

INSPECTION REPORT

St Ives First School

Ringwood

Dorset

Unique Reference Number: 113739

Headteacher: Mrs Julie Jeans

Reporting inspector: Mrs Sue Chesters

Dates of inspection: 18 – 21 October 1999

Under OFSTED contract number: 707228

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Community
Age range of pupils:	5 to 9
Gender of pupils:	Mixed
School address:	Sandy Lane St Ives Ringwood Hampshire BH24 2LE
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Appropriate authority:	St Ives school governors
Name of chair of governors:	Mr M Packham
Date of previous inspection:	18 – 21 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sue Chesters, RgI	Areas of learning for children under five English as an additional language English Religious education Humanities Music Physical education Equal opportunities	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management
Geoffrey Humphrey, Lay Inspector		Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The curriculum and assessment The efficiency of the school
Jim Howard	Special educational needs Mathematics Science Information technology Art Design and technology	

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[St Ives First School, Ringwood]

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 4
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 4 - 12
- Attitudes, behaviour and personal development 13 - 21
- Attendance 22

Quality of education provided

- Teaching 23 - 32
- The curriculum and assessment 33 - 41
- Pupils' spiritual, moral, social and cultural development 42 - 46
- Support, guidance and pupils' welfare 47 - 54
- Partnership with parents and the community 55 - 61

The management and efficiency of the school

- Leadership and management 62 - 68
- Staffing, accommodation and learning resources 69 - 75
- The efficiency of the school 76 - 79

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 80 - 90
- English, mathematics and science 91 - 116
- Other subjects or courses 117 - 155

PART C: INSPECTION DATA

MAIN FINDINGS

What the school does well

- Standards are high in English, mathematics, science and information technology.
- The school provides excellent extra-curricular activities.
- It has a high proportion of very good teaching which results in pupils making good progress.
- It has excellent financial planning and school administration.
- It has an excellent ethos and its aims and values are reflected outstandingly well in all its work.
- It has excellent relationships between pupils and adults and makes excellent provision for pupils' social development.
- It has very good assessment procedures and excellent systems for using assessment information.

• Where the school has weaknesses

- I. Standards in creative writing, whilst above national expectations, are lower than other aspects of the English curriculum.
- II. Whilst much good practice exists in the delivery of personal, social and health education, there is no whole school policy to underpin this work.

The school has many clear strengths and few weaknesses. The very few minor weaknesses are significantly outweighed by what the school does well. However, the governors may wish to consider them when writing their action plan, which will be sent to all parents and guardians at the school.

• How the school has improved since the last inspection

The school has made good progress since the last inspection. It has successfully addressed all of the issues raised in the last report. It has developed good schemes of work in order to provide continuity, progression and curricular links in all subjects. The provision for information and communication technology in school has been greatly improved. There has been a very good input of updated resources and a new computer suite has been added. This is very well used and is already having a considerable impact on standards. The schemes of work provide for consistent use of information technology across the curriculum. The school has improved library facilities and makes good use of the library accommodation. It has established strategies to monitor and evaluate effectively procedures for curricular and financial provision. Provision to raise pupils' cultural awareness has greatly improved and pupils are now well prepared for life in a multi-cultural society. Social provision has been enhanced and is now excellent.

The school has worked hard to improve these areas and has achieved great success. It has established very good systems in all its work. It places great emphasis on continuing to raise standards and is very well placed to improve even further.

Standards in subjects

This table shows the standards achieved by 7 year olds in Year 2 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
Reading	A	B	<i>average</i>	C
Writing	B	C	<i>below average</i>	D
Mathematics	B	D	<i>well below average</i>	E

The information in the table shows that standards in reading are very high and above average in writing and mathematics when compared with all schools. In comparison with similar schools, reading standards are above average, writing standards are average, and mathematics are below average. However, there may be an anomaly in results compared with schools in similar contexts, as these figures are based on the number of pupils receiving free school meals. St Ives has no pupils registered as entitled to free school meals. It is important to note that, in schools such as St Ives where no cooked meals are available, the number of parents applying for free school meals may be reduced and this would affect the overall statistics for the school.

The inspection evidence confirms a similar position for this academic year in respect of the percentage of pupils achieving the nationally expected levels. At the end of Key Stage 1, and at the end of Year 4 when pupils leave the school, pupils' overall levels of attainment are above average. They are well above national expectations in speaking and listening, reading and mathematics. Standards in writing, science and information technology are above expectations. Pupils attain good standards, appropriate for their age in art, design and technology, history, geography, music and physical education. Standards throughout the school in religious education are above the expectations of the locally agreed syllabus.

The provision the children under the age of five is very good and they make good progress in all the areas of learning agreed nationally for this age group. The provision for pupils with special educational needs and for those who have English as an additional language is good. All pupils make good progress and this has a positive effect on standards.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Very good	good	good
Mathematics	Very good	good	good
Science		good	good
Information technology		good	good
Religious education		good	very good
Other subjects	Very good	good	good

The quality of teaching is good. It is satisfactory in 4 per cent of lessons, good in 40 per cent and very good in 56 per cent. Teaching of the children under the age of five is consistently very good.

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	Very good; pupils consistently behave very well in and around school.
Attendance	Good; slightly above the national average.
Ethos*	Excellent; it is purposeful and positive and provides a stimulating environment in which pupils feel comfortable and secure.
Leadership and management	Very good; governors are well informed, supportive, and effectively involved in the day-to-day running of the school. The headteacher has many excellent qualities and uses these to lead the school very well indeed. She is very well supported by the committed and dedicated staff.
Curriculum	Very good; it promotes very effectively pupils' intellectual, physical and personal development and prepares them very well for the next stage of their education. Assessment procedures are very good and the information collected is put to excellent use.
Pupils with special educational needs	Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of well-focused teaching and a good level of support from classroom assistants.
Spiritual, moral, social & cultural development	Provision for pupils' social development is excellent. It is very good for spiritual and moral development and good for cultural.
Staffing, resources and accommodation	There is a good match of hard-working teachers to the demands of the curriculum, including those for children under the age of five. A very good number of very well-qualified and effective support staff enhance the work in the classrooms. The accommodation is pleasant and provides well for pupils' academic and personal development.
Value for money	The school gives very 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 school

- III. Pupils develop good listening skills and speak with clarity and confidence about what they learn and do.
- IV. Behaviour and learning attitudes are good.
- V. The school keeps parents well informed through good workshops and termly information on the curriculum and topic work.
- VI. The school provides a secure, friendly and supportive environment.
- VII. Parents are encouraged to become involved.

What some parents are not happy about

- VIII. A few felt disadvantaged because they were not invited to consultation meetings.
- IX. Some expressed concern over lunch time
- X. Issues raised are not always positively

The inspectors agree with all the positive comments from most parents and found that:

- XI. the school offers 'flexi-time' arrangement for consultation meetings in an attempt to accommodate the needs of working parents
- XII. lunchtime supervisors have recently been trained in pupil management and play leadership
- XIII. issues raised by parents are always carefully considered.

· **KEY ISSUES FOR ACTION**

There are no key issues following the inspection. However, the following less important weaknesses should be considered for inclusion in an action plan:

- XIV. continuing to develop and fully implement the programme to address raising standards in creative writing in line with the very good standards in the other areas of literacy
(paragraphs: 8, 90, 95)
- XV. establishing a whole school policy to underpin the good practice in place in personal, social and health education throughout the school.
(paragraph: 51)

INTRODUCTION

1. St Ives County First School is a very good school. It is a school in which pupils thrive in a compassionate and sensitive environment. It encourages every individual to strive for high standards academically and to develop confidence and independence. The school has many notable strengths including very good leadership and excellent relationships.

1.

1. **Characteristics of the school**

2. The school is situated in the St Leonards and St Ives East ward, approximately four miles west of Ringwood. It is on a pleasant, spacious site and is contained within one building. There are now 144 pupils on roll (68 boys and 76 girls), the majority of whom live locally in privately-owned housing. Numbers on roll have remained stable over the last five years. The school admits children to the reception class in the September of the year in which they are five years of age, and there are at present 20 children in reception who are under five. Children start school with attainment levels above those expected of children of this age and by the time they enter statutory education, at the age of five, standards are above national expectations. The percentage of pupils coming from homes where English is not the first language (0.7) is very low indeed. There are no pupils eligible for free school meals. This may be a direct reflection of the fact that there are no cooked school meals available and parents might not apply for their entitlement. The percentage of pupils identified as having special educational needs (18.1) is broadly in line with the national average, and the number of pupils with statements of special educational needs (0.6 per cent) is slightly below average.

3. The school aims to provide:

- an attractive, stimulating, happy and secure learning environment in which children are given every opportunity to develop their potential to full reach
- a challenging curriculum which is carefully planned to meet individual needs and provide quality education
- an atmosphere where each child is valued and their achievements celebrated
- opportunities for all children to develop confidence and independence, enabling them to face the challenges of the multicultural society in which we live today
- a well resourced and stimulating environment in which children can learn through first-hand experience
- an atmosphere within which both teaching and non-teaching staff, parents, governors and children can all work together for their mutual benefit
- opportunities for all children to take active responsibility for their own behaviour, and to take care of their school environment.

1. The school has identified priorities and targets for the year 1999/2000. It met its targets well for the previous academic year. It has established new priorities in addition to completing earlier targets. The school has agreed with the local education authority suitable attainment targets at the end of both key stages for the next two years.

4. **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 (97)	15	16	31

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	14	12
	Girls	15	16	16
	Total	28	30	28
Percentage at NC Level 2 or above	School	90 (87)	97 (96)	90 (91)
	National	80 (80)	81 (80)	84 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	13	14
	Girls	16	16	16
	Total	30	29	30
Percentage at NC Level 2 or above	School	97 (97)	94 (95)	97 (97)
	National	81 (80)	85 (84)	86 (85)

4.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

4.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	56
	Satisfactory or better	100
	Less than satisfactory	0

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4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

2. At the time of the previous inspection pupils achieved levels which were appropriate for their abilities in all subjects, with a number of examples where achievement was high. Currently, standards of attainment throughout the school are good. Overall progress within lessons is good. The school's performance in national tests has constantly improved over the past three years.
3. Children's overall attainment on entry to the reception class is above what is expected of children at this age. They have good skills in all areas of learning. Children listen well and are confident to answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly. Many count to at least 10 and recognise two-dimensional shapes and most primary colours. The children make good progress and the majority achieves beyond the Desirable Learning Outcomes¹ by the time they are five years of age. As they enter the National Curriculum their attainment is above nationally expected levels in all areas of learning.
4. The results of National Curriculum tests and teacher assessments over the last three years show that the performance of the pupils has been above the national average at the end of Key Stage 1. The proportion of pupils achieving the expected standard in reading, writing and mathematics tests at the age of seven has consistently remained above the national average. There are no significant differences in the attainment of boys and girls in the school's national test results, and none were noted during the inspection. The indications are that the upward trend in standards continues in the 1999 tests.
5. End of Key Stage 1 National Curriculum assessment results in 1998 show the proportion of pupils achieving Level 2, the expected standard for a typical seven-year old, was above the national average in reading and mathematics and was well above the national average in writing. The proportion of pupils who went on to achieve the higher Level 3 in 1998 was well above the national average in reading, but was below average in writing. This shows a measure of underachievement in writing in that particular cohort, particularly of a few higher-attaining pupils. The relatively poor performance in 1998 of this cohort can be accounted for by a period of prolonged staff absence, which resulted in their teaching being disrupted in the period leading up to the tests. Inspection evidence shows that these pupils are now attaining standards above national expectations in writing. The percentage of pupils reaching Level 3 or above in mathematics was close to the national average. Teacher assessments in science show levels of attainment were very high in comparison with the national average. The test/task results for 1999 show a continued upward trend in reading, writing, mathematics and science.
6. Results in the national tests (1998), when compared with all schools, are well above average in reading and above in writing and mathematics. When compared with schools in a similar context results in reading are above average, for writing are broadly in line with the average, and in

¹ ON DESIRABLE LEARNING OUTCOMES

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

mathematics results are below average. The increased improvement evident in the 1999 results indicates that the school will be above average in all areas, when compared with all schools and with similar schools.

7. Inspection evidence indicates that, by the end of Key Stage 1 and at the end of Year 4 when pupils leave the school, overall levels of attainment are above average. Standards in English are above national expectations. Pupils' literacy skills in listening and reading are high and in writing they are above expectations. Standards in mathematics are well above national expectations. Pupils' numeracy skills, particularly in mental arithmetic, are above average. Standards in science and information technology are above national expectations. Pupils attain good standards, appropriate for their age in art, design and technology, history, geography, music and physical education.
8. Standards in religious education throughout the school are above the expectations of the locally agreed syllabus. Pupils make good progress in their knowledge of Christianity and other world religions.
9. Pupils make good progress in all subjects as they move through the school. Pupils with special educational needs make good progress, and on occasions very good progress, towards the targets identified in their individual education plans. They receive a good level of well-focused teaching and attain standards in line with their abilities. Their very good progress is particularly evident when pupils are working closely with support staff and with higher-attaining pupils in mixed-ability groups. Pupils for whom English is an additional language make good progress. Higher-attaining pupils are suitably challenged and make good progress. There is no significant difference in the progress made between boys and girls. Progress in information technology has accelerated since the development of the computer suite and the increase in resources.
10. The overall good level of progress through the school, both in lessons and over time, is the result of the very good quality teaching. In particular, the teachers' careful management of pupils and classroom organisation allows learning to take place successfully. The impact of the National Literacy and Numeracy Strategies is helping the continued improvement in English and mathematics. The continued good progress is the result of careful planning that ensures a clear progression in pupils' learning, clear lesson objectives, and very effective use of day-to-day assessment. This is particularly noticeable in the literacy and numeracy hours. The school is carefully monitoring pupils' individual progress in literacy and numeracy and has used this information very well to set realistic targets for future improvement.
13. **Attitudes, behaviour and personal development**
11. Since the last inspection the school has improved the good quality response it invokes from pupils. In particular, pupils' behaviour, which at the time of the last inspection was good, is now consistently very good. Relationships, which the previous report indicated were good, are now excellent.
12. Children under the age of five respond well to school. They make good progress in their personal and social development, showing confidence in their dealings with each other and adults. Most concentrate very well for suitable lengths of time. They work independently when required and enjoy working together in groups of various sizes. They behave very well in lessons and move around the school quietly and sensibly.

13. The pupils' attitudes to learning are very good. They enjoy coming to school and show interest and involvement in all that the school offers. They settle to their work very well and are enthusiastic about lessons. Pupils work very well independently and concentrate for good lengths of time. The school operates as a very orderly community. In common with their classmates pupils with special educational needs display very good attitudes to their work. They are fully integrated into all aspects of school life.
14. In literacy lessons pupils involve themselves well in class discussions and in group work. They answer questions enthusiastically and with great perception, using good-quality speaking and listening skills. Pupils respond well to the numeracy hours. The good pace of lessons motivates them and they concentrate well. They enjoy the challenges set them, particularly in the mental arithmetic and investigative sessions.
15. Pupils behave very well in and around the school. They respond very well to the positive ethos of the school and this helps to maintain the expected high standard of behaviour. There is good discipline in the classrooms. Pupils enjoy and are comfortable with routines that help promote their good behaviour. Pupils move around school sensibly and show good self-discipline. They behave well in the playground and at other times away from the classroom. At lunchtimes pupils act helpfully and sensibly. No instances of bullying were seen during the inspection and the school has very good systems for dealing with incidents if they do arise. Parents report that they have confidence in the school's procedures. All members of the school community, including the majority of parents, know and understand the expected code of behaviour. There have been no permanent exclusions in the past two years.
16. Pupils are trustworthy and clearly know right from wrong. They are very polite to each other and courteous and considerate to adults. They show great respect for the staff and follow the good role models of the members of staff. They are confident to make mistakes and are not afraid to ask for help. They seek advice with their work readily and act on it to improve their results. They celebrate their own successes and enjoy other pupils' achievements. Pupils show respect for property and are tolerant of each other's feelings, values and beliefs.
17. The quality of relationships throughout the school is excellent. Pupils form good, purposeful working relationships with classmates, and work very effectively in lessons. They share resources unselfishly and work very well together. They are eager to help each other and listen to one another's opinions carefully and sympathetically. For example, pupils help each other when working on the computers and patiently listen to their partner's views. They make joint decisions in light of their discussions.
18. Pupils make very good progress in their social and personal development. They are willing to take responsibility for routine jobs around the school and do this very well. For example, pupils act as door monitors and organise the music at assembly times. Pupils use their initiative very well. For example, they organise themselves in the playground and help visitors find their way around school without being prompted. They take responsibility for their own learning very effectively. They discuss competently topics of interest to themselves and use their skills effectively to follow up, either at home or in school, the work that interests them. For example, pupils research a given topic, such as volcanoes, at home and bring their findings into school to edit and use as part of their work to produce a newspaper. Parents feel strongly that the school encourages the children to help and respect each other and adults. They believe the school provides good opportunities for children to show initiative and to assume responsibility and, in particular, to develop as independent learners.

19. The school's provision for the arts, particularly through visits, the quality of the artwork, and some aspects of music, makes a significant contribution to pupils' personal development. Pupils speak well of their school, their headteacher, and the members of staff and there is a very good sense of community within the caring atmosphere.

22.

22. **Attendance**

20. Above average attendance has been maintained since the last inspection and there is still no unauthorised absence. Good attendance and punctuality make a positive contribution towards high standards of attainment and progress.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

21. The quality of teaching is good. It is satisfactory in 4 per cent of lessons seen, good in 40 per cent, and very good in 56 per cent. The high proportion of very good teaching is a major strength of the school and a further improvement on the good teaching reported in the last inspection. The implementation of the good-quality teaching and learning policy, and its effective monitoring, help sustain the high-quality teaching. This has a direct, positive impact on pupils' learning and supports the continued raising of standards well. The quality of teaching is consistently very good for the children under the age of five. Instances of very good teaching were seen in literacy, numeracy and information technology lessons in both key stages. Very good teaching was also seen in design and technology at Key Stage 1 and science, religious education, music and physical education at Key Stage 2.

22. There are many common qualities that contribute to the good quality of teaching throughout the school. One of the strengths is the teachers' planning, particularly for literacy and numeracy. Teachers prepare lessons very well and organise and use resources very effectively to support pupils' learning. They have good control and manage pupils very well. For example, teachers implement the behaviour policy consistently and use positive praise and the rewards system very efficiently to maintain a purposeful learning environment. They understand the needs of individual pupils very well. Relationships between pupils and staff are excellent. Most lessons have good pace and teachers plan activities well to hold pupils' attention. Particularly successful lessons have a good level of investigative work, often based in practical activities, which enables pupils to develop their independent learning skills. In the best lessons teachers make good use of a plenary session to assess what pupils have learned and to consolidate pupils' knowledge and understanding.

23. Teachers have high expectations of pupils' behaviour and academic achievements. Where these expectations are shared with pupils, for example, when teachers start by explaining the aims for the session, effective learning takes place and pupils make good progress. Teachers make excellent, regular use of day-to-day assessment, particularly in English and mathematics. This means work is well related to pupils' prior attainment and teachers set appropriate targets for individual pupils. Teachers question pupils well to revise previous work and to move their knowledge and understanding forward. They explain work well and give clear instructions to pupils to ensure they understand what they have to do.

24. Teaching in the Literacy Hour is effective and is contributing to the constantly improving standards. Teachers show good subject knowledge and good understanding of the Literacy Strategy. They present their lessons in a lively and interesting way, taking every opportunity to build on pupils' previous learning. They plan challenging follow-up work and match activities well to pupils' individual needs.
25. The quality of mathematics teaching is good throughout the school. There is a clear correlation between the good teaching and good progress made by pupils, particularly when teachers focus on practical and investigative work. Teachers understand the Numeracy Strategy well and implement it effectively.
26. Science teaching is good. Teachers build systematically on pupils' prior knowledge and understanding and have high expectations of what pupils can achieve. They plan a good mix of practical and more formal activities which challenges pupils of all abilities. They assess work accurately, recording and monitoring pupils' progress efficiently.
27. The quality of teaching of information and communication technology is good. Teachers are gaining confidence and have good subject knowledge. They make good use of the new computer suite and provide interesting opportunities for pupils to work independently and learn through experimentation.
28. The quality of teaching for the children under five is very good and has a positive effect on children's learning. All members of staff work very effectively together, encouraging children to become independent workers and to make good choices as a matter of routine. Relationships between adults and children are excellent. Members of staff use language very well and place a high emphasis on encouraging this in the children, so that they may succeed in set tasks, and ensure good progress in the communication skills of speaking and listening. They teach specific skills, such as how to care for books and how to hold work tools such as pencils and plastic knives. They have high expectations of work and behaviour and constantly provide well-planned activities and use good quality resources to enhance learning. They guide children most effectively and intervene most efficiently to move children's knowledge and understanding forward at a good pace, ensuring consistent, good progress.
29. The teaching of pupils with special educational needs is good. Their needs are correctly identified and teaching is well-focused towards reaching the targets identified on their individual education plans. They receive suitable in-class support, which allows them to follow a similar curriculum to their classmates. Teachers are sensitive to the range of abilities within their classes, and prepare a range of activities well-matched to pupils' needs. Pupils for whom English is an additional language receive good tuition at all times and as a result make good progress.
30. Classroom support staff provide very good assistance for pupils and make a very positive contribution to pupils' learning. Teachers welcome parents and other volunteers into their classrooms. Thus, all make a helpful contribution to the quality of education provided and assist pupils to make good progress. The school monitors lessons effectively and in its procedures for this it has good capacity to improve the quality of teaching still further.

33. **The curriculum and assessment**

31. Since the time of the last inspection there have been important changes to the curriculum. The national strategies for the teaching of literacy and numeracy have been introduced with the inevitable reduction in the available time to teach other subjects. The school has adapted extremely well to these changes and, through careful planning, continues to offer a broad and balanced curriculum that includes worthwhile experiences in all subjects. This is achieved by the very effective links that are made between subjects so that learning in one subject supports learning in another; for example, accurate measuring skills are promoted in science lessons, understanding of angles is reinforced through design and technology and information technology activities, and literacy is promoted through pupils' writing across the whole curriculum. The curriculum fully meets the statutory requirements for the teaching of the National Curriculum and religious education.
32. Pupils' personal and social education is catered for well. The governors, in consultation with parents, have decided that sex education will not be specifically taught. Drugs awareness is taught appropriately. Pupils learn about the medicinal benefits of drugs and are aware of the inherent dangers in mistaking prescription medicines for sweets. Through their science lessons they know the importance of maintaining a healthy lifestyle. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. Good work habits are established and there is a regular pattern of homework that reinforces what pupils learn at school. The quality of planning is particularly good and ensures that learning builds systematically on what pupils already know and understand. Teachers are aided in this by well thought-out schemes of work, which set out the timescale of what will be taught. From this, teachers identify what pupils will learn in particular lessons. Since the time of the last inspection good progress has been made in developing the curriculum. At that time there were deficiencies in the evaluation procedures and not all subjects had schemes of work. These matters have been fully dealt with.
33. The school provides equality of access and opportunity for all pupils to make progress. Teachers are sensitive to the needs of pupils of all abilities and plan to provide appropriate activities that build upon pupils' existing knowledge, skills and understanding.
34. The curriculum fully meets the needs of those pupils on the school's register of special educational needs. Suitable targets are identified on individual education plans and pupils receive good support from teachers and support staff to enable them to achieve them. A strength of the curriculum is that it is structured to meet the needs of pupils of all abilities and prior attainment. This, coupled with the skill of the teachers, has a direct bearing on the good rates of progress made by all pupils and the high standards that are achieved.
35. The nationally agreed desirable outcomes for learning form the basis of the curriculum for children under five. The curriculum for these young children is very good and covers well all areas of learning. It effectively prepares them for the work of the National Curriculum. They transfer easily to the programmes of study at Key Stage 1 as they are ready. Curriculum planning is thorough. It is relevant, broad and well-balanced.
36. The school seeks to extend and enrich its curriculum whilst retaining its strengths. It is receptive to educational developments and is effectively implementing new initiatives, for example, the literacy and numeracy strategies, in order to improve the curriculum it offers its pupils. In an attempt to raise standards the school has invested heavily to provide a new computer suite in order that pupils can have increased direct experience in this important area. Subject co-ordinators produce annual

plans for the continued development of their subjects. This positive forward-looking approach ensures that the curriculum is continually developing and evolving to meet the needs of the pupils.

37. Opportunities to extend pupils' horizons are seized readily. All classes go on educational visits to support their learning. Recent visits have been made to Fishbourne Roman Palace and a local country park. In addition, there is a residential trip for Year 4 pupils to Leeson House near Swanage. Visitors to the school further enrich the curriculum. Special events are planned such as a 'Victorian Day' to extend pupils' understanding of the history of that period.
38. An excellent range of extra-curricular activities enriches the curriculum. These include football coaching, country dancing, rounders, recorders, swimming, French, gardening, and a computer club. These are very popular with the pupils and are extremely well supported. The range of available activities provided in a small school is testament to the commitment and dedication of the staff.
39. The systems for assessing pupils' attainment are very good. In addition to standard testing for children under the age of five, and compulsory tests and assessments, the school also makes effective use of other standardised tests and voluntary National Curriculum tests to build up a clear picture of its current level of success. Samples of pupils' writing are analysed and matched to National Curriculum levels. This not only provides important information on individuals but also ensures that there is a consistency in assessment across all classes in the school. The school analyses test results to identify areas for improvement and the curriculum is modified accordingly, for example, by giving pupils greater experience of reading measurements. Teachers make excellent use of day-to-day assessment and use this information well in planning further lessons. The school uses the wealth of information it gains through assessment particularly well. It sets targets for individual pupils and for the school as a whole. It then carefully monitors its progress towards these goals. The effective procedures that were identified at the time of the last inspection have been refined and developed into a highly efficient and purposeful system.

42. **Pupils' spiritual, moral, social and cultural development**

40. The provision for the spiritual and moral development of pupils is very good. Provision for social development is excellent and for cultural it is good. These are improvements on the findings of the previous inspection.
41. Spirituality is explored in depth through the religious education curriculum, and the exploration of other faiths is detailed and sensitively compared with Christianity. The spiritual dimension of life is also explored through other curriculum areas, for example, in English, where Year 3 pupils conducted a research project into early space exploration, with appropriate awe and wonder, and linked the names of planets with early Roman and Greek mythology.
42. The high quality of whole-school assemblies makes a significant contribution to spiritual and moral development. The school teaches all pupils, including the children under five years of age, a clear understanding of right and wrong. It encourages pupils to be sensitive to the feelings and needs of others. For example, pupils were encouraged to compare their school lives with those of Kosovan refugees and to reflect on how their contribution of writing materials would be valued. In a Key Stage 1 assembly even the youngest pupils in reception were encouraged to think about the right ways of doing things and the consequences of wrong actions.
43. The provision for pupils' social development is a strength of the school and the quality of

relationships throughout are excellent. The school supports the early social development of pupils very effectively. It helps the children under the age of five to settle quickly into school routines and have very caring attitudes towards each other. Teachers encourage all pupils to work and play very well together and they use 'circle time' very well to develop interpersonal skills. In response to a minor issue raised in the last report, the school has developed good strategies for ensuring that pupils have a wide range of opportunities for working in mixed gender groups.

44. The school makes good provision for developing pupils' understanding of their own cultural traditions. Cultural development is enhanced through a programme of visits including the Roman Palace at Fishbourne, the Oceanarium in Bournemouth and a local environmental studies park at Hengistbury Head. In response to the last report, the school has developed opportunities across the curriculum for raising the multi-cultural awareness of pupils, for example, the recent visit by Kathakali, an Indian dance troupe. As a result of the increased multicultural provision pupils are now well prepared for life in a multicultural society
47. **Support, guidance and pupils' welfare**
45. The provision for the support, guidance and welfare of pupils is very good. Parents agree wholeheartedly that there is a good level of care and support given to their children. Teachers know their pupils well and there are very good procedures for monitoring academic progress and personal development. Excellent use is made of the information gathered. Pupils with special educational needs are well supported and make good progress.
46. Procedures for monitoring and promoting attendance and punctuality are very good. Links with the educational welfare service, particularly in relation to the needs of pupils from travelling families, are well established and effective. The measures for promoting high standards of behaviour and discipline are very effective and consistently implemented by all staff. Lunchtime supervisors have received recent in-service training on both pupil management and play leadership. Incidents of bullying or harassment are not tolerated either by staff or pupils.
47. Personal, social and health education is interwoven into many aspects of the curriculum including English, science, religious education, history and geography. Examples include a health and drugs awareness programme in science, and comparisons between Victorian and today's moral values in history. Good guidance is provided on matters of personal hygiene. The policy for sex education dictates that no direct teaching of this aspect is undertaken in school.
48. Whilst there is evidence of much good practice in the delivery of personal, social and health education, there is no whole school policy, with supporting schemes of work, to underpin the programme and ensure that all the elements are sequentially delivered as pupils progress through the school. However, it is acknowledged that a review of the personal social and health education provision is already underway with the objective of addressing this issue.
49. Child protection procedures are effective. The headteacher is the nominated co-ordinator and all members of staff are diligent and have received appropriate training.
50. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs are good. Their progress is carefully tracked, and when necessary appropriate action is promptly taken to redress any change. Full and effective use is made of external agencies, as the need arises.

51. The school has established links with the appropriate outside agencies. Health and safety practice is rigorous. Electrical and fire equipment is routinely checked and effective fire evacuation drills are conducted every term. The health and safety committee ensures that regular risk assessments are undertaken and detailed records kept of all remedial action. There is a good provision for first aid.
52. Overall, the support, guidance and welfare of pupils has been maintained to the high standards reported after the last inspection.
55. **Partnership with parents and the community**
53. The school achieves a good working partnership with parents and good-quality information is provided about all aspects of the curriculum and topic work. Curriculum workshops, designed specifically for parents, are well attended. Annual reports are detailed and include specific target setting for individual pupils. The higher-attaining pupils are appropriately challenged through these targets. The parents of pupils with special educational needs are kept well informed of their child's progress. Their concerns are fully addressed. Attendance by parents at consultation evenings is monitored and the school offers 'flexi-time' consultation appointments for families where both parents are working. Reading diaries are well used as a two-way communication between teacher and parent. The records are detailed and coded for fiction, non-fiction, play readings and poetry.
54. Effective use is made of homework, as outlined in the policy, and this makes a very good contribution to the quality of learning and attainment. Most parents actively support pupils' work at home.
55. The 'St. Ives School Association' is very well supported by parents and provides much practical and financial help for the day-to-day running of the school. A significant number of volunteer parent helpers assist with general classroom duties and with clubs and extra-curricular activities. They are well briefed, well managed and much valued.
56. The views of parents expressed at the pre-inspection meeting, and through the returned questionnaires, were positive and confirmed the close working partnership with the school. The majority found the school very approachable.
57. The school has developed very strong links with the local community, both through the Church and via other community organisations. The school hall and swimming pool are available for the local community and are widely used during holidays and after school.
58. The school has also developed close relationships with a number of commercial organisations who have sponsored various improvements to the site and learning resources. The new fifteen station computer network has been acquired and installed without direct cost to the schools' delegated budget.
59. There are very well established links with both the feeder nursery school and the receiving middle school. The curriculum co-ordinators of the first and middle school meet termly and the transfer documentation which provides information on individual pupils is well developed. Overall, the close relationships with the local and wider communities, reported after the last inspection, has continued to enhance the educational provision and contribute towards the high levels of attainment.

62. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

62. **Leadership and management**

60. Leadership and management are very good and strengths of the school. The headteacher has a very clear vision for the future of the school, which centres on continuing to improve standards. The strong governing body and dedicated staff share this vision and together they create a comfortable and secure learning environment for the pupils. At the time of the previous inspection the management of the school provided positive and purposeful leadership. The school has maintained the good systems and practice in place then and has further developed and improved many aspects of school life. It has successfully addressed all the issues raised in the last inspection and is now very well placed to move the school forward still further.
61. The headteacher has many excellent qualities and uses these to lead the school very well indeed, providing very committed, open-minded leadership and very effective day-to-day management. She commands the respect, affection and commitment of staff, pupils and parents. The hard working, dedicated and conscientious staff competently and enthusiastically supports her. She has successfully built on the work of the previous headteacher, introducing effectively a number of new and important initiatives. This has added greatly to the well being and self-esteem of everyone in the school community.
62. The governing body is fully involved in all aspects of school life. Governors are committed, knowledgeable and competent, and are very supportive of the school. The governing body meets regularly and has an appropriate structure that includes committees for finance, premises, personnel and curriculum. All committees have clearly defined terms of reference and limits of delegated spending. The governing body is closely involved in strategic planning and has developed its monitoring and evaluating roles most successfully. The governing body meets all its statutory obligations.
63. The leadership monitors teaching and curriculum development very effectively. There is a very good monitoring and evaluating policy. This is fully implemented and is most effective in monitoring all the work of the school. There are clear guidelines for governors in monitoring work in the classroom and all of the monitoring and evaluative work is documented very thoroughly and systematically. Co-ordinators very effectively monitor their subject areas and give advice and support to colleagues when necessary. The staff has successfully implemented the Literacy and Numeracy Strategies and these have a positive effect on standards.
64. The school development plan is a very good working document and is the driving force of the school. All staff and governors contribute to its development. They also monitor it carefully and evaluate its success, according to the in-built success criteria. The governors agree the priorities stated in it with full consultation with the staff. The plan links priorities very efficiently to the budget.
65. The school has very suitable aims, values and policies that are at the heart of all its work and centre on the desire to provide good quality education for all of its pupils. The implementation of the school's aims has an outstanding effect on the work of the school. The vast majority of parents is aware of these aims and supports them wholeheartedly. There is an excellent ethos. It is purposeful and positive and provides a stimulating environment in which pupils feel happy and secure. Fundamental to this are the excellent relationships between staff and pupils.

66. The governing body is supportive of special educational needs. It maintains general oversight of provision through the named governor. The management of the provision for pupils with special educational needs is good. Records are well maintained and pupils' progress is carefully charted. The governing body is well informed and committed to helping the school meet the needs of all its pupils. The school meets all requirements of the Code of Practice.¹
69. **Staffing, accommodation and learning resources**
67. The match between the number, qualification and experience of teachers and the requirements of the National Curriculum is good. The learning support assistants are very well qualified and experienced and make an effective contribution to teaching and learning. The teaching and support staff for the under five's are very experienced for that age range.
68. All teachers and support staff are appraised over a two year cycle and identified professional development requirements are linked into the school development plan. The in-service training provision satisfies both whole school and individual needs. There is a well-structured induction programme for newly-qualified teachers. Both the school and the local education authority provide mentors, and there are opportunities for visits to other schools and for sharing experiences with other newly-qualified teachers. Overall, there are good arrangements for the professional development of all staff.
69. The school is situated on an attractive landscaped site with many outstanding features. The extensive grounds provide facilities for a wide range of sporting activities, environmental studies, community use, and play opportunities. There are adequate hard surface areas and a separate fenced play area for children under the age of five and reception children. Particular features include a well-maintained open-air swimming pool, a nature trail through a mature tree covered area, picnic and quiet areas.
70. The school is accommodated in a modern purpose designed building with a generous allocation of space for the number on roll. The accommodation is maintained and cleaned to a high standard and the use of available space is well planned. The quality of the accommodation overall is very good and provides for the effective delivery of the National Curriculum and the desirable learning outcomes for children under five. The whole school is accessible to wheelchair users.
71. The book stock and the planned use of the library have improved significantly since the last inspection. The library is now in constant use throughout the week, for individual research projects, group work, and separate key stage assemblies. The book stock provides good support for the curriculum and extended reading materials for the more able pupils.
72. The provision for information and communication technology has also improved significantly since the last inspection. A dedicated room with a network of fifteen computers provides an excellent facility. There is a rolling programme in place to update much of the older, less used hardware and thus further enhance provision. The provision of equipment for physical education has also improved since the last inspection and is now good. There are good specialist learning resources for

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

pupils with special educational needs.

73. Overall, there are good learning resources for literacy, religious education, music, physical education, information and communication technology and numeracy, and satisfactory provision for science and design technology.

76. **The efficiency of the school**

74. The school's efficiency is very good and the high standards that were reported at the last inspection have been maintained. All of the minor matters raised at that time have been addressed. The school benefits from outstanding financial control and administration. Through prudent financial planning and very careful operational planning the school has successfully reduced a large financial deficit. The dedicated 'St Ives School Association', whose efforts entirely maintain the school's swimming pool, provides a further major contribution to the school's finances. Grants for in-service training and special educational needs are very efficiently used.

75. The school's development plan identifies immediate priorities and assesses projected costs. The school provides an appropriate staffing establishment and a good number of support staff. Expenditure on each pupil is high compared with the national average, but not excessive when compared to other schools of this size. Expenditure is very carefully monitored by the administrative assistant and the headteacher. Funds are carefully allocated to support educational developments. The effectiveness of teaching and learning is suitably monitored. The governing body is kept well informed about the school's expenditure and the finance committee meets regularly. It has clear terms of reference and powers of delegation.

76. The qualities of day-to-day school administration and financial control are excellent. The most recent local authority audit commended both the systems that are in place and the way in which they are used. The quality of the work in these areas makes a valuable contribution to the smooth running of the school.

77. Teachers make good use of the accommodation and of the available resources. Pupils of all abilities throughout the school make good progress and overall standards are high. Pupils have very good attitudes to their work and behaviour is very good. Pupils' social development is excellent and their personal development is very good. The quality of teaching is good and the school has a firm commitment to high achievement. Taking all of this into account, the school gives very good value for money.

80. **PART B: CURRICULUM AREAS AND SUBJECTS**

80. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

Areas of learning for children under the age of five

78. The school makes very good provision for children under the age of five. The school admits children to the reception class in the autumn term of the academic year in which they are five. They attend part time, mornings only, for the first term and begin full-time education in the spring term. The reception is very well organised and is a stimulating and exciting learning environment into which children settle very quickly. It has a calm, purposeful atmosphere, particularly suitable for children's early introduction to school routines.

79. At entry to the reception class children's levels of attainment in all areas of learning are above what can be expected for the age group. Language skills are mostly well developed and this has a positive impact on the learning process. They make rapid progress, particularly in their personal and social skills as they learn the school routines, and in their language skills as they begin to read. They maintain good progress in all areas of learning in their first year at school and the majority achieve the Desirable Learning Outcomes and are ready to begin the National Curriculum at five. Children's work flows naturally into Key Stage 1 programmes of study and they start these with attainment levels above those expected for five-year-olds.

82. **Personal and social skills**

80. At entry to reception children have good personal and social skills. They settle very quickly into the security of the reception class. They share and take turns amicably. Most children show good levels of concentration and take pride in their work. For example, when choosing tasks for themselves they make good decisions and remain at activities, such as building with various construction sets, until they have completed the assignment. Staff encourage children to work independently. Children have opportunities to make decisions and follow their ideas through. For example, for a teddy bears' picnic they each had to choose what sort of sandwiches they would like and then make their own to share with their teddy. Children make good progress in this area of learning and, by five, reach levels of attainment above those expected for the age group.

83. **Language and literacy**

81. Children start in reception with good language skills. They make rapid progress supported very well by the very good quality teaching and the provision of suitable opportunities for the acquisition of language and reading skills. Children extend their language skills through role-play in the house corner. For example, staff set a scene for children to act out in the play house and encourage them to use good-quality language and vocabulary related to the on-going topic. This was seen when children were invited to imagine they were 'Mummy', 'Daddy' or 'Baby Bear' and work through a household scene as these characters. This resulted in children experimenting with vocabulary well-matched to the task and improving their communication skills through the imaginative setting. Children listen carefully to stories and retell their favourite tales. They choose books to share with adults and to take home. They take an interest in their home/school reading diaries and involve visitors in sharing the comments in these booklets. Children show a great deal of interest in stories and books. Staff develop and extend this further through a careful selection of books, stories and opportunities for role-play.

82. Children respond very well in class and group discussions. They make good progress in developing their skills of speaking and listening. As their vocabulary increases they speak more confidently to each other, adults and visitors. They use increasingly more complex sentences in conversation and listen sensibly to each other when sharing ideas. For example, when choosing sandwich fillings they took turns to decide, using a good level of language and listening to each other's ideas well. Children know that print conveys meaning. They read familiar words and sentences and many begin to sound out simple monosyllabic words efficiently. They listen to stories and rhymes with enthusiasm and enjoyment and predict endings for stories from pictures and word clues. They consolidate and develop their early writing skills and make good progress in their ability to form letters correctly. By the age of five the majority of children have achieved beyond the Desirable Learning Outcomes in aspects of speaking and listening and writing and are working at the first level of Key Stage 1 of the National Curriculum.

85. **Mathematics**

83. The provision for children's mathematical development is very good. Most children under five make good progress and by the time they are five the majority attain above the nationally agreed standards for this age group. Most children enter the reception class with good mathematical skills. Staff build on these early skills effectively, developing children's understanding of shape, space and number so that children make good progress. By five children count and order objects to ten and above, and understand the processes of simple addition and subtraction. They develop their mathematical learning through the structured playing of number games and through construction activities. They learn appropriate mathematical terms, such as 'bigger', 'smaller' and 'over there'. They know colours and simple shapes and build on this knowledge well to achieve tasks staff set for them.

Knowledge and understanding of the world

84. The school makes very good provision for developing children's knowledge and understanding of the world. When children start in reception attainment is above nationally expected standards for this age group. Children explore the properties of materials through guided play, with water, playdough and sand. They investigate and experiment with everyday materials to understand their capabilities. For example, they investigate, 'will butter spread on bread?' and 'does jam or marmite spread on bread in the same way?' They use the classroom computers with shape and number games to reinforce and consolidate previous learning. They make consistently good progress in this area of learning and, by the age of five, achieve beyond the expectations of the Desirable Learning Outcomes for this area.

Physical development

85. The school makes very good provision for children's physical development. There is very good provision for outdoor activities in the secure and attractive play area. The children make good progress. They use pencils, crayons, scissors and other equipment with increasingly good control. For example, they hold pencils or paint brushes correctly and use them confidently. Attainment is above average and most children consistently improve their fine co-ordination skills. They use the keys of the computer efficiently and control simple programs well. Children use apparatus successfully in the hall to develop good control over their body movements. Children play very well together outside at playtimes. They have daily opportunities for controlling wheeled toys. Good access to secure, outside play activities enables them to make good progress in co-ordination skills.

Creative development

86. The school's provision for children's creative development is very good. Children have good attainment levels on their entry to reception. They make good progress and acquire good skills to achieve the expectations of the Desirable Learning Outcomes in this area of learning by the age of

five. Children learn basic techniques to enable them to use and control materials. They paint well to achieve different tones and use different tools and media confidently. Children sing a variety of songs from memory. They have a good sense of rhythm and appreciate how words and music fit together, resulting in tuneful rhythmic singing. They use their imagination well in role-play activities and when making models and simple constructions.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

89. **English**

87. In the 1998 national tests at the end of Key Stage 1 in reading, the proportion of pupils reaching the expected Level 2 or above was above the national average. The proportion reaching Level 3 or above was well above the national average. In writing, the proportion reaching Level 2 was well above the national average, but those reaching the higher Level 3 was below the national average. This represents a measure of under-achievement in this cohort for some higher-attaining pupils. However, the relatively poor performance of this cohort is attributable to long term staff absence during the lead up to the tests. This had a negative effect on pupils' learning. Inspection evidence shows that these pupils now attain at levels above national expectations in writing. In comparison with schools with pupils from a similar background, based upon the proportion of pupils eligible for free school meals, the overall attainment was above the national average in reading and broadly in line in writing. Inspection evidence shows that at the end of Key Stage 1, and by the time pupils leave the school in Year 4, attainment levels in reading and writing are above expectations. The school has addressed the under-achievement in writing of the higher attaining pupils in this cohort successfully and there is now a higher proportion than average achieving Level 3. However, it is still a lower percentage than in other areas of literacy.
88. At the time of the last inspection the majority of pupils at Key Stage 1 were judged to be achieving at least in line with, and mainly above, the national expectation. Standards have improved since then and attainment levels have been consistently above national expectations over the last three years. The effective teaching of the National Literacy Strategy is having a positive impact on progress and the indications are that the 1999 national test results show further improvement. There is no significant difference between the attainments of boys and girls. The girls out-perform the boys, which is the national trend.
89. Pupils with special educational needs and those learning English as an additional language achieve in line with their abilities. By the time they leave the school pupils speaking English as an additional language achieve standards beyond national expectations.
90. Standards in speaking and listening are good on entry. They are above what is expected nationally at the end of Key Stage 1 and well above by the time pupils leave the school in Year 4. Progress in speaking is good because, in most lessons, pupils have many opportunities to speak at length when answering questions or volunteering opinions. They respond with sensible and relevant contributions and speak with an appropriate level of coherence and clarity, for example, when describing in an assembly what had happened to Kosovan schools. There is a good practice of pupils reading their finished work aloud and this helps pupils to improve their speech. For example, pupils share their work aloud in the 'Praise Assemblies', speaking with clarity and confidence.

Standards and progress in listening are good throughout the school. Pupils listen to their teacher and their peers politely and often intently. Teachers have high expectations that pupils will listen.

91. At the end of Key Stage 1, and by the time pupils leave the school in Year 4, reading is well above the national expectation for pupils of those ages. At Key Stage 1 pupils learn, through their shared- and guided-reading sessions, to understand terms such as 'author', 'contents' and 'publisher' and how punctuation is used to make sense of the text. Pupils read confidently, accurately and with increasing fluency. In Years 3 and 4 pupils read with growing understanding, have different strategies for reading new words and acquire an increasing knowledge of the sounds letters make when blended together. They use the library with increasing skills. Older pupils learn to skim and scan text for information. For example, when working on the computers teachers encourage pupils to scan text on screen to find the required information. Progress in reading is good throughout the school. Pupils practice reading aloud and regularly take home books to read. Teachers ask probing questions to challenge individual pupils and to check on their progress.
92. Standards in writing, at both key stages, are slightly lower than those in reading, but are still above national expectations. The recent high focus placed on creative writing is already having a positive effect on progress, and standards are improving throughout the school. At Key Stage 1 pupils write imaginative and increasingly lengthy stories that have a 'beginning' 'middle' and 'end' and use full stops and capital letters accurately. They spell regular and common words such as 'said' and 'went' correctly. Their handwriting becomes more uniform and many make a good attempt at a joined script. Higher-attaining pupils begin to use speech marks and speech bubbles accurately. By the time they leave school in Year 4 many pupils write at length with imagination and originality of ideas. They spell increasingly complex words accurately and use a wide variety of punctuation correctly. They use these skills well in other subjects. For example, they write accounts of changes in Victorian times for their history topic. Progress is good. Pupils present their work well and have many opportunities to write for a variety of purposes and audiences. For example, Year 1 pupils make books based on the 'sound of the week' and Year 4 pupils prepare text for their own newspaper articles.
93. Progress throughout the school is good in lessons and over time. Pupils make a good start in reception and build on this effectively in Year 1. Progress accelerates in Year 2 as pupils acquire good reading and writing skills. Progress continues to be good in Years 3 and 4, as pupils extend their skills and use them effectively. The implementation of the National Literacy strategy has helped maintain the good progress for all pupils. The good-quality curriculum, which successfully builds on previous learning in a well-structured way, helps pupils make continuous good progress.
94. Pupils with special educational needs, and those for whom English is an additional language, make good progress. Instances of very good progress for pupils with special educational needs were seen during the inspection. Pupils receive very good support from classroom assistants within lessons and this enables them to achieve very well alongside their peers. They also make good progress when working with higher-attaining pupils on shared activities. For example, very good progress was seen when pupils with special educational needs worked on newspaper texts alongside higher-attaining pupils; they prepared and edited their work using a desktop publishing program on the computer.
95. The school promotes literacy well through other subjects. For example, pupils read historical texts and use natural history texts to prepare notes and extract pertinent information for topics. They use a variety of literacy skills to record results of science experiments and transfer their writing and editing skills to the screen when using computers. Pupils, particularly in Key Stage 2, use the library well for personal study and research across the curriculum, and this contributes very

effectively to the good progress made in their higher order reading and referencing skills.

96. Pupils' attitudes to work are very good throughout the school. Pupils enjoy the Literacy Hour and are interested in the texts they read. They behave very well throughout lessons. They listen attentively and work quietly, with good levels of concentration and diligence. Pupils take a pride in the presentation of their work. They show initiative and ask sensible questions to gain information and improve their work.
97. The quality of teaching is always good and often very good. Teachers' subject knowledge is very good. They understand the National Literacy Strategy requirements well and implement them effectively. Occasionally there is slight mismatch between the text and the pupils' understanding but usually teachers set work that is very well matched to pupils' prior attainment and enables them to make consistent good progress. Teachers have high expectations of pupils' behaviour and attitudes to work. They plan very well with a good focus on what it is pupils are to learn in the session. They manage their classes very well and have excellent relationships with pupils. Marking is used effectively and is consistent throughout the school. Teachers make good use of the reading diaries and these build useful links between home and school. Teachers have very good assessment procedures and make excellent use of the information collected. Standard assessment tests used in Years 3 and 4 are analysed and result in setting agreed targets for pupils' performance. The analysis of regular tests allows the school to chart pupils' progress accurately, and the school has set targets for individual pupils. These are shared with parents who value the information they receive.

100. **Mathematics**

98. The results of the 1998 end of Key Stage 1 National Curriculum tests showed attainment to be above the national average, but below average when compared with similar schools. These results represented a drop in standards when compared with results over a longer period. Analysis of the results over a three-year period shows that results are well above the national average. The relatively poor performance in 1998 by the Year 2 pupils can be accounted for by a period of prolonged staff absence, which resulted in their teaching being disrupted in the period leading up to the tests. These same pupils are now in Year 4 and the evidence of inspection confirms that they are attaining standards well above national expectations for this age group. Further evidence of the high standards achieved is provided by the 1999 test results. Although national averages are not yet available every pupil reached at least the expectation of Level 2, and over half reached Level 3, which represents attainment two years above the norm. There is no significant difference in the attainment of boys and girls. Although over time boys have achieved higher average results, there are fluctuations between years and no consistent trend of higher attainment by boys. The evidence of inspection confirms this. Overall standards in the school have improved since those reported at the time of the last inspection.
99. At Key Stage 1 pupils read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and are beginning to understand place value. By the end of the key stage most pupils have a good basic understanding of number and a good recall of addition and subtraction facts. They identify common two and three-dimensional shapes, and describe their features. By the time they leave the school most pupils are confident and proficient in working with number. They have a good understanding of fractions and decimals, and calculate area and perimeter with accuracy. They perform calculations involving the four rules of number, explaining the methods they use. They know for themselves when their answers are reasonable and have developed strategies for checking them. They measure accurately and are able to utilise their skills

to support their learning in other subjects, for example, making models in design and technology. Most pupils have a good knowledge of their multiplication tables.

100. Overall, standards in numeracy are good and pupils progress well because they are taught to think mathematically. Older pupils are able to describe their thinking using appropriate mathematical vocabulary, and higher-attaining pupils use a range of strategies to solve complex problems. Suitable opportunities are provided for pupils to apply their mathematical skills through work in other subjects. In information technology lessons pupils consolidate their numeracy skills through their work on spreadsheets and databases. In geography pupils conduct surveys and present their results in the form of graphs. Work in science provides opportunities for accurate measuring and recording.
101. High standards are also apparent in other areas of mathematics. By the time pupils leave the school they have a good understanding of symmetry. They present and interpret data in a variety of graphs, including pictograms, block graphs and pie charts. They have a good mathematical vocabulary, which they use to describe their work.
102. Pupils of all abilities, including those with special educational needs, make good progress at both key stages. It is particularly marked in the development of numeracy. The introduction of the National Numeracy Strategy is providing a clear structure for continued development in this area. However, good progress is not limited to numeracy. Pupils receive a well-balanced mathematical curriculum that ensures that all elements of the subject receive appropriate attention.
103. Pupils' attitudes to learning are good. They enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, and older pupils demonstrate high levels of perseverance and concentration. Pupils form excellent relationships and work well, co-operatively and collaboratively. They treat equipment with care and share resources sensibly. The overall level of presentation is good, and teachers set high standards in this area.
104. The quality of teaching is good. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. It is a feature of teachers' planning that they cater well for all pupils, including not only those with special educational needs but also the most able. Very good use is made of classroom assistants to support lower-attaining pupils. Teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make good progress. The quality of teaching has a direct bearing on the high levels of attainment and the good rate of progress that are achieved. Teachers strike an appropriate balance between mental and written mathematics and recognise the need to encourage the pupils to learn certain facts 'by heart'. All teachers effectively develop pupils' mathematical vocabulary and make skilful use of questioning to probe and deepen understanding and to correct errors and misconceptions. Teachers make efficient use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately. Teachers strike a good balance between whole class and group teaching, and reinforce what has been learned at the end of the lesson.
105. Teachers regularly assess pupils' work and use this information extremely well in planning further lessons. The quality of marking is good. Effective use is made of positive praise, and teachers' comments clearly indicate to pupils how to improve their work.

108. **Science**

106. The 1998 teachers' assessments at the end of Key Stage 1 indicated that pupils were attaining standards above the national expectations and above those found in similar schools. Current attainment in Year 2 is above national expectations. These high standards are maintained in Key Stage 2, and when pupils leave the school their attainment exceeds national norms. This represents an improvement since the previous inspection. At that time an average number of pupils was reaching Level 2, the standard expected for their age at the end of Key Stage 1, but no pupils were attaining higher levels. Now almost all pupils reach Level 2 and approximately half reach Level 3. This indicates that the school is now more successful in ensuring that the most able pupils realise their potential.
107. At Key Stage 1 pupils learn the principles of scientific investigation. They make predictions and hypothesise, for example, on the effects of the movement of the sun on shadows. They learn to conduct experiments, to observe what happens and to record the results accurately. Pupils reach good standards in all aspects of science. They know that some materials occur naturally and some do not. They understand that heating or cooling change some materials. Higher-attaining pupils differentiate between those changes that are reversible and those that are not. Pupils understand electricity, its dangers, and its use in everyday life. In their study of life processes and living things their standards are particularly good. They classify living things appropriately, and explain ways in which an animal is suited to its environment.
108. In Key Stage 2 pupils build on this sound start. They attain good standards in all the strands of science. Their factual knowledge is very good. Throughout the key stage pupils develop their knowledge and understanding by carrying out experiments and investigations. They appreciate the need for fair testing and sensibly discuss changing one or more variables, and whether this will affect the validity of the test. By the time they leave the school pupils not only have a good understanding of the principles of scientific method, but a broad base of knowledge on which to build. They understand the effects of forces and apply this knowledge to everyday life, for example, by considering friction and wind resistance when designing a vehicle. Pupils understand the need for exercise and diet in maintaining health; they describe the main functions of the most important human and plant organs, and recognise the feeding relationships between plants and animals. Pupils understand how materials sometimes become separated into their constituent parts and describe this using appropriate scientific vocabulary.
109. Pupils' work in science makes a valuable contribution to their development of literacy and numeracy. They learn to write up the results of their investigations, using suitable precision in their choice of language. They are taught to measure accurately and to record their findings in a variety of ways. One class compared the lengths of bones to establish if there was a correlation with overall height, and another recorded their results of an experiment on forces in the form of a graph.
110. Pupils make good progress throughout the school. At both key stages there is good direct teaching of facts. This is balanced by opportunities for pupils to investigate and discover for themselves. Pupils with special educational needs receive good support. They respond well to the practical nature of the subject, make good progress and attain standards commensurate with their abilities.
111. Progress is also fostered by the pupils' positive attitude to learning. The quality of the relationships between pupils enables them to work together in groups productively during investigative work. Pupils of all ages show interest in their work and display sustained concentration and perseverance.
112. The quality of teaching is consistently good. All teachers have adequate knowledge of the subject and a sound understanding of the requirements of the National Curriculum. This allows

them to pose pertinent and searching questions that help to accelerate pupils' knowledge and understanding. All lessons are well planned, clearly identifying what it is intended that the pupils will learn. Teachers promote the development of skills in other subjects through science activities. Year 4 pupils attempted to make a simple model of how the human arm works as part of their study of muscles, thus using skills learnt in design and technology. Pupils use the computer to research for information about bones and displays of pupils' art include work on the importance of diet to health. Teachers strike an appropriate balance between direct factual teaching and practical activities. They teach effective and safe use of resources and the importance of careful observation and accurate measurement. A feature of the best teaching is that pupils are taught to think scientifically. They are encouraged to pose questions, offer possible solutions and to devise suitable ways to test their ideas. This serves to motivate pupils which, in turn, contributes to the high standards that are achieved.

Information and communication technology

113. By the end of Key Stage 1 standards in information technology exceed national expectations. These high standards are maintained at Key Stage 2. This marks a significant improvement since the time of the last inspection. Since that time the school has invested heavily in equipment and training in a determined attempt to raise standards. A well-equipped computer suite has been developed, so that a whole class can work together on computers simultaneously. The generous level of provision allows pupils considerably more 'hands on' experience than is seen in most schools, and there is more direct teaching of computer skills.
114. At Key Stage 1 pupils gain familiarity with the functions of the keyboard and the mouse. They play games, learn to draw pictures and to 'cut and paste'. They learn to control programmable robots by entering simple commands. By the end of the key stage they save and retrieve their work, and have a growing confidence and familiarity with information technology as a tool to aid their learning. As they progress through the school pupils master increasingly complex tasks. They learn to improve the appearance of their work by selecting appropriate fonts, and use reference materials stored on CD ROMS to further their studies in other subjects. Pupils' standards are undoubtedly helped by the fact that many have access to computers out of school. Nevertheless, the school provides pupils with a broad and balanced curriculum that systematically develops their knowledge skills and understanding very effectively. By the time they leave the school pupils enter information onto spreadsheets and databases, produce a graph and combine text and graphics. They have a thorough understanding of the importance of technology in the modern world and how it affects their lives.
115. Pupils of all abilities, including those with special educational needs, make good progress. Information technology is used to further pupils' learning in other areas. Listening centres are utilised to develop pupils' reading skills, and work on controlling 'pixies' reinforces pupils' knowledge and understanding of angles. Pupils' progress is further helped by the very effective support provided by classroom assistants and voluntary helpers. This allows pupils to receive a good level of individual guidance and direct teaching.
116. Pupils are enthusiastic about the subject and use computers and other equipment responsibly. They work well individually and in groups, concentrating on their task and responding well to other group members. Attitudes to learning are consistently good.
117. The quality of teaching is good. Lessons are well planned and have a clearly defined purpose. All lessons contain some effective direct teaching of skills and teachers time their interventions very well, ensuring that pupils are not left unsure of how to proceed. Teachers' subject knowledge is good, and they are alert to possibilities to extend pupils' knowledge and understanding through work in other subjects. Teachers make effective use of pupil 'experts' to guide less confident classmates. Tasks are planned that challenge pupils, and teachers make efficient and effective use of available resources. Very good use is made of information technology to support learning in literacy and numeracy.

Religious education

118. Standards have been maintained since the last inspection and are still good throughout the school. Pupils' attainment at the end of Key Stage 1, and when they leave school in Year 4, is

above the expected levels of the locally agreed syllabus. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress.

119. Pupils focus on Christianity and Judaism in Key Stage 1. They look with respect at a variety of beliefs within these religions. They learn about Christians and Jews through a variety of topics such as 'Myself' and 'Food'. They compare Christian and Jewish traditions and celebrations and learn that special foods play a symbolic part in festivals. For example, Year 2 know the way in which Jewish people celebrate Pesach and the importance of the special foods on a Seder plate.

120. In Key Stage 2 pupils continue to learn about Christianity and Judaism and add Islam to their studies. They learn about the importance of special books. For example, Year 4 learn the importance of the Qu'ran to Muslims. They study the five pillars of Islam and learn about different places of worship. For example, they learn about mosques, churches and synagogues and begin to understand different practices of worship and find out about the importance of prayer to the three religions.

121. At both key stages pupils make good progress. They increase their knowledge and understanding of Christianity and other major world religions progressively as they move through the school. For example, at the end of Year 4 pupils build on their understanding of the lives of Christians and Jewish people and use this to study further the lives of Muslim people. They use their understanding of other cultures effectively to help them think about events around the world. For example, pupils spoke out well in an assembly about Kosovan schools and showed great perception and understanding of the plight of children in Kosovo. Pupils use their literacy skills well to read and write about the topics they study.

122. Pupils have very positive attitudes to religious education. They are attentive and very well behaved in lessons. Pupils enjoy using their very good knowledge and understanding of other faiths to contribute to class discussions. Debates are at a mature level and pupils respond sympathetically to each other and listen carefully to everyone's point of view.

123. The quality of teaching overall is good and some very good teaching was seen during the inspection. Teachers teach from commitment and understanding of the subject and have extremely good knowledge, which they share very effectively with the pupils. They use good questioning techniques to bring out the pupils' previous learning and move their knowledge forward. Resources, including artefacts, are good and teachers use them well. All teachers take turns to lead assemblies and these good quality acts of collective worship considerably enhance the curriculum provision. Visits and visitors, such as the local vicar, also have positive impacts on the pupils' progress.

126. **OTHER SUBJECTS OR COURSES**

126. **Art**

124. Art continues to play an important role in the life of the school. Although there is less available time, since the introduction of the national strategies for literacy and numeracy, the school continues to offer a full curriculum covering all aspects of the subject. Despite no specific lessons being observed during the inspection it is clear from discussions with pupils, scrutiny of past work and the quality of the many eye-catching displays around the school, that pupils attain standards higher than those found in most schools. The school has successfully maintained the high standards

that were reported at the last inspection. Pupils of all abilities make good progress throughout the school.

125. From an early age pupils are encouraged to draw and paint what they see, feel and imagine. As pupils progress through Key Stage 1, they become increasingly skilled in mixing their own colours. They develop an understanding of how colours work together. They draw with care, and complete some very good examples of observational drawing. By the end of Key Stage 1 pupils are familiar with a variety of materials and techniques and know how to use them to produce two and three-dimensional work.
126. At Key Stage 2 pupils build on this good start and further develop and refine their skills. Pupils of all ages make effective use of their skills to support learning in other subjects. One year group produced pictures of various foods and considered the part they played in special Christian occasions, and another produced attractive covers to accompany their reviews of various books they had read. The oldest pupils made a mask for their Harvest Festival service based on the masks used at similar celebrations in Guinea, West Africa. Following their science work on shadows other pupils made shadow puppets and worked with others to produce a short play.
127. In addition to their practical work pupils also learn about famous artists. They study the styles of artists such as Van Gogh and Monet and try to emulate their techniques in their own work. Whilst European culture is well represented, fewer opportunities are provided for pupils to learn about and appreciate the art of other cultures.
128. The school places high value on the work that the pupils produce. Numerous examples are framed and displayed around the school. This not only serves to brighten the school, but is a visual celebration of the high standards that pupils attain in their work.
129. Pupils' attitudes to learning are judged to be good. Their work shows care and perseverance and they talk with obvious pleasure about the work they have produced.
130. From the range and quality of the work it is clear that pupils have been taught well. Teachers' planning is detailed and covers a full range of activities involving a range of media. Pupils are taught specific artistic skills, such as how to apply a 'wash' or to draw realistic trees.

133. **Design and technology**

131. Pupils reach standards appropriate to their age at the end of Key Stage 1 and by the time they leave school in Year 4. The school promotes a broad and balanced curriculum, which covers both the designing and making elements of design and technology. Standards have been maintained since the last inspection. Pupils select appropriate materials and identify key features of an object. They measure, cut, shape and glue accurately, appraise and evaluate their work and suggest how it might be improved. They use labelled sketches to show the details of their designs. Pupils utilise their skills in other subjects to support their work. A Year 2 class applied their measuring skills and knowledge of angles to produce models with moving wheels. They understood the principles of axles and handled tools safely.
132. Pupils, including those with special educational needs and those for whom English is not their first language, make satisfactory progress overall. There is appropriate emphasis on disassembling, which enhances pupils' understanding of the design process. One class examined the

packaging of sandwiches, correctly identifying the purpose and advantages of particular features of the design; for example, appearance and the necessity of keeping the contents fresh. Pupils use their numeracy skills well to calculate measurements in design work, and their literacy skills effectively to record and write about their work.

133. Pupils enjoy their lessons and work with care and enthusiasm. They take pride in what they produce and are keen to talk about it. Pupils give help and support to each other, sensibly offering suggestions as to how a model could be amended.
134. Although only one lesson was observed during the course of the inspection, from discussions with pupils and scrutiny of their work and of teachers' planning, teaching is judged to be good. In the lesson that was seen it was very good. When working with younger pupils teachers emphasise the idea of designing for a specific purpose and wisely limit the choice of materials. Planning is thorough and teachers promote pupils' literacy skills by insisting on written evaluations of the various projects.
137. **History and geography**
135. The good standards reported in the last inspection have been maintained and improved in both subjects. No actual lessons were observed during the inspection, but it is clear from discussions with pupils, scrutiny of past work, current displays and work books that standards are good. Whilst the time allocated to each subject is slightly reduced to allow the higher focus to be placed on the implementation of literacy and numeracy, the school plans to cover the whole of the National Curriculum requirements for both subjects through the planned topics and by good cross curricular-links.
136. By the end of Key Stage 1, and the end of Year 4 when pupils leave the school, standards in both subjects are above those expected of pupils of their age. Pupils, including those with special educational needs and those for whom English is not their first language, make good progress.
137. In history pupils learn the vocabulary of time and explain events in terms of 'now and then'. Key Stage 2 pupils describe the contribution made by people, such as Lord Shaftesbury, to the history of Britain and experience 'living history' through a role-play Victorian Day. By the end of Year 4 pupils have a good level of understanding of chronology and use historical evidence well to place events in time. They know how to ask questions and seek information using the library resources.
138. In geography younger pupils make their own passports and identify several countries on a map of the world. Older pupils extend their knowledge of maps and learn to use them to obtain evidence about settlements. They begin to understand well the use of geographical evidence to make observations about the characteristics of settlements, and support their findings by well-reasoned discussion.
139. Pupils make good progress at both key stages. The good progress is enhanced well by the very interesting activities planned to bring both subjects to life. For instance, pupils dress up as Victorian children and take part in an activity day based on Victorian life. In Key Stage 2 pupils build well on the skills acquired in Key Stage 1 and increase their subject knowledge and understanding of the requirements of both curriculum areas. They use their literacy skills well to enhance progress and produce good quality written work.

140. Pupils show a good level of interest in their work and recall very well the topics covered. Key Stage 2 pupils join in discussion about both subjects confidently. They listen to each other's views with sympathy and sensitivity. They build on each other's ideas and use subject evidence to support their reasoning. They are eager to learn and acquire new knowledge and enjoy showing and explaining their work to visitors.
141. The quality of teaching is good. Lessons are well planned and prepared. Very good use is made of resources. Teachers enthuse the pupils, motivate them well, and give them clear challenges. Both subjects have good policies outlining subject aims and both have a good level of resources for the current curriculum. The topics, whilst based in one main subject, make good cross-curricular links to other areas of the curriculum.

Music

142. Since the last inspection, the school has continued to provide pupils with a good curriculum to support the development of their musical skills and knowledge. Pupils, including those with special educational needs and those with English as an additional language, make good progress. Most pupils at both key stages achieve standards above those expected of their ages. Good extra-curricular musical activities enhance provision and add to pupils' enjoyment of music.
143. At Key Stage 1 pupils respond enthusiastically to their lessons and sing a range of songs well from memory. They follow rhythms very well. They accompany themselves, following the beat, by clicking their fingers in time to the musical stimulus. They know and use correct vocabulary, such as 'pulse' and 'beat', and identify the instruments 'claves' 'guiro' and 'maracas' correctly. By the time they leave school in Year 4, pupils describe 'pictures in their minds' connected to music they hear. They listen to a wide variety of music and use correct terminology and a good level of vocabulary, such as 'long, low sound' to describe what they hear. Year 4 pupils follow graphic notation and perform their own and each other's compositions following a score.
144. Pupils enjoy their lessons and concentrate hard. They are keen to follow instructions and seek advice readily. They use the advice they receive effectively and improve their performances. They behave very well and relationships between pupils and adults are excellent. Pupils show great respect for adults and also for each other. They listen carefully to each other's performances and meet challenges with enthusiasm.
145. The quality of teaching is good. Teachers plan and organise lessons well. They provide stimulating and challenging tasks to extend pupils' knowledge and understanding. They have high expectations of success and also of behaviour. They work through the planned activities at a good pace keeping the pupils interested and motivated. There is a good policy outlining the aims of the subject and giving guidelines for practice. The school fully meets National Curriculum requirements. There is a good level of good-quality resources and good use is made of visits and visitors to enhance the curriculum provision. The provision of extra-curricular recorder clubs, and opportunities to learn the violin, also add much to the quality of music provision. These activities are well supported by pupils and much appreciated by parents.

148. **Physical education**

146. Most pupils exceed standards appropriate to their age at the end of Key Stage 1 and by the time they leave school in Year 4. Pupils cover the full range of elements in the National Curriculum programmes of study as they progress through the school. All pupils, including those with special educational need and those for whom English is an additional language make good progress.
147. The school makes very good provision for swimming. There is a well-appointed pool in the school grounds, which is run and maintained by the school's parent association, and all pupils swim regularly. Pupils leave the school at the end of Year 4 able to swim at least the 25 metres required by the National Curriculum for Key Stage 2 pupils and all are confident in a good variety of water skills.
148. Pupils have good listening skills and follow instructions carefully. They use all parts of their bodies when exercising. They use space well and safely when moving around the hall or playground. Key Stage 1 pupils control movements well and learn to transfer a range of floor sequences to apparatus. They demonstrate clearly the difference between fast and slow and strong and light movements. In Years 3 and 4 pupils interpret music into movement in dance lessons. They experiment with descriptive movement to represent the rhythm in music and work together to develop sequences using a variety of music as a stimulus.
149. Progress is good throughout the school. Pupils at both key stages practise skills and improve during sessions. Over time Key Stage 2 pupils build on the skills they have acquired in Key Stage 1 and develop good techniques and team skills. Progression is seen from year to year as Year 3 begin to lose their inhibitions in dance and use imaginative movement to express their thoughts. By Year 4 pupils extend this and work with partners and experiment with ways to move and link movements to develop fluid and expressive sequences.
150. Pupils respond very well in lessons. They listen attentively and use advice well to improve their work. Younger Key Stage 2 pupils are still a little self-aware in dance lessons, but enjoy experimenting and readily join in. By Year 4 they are self-confident and clearly understand their own capabilities. Pupils are pleased with their own success and also enjoy the achievement of others.
151. The quality of teaching is good and some very good teaching was seen during the inspection. Teachers have good subject knowledge and question effectively to find out what pupils have learned, in order to take the lessons forward. Teachers have effective class control and management skills and lessons have good pace, with variety and good organisation, in a secure and safe atmosphere. All teachers have high expectations and strive to help the pupils reach excellence. They handle time and resources well.

154. **PART C: INSPECTION DATA**

154. **SUMMARY OF INSPECTION EVIDENCE**

152. Three inspectors including a lay inspector visited the school for a total time equivalent to 9 days. Before the inspection members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the 12 parents who attended. In addition, 19 questionnaires were analysed.

153. The main evidence considered by the inspection team was gathered from:

- observations of 27 lessons or parts of lessons, covering all classes and including pupils with special educational needs, for a total of over 17 ½ hours
- attendance at daily acts of collective worship, observation of registration periods
- the literacy hour for all classes
- the numeracy hour for all classes
- observation of pupils' behaviour in and around the school
- listening to a sample of readers from across the school
- examining a representative sample of pupils' work from each class, work on display around the school and work in progress
- discussions with pupils about their work
- support staff, other staff working in the school, governors and parents
- scrutiny of the school development plan, minutes of meetings of the governing body, policy documents, teachers' planning and other documentation
- examination of attendance registers, financial statements, records of pupils' progress and reports for parents
- examination of the use of the accommodation and resources provided by the school for the pupils.

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 – Y4	133	2	26	0

- **Teachers and classes**

- **Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):	5.60
Number of pupils per qualified teacher:	23.75

- **Education support staff (YR – Y4)**

Total number of education support staff:	5
Total aggregate hours worked each week:	99.0

- **Financial data**

Financial year:	1998
	£
Total Income	274271
Total Expenditure	276399
Expenditure per pupil	1783.22
Balance brought forward from previous year	-1664
Balance carried forward to next year	-3792

PARENTAL SURVEY

Number of questionnaires sent out: 119
 Number of questionnaires returned: 19

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	47	42	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47	47	6	0	0
The school handles complaints from parents well	12	53	35	0	0
The school gives me a clear understanding of what is taught	26	63	11	0	0
The school keeps me well informed about my child(ren)'s progress	26	42	26	6	0
The school enables my child(ren) to achieve a good standard of work	37	53	10	0	0
The school encourages children to get involved in more than just their daily lessons	26	42	21	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	21	63	16	0	0
The school's values and attitudes have a positive effect on my child(ren)	47	47	6	0	0
The school achieves high standards of good behaviour	26	58	16	0	0
My child(ren) like(s) school	53	42	5	0	0

Other issues raised by parents

The clear majority of parents express very positive views about the school. They say also that the school provides them with a good level of information and gives a good standard of help and guidance to their children.