confidently, having considerable knowledge and expertise. She keeps very careful records of pupils' attainments, tracking them and identifying any emerging strengths and weaknesses. However, monitoring procedures are not developed fully for checking the quality of teaching throughout the school. Resources are good and are well organised in an attractive and exciting way. Computers are used well to help pupils reinforce learning and extend their literacy skills and there are good links with other subjects, such as history and geography.

MATHEMATICS

62. The results in the 1999 national assessments at the end of Key Stage 2 were well below the national average and the average of similar schools. Teacher assessment results for 1999 present a very different picture and are not comparable with the test results. Teachers' assessments in school are not well moderated and, therefore, not as secure as might be. There is a significant difference between the performance of girls and boys in Key Stage 2. The boys' performance in mathematics was below the national average, whereas the performance of girls was very high in comparison with the national average. Taking the last four years into account, the pupils' performance was above the national average. The trend of achievement is broadly in line with the national trend. Because of the small number of pupils taking the test each year, there is wide variation in results from year to year. For this reason, it is difficult to compare the current findings with that of the previous inspection. The inspection finding is, that by age 11, the majority of pupils attain standards that are close to the levels expected nationally, in most aspects of mathematics, except using and applying mathematics where there is a

lack of challenge for the most able pupils. Standards throughout the school are average in numeracy. There are lower expectations of Year 6 pupils, who can be reasonably expected to achieve level 4 or above by the year-end; this is reflected in the projected targets for Year 2000.

63. The results in the 1999 national assessments at the end of Key Stage 1 were above the national average and broadly in line with average for similar schools. A quarter of the pupils taking the national tests reached Level 3, another quarter Level 2A, and another quarter Level 2B. There was no significant difference between the achievement of boys and girls. Teachers' assessment results are not comparable with test results. Teachers' assessments, however, are useful in indicating areas where there are strengths and areas which need improving. For example, pupils' attainment in shape, space and measurement is stronger in school than other areas, and their attainment in using and applying mathematics is the weakest. Taking the last four years into account, the pupils' performance was well above the national average. The inspection finding is that by age seven, the majority of pupils attain standards that are slightly above the levels expected nationally; there are some higher attaining pupils in Years 2 and 3, who are at present attaining the higher Levels 3 and 4.
64. Pupils make sound progress in the reception class and, by the end of Key Stage 1, progress is good. Progress continues to be good for pupils in Years 3 and 4, but there is a dip in performance and progress for pupils in Years 5 and 6, where it is just satisfactory. Progress is good for pupils with special educational needs; this is largely due to the good level of individual support that is provided. However, there is scope for improving the quality of individual education plans, for example, by including more focused individual targets.
65. The implementation of the National Numeracy Strategy is beginning to have a sound impact on pupils' achievement. Numeracy is integrated well through planned activities to support other subjects, such as science, history and geography. There is satisfactory improvement in the subject since the last inspection, particularly in improving the quality of teaching. This has a good impact on whole school planning and has resulted in improved mental and oral work throughout the school. The policy and scheme of work, which are based on the numeracy framework, have been improved since the previous inspection.
66. The quality of teaching and learning is good, overall, at both key stages. In the best teaching, lesson plans show clear learning objectives and more challenging work for the higher attaining pupils. Teachers have secure subject knowledge, reflected in the high proportion of direct teaching, good questioning techniques and good use of mathematical vocabulary. Some good teaching was observed where the mental and oral work was strong and there was good use of assessment in the plenary session. Good collaborative work was observed in all classes, particularly in the use of information technology. The few shortcomings in teaching included less demanding mental and oral work, occasionally low expectations and ineffective use of the plenary session to conclude the lesson and use it to assess pupils' progress. Throughout the school, pupils' attitudes to learning are good. Pupils behave well during the lessons and show good levels of concentration. However, they have limited opportunities to apply their knowledge and understanding in problem-solving activities and independent investigations.
67. The enthusiastic co-ordinator provides effective leadership in the development of the subject and has devised an appropriate action plan. She is actively involved in providing in-service training and monitoring developments in the implementation of the numeracy strategy. A thorough audit of the subject has been carried out and a little monitoring of teaching and planning has been completed. However, the lack of time and resources affects the development of the co-ordinator's monitoring role. Although pupils' work is reviewed to assess long-term progress, target setting is not well developed and homework is not sufficiently monitored. Resources are good and used well throughout the school. Teachers make good use of number lines, number squares and metre sticks

to support their introductory sessions for mental and oral work. This helps pupils to build new strategies for calculating answers to the teachers' questions and in raising their awareness of number patterns and the position of numbers within the number system. Control technology is used well to support mathematical work. For example, pupils at Key Stages 1 and 2 use programmable toys confidently to control directions and to draw shapes and patterns.

SCIENCE

68. The results of the 1999 national assessments at the end of Key Stage 2 were above the national average, and average for similar schools. Taking the last four years into account, the pupils' performance was well above the national average. However, there were differences between the attainment of boys and girls, with girls outperforming boys. The inspection findings show that standards have improved since the school was last inspected. Standards are now generally high at both key stages for boys and girls, although there is scope for more challenge for the higher attaining pupils to improve their performance. Experimental and investigative science underpins all work and this is the main strength of the subject. There is a balanced coverage of the National Curriculum programmes of study and there is high emphasis on science in every day life, particularly its use in healthy living. Overall, pupils make good progress that is well in line with their age and ability. The good level of classroom support for pupils with special educational needs helps them to make good progress towards their individual targets.
69. In the 1999 teacher assessments for science at the end of Key Stage 1, attainment was very low in comparison with the national average for the expected Level 2. Attainment at the higher Level 3 was also below the national average. However, results were very high in life and living processes. The previous inspection reported pupils' attainment at Key Stage 1 to be above national expectations. This is a small school and the results can fluctuate from year to year, depending on the size of the cohort and the proportion of pupils identified as having special educational needs. The findings of this inspection are, that standards are generally high at Key Stage 1, but there is scope for providing more challenge for the higher attaining pupils, to improve their performance. This was evident from pupils' work samples and a lesson observed during the inspection in Years 2 and 3, in which pupils were learning about the functions of teeth and the causes of tooth decay.
70. The quality of teaching and learning is good, overall, at both key stages. Teachers have secure subject knowledge, which is reflected in the detailed lesson planning. The high level of direct teaching, questioning and good demonstrations from the teachers helps to provide good emphasis on practical work and good use of resources to support whole class investigations. Generally, work is suitably matched to meet pupils' needs. However, as there are mixed-age classes, with pupils of a wide range of abilities, for example, one with three age groups and another with two key stages, this presents a challenge for teachers, both in terms of planning and assessing progress in lessons. As a result, the needs of the older and more able pupils are, at times, overlooked. Pupils are well supported by their teachers with their whole class investigations; when opportunities arise, they are able to carry out their independent investigations, confidently. On occasions, however, there is too much teacher guidance and relatively fewer opportunities for pupils to carry out their investigations independently. This was evident from a teacher-guided experiment, in which pupils in Year 4, 5 and 6 were expected to find out, by the end of the week, which drinks are most likely to cause tooth decay. From their work, there is enough evidence to suggest that pupils in Year 6 are skilled and able to plan and carry out their investigations. They can predict, classify, give justifications for their reasoning and can record their findings systematically in tables and bar charts. Pupils are highly motivated and involved in their work, especially when the work is of practical nature and when supported with good quality resources. They readily discuss their ideas with their peers and show sustained levels of concentration in their work.

71. The co-ordinator provides good leadership in developing the subject. There are very good systems of assessment in place, which are clearly linked to the National Curriculum and are generally helpful in informing teachers' planning. The improved policy statement is well supported by schemes of work which are used effectively to plan work for pupils throughout the school. The good displays of work, books, models and posters add to the learning ethos for the subject. Resources are good within the school and well supplemented with additional resources from the local library and museum services. The use of resources is well planned and has a good impact on pupils' learning, because the local environment is also well used to support science. The effective use of the school grounds for pupils' investigative work, is an area for development and part of the action plan. Overall, there are good improvements in the subject from the previous inspection.

INFORMATION TECHNOLOGY

72. The oldest pupils in the school achieve the standards expected by the time they reach the end of Year 6. Pupils are confident when using computers to communicate their ideas in a variety of ways. For example, they are able to use a word processor and able to enter, amend, save and retrieve information without help from the teacher. They can change the style, colour and size of text and print. They have good opportunities to use literacy, numeracy and science programs to extend their skills across the curriculum. All pupils, including those with special educational needs, make sound progress as they move through the school, particularly in communicating ideas and information and developing their understanding and knowledge of measurement and control. In Year 2, pupils achieve sound standards and develop good skills in using the mouse to give instructions to the computer. For example, they are skilful in using the mouse to draw with precision. By the end of Key Stage 1, pupils are able to use the computer keyboard and mouse with confidence.
73. The quality of teaching and learning is sound. Strengths include teachers having a secure knowledge and understanding of the subject and planning that identifies clearly what pupils are to learn. Teachers' expectations are appropriately high and they set tasks that are suitably demanding. In response, pupils have very good attitudes to their work. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. Behaviour is always good and this contributes effectively to the standards that pupils attain. The effective way that teachers manage their lessons has a positive impact on pupils' good attitudes and willingness to use computers. In their planning and teaching, lesson objectives are clearly identified to link with other subjects, such as English. The tasks provide enough challenge for all pupils, including the highest attainers and the organisation gives pupils enough time to use computers. Since the last inspection, the school has developed its resources and there are good plans for developing them further to allow pupils access to the full range of activities. The procedures for monitoring teaching and learning are not secure and this is an area for further development.

ART and DESIGN AND TECHNOLOGY

74. Overall, standards are good in art and sound in design and technology at both key stages. By the time pupils reach the end of Key Stage 2, they use their observational skills well to critically analyse the work of famous artists, such as Picasso and Kandinsky and are able to interpret techniques in their own work. They use colour boldly when painting and they experiment successfully when making careful pencil drawings of plant life. Pupils at Key Stage 1 achieve good standards in drawing self-portraits and observational studies. They tackle collage work with confidence and are able to complete pieces for class displays to complement their work on historical displays. Pupils make good progress in their learning in art, including those who have special educational needs, although the most able pupils are not sufficiently encouraged to conduct their own research on topics. Throughout the school, pupils' visual perception is improved well through an appropriate focus on recording observations. Their understanding of colour-mixing techniques is increased steadily and good links are

forged between art and other curriculum areas, such as history, which help to increase their knowledge.

75. In design and technology, pupils at Key Stage 2 are accustomed to working from designs which specify the tools and materials needed for their models. They have a sound knowledge of a variety of methods to fasten substances together, which include clips, glue and string. They measure, cut and join a variety of materials accurately and carefully assemble simple mechanical models, introducing movement by using axles for wheels. Pupils can list the different components needed, together with procedures for making and for evaluating their work. For example, their designs and finished pieces for electrical circuits show good attention to designing for a purpose. Younger pupils at Key Stage 1 enjoy designing and making models, such as paper mache dinosaurs. All apply finishing techniques carefully, such as painting, to enhance the quality of their artefacts. They understand the properties of common materials and make good choices when constructing models.
76. The quality of teaching and learning is good at both key stages in art and satisfactory at both key stages in design and technology. Pupils respond with enthusiasm. Teachers have strong subject knowledge and plan their lessons thoroughly to give pupils a broad range of experiences. Since the last inspection, the development of literacy has encouraged pupils to use appropriate vocabulary when naming tools and describing what they are doing. The subjects are well-organised areas of the curriculum that are linked effectively with other areas, such as science, information technology and literacy. In response, pupils' attitudes are very good in art and sound in design and technology; all take a pride in their work and concentrate well during lessons. Pupils with special educational needs are equally as successful in making things as other pupils and this helps to raise their self-esteem. Pupils share tools sensibly and help one another willingly. Teachers plan their lessons carefully to make sure that all pupils build steadily on their skills. However, teaching and learning are not effectively monitored to identify areas for development. The good resources in art are used well to ensure that pupils have a wide variety of materials from which to choose.

GEOGRAPHY and HISTORY

77. Only a limited amount of geography and history work took place during the inspection, due to time-tabling. From the evidence from teachers' planning, samples of pupils' work and discussions with pupils and the subject co-ordinator, it is evident that the National Curriculum requirements are met. At both key stages, pupils make sound progress and are achieving standards that are in line with national expectations.
78. In history, pupils in Year 6 study Ancient Greece and discuss some aspects in more depth, for example, the role of men and women, and their beliefs and attitudes. Pupils make a comparative study about life in Athens and Sparta, and discuss issues such as slavery in ancient times. They make good responses to the teachers' questions and often ask interesting questions, to show how well they have understood the historical events of the period, situations and changes over time. Pupils in Year 2 and 3 learn about life in Tudor times and compare it with their own lives, through looking at their costumes, houses and the children's games. They have good opportunities to visit their local places of interest, such as the large Tudor building - Hamptworth Lodge - and they enjoy going through similar experiences.
79. In geography, pupils learn about farming, how land and buildings are used and about the uses of the rivers. They make plans and maps at a variety of scales and can use their own symbols and keys. Pupils in year 2 and 3 find out about their locality and compare it with larger areas, such as Southampton and Salisbury and then with a contrasting locality in Zambia. The school is linked with a project in Zambia and there is regular correspondence with a pupil at the Kaloko Trust Education Centre. This has provided good opportunities for the pupils in both key stages to learn about other people, their life styles and their country. However, the work is not suitably extended for pupils in Year 4, 5 and 6.

80. The overall quality of teaching and learning in both subjects is good, although teaching is generally better in Key Stage 1. The planning is well structured and pupils in Year 6 are encouraged to carry out their own research, using information books and the Internet to develop ideas and to seek information about the chosen topics. Pupils are encouraged to look for evidence and present their findings to the larger group. The school manages to stimulate pupils' interests through a good use of the locality and additional resources, such as the Internet and the local library and museum service.
81. History and geography have been well maintained as subjects since the last inspection and there is satisfactory improvement, overall. For both history and geography, there is now a written policy statement and this is an improvement from the previous inspection. However, both the policies were formally agreed in the summer term, 1995, and are urgently in need of review, to be of some use to the staff as working documents. The school has adopted a nationally recognised scheme of work for both subjects, with some modifications, to suit the needs of the school with its mixed-age classes. This is also an improvement from the previous inspection. However, there is no guideline for the teachers to suggest how the schemes should be adapted to meet the needs of pupils in their class. As a result, the curriculum coverage is patchy in both the subjects. There is no monitoring of teaching, for example, to ensure that the key elements in history are being developed appropriately through the history study units, and the key geographical skills are being taught in a progressive order. As the headteacher of the school, the co-ordinator has heavy teaching and management responsibilities. This has resulted in delayed subject development in both subjects and the appropriate development of resources and training.

MUSIC

82. Overall, the good standards have been maintained since the last inspection. Pupils in Year 6 understand the meaning of tempo and melody. They read graphic notation confidently and know the names of traditional notes, such as quavers and crotchets. The standards attained in singing are good. Pupils are able to follow an ascending and descending tune in melodies and they appraise their performances effectively when talking about their successes. All pupils, including those with special educational needs, make good progress. Throughout the school, pupils develop their musical vocabulary well and most are very keen to improve their performances through repeated practice. They recognise and name instruments of the orchestra, such as flutes, violins, trumpets and drums and many learn to play brass or woodwind instruments. Pupils' attitudes to learning are very good. They show enjoyment of the subject and produce thoughtful artwork when studying the shapes of instruments.
83. The quality of teaching and learning is generally good at both key stages. Lessons are planned carefully to have a good structure and good opportunities are provided for pupils to perform to an audience, such as in assemblies and in small group activities during lessons. Resources are good and are used well. A wide range of extra-curricular activities, include choir, recorder groups and annual concerts enable pupils to take part in performances and so extend their skills. In addition, many pupils take part in peripatetic music tuition and have achieved considerable success due to the good specialist teaching.

PHYSICAL EDUCATION

84. Standards are in line with those expected for pupils at Key Stages 1 and 2, overall, with some pupils achieving good standards in swimming. The lack of suitable hall space presents difficulties for teachers in organising physical activities, but teachers make good use of the facilities for indoor activities, including dance and gymnastics to ensure that all pupils make good progress. Pupils at Key Stage 1 have regular physical education lessons, with a good programme of games and a sound programme of gymnastics and dance. Pupils at Key Stage 2 have regular access to a physical education programme, which includes athletics and, to some extent outdoor adventurous activities. All Key Stage 1, pupils and pupils from Year 3 and 4 have

regular access to the local swimming pool throughout the year and achieve above average standards. Pupils enjoy their swimming lessons and are confident in using their arms and legs effectively, in different strokes. By age 11, most pupils can swim safely and competently, well beyond 50 metres. Pupils' skills in sending, receiving, passing, striking and travelling with a ball, are developing appropriately, through a variety of games, such as 'Four Corners' or 'Shalom Shoot Out', which are taught skilfully. The physical education programme is also extended through extra-curricular activities, mainly football, net ball, running and skipping, which has become a regular feature of the school life. Following the last inspection, the time allocation for physical education has been revised and now presents a more balanced picture on the school's timetable. This is an improvement and the school is still able to maintain similar standards.

85. The quality of teaching and learning is good, overall. There are high expectations of work and of good behaviour. Lessons are well planned, with clear detail in terms of progression of skills. Staff and pupils are dressed appropriately and there is due consideration for safety rules. Lessons are introduced with interesting warm up activities, with the main part focusing on practising skills and learning new ones; lessons are concluded with appropriate cooling down activities. There is good use of assessment to plan the work and to make activities more challenging for pupils of different age and abilities; however, assessment is not formally recorded. Time is used effectively and the planned activities proceed with a brisk pace. Pupils are expected to observe one another, evaluate their performance and concentrate on tasks in hand. As a result, pupils respond appropriately to the teachers' expectations and they participate in activities with good enthusiasm.
86. The co-ordinator has specialised in a number of areas within the physical education programme and has developed good expertise over time to be able to lead her subject by providing high quality in-service training for the staff. There is a useful policy document and good schemes of work, to support work for all ages in school. This is an improvement from the previous inspection. There is an audit of resources, which are available in school and the co-ordinator takes pride in being able to get additional high quality resources for the school, to support work in Top Play (for use in Key Stage 1) and Top Sports (for use in Key Stage 2). The school hall provides limited indoor space for gymnastics. To improve the hall, accommodation is part of the school's development plan, but not high on the list of priorities. There is good provision outside, with an adventure type play area, grassed area and a large tarmac area, which has been painted with tracks for small competitive games. The school also has the facility to use the village sports field.