

INSPECTION REPORT

Long Sutton C.E. Primary School
Basingstoke

LEA area : Hampshire

Unique Reference Number : 116298

Headteacher : Mr. A. Melbourne

Reporting inspector : Mr. A. Portlock
21411

Dates of inspection : 13th – 16th September 1999

Under OFSTED contract number: 704279

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hyde Road
Long Sutton
Hook
Hampshire
RG29 1ST

Telephone number: 01256 862238

Fax number: 01256 862238

Appropriate authority: Governing Body

Name of chairman of governors: Mrs. S. Wallis

Date of previous inspection: May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
A. Portlock, RgI	English	Attainment and progress
	Design and technology	Teaching
	Geography	Spiritual, moral, social and cultural development
	History	Leadership and management
	Information technology	Efficiency
	Physical education	
H. Griffiths, Lay Inspector	Equal opportunities	Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and community
		Staffing, accommodation and learning resources
P. Goodsell, Team Inspector	Special education needs	Attitudes, behaviour and personal development
	Under fives	Curriculum and assessment
	Mathematics	
	Science	
	Art	
	Music	
	Religious education	

The inspection contractor was:

Sandfield Educational Consultants

16 Wychwood Drive
Trowell Park
Nottingham
NG8 3RB

0115 9170823

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The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Attainment in English, mathematics and science is very high.
- The quality of teaching in English and mathematics is high in Key Stage 2.
 - The provision for spiritual, moral, social and cultural development is good.
 - Pupils' with special educational needs are well supported and make good progress.
 - Assessment procedures for English and mathematics are effectively established and are being used to set appropriate targets.
 - The pupils' attitudes to work and their personal development are good.

Where the school has weaknesses

- Elements of the information technology curriculum are not taught in Key Stage 2.
- I. The monitoring of the quality of the curriculum is insufficient.
 - II. Provision for staff appraisal and their professional development is unsatisfactory.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome nearly all of the weaknesses highlighted in its last inspection in 1995. Standards have improved in design and technology and religious education throughout the school and in writing and geography in Key Stage 1. The role of the headteacher is now clearer. The school's development plan is used to good effect. The management and co-ordination of the curriculum have improved and schemes of work are in place. The monitoring of the quality of the curriculum has not improved sufficiently. There is now an appropriate policy for the assessment and recording of pupils' achievements. Pupils' reports to parents now meet statutory requirements but there is room for further improvement in their quality.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i> " ' ' ^
English	A*	A*	
Mathematics	A*	A*	
Science	A	A*	

Standards are very high when compared with all and similar schools. Standards have remained very high over the last three years. The work seen in art is of a good standard. Pupils' standards in aspects of information technology in Key Stage 2 are lower than in some other subjects. By five years of age, nearly all children achieve well in all areas of their work.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science		satisfactory	satisfactory
Information technology		satisfactory	satisfactory
Religious education		good	good
Other subjects	good	satisfactory	good

Teaching is at least satisfactory in nearly all lessons (97.5 per cent). In nearly one fifth of lessons it is at least very good. Only one lesson was judged unsatisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is mostly good in lessons and around the school and it is very good in the oldest class.
Attendance	Very good attendance and punctuality.
Ethos*	Pupils have good attitudes to their work; relationships are good and there is a commitment to maintaining the high standards.
Leadership and management	Satisfactory; the governors are heavily involved; the role of the headteacher has improved but there is still insufficient monitoring of the teaching and pupils' learning.
Curriculum	Good; effective for under-fives; planning is generally good; there is a good variety of after school clubs.
Pupils with special educational needs	Good; support is well planned and pupils generally make good progress.
Spiritual, moral, social & cultural development	Provision for spiritual, moral, social and cultural development is good.
Staffing, resources and accommodation	Staffing is appropriate but arrangements for professional development are unsatisfactory; accommodation and learning resources are satisfactory.
Value for money	Taking into account the resources that the school has; the good quality teaching; the pupils' high levels of attainment in English, mathematics and science, their good progress, the good attitudes to their work and their very good behaviour, the school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the

| What some parents are not

school	happy about
III. Parents are encouraged to play an active part in the life of the school. IV. Parents find it easy to approach the school. V. The children are encouraged to get involved with more than just their lessons. VI. The school's values and attitudes. VII. The children enjoy attending school.	VIII. The school does not give parents clear IX. The school does not keep parents well

Inspectors' judgements support the parents' positive views. Parents do not get sufficient information on what is being taught. The pupils' reports do not provide enough information on how well they doing nor on what they need to do to improve.

KEY ISSUES FOR ACTION

In order to build upon its strengths and improve the quality of education further, the members of the governing body, headteacher and teachers should:

1. Ensure that all aspects of the information technology curriculum are taught in Key Stage 2, in order to raise standards in these areas by:
 - Implementing the school policy;
 - Monitoring the quality of teaching and learning;
 - Providing appropriate staff training;
 - Providing a means of assessing pupils' progress.(paragraphs: 109, 112)

1. Improve the monitoring of the curriculum by:
 - Providing and implementing an appropriate and manageable policy;
 - Providing appropriate staff training.(paragraphs: 32, 52)

1. Establish a staff appraisal and professional development programme.
(paragraph: 56)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Improve the quality of handwriting and presentation. (paragraph: 78)
- Improve the consistency of marking. (paragraph: 24)
- Improve Child Protection procedures and undertake appropriate staff training as soon as possible. (paragraph: 44)
- Provide the lunchtime supervisors with appropriate information and guidance in order to carry out their duties. (paragraph: 42)
- Improve the information given to parents on what is being taught and on their children's progress. (paragraph: 32)
- Develop the management role of the deputy-headteacher. (paragraph: 52)

Characteristics of the school

1. Long Sutton Primary has a smaller number of pupils than most primary schools. It is situated in the village of Long Sutton, near Basingstoke. It serves Long Sutton village, and surrounding. There are 103 pupils on roll. The children start school in the September or October in the year in which they are five, initially on a part-time basis. At the time of the inspection five children in the reception class were under five. Pupil numbers have risen from 99 pupils in 1997. The attainment of pupils on entry is mostly above average. Three pupils are eligible for free school meals, which is well below average. The school has identified 16 pupils as having special educational needs, which is below the national average. None has a Statement of Educational Need.
2. The school aims for its pupils to provide opportunity for all children to develop their full potential, to foster self-discipline and establish a secure and happy environment in which learning can take place.
3. The school's main priorities for the year are to raise further standards in literacy and numeracy and the development of the school grounds.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	14	9	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	11	12
	Girls	10	10	11
	Total	22	21	23
Percentage at NC Level 2 or above	School	96(96)	100(96)	100(96)
	National	80(80)	85(80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	12	12
	Girls	10	11	10
	Total	22	23	22
Percentage at NC Level 2 or above	School	96(96)	100(96)	96(96)
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	13	9	22

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	10
	Girls	9	9	9
	Total	18	19	19
Percentage at NC Level 4 or above	School	95(91)	100(91)	100(91)
	National	65(63)	59(64)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	10
	Girls	9	9	9
	Total	18	19	19
Percentage at NC Level 4 or above	School	95(91)	100(91)	100(91)
	National	65(63)	65(63)	72(69)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) Missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.5
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	17.5
Satisfactory or better	97.5
Less than satisfactory	2.5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

4. On entry to school, many children have skills and abilities above that expected for their age. This is verified by the results of the baseline tests. The children under five make good progress in their personal and social development, in the areas of language and literacy, mathematics, creative and physical development and knowledge and understanding of the world. By the age of five, most children attain standards above those expected for their age in all areas of learning. The children use computers to support their learning, particularly literacy and numeracy, and are learning basic computer skills.
5. The 1998 Key Stage 2 national test results show that by the time the pupils leave the school their attainment overall is very high. In English and in mathematics standards are very high. In science, standards are well above average when compared to all schools.
6. The 1998 Key Stage 1 national test results show the pupils' attainment overall is well above average when compared to similar schools. In reading, writing and mathematics it is well above average when compared to all schools. When compared to similar schools the standards in writing and mathematics are well above average and reading is above average. Taking the last three years 1996–1998 together, standards in these subjects have been maintained at well above average. Both boys and girls perform equally well in both key stages.
7. In English, inspection findings show that attainment for the present Year 6 is well above national standards and that attainment for the majority of pupils by the end of Key Stage 1 is also well above national standards in reading and writing. The pupils are attaining much higher standards than they did at the time of the previous inspection. Overall, the progress made by the pupils is good in both key stages. The pupils with special educational needs make good progress and they are well supported by both the teaching and the non-teaching staff.
8. The pupils' attainment in speaking and listening is well above average by the end of Key Stage 1. The pupils are confident when talking about the books they are sharing. They speak clearly and can explain their ideas well. They listen carefully to instructions and respond to the teacher's questioning. They enjoy joining in and learning rhymes, which they repeat with enthusiasm. By the end of Key Stage 2, the pupils' standard of both speaking and listening is very high. For example, they discuss very confidently aspects of poems, such as 'Snake' by D. H. Lawrence and 'Landscape as Werewolf'. They listen very well to each other and willingly volunteer suggestions.
9. By the end of both key stages, the pupils are well above average readers and they make good progress. In Key Stage 2, their poetry reading indicates that they can interpret a range of texts and understand the essential aspects. They have a good understanding of the literary terms used and the imagery of some poems. They have a very good understanding of the grammatical terms.
10. The pupils' attainment in writing by the end of Key Stage 1 is well above average and they make good progress. The range and balance of their writing is good. They sequence their writing well and competently use capital letters and full stops correctly. Comprehension skills are very well developed. Their handwriting is clear. By the time they leave the school, the pupils make good progress. They use a variety of styles of writing across a range of subjects. They can express themselves clearly and concisely. Spelling is generally accurate. Appropriate work is set for the pupils who have special needs and they make good progress. Standards in writing have shown

particular improvement since the previous inspection.

11. In mathematics, attainment at the end of both key stages is above average. Throughout the school, the pupils with special educational needs are well supported and make good progress towards the targets that are set for them. By the end of Key Stage 1, the pupils have a good understanding of two and three-digit numbers and number order up to 100. They are able to add and subtract using tens and units. They can count in fives and tens and understand how to multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 4. The pupils are able to double numbers and round up and down to the nearest 10, some can perform the same operations with hundreds and thousands. Using a variety of strategies, the pupils can mentally solve addition and subtraction problems up to 20 and some can work similarly with higher numbers. The pupils know two-dimensional and some three-dimensional shapes and are able to copy and extend patterns.
12. By the end of Key Stage 2, the pupils are able to add and subtract using hundreds and most are able to work with thousands. Most pupils can divide and multiply with three and four-digit numbers and are able to work with decimals to two places. The majority of the pupils are able to recognise percentages as fractions of a hundred and understand equivalent fractions and decimals. Pupils make good progress in learning to collect, classify, display and interpret data; some are able to make predictions about results.
13. In science, attainment is above average at the end of both key stages and the pupils make good progress. By the time they are seven the pupils can recognise different materials; some are able to identify the properties of a range of materials, and they know those that are commonly used in house building. They have an understanding of the need for survival. They have experience of testing how a buggy moves on different surfaces and have investigated pushing and pulling forces. The pupils have predicted which items will float or sink and have begun to understand that water can have force. They are able to name common sources of light and categorise surfaces as opaque or transparent.
14. Key Stage 2 pupils understand features of magnets and electrical circuits and how the shadow cast by the sun moves during the day and changes in length. The pupils know about the different parts of plants and their functions in pollination and photosynthesis. They know about the components of food webs and chains. Work on forces is extended to include the understanding of gravity and the knowledge of Newtons. In their topic on the body, the pupils understand how the digestive system, the skeleton, and the reproductive system work.
15. In information technology, the pupils' attainment in Key Stage 1 is broadly in line with national expectations at the end of the key stage. Most pupils are competent in using the computer keyboard and mouse and use drawing and painting programs with reasonable confidence. They know basic word processing functions and, with help, can print out their work. They successfully use computer programs to help develop reading and numeracy skills. By the end of Key Stage 2, the pupils have improved their word processing skills and can present text using different fonts and formats. Their standards are at least in line with national expectations in most aspects of the curriculum. However, the curriculum is not sufficiently broad and pupils are not taught some aspects of the National Curriculum. In aspects, such as control technology and handling data, their standards of achievement are below national expectations and progress is unsatisfactory.
16. In religious education, pupils' attainment is generally appropriate and is in line with the locally Agreed Syllabus, by the end of both key stages. In Key Stage 1, the pupils make sound progress and in Key Stage 2 they make good progress. In Key Stage 1, the pupils explore features of friendship and caring for one another. They begin to express their thoughts and ideas about religious concepts and questions. The pupils know about aspects of Christianity and other religious

traditions and beliefs, such as Hinduism. The pupils in Key Stage 2 understand about rituals and symbols, for example, harvest in Christianity and Judaism. By the end of Key Stage 2, the pupils are able to recognise and explore the meaning and significance of universal symbols of, for example trees.

17. In art, the pupils' attainment is above average and they make good progress throughout both key stages. Key Stage 1 pupils can mix colours and shades using a variety of media. The pupils make good progress in depicting facial features when drawing portraits using pastels and crayons. Throughout Key Stage 2, the pupils learn to observe artefacts and images closely and record their observations of flowers, leaves, objects and materials using watercolour and acrylic paints, pastels, crayons and pencils. In design and technology, the pupils, in both key stages, make at least satisfactory progress. The pupils are recording their ideas and evaluating their completed work. This is an improvement since the previous report but older pupils still need to carry out their evaluations in sufficient depth. In geography and history, evidence indicates that pupils' progress is satisfactory throughout the school. In music, the pupils' progress is satisfactory in both key stages. In Key Stage 1 the pupils sing tunefully, controlling pitch and dynamics well. They are beginning to understand musical terms, such as rhythm and beat, and are being taught to distinguish between high and low sounds. Key Stage 2 pupils can sing in tune. They respond well to music from different traditions and can use a wide musical vocabulary accurately and appropriately. The pupils in the orchestral ensemble are able to play their instruments maintaining their own part while being aware of others.

Attitudes, behaviour and personal development

18. The attitudes, behaviour and personal development of the pupils are strengths of the school. The pupils are enthusiastic learners and they listen carefully to the teachers and what other pupils have to say. They concentrate well in lessons, answering and asking questions with assurance. They are confident when finding solutions to problems and they work with perseverance when tasks are challenging.
19. In the reception class, the under fives are consistently well behaved and enthusiastic when completing their work. They concentrate well and persevere to complete tasks, such as handwriting, painting and constructing models. They share toys and equipment and play alongside one another happily; they have begun to form friendships with other children and develop the skills of working together.
20. The pupils' behaviour throughout the school is good and the school is a well organised and ordered community. There are very few instances of poor behaviour. The adults and the pupils have constructive relationships, and pupils show politeness and respect to adults and to one another, for example, when opening doors for other people. Throughout the school pupils are given opportunities to take responsibility for their own standards of behaviour and they respond to the high expectations. The pupils have a mature approach to dealing with problems. They value and take good care of the school's and other people's property.
21. The personal development of pupils is good. Through religious education lessons, class discussions and circle times, pupils have respect for the feelings, values and beliefs of others. The pupils are aware of those outside the school community, for example, they give concerts to the older members of the community and contribute to charities. In school, the pupils organise and prepare equipment for activities and lessons, and support younger children at lunchtime and home time.

Attendance

22. The pupils' attendance is very good and unauthorised absence very low. The registers are taken promptly at the beginning of the sessions and the lessons begin on time. Punctuality is good and the pupils are eager to come to school.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The quality of teaching is good overall. It is at least good in over six out of every ten lessons and very good or better in about one in five lessons. Only one lesson was judged to be unsatisfactory. There is a committed team of teachers and support staff. The quality of teaching has improved since the last inspection.
24. The quality of teaching of children under five, in all areas of learning, is consistently good and very good in about one-third of lessons. The teacher and nursery nurse have a good understanding of how young children learn and provide a structured environment that helps them to gain confidence and develop social skills. They have high expectations of what the children are capable of achieving and of how they should behave. They plan an appropriate range of stimulating learning activities. In particular the staff have very good questioning skills; they use these well to extend the development of the children's language and their positive attitudes to learning.
25. The quality of teaching in both key stages is mostly good. Where the best teaching is observed, teachers demonstrate a secure understanding of the subject they are teaching and give clear introductions and explanations. They have high expectations and the work is generally well planned. This is an improvement since the previous inspection. The teachers use a good balance of whole-class teaching, group work and individual activities. Relationships are good and humour, praise and encouragement are used effectively to further pupils' learning. The teachers mostly manage lessons very well. The teachers use effective questioning techniques to extend the understanding of pupils and to challenge their thinking. The support staff are very well briefed and they are knowledgeable about the lessons' objectives. The teachers provide clear and effective feedback to the pupils, although the quality of marking is inconsistent between the classes. Tasks are usually well adapted to the needs of pupils of different abilities, though occasionally higher-attaining pupils are insufficiently challenged for example in information technology.
26. The assessment procedures are effective for English, mathematics and science. In the most successful lessons sound assessment procedures are used by teachers to help them plan future work, and the planned work builds on the pupils' previous knowledge and understanding of the subject. Where less successful teaching was seen, the pupils are not concentrating sufficiently on their work and opportunities to extend their knowledge are limited.
27. Resources are well prepared and enhance the pupils' enjoyment and learning. However, the pupils have had insufficient access to the library and their library skills are below those expected. Good links are often made with other subjects between literacy and numeracy and with other subjects. The pupils regularly take books home to read and parents are encouraged to share books with their children. This has a positive impact on reading standards. However, in other subjects homework is not set consistently and progressively in line with the policy through the school.
28. The quality of teaching throughout the school is generally good in English, mathematics and religious education and it is satisfactory in science. In information technology the teaching

observed was satisfactory. The English planning takes due account of the National Literacy Framework. In all classes teachers are using the Literacy Hour effectively or modifying it appropriately to meet the needs of the pupils. The quality of teaching in mathematics is good or very good with only a very small amount of unsatisfactory teaching. In mathematics, activities are differentiated according to the pupils' needs. The teachers are beginning to adopt the National Numeracy Strategy, although one teacher new to the school has not yet received appropriate training. In science, the quality of teaching in both key stages is satisfactory. In religious education, the quality of teaching throughout the school is mainly good.

29. In art, the quality of teaching is good; materials and other resources are very well prepared. Teachers are secure in their knowledge of what is to be taught and their enthusiasm communicates itself to the pupils. In design and technology, pupils are given satisfactory opportunities to plan, to select materials, and to consolidate and extend their skills. However, as pupils get older, teachers do not provide pupils with appropriate opportunities to evaluate their work. Older pupils' designs do not show sufficient detail as to the stages to be gone through and the tools and materials to be used. In music, the teaching has clear objectives, the activities are well planned and resources are appropriate and well organised. Teachers employ good questioning techniques to extend pupils' musical skills and knowledge. They make good use of opportunities to assess pupils' understanding and to involve pupils in playing instruments. In physical education, care and attention is given to pupils' safety. Whilst good use is made of pupils' performance to demonstrate good practice in some classes, it is not used as effectively in other classes.

The curriculum and assessment

30. The curriculum provided for all the pupils is broad and balanced and all statutory requirements are met. It reflects and supports the aims of the school. The curriculum makes a significant contribution to the spiritual, moral, social and cultural development of the pupils. The procedures for the identification and assessment of those pupils with special needs are good and the pupils make good progress; they are supported well.
31. The curriculum for children under the age of five is well planned. It is based on the areas of learning and relates closely to the desirable learning outcomes. A baseline assessment of the children's attainment is made shortly after entry and this information is used to ensure that an appropriate emphasis is placed on developing children's language and literacy, mathematics and personal and social development.
32. Since the last inspection the school has overcome nearly all of the weaknesses identified. The school's development plan is now more effective. The management and co-ordination of the curriculum have improved and schemes of work are in place. There is now an appropriate policy for the assessment and recording of pupils' achievements. A key issue from the school's previous inspection report was for opportunities to be provided for subject co-ordinators to monitor the quality and standards of attainment and progress across all key stages. This has not been carried out systematically or comprehensively. Teachers plan for each half-term in varying detail, but not all teachers carry out regular daily planning. Planning during the week of the inspection showed that teachers are able to identify what pupils are to learn in each lesson and how this will be achieved. However, plans do not always identify assessment opportunities. Pupils' reports now meet statutory requirements. However, they do not clearly inform parents as to what the pupils can do, how the pupils have progressed against national levels and the reports do not identify targets for improvement.
33. Throughout the school, a priority is given to the teaching of literacy and numeracy. Teachers have

implemented the new schemes of work. Overall good use is made of the time devoted to literacy. The lessons are generally carefully planned and prepared, objectives for each part of the lesson are identified, and the work is suitably challenging for the more able pupils. The National Framework for teaching literacy has been adopted as the school's scheme of work for English, and provides for continuity and progression. Some pupils have a home-school reading diary and all pupils take reading books home on a regular basis. The school has begun to plan for the implementation of the National Numeracy Project and it already places a good emphasis on the teaching of numeracy. The Numeracy Strategy is being integrated into the school's scheme of work.

34. A key issue from the school's previous report was to devise an effective policy for assessment and recording, and ensure reporting arrangements met statutory requirements. This has been well addressed. Assessment procedures are good and help teachers to judge the pupils' attainment and progress with some accuracy. A baseline assessment is made of the pupils soon after they enter the school and this information is used to plan appropriate work. The assessment co-ordinator has implemented a programme of testing all pupils annually to assess their progress in reading, spelling and mathematics. The analysis of the information obtained, together with the results of the national tests, form a comprehensive bank of information that helps the teachers to set targets for individuals and cohorts of pupils.
35. The school offers a good range of extra-curricular activities including art, football, French, hockey, judo, netball and provides them with many opportunities to play musical instruments. Educational visits are undertaken on a regular basis to support work being done in history, geography and science.

Pupils' spiritual, moral, social and cultural development

36. The school makes good provision for the pupils' spiritual, moral, social and cultural development. Spiritual development is promoted successfully through the curriculum areas of art, music, drama and religious education. In music, pupils are given opportunities to enjoy singing together and they listen to a wide variety of music, which is mainly from Western traditions. In dance they explore their feelings about how they might react in different situations. In the youngest class, they were given opportunities to reflect upon how they felt when they first started school. Through religious education, the pupils acquire knowledge and insight into the religious beliefs of Christian and of other religions.
37. Provision for the moral development of pupils is good. They are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. All staff have high expectations of how the pupils should behave. The pupils are given responsibility for developing their own set of rules for the school. For example, the oldest pupils have drawn up their own behaviour code of practice. As a result, the pupils are mostly polite, show respect for other people and understand the need for fairness and honesty.
38. The school makes good provision for the social development of its pupils. The relationships at all levels are good; the pupils are encouraged to help one another and to consider one another's needs. All pupils are expected to take responsibility for the school environment. Through circle time they are helped to be more tolerant and understanding of the needs and rights of others. The school supports a wide variety of charities and events in the local community, including supporting a child in Kenya.
39. Cultural development is generally successfully promoted through a range of activities, both within and outside lessons. The school makes use of the local area as a resource for the pupils' learning

and this helps to develop their understanding of the community and its cultural heritage. Appreciation of their own, and to a lesser extent other cultures is furthered by lessons in religious education, music, dance and history. Visits to museums and places of interest, and visiting performers make positive contributions to the pupils' understanding of their culture. Many pupils are encouraged to participate in choral and music festivals. Year 5 and 6 pupils are all given the opportunity to make a residential visit, where they can experience life in a contrasting area.

Support, guidance and pupils' welfare

40. The school monitors the academic progress of its pupils, including under fives, satisfactorily through baseline assessments, continuous assessment, reports and national assessments. The programme for the identification and extension of higher attainers and provision for pupils with special educational needs are good.
41. The pupils' personal development is effectively monitored through the teachers' personal knowledge and reports. Sex and Drugs Education is taught in science and other lessons. Some personal and social education takes place through assemblies and circle time.
42. The school rules are sensible and effectively promote courtesy and good behaviour. There is an effective system of sanctions and rewards to which the pupils respond well. They feel they are treated fairly. This reflects the finding of the previous inspection. Behaviour is well managed in the school, although the lunchtime supervisors are not always fully involved in disciplinary procedures and do not receive behaviour management guidelines. The staff set their pupils good examples. No evidence of bullying was seen during the inspection, although there was some boisterous play by a few older boys.
43. The procedures for monitoring attendance are good. The registers are returned to the school office and monitored regularly for patterns of lateness or absence. The Educational Welfare Officer visits termly. There have been no exclusions in recent years.
44. The child protection procedures are unsatisfactory. Although the members of staff are watchful and aware of child protection issues, the headteacher has not been trained. There is no one trained to deputise for him in his absence and there is no procedure for the training of staff.
45. The school's health and safety policies comply with legal requirements and generally the procedures are good, for example, in physical education and science lessons. Safety checks are carried out regularly by members of the governing body. A number of minor concerns about safety and security have been communicated to the governors. There is an appropriate number of qualified first-aiders and helpers. The level of supervision at play times is good.

Partnership with parents and the community

46. The school's partnership with parents is good. The majority of parents who responded to the questionnaire felt that they were welcome in the school. Most felt that the school treated complaints well. The parents feel that the school handled the very difficult situation following the sudden death of a member of staff with great sensitivity.

47. The information supplied for the parents complies with statutory requirements. The school keeps parents informed of activities through regular newsletters. The prospectus is informative and friendly in tone, although its layout could be improved through, for example, an index. The governors' report to parents does not include details of the funding for pupils with special educational needs. Some parents do not feel sufficiently well informed about their children's progress or about what their children are taught. The evidence of the inspection justified these concerns. No details of termly topics are given in advance to parents to encourage them to become involved in their children's learning. Although parents feel that they are welcome in school to discuss their children's progress on an informal basis, there has been only one formal parents' meeting in the last year. Annual reports to parents comply with statutory requirements in that they cover all subjects. However, they are mainly concerned with details of work covered. They do not give clear judgements on pupils' progress or set targets for future improvements.
48. The induction arrangements for new pupils and relationships with pre-school groups are very good. The pre-school group run by volunteers within the school is an excellent introduction to school life for parents and children. The transition to secondary school is well managed. There are good relationships with other small schools in the area. The governing body is well-informed and involved in the school's daily life.
49. The parents felt that they were positively encouraged to help in the daily life of the school. A good number help with reading, the library, sports and trips. The parents are very supportive through the help they give their children at home. The thriving Parents' Association organises a very good range of social and fund-raising events and has raised substantial sums of money for equipment to enrich pupils' learning and towards the recent new building.
50. The school has good links with the local community, including the local independent school. School events such as the summer and Christmas fairs are very well supported and the school takes part in village events. There are some links with the parish church. There are a few business links. The pupils are encouraged to think of those less fortunate than themselves and the school supports various charities.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

51. The leadership and management of the school are satisfactory. The headteacher, the members of staff and the governors promote the school's positive ethos. The school's aims and values are apparent in the work of the pupils and through the involvement of parents. This is also evident in the good teacher-and-pupil relationships. The headteacher, the members of staff and the governors have worked hard at developing a common sense of purpose for the school. This is an improvement since the previous inspection and there is an increasingly clearer focus for raising and maintaining standards. Pupils' standards of attainment are now more thoroughly monitored in English, mathematics and science and appropriate targets for improvement are set. This has played its part in raising, and maintaining the school's high standards. However, the school has still not made sufficient improvement in its ability to monitor the quality of teaching and learning and the standards in the other subjects. Plans exist for this to happen and some training have taken place. The headteacher needs to establish more effective monitoring of what pupils' are learning and the progress that they are making.
52. The headteacher, with the support of the staff and the governors, has put in place a number of new systems, which are improving the management of the school. The roles and responsibilities of staff

are now more clearly defined and they are supported by job descriptions. However, some of these job descriptions are not up-to-date and are not linked to appraisal. The management role of the deputy-headteacher was identified in the previous report as needing clarification and development; this has not happened. The role of the subject co-ordinators has developed well since the previous inspection. The teaching staff have worked hard at improving their ability to oversee the work of their subjects. Policies and planning structures are now in place and are being developed and improved. There are now appropriate schemes of work and termly plans for all subjects. The co-ordinators produce an annual review of what needs to be done to improve their subject. However, the subject co-ordinators do not have sufficient opportunities to monitor effectively pupils' standards of attainment.

53. The governing body plays an effective role in supporting the work of the school. The governors meet regularly and there is an appropriate committee structure. The members of the governing body use the results of the national tests to assist them in monitoring the pupils' standards and progress. They are also keeping in touch with the work of the school by visit. The development plan is used as the basis for governors and staff to plan for the effective use of the school's resources. It is costed and identifies how the governors will evaluate the school's improvement. Some longer-term priorities are included. The governors need to ensure that the annual subject co-ordinators' reviews, the production of the school development plan and the setting of the budget are effective mechanisms for improvement. The statutory requirements are met, except for those relating to teacher appraisal.

Staffing, accommodation and learning resources

54. The school enjoys a satisfactory level of well-qualified personnel. All teachers have subject and co-ordinator responsibilities. The members of staff are committed and hardworking. Teachers providing tuition in various musical instruments supplement well the expertise of the teaching staff.
55. The support staff are well deployed. They fully implement the Individual Education Plans for pupils identified as having special educational needs and they work closely with class teachers and the special educational needs co-ordinator. The administrative officer, mid-day supervisors, caretaker and cleaning staff are efficient and support the school well.
56. The teaching staff have undertaken a number of relevant in-service training courses. The training has been linked to the curriculum needs of the school. Termly staff meetings are used for curriculum development. However, the arrangements for teacher appraisal and personal staff development are unsatisfactory.
57. The accommodation for the children who are under five has been improved recently by the building of an extension. The resources in the classrooms are adequate; they are well cared for and easily available for the children to use. There is provision for the children to use wheeled vehicles and climbing apparatus in the enclosed playground.
58. The rest of the school's accommodation is adequate for the effective delivery of the curriculum, although some classrooms are crowded and the office is small and cramped. There is no medical room. The new hall and foyer make an attractive and welcoming entrance to the school. The mobile classroom is in a poor state of repair. The school is well cared for and there are many bright and interesting displays of pupils' work. The spacious grounds, leased from a local school, are used for team games and there is an environmental area. The grounds are well cared for.

59. Resources for learning are satisfactory in most areas. The resources are used to promote positive images in relation to gender, ethnicity and culture. The quality and number of computers has improved recently and are now good. They are put to good use. The library has been recently set up in a new area and has been restocked. There are good stocks of fiction in the classrooms. Resources for the implementation of the Numeracy lessons are appropriate and very nearly complete.

The efficiency of the school

60. The school's resources are generally managed efficiently by the governors, headteacher and administrative staff. All developments, particularly those involving the curriculum are well costed. Structures are in place for the governors to consider the priorities identified by the subject co-ordinators in their annual subject reviews. Clear links are made between raising standards of literacy and numeracy and the financial costs of such initiatives. For example, funding to upgrade the school's supply of books has been made available. The governing body's finance committee meets regularly to monitor spending, and decisions are minuted and presented to the full governing body. The governing body's ability to plan strategically has improved since the previous inspection and is now good.
61. The teaching staff are deployed appropriately and all teachers have responsibilities for subjects of the curriculum. The support staff are used effectively in the classrooms. The provision and quality of support staff has a positive impact on the attainment of pupils, particularly those with special educational needs. Funds for these pupils are administered efficiently.
62. The accommodation and learning resources are used well, apart from some under use of the library. The limited space outside classrooms is used appropriately for computer activities and art and craft activities.
63. The administrative officer is efficient and there are good financial controls and procedures in place to monitor day-to-day spending. The latest auditor's report made a number of recommendations, which have been dealt with, except for those concerning the number of signatories for school bank accounts. The school's inventory of stock needs to be maintained in an improved form.
64. Taking into account the pupils' high levels of attainment in English, mathematics and science, the good progress, the good quality teaching, the good attitudes to their work and very good behaviour, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

65. As it was the second week of the new school year, there were only seven children in the reception class under the age of five. During the inspection a further group of children visited for an afternoon, as part of their introduction before starting school. Children join the reception class in September and October according to their birthday. The results of the baseline tests indicate that the children enter the reception class with a range of attainment but many show the skills and abilities above those expected for their age. The children make good progress in their personal and social, language and literacy, mathematical, knowledge and understanding of the world, creative and physical areas of development. By the age of five most children attain standards above those expected for their age in all these areas of learning.

65. Personal and social

66. Good relationships are established between the children, their families and the staff. A pre-school group run by parents meets weekly in the school hall and the early years staff make regular visits to the group in order for the children to get to know them before they enter school. Children come into school happily. In the reception class the routines and rules help the children to adjust quickly to the school's expectations. Teaching is frequently very good in this area and the children make good progress. The use of praise and encouragement by the adults contributes to the growth of the children's self esteem and confidence. Opportunities are provided to develop independence, positive attitudes to learning and good relationships. Children show independence in personal hygiene and when selecting activities. They are able to dress. They understand the need to work independently and seek help from adults when it is necessary. Children are consistently well behaved and enthusiastic. They concentrate well and show perseverance when completing tasks such as handwriting, painting and building models. They share toys and equipment and play alongside one another happily; they have begun to form friendships with other children and to develop the skills of working together.

66. **Language and literacy**

67. There are many opportunities for the children to develop their speaking and listening skills. They listen attentively to stories and rhymes and join in class discussions. The children's listening skills are good and they are able to take it in turns to speak. Many of the children enter the school with a good vocabulary and are able to express themselves in sentences. Teachers' planning takes this into account. The quality of teaching is good and sometimes very good. Early reading skills are well developed and children are encouraged to share books and stories; the children are sensitively introduced to the Literacy Hour through a reading activity that uses a 'big book'. The children join in reading the rhymes with the teacher. They handle books carefully, know that words and pictures convey meaning and are making good progress in recognising individual letters and sounds. The children make good progress in their writing skills. They can all make marks and draw pictures. There are good opportunities for children to take part in role-play both in the outdoor playhouse and in the classroom home corner.

67. **Mathematical**

68. The children make good progress in the mathematical area of learning in the reception class. They learn to sort, match, count, recognise and write numbers. Many of the children can count to 10 and some can count beyond. The teacher plans a good range of activities to ensure that the children become familiar with mathematical language such as more than, how many, bigger and smaller. Good opportunities are created by the teachers to extend the children's mathematical understanding, for example, when marking the register and they measure themselves against towers of blocks they have made.

68. **Knowledge and understanding of the world**

69. Progress is good in relation to their knowledge and understanding of the world. A range of well-planned activities is provided to extend and expand the children's experiences, and to assist the development of the children's relationships between themselves, their families and the community. The quality of the teaching is invariably good. A recent visit from the fire service has contributed to this area of learning. Children discovered how the fire engine worked, followed a simulated route to a fire on a screen, and learnt about fire safety. The children are confident when using the arrow keys and mouse on the computer. They learn how we understand the world around us through our senses and take part in experiments such as trying to guess the colour of a sweet by its taste.

69. **Creative**

70. The children are provided with a range of opportunities to experiment with colour, texture and shape and they are making good progress in their creative development. The quality of teaching is good. The children enjoy painting, they choose from a range of colours and mix different shades and paint confidently. They take pride in the finished product. They handle pencils and crayons well and enjoy the different effects made by blending colours with pastel crayons. In music lessons, the children are encouraged to sing their names and nearly all do it confidently. They enjoy using musical instruments and can tap and clap rhythmically. The children take great delight in using a rain stick and co-operatively try to maintain the sound as they pass the instrument round the circle. Good use of wet and dry sand is made for informal learning and there are opportunities for the children to participate in imaginative play using a range of activities and apparatus.

70. **Physical**

71. Progress in physical development is good. The teachers plan carefully to provide a good range of

activities. The teaching is very effective and the children are well organised and managed. When the children make mistakes or do not succeed teachers encourage them to understand that they may not always get things right first time and that they should persevere. The children learn to handle pencils and scissors confidently, they can manipulate and join pieces of construction kits to make models of trains. The outdoor equipment provides for the children to work on wheeled toys and to develop their skills of climbing and balancing. In a movement and dance lesson they move confidently and are using skills of co-ordination and spatial awareness. They can run and stop, are able to change direction whilst running, jump with both feet and run on tiptoe.

72. The teaching of children under the age of five is consistently good and sometimes very good in all areas of learning. The teacher and nursery nurse have a good understanding of how young children learn and provide a structured environment that helps the children to gain confidence and develop their skills. The staff have high expectations of what the children are capable of achieving and how they should behave. They plan an appropriate range of stimulating learning activities for the children. In particular they have very good questioning skills; they use these well to extend the development of the children's language and their positive attitudes to learning.

ENGLISH, MATHEMATICS AND SCIENCE

72. English

73. The 1998 national test results for Year 6 pupils indicate that attainment in English is very high in comparison with the national average for pupils in all schools. Over the three years 1996 to 1998, the results show that pupils' performance was very high when compared to the national average. These figures relate to the pupils who took the tests last year.
74. The 1998 test results for Year 2 pupils indicate that attainment in reading and writing is well above the national average for pupils in all schools, above in reading and well above in writing when compared with the performance of pupils in similar schools. Over the last three years standards have been above average in reading and writing. These figures relate to the pupils who took the tests last year.
75. Inspection findings show that standards for the present Year 6 are well above national standards and that standards for the majority of pupils by the end of Key Stage 1 are also well above national standards in reading and writing. This is an improvement since the last inspection. These findings are largely in line with the results of the national tests and indicate that pupils are attaining much higher standards than they did at the time of the previous inspection. Overall, the progress made by the pupils is good in both key stages. The pupils with special educational needs also make good progress and are well supported by both the teaching and the non-teaching staff.
76. The pupils' attainment in speaking and listening is well above average by the end of Key Stage 1. The pupils are confident when talking about the books they are sharing. They speak clearly and thoughtfully explain their ideas about the key elements of the books and stories. They listen well to instructions and respond to the teacher's questioning. They enjoy joining in and learning rhymes, which they repeat with enthusiasm. By the end of Key Stage 2, the pupils' standard of both speaking and listening is very high in relation to the national average. They discuss very

confidently aspects of poems, such as 'Snake' by D. H. Lawrence and 'Landscape as Werewolf'. They listen very well to each other and willingly volunteer suggestions and correct what has been said.

76.

77. In Key Stage 1, the pupils' attainment in reading is well above average and they make good progress. Their enjoyment of reading and the opportunities that they are given across a variety of subjects ensures that they become increasingly fluent and accurate. They understand how to locate information in books using contents and index pages. They know the importance of using alphabetical order. They have limited opportunity to use the library. By the end of Key Stage 2, the pupils are well above average readers and they make good progress. They read widely and with interest. Older pupils read poems and show that they understand a wide range of texts and can extract essential points in them. They have a mature understanding of the literary terms used and the imagery within some poems. They have a very good understanding of grammatical terms. They make use of a wide range of skills in finding and using information, although their library skills are less well developed.

78. The pupils' attainment in writing by the end of Key Stage 1 is well above average and they make good progress. The range and quality of their writing is good. They sequence their writing well and use capital letters and full stops correctly. Comprehension skills are very well developed. Their handwriting is clear, legible and for some fluent but not always joined. By the time they leave the school, the pupils make good progress. They write in an appropriate range of styles across the curriculum. They can express themselves clearly and with increasing accuracy. Spelling is generally correct. Appropriate work is set for the pupils with special educational needs, and they make good progress. Standards in writing have improved since the previous inspection.

79. The pupils' attitudes to their work are generally good. They listen with interest. They co-operate and share materials and equipment very sensibly. The youngest pupils work well within the framework of the Literacy Hour but a small number of older Key Stage 1 pupils find it difficult to concentrate during the whole class sessions. In Key Stage 2, most pupils can work independently. In the oldest class, excellent relationships exist and co-operation is of a high quality. Behaviour in lessons, in most classes, is good. The pupils enjoy using a wider range of vocabulary.

80. The quality of teaching throughout the school is mostly good. The work is generally well planned and it takes due account of the National Literacy Framework. In all classes the teachers are using the Literacy Hour effectively to teach word, sentence and text level work. The support staff are well briefed and deployed and are knowledgeable about their work. The tasks are appropriate and usually well adapted to the needs of the pupils of different abilities. The pupils' work is marked but there are inconsistencies between classes. Information is beginning to be used to target individual support and to plan future work. The pupils take books, usually of an appropriate level, home to read and the parents are encouraged to share books with their children. This has a positive impact on reading standards. However, homework is not always set consistently between classes.

81. The school is using the National Literacy Framework and a commercial scheme, but there is no whole-school policy that sets out clear guidelines to assist staff in using these. The termly planning does not show clearly enough how these will be used or developed and there is inconsistency in the quality of the teachers' weekly planning. The English co-ordinator has received training for the Literacy Hour and has led staff training. She is committed to raising standards and is knowledgeable but she has insufficient opportunities for monitoring the teaching and learning in other classes.

Mathematics

82. The results of national tests over the past three years indicate that the percentage of the pupils reaching Level 2 or above at the age of seven in mathematics is well above the national average. Their performance in tests in the most recent year is very high in comparison with the national average and is well above the average for similar schools. By the end of Key Stage 2, the pupils' performance in mathematics over the last three years is very high compared with the national average. The percentage of pupils reaching Level 4 or above at the age of 11 in the most recent year is very high compared with the national average and in comparison with all schools. Inspection findings indicate that attainment at the end of both key stages is above average. Throughout the school the pupils with special educational needs are well supported and make good progress towards their targets.
83. By the end of Key Stage 1 the pupils have a good understanding of two- and three-digit numbers and they are able to order number up to 100. They are learning to read and match number words to digits and they are able to add and subtract using tens and units. They can count in fives and tens and understand how to multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 4. The pupils are able to double numbers and round up and down to the nearest 10, some can perform the same operations with hundreds and thousands. Using a variety of strategies the pupils can mentally solve addition and subtraction problems up to 20 and some can work with higher numbers. The pupils know two-dimensional and some three-dimensional shapes. They learn to tell the time in hours and half-hours. The pupils produce bar charts and block graphs and are able to explain the data they have recorded. They understand how some mathematical diagrams work and when using them are able to sort and classify data and interpret the completed charts.
84. The pupils, by the end of Key Stage 2, are able to add and subtract using hundreds and most work similarly in thousands. Their mathematical vocabulary is extended to include a range of words to describe the four number operations. Most pupils can divide and multiply with three- and four-digit numbers and are able to work with decimals to two places. All the pupils work on learning their multiplication tables and targets are set to help them achieve this fully. The majority of the pupils are able to recognise percentages as fractions of a hundred and understand equivalent fractions and decimals. Work is done on finding the perimeter, area and volume of shapes. Pupils make good progress in learning to collect, classify, display and interpret data; some are able to make predictions about results.
85. Throughout the school the pupils enjoy their mathematics lessons, usually listen well to introductory sessions and enthusiastically answer questions and attempt to solve problems. During most lessons, the pupils concentrate well on the tasks set, work quietly and are well behaved. Good relationships are evident between adults and pupils, and between pupils; they who are supportive of one another. Presentation and marking of work is variable and work is rarely dated.
86. The quality of teaching in mathematics is good or very good but there is small amount of unsatisfactory teaching. Where teaching is good and very good, teachers demonstrate a sound knowledge and understanding of the mathematics they are teaching. They give clear explanations and use mathematical language correctly and this helps pupils to develop their understanding of appropriate terms. Work is planned to build on the skills and knowledge of pupils and to extend their understanding of mathematical concepts. The teachers ensure that tasks are matched to the pupils' abilities and attainment. A particular strength of the good teaching seen is the clear questioning that extends the pupils' thinking and develops their skills. The teachers' planning places an emphasis on numeracy skills; this is helping pupils to have a sense of the size of numbers and where they fit into the number system. The pupils learn to calculate accurately and efficiently, as for example, when they have to work out the doubles of numbers mentally and round them up or down to the 10 or 100. Where the occasionally less successful teaching is seen, work is

not sufficiently matched to the attainment of the most able pupils or planned to support less able pupils; it is not based on a clear assessment of pupils' previous attainment. Information technology in mathematics is used to reinforce and practise number operations and to produce data in different forms such as pie-charts. On occasions the continuity of the Numeracy Hour is disrupted by the pupils being withdrawn for specialist music lessons.

87. The planned curriculum meets all statutory requirements. The school's policy, scheme of work and documentation for the National Numeracy Project are helping teachers to plan for progression and continuity. The co-ordinator effectively monitors teachers' medium term planning and provides an action plan to support the development of the subject. However, she has few opportunities to monitor the delivery of the planned curriculum throughout the school, or to support the implementation of the National Numeracy Initiative. The present range of resources is satisfactory, they are well cared for and stored appropriately. Resources for the implementation of the National Numeracy Strategy are very largely in place.

Science

88. The teacher assessments at the end of Key Stage 1 were well above the national average. Recent benchmark data and the results of the national end of key stage tests indicate that by the age of eleven, the pupils' attainment is well above the national average in science when compared with all schools. Over the last three years, the performance of the pupils was very high in comparison with the national average. Inspection findings indicate that attainment is above average at the end of both key stages and that pupils make good progress.
89. By the time they are seven the pupils can identify different materials and some are able to talk about the properties of a range of materials that are commonly used in house building. They have an understanding of the needs for survival. The pupils are learning to establish whether things are alive, have lived or have never been alive and give examples to indicate their understanding. They have experience of testing how a buggy moves on different surfaces and have investigated pushing and pulling forces. The pupils have predicted which items will float or sink and have begun to understand that water can exert a force. They are able to name common sources of light and categorise surfaces as opaque or transparent. The pupils investigate how to make a parachute and how to make improvements to its performance. The youngest pupils are learning how our senses help us to perceive and interpret the world around us.
90. Key Stage 2 pupils have the opportunity to take part in a residential visit that focuses on environmental science, where they learn about techniques such as beach profiling. They discover the power of magnets and what constitutes electrical circuits. They find out through experimentation how the shadow cast by the sun moves during the day and changes in length. The pupils learn about the parts of plants and their functions in pollination and photosynthesis. They learn about the components of food webs and chains. Work on forces is extended to include gravity and the knowledge of Newtons. In their topic on the body, the pupils are taught about the digestive system, the skeleton, and how the reproductive system works. They test their normal pulse rate and after exercise. They know about the lungs and the dangers of smoking.
91. In lessons, pupils listen well to introductions and are keen to offer answers. Behaviour is good and pupils work well independently. The pupils are keen to talk about their often extensive scientific knowledge. However, they do not always have the opportunity to design their own experiments or to predict what will happen in different situations.
92. The quality of teaching in both key stages is satisfactory. The teachers have a sound understanding

and knowledge of the requirements of the National Curriculum and use appropriate vocabulary and questioning to extend learning. However, they do not often challenge pupils' thinking and understanding by giving opportunities for pupils to develop independence or show initiative in learning. In some classes, the presentation of work in science books is poor and work is not marked.

93. The planned curriculum meets statutory requirements and there is a policy and good scheme of work in place to help teachers plan work to ensure progress and continuity. The curriculum co-ordinator has begun to work with other teachers to monitor the quality of the written work throughout the school. There are no opportunities for the co-ordinator to monitor directly the way in which science is taught across the school. Assessment procedures are good: they are used to ensure progression in learning. The school grounds provide a useful resource for environmental topics and there is an adequate central bank of resources to support the planned curriculum. Pupils, including those with special needs, have equality of access to the science curriculum.

OTHER SUBJECTS OR COURSES

93. Art

94. Progress is good throughout both key stages. All pupils have equal access to the art curriculum. The good work exhibited around the school is colourful, interesting and very well arranged and shows a range of techniques and media. The work in art is often related to the topics being studied in other curriculum areas such as English, science and religious education.

95. Key Stage 1 pupils can mix colours using a variety of media. When painting images of fish they successfully blend new shades from primary colours. Vivid paintings of fire engines are enhanced by the use of glitter and cellophane to depict water shooting from hoses. The paintings illustrating the sounds and letters of the alphabet are carefully and colourfully executed. The pupils make good progress in depicting facial features when drawing portraits using pastels and crayons. They can mix and merge colours to produce pictures in the style of Monet.

96. Throughout Key Stage 2, the pupils learn to observe artefacts and images closely and record their observations of flowers, leaves, objects and materials using watercolour and acrylic paints, pastels, crayons and pencils. Illustrating poems about the symbolism of trees in religious thought provides an opportunity for the pupils to explore their feelings and express their own ideas. The pupils respond well to other artists' work and use their observations to develop their own techniques. Watercolour pencils are used to good effect to reproduce the subtle colouring of the flower paintings of Charles Rennie Mackintosh. Working in the widely different styles of Van Gogh, Chagall and Matisse the pupils produce vibrant pictures and paintings which display imagination and creativity. At the Art Club the pupils have opportunities to experiment with other materials and media such as when they successfully construct large three-dimensional heads.

97. The pupils enjoy art activities and are enthusiastic about their work. They are able to talk confidently about how they have achieved effects with different media. In evaluating their own work they can say what they like or dislike. They listen to other pupils' ideas and incorporate them into their own work. They work carefully and are willing to try new techniques and use different materials to achieve the effects they have in mind. They show pride in the finished products.

98. The teaching is good in art lessons; materials and other resources are very well prepared. The teachers are secure in their knowledge of what is to be taught and their enthusiasm communicates itself to the pupils. There is a policy and scheme of work in place for art that has been prepared by

the co-ordinator and this helps to ensure progression throughout both key stages. Resources are adequate for teaching art and are often supplemented by the teachers' own materials. The subject makes a significant contribution to the spiritual and cultural development of the pupils.

Design and technology

99. The pupils in both key stages make at least satisfactory progress in most aspects of the subject. No lessons were observed. However, discussions with teachers and pupils about their work, an examination of pupils' previous work and the teachers' planning indicate that the pupils are involved effectively in a variety of design and make projects. This is an improvement since the last inspection where there was a key issue to raise standards.

100. The pupils in both key stages talk about their work with knowledge and enthusiasm. They discuss how they developed their initial ideas and recorded their thoughts. In Key Stage 1 a group of pupils discussed how they designed and made a coat of many colours, using a variety of textiles. In Key Stage 2 the pupils explained confidently about their bridge designs and models. In both key stages the finished work indicates that they had worked carefully and had taken a pride in the finished product, which are generally of a good standard. On the evidence available the pupils are given satisfactory opportunities to plan, to select materials, and to consolidate and extend their skills the pupils. They are recording their ideas and evaluating their finished work. This is an improvement since the previous report. However, as pupils get older, teachers do not provide pupils with appropriate opportunities to extend their skills in evaluating their work. Older pupils' designs do not show sufficient detail as to the stages to be gone through and the tools and materials to be used. The use of resistant materials forms part of the work but electrical and mechanical components are under-developed.

101. The scheme of work that has been put in place since the previous inspection clearly identifies a range of design and make projects and highlights progression in skills and knowledge for each year group. Resources are satisfactory for current levels of work and are readily accessible. The subject co-ordinator monitors the teachers' planning and the pupils' work and this is helping to raise standards. Good links are made in the teachers' planning with other subjects, particularly literacy, mathematics and science.

101.

101. Geography and history

102. One geography lesson was observed during the inspection. This and the evidence from the teachers' plans and the pupils' written work from the previous year, along with discussions with the pupils indicate that an appropriate curriculum is in place and pupils' progress is satisfactory throughout the school, including the pupils with special educational needs. This is an improvement since the last inspection where there was a key issue to raise standards in Key Stage 1.

103. Only one lesson was observed in history during the inspection. Judgements are based on the lesson seen, a scrutiny of pupils' work from last year and the teachers' planning, and discussions with the pupils. The pupils make satisfactory progress in history in both key stages and enjoy learning about the past.

104. By the end of Key Stage 1, the pupils have a sound geographical knowledge and are able to use appropriate vocabulary to make observations about the physical features of their surroundings. On visits around their locality, they have looked carefully at different types of buildings. They make satisfactory progress in developing early mapping skills and can identify their route to school and

other features on a map. In Key Stage 2, the pupils are beginning to gain an understanding of the wider world through their studies of other countries. They talk with interest about the study of St Lucia. By the time the pupils leave school they have studied various different localities and are able to make comparisons between the human and physical features. In their studies of land use they understand the conflict between the demands of industry, leisure and tourism. They develop their mapping skills, such as scale. They can identify some of the major physical features of the United Kingdom. The pupils show an interest in their geography lessons and are keen to convey their ideas and recollections to visitors.

105. In the older class the pupils study the history of Ancient Greece. In the one history lesson observed with the older Key Stage 2 pupils the teaching was very good. The pupils make good progress in their ability to interpret the information from sources and are able to give explanations for changes in the way of life locally. In both key stages, the pupils have a satisfactory understanding of the chronology of the periods they have studied.

106. There is now a clearly set out geography scheme of work that has been produced since the previous inspection report. This has helped to provide an effective framework for teachers' planning. There is a two-year cycle in Key Stage 1 and a two-year cycle in Key Stage 2 for the teaching of selected topics. Geography and history are used to develop aspects of literacy and numeracy effectively. The geography co-ordinator, however, does not have opportunities to monitor the pupils' learning. Resources are generally satisfactory, although these now need to be more closely linked to what is being taught and there is a lack of appropriate maps.

107. Guidelines to support the teaching of history are in place but as yet there is no overview of the curriculum to ensure progression and continuity of learning. The co-ordinator for history has assembled a useful reference file which contains relevant documentation and some samples of work. The school ensures that the pupils have access to a balanced and broad curriculum, which is supplemented by visits. Resources for history are generally adequate, although the school has as yet no artefacts to support the pupils' learning.

107. Information technology

108. The pupils' attainment in Key Stage 1 is broadly in line with national expectations by the end of the key stage. Most pupils are competent in using the computer keyboard and mouse and use drawing and painting programs with reasonable confidence. They know basic word processing functions and, with help, can print out their work. They successfully use computer programs to help develop reading and numeracy skills.

109. By the end of Key Stage 2, the pupils have improved their word processing skills and can present text using different fonts and formats. Their standards are at least in line with national expectations in most aspects of the curriculum. However, the curriculum is not sufficiently broad and in using control technology their standards of achievement are below national expectations, largely because these are insufficiently taught.

110. In most classes the pupils, including those with special educational needs, use the computers regularly, although clear records of use are not maintained in all classes. The pupils in both key stages use computers to support their literacy and mathematics work.

111. The pupils are enthusiastic and reasonably confident when using computers. They share and co-operate sensibly with one another. Some sustain their interest for long periods of time. When they have been taught a particular skill they are keen to pass on their knowledge to others. This was observed in the younger Key Stage 2 class where the Year 4 pupils explained how a program was

used to Year 3 pupils.

112. Only a small amount of direct teaching was observed during the inspection. Whilst most of the teachers have satisfactory subject knowledge and plan to use the computers on a regular basis, there is some lack of confidence in teaching aspects of this subject, such as control technology. There is no means as yet of recording pupils' achievements. The teachers make good use of support staff, particularly in Key Stage 1, to develop the pupils' computer skills. Planning indicates that computers are used regularly to support work across the whole curriculum.

113. The school has been without a subject co-ordinator for some time and the new co-ordinator has just started in the post. There is an effective scheme of work, which if followed should provide a good foundation for the pupils' to make satisfactory progress. There is a good number of computers, a wide range of appropriate software and sufficient printers. The school has access to the Internet.

113.

113. **Music**

114. The pupils' progress is satisfactory in both key stages. The evidence from lessons, observations of assemblies, scrutiny of planning and interviews with the co-ordinator indicate that the subject has a secure place in the curriculum and a high profile in the life of the school. The school orchestra performs regularly, both in the school and at other venues. All pupils are given the opportunity to learn an instrument; visiting specialists provide a wide range of tuition in string, brass and woodwind instruments.

115. In Key Stage 1, the pupils sing tunefully, controlling pitch and dynamics well. They are beginning to understand musical terms such as rhythm and beat and are being taught to distinguish between high and low sounds. They are able to describe the different ways in which the instruments are played such as by shaking, drumming and scraping. The pupils respond to recorded music and sounds through movement and are able to play percussion instruments in conjunction with other performers. Key Stage 2 pupils can sing in tune with a secure sense of phrase and pulse. They respond well to music from different traditions and can use a wide musical vocabulary accurately and appropriately. The pupils in the orchestral ensemble are able to play their instruments maintaining their own part yet they are aware of other performers.

116. The pupils' responses to the various musical activities are good. They are well behaved and co-operative, taking turns and playing percussion and tuned instruments with enjoyment and care. Opportunities to demonstrate independence are taken with enthusiasm and maturity. The pupils relate well to the teachers and to one another.

117. The teaching has clear objectives and the activities are well planned. The resources are appropriate and well organised, although there is a lack of multi-cultural instruments. The teachers employ good questioning techniques to extend pupils' musical skills and knowledge. They make good use of opportunities to assess pupils' understanding and to involve them in playing instruments. The recently acquired local authority scheme of work provides guidance for non-specialists. Opportunities are taken in assemblies to continue the pupils' musical experiences by the use of a variety of taped music. The school is visited annually by members of the Bournemouth Symphony Orchestra who provide workshops on different themes such as Victorian music for the younger Key Stage 2 pupils and a workshop for Key Stage 1 pupils. There is a good variety of traditional tuned and percussion instruments although there is a limited range of instruments from other cultural and musical traditions.

117. **Physical education**

118. Overall the pupils make good progress throughout both key stages. Three dance lessons and one games lesson were observed. The evidence from the lessons observed, the teachers' plans, and discussions with pupils, indicates that a sound physical education curriculum is in place and that standards are appropriate for the age of the pupils. Records indicate that almost all the pupils are able to swim 25 metres by the time they leave the school.

119. The youngest pupils move around safely, stopping, jumping and changing direction when instructed by the teacher. They make effective use of space on the floor and show a good level of control and flexibility. They understand the importance of warming up. They move well to the rhythm of the music. In Key Stage 2, their movement skills have become increasingly refined. The pupils are able to develop imaginative sequences individually. They express moods and feelings through their movements and respond effectively to the music. Older pupils develop good ball skills. They control, travel, stop and pass. They experience a variety of team and individual games developing skills leading to the playing of sports such as netball, football and rugby.

120. The pupils are enthusiastic and keen to take part in physical education activities. They listen carefully to instructions and consider how they can improve their performance. They appreciate the need for safety when carrying equipment or working with others. They are always suitably dressed. The pupils with special educational needs are well-integrated into physical education lessons and make good progress.

121. The teaching was mostly good. Lessons are carefully planned. They have clear learning objectives and teachers have high expectations. They manage lessons very well and a high standard of behaviour is maintained. Care and attention is given to the pupils' safety. Effective use is made of pupils' performance to demonstrate good practice in some lessons. The pupils have limited opportunity to assess their own and others' performance.

122. There is a policy and scheme of work, which gives structure and direction to the teaching of this subject. It includes all areas within the Programme of Study. The school uses the local authority scheme for games and gymnastics. The co-ordinator is new to the school. Resources for the subject are at least satisfactory. Extra-curricular activities effectively provide support to the subject and extend the Key Stage 2 pupils' learning. Resources are at least satisfactory and in many cases they are good. Since the previous inspection a new, spacious hall has been built and this has allowed for a much improved curriculum. The school has access to a large field and uses the swimming pool at a nearby school.

Religious education

123. By the end of both key stages attainment is in line with expected standards as described in the locally Agreed Syllabus. In Key Stage 1, the pupils are making sound progress and by the end of Key Stage 2 they make good progress. All the pupils, including those with special educational needs, have equal opportunities to participate in the learning activities provided. This is an improvement since the last inspection where there was a key issue to raise standards.

124. In Key Stage 1, the pupils hear stories from both the Old and New Testaments and they learn about festivals such as Christmas and Easter. They explore features of friendship and caring for one another. They begin to express their thoughts and ideas about religious concepts and questions. They talk about special places where they feel safe and happy and they learn how a church is a special place for Christians. The pupils learn about other religious traditions and beliefs such as Hinduism.

125. The pupils in Key Stage 2 learn about rituals and symbols, for example, the significance of harvest in Christianity and Judaism. They know about Advent, Hanukkah, Easter and the Passover. By the end of Key Stage 2, the pupils are able to recognise and explore the meaning and significance of symbols. For instance, they learn about the tree in the Garden of Eden, stories of the Hindu god Shiva and life as a garden. Towards the end of the key stage, the pupils are given opportunities to explore issues such as what is religion, the meaning of the Lord's Prayer and the use of metaphor in prayer. The pupils learn about the significance of names in Christianity and Islam, they explore the meaning of the names given to God by Muslims. Throughout the key stage, the pupils extend their knowledge of the faith, symbols and rituals of the Christian church by exploring the different interpretations of Easter. Religious education makes a significant contribution to pupils' spiritual and personal development.

126. The pupils' response to religious education is good; they concentrate well in lessons, listen quietly and are well behaved. They answer questions enthusiastically and are involved in the activities provided. Good relationships are evident between the adults and pupils, and between the pupils themselves. The pupils work well together and are prepared to offer their opinions in discussions. They show appropriate respect for traditions, faiths and cultures other than their own.

127. The quality of teaching throughout the school is mainly good. The teachers demonstrate a very good knowledge and understanding of the locally Agreed Syllabus for religious education. They make good use of questions and use suitable vocabulary to extend understanding. Work is matched appropriately to pupils' ages and abilities. The locally Agreed Syllabus provides the school scheme of work and this has been effectively arranged into a two year cycle of topics. The curriculum co-ordinator supports colleagues by identifying the ways in which collective worship relates to religious education lessons and by ensuring that resources from the local loan service are regularly obtained. A local minister visits the school, and visits are made to the village church and to a synagogue. The school does not have a suitable range of resources for studying religions, such as Islam.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

A team of three inspectors carried out the inspection. During the four days in school:

- 46 hours were spent observing classes, in discussion with pupils and evaluating their work;
- 42 lessons or parts of lessons were observed;
- periods of registration, assemblies, play and lunchtimes and extra-curricular activities were observed;
- discussions were held with the headteacher, senior management team, teaching and non-teaching staff, governors, parents and visiting members of support agencies;
- a sample of pupils, representing the full range of abilities, was heard reading;
- samples of pupils' work were inspected from all year groups, together with pupils' records, reports and teachers' plans;
- the school's policy documents, school development plan, attendance registers, the previous inspection report and the governors' action plan were analysed;
- financial documents and the budget figures were scrutinised;
- the issues raised by parents, including those at the parents' meeting and from the returned questionnaires were considered.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	104	1	8	3

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	23.6

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	79

Average class size:	29.5
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Financial data

Financial year:	1998
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	£
Total Income	239975
Total Expenditure	232572
Expenditure per pupil	2058
Balance brought forward from previous year	-7898
Balance carried forward to next year	13809

PARENTAL SURVEY

Number of questionnaires sent out:	104
Number of questionnaires returned:	26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	32.0	48.0	16.0	4.0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42.3	46.2	3.8	7.7	0
The school handles complaints from parents well	29.2	20.8	33.3	16.7	0
The school gives me a clear understanding of what is taught	15.4	38.5	7.7	30.8	7.7
The school keeps me well informed about my child(ren)'s progress	23.1	30.8	15.4	23.1	7.7
The school enables my child(ren) to achieve a good standard of work	38.5	38.5	23.1	0	0
The school encourages children to get involved in more than just their daily lessons	50.0	46.2	3.8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23.1	50.0	11.5	11.5	3.8
The school's values and attitudes have a positive effect on my child(ren)	50.0	38.5	7.7	3.8	0
The school achieves high standards of good behaviour	50.0	23.1	15.4	7.7	3.8
My child(ren) like(s) school	56.0	40.0	0	4.0	0