

# INSPECTION REPORT

## **St Michael's CE (VC) Primary School**

Figcheldean, Salisbury

LEA area: Wiltshire

Unique Reference Number: 126325

Inspection Number: 187751

Headteacher: Mr TR Coles

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Reporting inspector: Dr T Simpson, 10428

Dates of inspection: 11<sup>th</sup> to 13<sup>th</sup> October 1999

Under OFSTED contract number: 707897

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### **Information about the school**

Type of school	Infant and Junior
Type of control	Voluntary
Age range of pupils	4 to 11
Gender of pupils	Mixed
School address	Figcheldean Salisbury Wiltshire SP4 8JT
Telephone number:	01980 670268
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Oldrey
Date of the previous inspection:	22-25 April 1996

## **Information about the inspection team**

**Team members\_Subject responsibilities\_Aspect responsibilities\_\_Dr T Simpson**

\_Science, information technology, history.\_

Attainment and progress, leadership and management, the efficiency of the school, special educational needs, equal opportunities.\_\_Mrs M Bebo

—

Attitudes, behaviour and personal development, attendance, support, guidance and pupils' welfare, partnership with parents and the community.\_\_Mr G Jones

\_Mathematics, design and technology, geography, physical education.\_Teaching, the curriculum and assessment, staffing, accommodation and learning resources.\_\_Mr J Roseaman

\_English, religious education, art, music.\_Pupils' spiritual, moral, social and cultural development, provision for the under fives.\_\_

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## **Main findings**

### **WHAT THE SCHOOL DOES WELL**

Standards in religious education are above expected levels. Standards for the under fives and for pupils at Key Stage 1 are above average in English and mathematics. Pupils make particularly good progress in music.

- Pupils behave very well and enjoy coming to school.
- Teaching is good. Pupils are well managed and supported, and teachers provide a good variety of methods in lessons.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Provision for pupils with special educational needs is good.
- Provision for children who are under five is very good and is a strength of the school.
- There are very good links with the community and parents are very well involved.

The school is well managed and it provides good value for money. \_\_

### **WHERE THE SCHOOL HAS WEAKNESSES**

Strategies for assessing pupils' attainment and progress are under developed and assessment information is not used enough to inform the work that pupils are provided with in some lessons.

- The role of co-ordinators in closely managing standards and coverage in their subjects is under developed.

Some annual reports to parents do not give enough information on pupils' progress in some subjects. \_\_

These weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

### **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

The school has built satisfactorily on the many strengths identified in the last inspection report and has addressed most of the issues raised in it. Standards in mathematics have improved. Appropriate targets have been set to raise standards further in National Curriculum tests. The good quality of teaching and support given to pupils has been maintained. Long term curriculum planning is now generally secure and there has been an overall improvement in the provision for pupils' spiritual, moral, social and cultural development. Most legal requirements are now met, but the role of the co-ordinator is still not fully developed. Overall links with parents have been improved yet further and criteria are now in place for evaluating the outcomes of spending decisions. Assessment is not as secure as it was at the time of the last inspection because the school is currently in the process of changing its strategies in line with national initiatives. All staff are committed to raising standards higher and the school has a good capacity to achieve even further improvement.

### **STANDARDS IN SUBJECTS**

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

#### **Performance in\_ Compared with all schools\_ Compared with similar schools\_\_Key**

well above average	A
above average	B
average	C
below average	D

well below average    E  
\_English\_C\_D\_\_\_\_Mathematics\_E\_E\_\_\_\_Science\_C\_D\_\_\_\_

This information shows that in 1998 standards in English and science were average while those in mathematics were well below average. In comparison with similar schools they were below average in English and science and well below average in mathematics. However, this is a small school with a highly mobile pupil population and results fluctuate from year to year. For example, in 1999 standards at Key Stage 2 were higher in all three subjects - with attainment in mathematics showing a particular improvement. Averaging the results of assessments of eleven year olds for 1996 to 1998, performance in English and mathematics was close to the national average while performance in science was above this. The judgement of the inspection team was that pupils' current achievement in English and mathematics is above average at the end of Key Stage 1 and average at the end of Key Stage 2. Standards in science are average throughout the school. Standards in information technology and religious education are not tested at eleven. However, inspectors judged that standards in information technology met expected levels and that standards in religious education were above average. Pupils make particularly good progress in music.

### QUALITY OF TEACHING

**Teaching in: Under 5\_5 - 7 years\_7 - 11 years** \_English\_very good\_good\_good\_\_Mathematics\_very good\_good\_good\_\_Science\_N/A\_good\_good\_\_Information technology\_N/A\_N/A\_satisfactory\_\_Religious education\_N/A\_N/A\_good\_\_Other subjects\_very good\_good\_good\_\_

Teaching is at least satisfactory in nearly all lessons. It is good or better in eight out of ten and very good in two out of ten. Teaching is particularly strong for pupils who are under five.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses. There was not enough evidence to make judgements about the quality of teaching in religious education or information technology at Key Stage 1.*

### OTHER ASPECTS OF THE SCHOOL

#### Aspect Comment\_\_

Behaviour\_Very good - pupils are very friendly and the school runs in an orderly fashion.\_\_Attendance  
\_Attendance is well above the national average and pupils are very punctual.\_\_Ethos\* \_Good - working relationships are very good and the school is very popular.\_\_Leadership and management  
Good. Head provides effective, caring leadership. Deputy has a clear complementary role. Governors are knowledgeable and supportive. Co-ordinators are keen and committed - but have an under developed role in monitoring coverage and standards in their subjects.\_\_Curriculum\_Satisfactory overall - but needs refining in some areas. The school's strategy for literacy and numeracy is good. Extra curricular provision is very good. There are some weaknesses in assessment procedures.\_\_Pupils with special educational needs\_Provision is good. Most pupils make good progress.\_\_Spiritual, moral, social & cultural development \_Very good overall. Particular strengths in spiritual, social and moral development.  
\_\_Staffing, resources and accommodation\_Sound overall. Some weaknesses in resources available to support religious education and history. Strengths in resources to support physical education. \_\_Value for money\_Good.\_\_

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

### THE PARENTS' VIEWS OF THE SCHOOL

\_PRIVATE \_\_What most parents like about the school\_What some parents are not happy

**about**\_\_The school is approachable.

It encourages children to get involved in more than just their daily lessons.

Their children like the school and they behave very well.

The school's values have a positive effect on their children.

It encourages parents to play an active part.

The school's approach to literacy and numeracy is good.\_A small number feel that there are minor weaknesses in aspects of communication.

Some have concerns about the ability of a small school to deliver the full curriculum effectively.

A small number have concerns about too much homework being given to younger children. \_\_\_

The inspection team agreed with the strengths mentioned by the parents. It could find no significant evidence to support the concerns. Communication with parents was judged to be good. The school is aware of the difficulties in planning a relevant curriculum for pupils in mixed age classes and is currently reviewing and evaluating its procedures to ensure that this is appropriate. The school's homework strategy is comprehensive and successful.

## **Key issues for action**

The governors and staff should address the following matters in writing the action plan in order to raise standards and improve the provision the school makes still further:

Build on existing strategies for monitoring the work of the school by improving the role of co-ordinators in closely managing standards and coverage in their subjects.

Continue to develop strategies for assessing pupils' attainment and progress and ensure that the results of assessment are further reflected in the work that pupils are provided with in lessons.

Ensure that all annual reports comment in detail on pupils' attainment and progress in all subjects.

These weaknesses are mainly discussed in paragraphs 26, 40, 42 and 45.

In addition to the key issues above, there are some less important issues that should be considered for inclusion in the action plan. These are indicated in paragraphs 21, 45, 50 and 51.

(The school's current developmental priorities include the improvement of assessment strategies.)

## **Introduction**

### **Characteristics of the school**

St Michael's is a small primary school with 116 pupils on roll - including 15 who were under five at the time of the inspection. This latter group are described as under fives rather than pupils at either key stage. The school is now larger than it was at the time of the previous inspection when there were 82 pupils on roll. There are almost exactly the same number of boys and girls on roll but very few pupils from ethnic minorities. The school serves the local village and the surrounding area - with a substantial proportion of pupils living outside its designated area. About 4% of pupils are entitled to free school meals which is below average. Pupils enter the school with a range of attainment - but overall this is around average. Pupils are admitted in the September of the academic year in which they reach five - the youngest ones part time at first. The percentage of pupils on the school's special needs register - 31% - is above average. Two pupils have statements of special educational needs - compared with one at the time of the last inspection.

### **The school has a mission statement:**

To give children a reverence for the natural world; the belief that every person has a right of freedom and equal value; and an understanding of the laws of a Christian community where everyone has a responsibility towards everyone else.

### **Current developmental priorities include:**

Implementation of the National Numeracy Strategy.

- Evaluation of the success of the implementation of the National Literacy Strategy.
- Setting individual pupil targets.
- Evaluating new schemes of work.
- Developing resource collections.
- Implementing new assessment strategies.

Appropriate targets have been set for raising standards in English and mathematics.

## Key indicators

### Attainment at Key Stage 1-

Number of registered pupils in final year of Key Stage 1\_Year\_Boys\_Girls\_Total\_\_for the latest reporting year: 1998\_8\_12\_20\_\_

**National Curriculum Test/Task Results** Reading task\_Writing\_Mathematics\_\_Number of pupils\_Boys\_6\_6\_6\_\_at NC Level 2 or\_Girls\_10\_10\_9\_\_above\_Total\_16\_16\_15\_\_Percentage at NC\_School\_84\_84\_79\_\_Level 2 or above\_National\_80\_81\_84\_\_\_\_**Teacher Assessments** Reading\_Mathematics\_Science\_\_Number of pupils\_Boys\_6\_6\_6\_\_at NC Level 2 or\_Girls\_10\_9\_9\_\_above\_Total\_16\_15\_15\_\_Percentage at NC\_School\_84\_79\_79\_\_Level 2 or above\_National\_81\_85\_86\_\_

### Attainment at Key Stage 2-

Number of registered pupils in final year of Key Stage 2\_Year\_Boys\_Girls\_Total\_\_for the latest reporting year: 1998\_9\_5\_14\_\_

**National Curriculum Test Results** English\_Mathematics\_Science\_\_Number of pupils\_Boys\_6\_2\_6\_\_at NC Level 4 or\_Girls\_3\_2\_4\_\_above\_Total\_9\_4\_10\_\_Percentage at NC\_School\_64\_29\_71\_\_Level 4 or above\_National\_65\_59\_69\_\_\_\_**Teacher Assessments** English\_Mathematics\_Science\_\_Number of pupils\_Boys\_5\_5\_6\_\_at NC Level 4 or\_Girls\_3\_3\_3\_\_above\_Total\_8\_8\_9\_\_Percentage at NC\_School\_57\_57\_64\_\_Level 4 or above\_National\_65\_65\_72\_\_

### Attendance

Percentage of half days (sessions) missed\_\_\_%\_\_through absence for the latest complete\_Authorised \_School\_4.0\_\_reporting year: Absence\_National comparative data\_5.6\_\_Unauthorised \_School\_0.5\_\_absence\_National comparative data\_0.5\_\_

### Exclusions

Number of exclusions of pupils (of statutory school age)\_\_Number\_\_during the previous year: Fixed period\_0\_\_Permanent\_0\_\_

### Quality of teaching

Percentage of teaching observed which is:\_\_\_%\_\_Very good or better\_24\_\_Satisfactory or better\_97\_\_Less than satisfactory\_3\_\_

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

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

The results of National Curriculum tests in reading taken by seven year olds in 1998 (SATs) were above the national average but below average for similar schools. In writing they were well above the national average and above average for similar schools. In mathematics they were broadly in line with the national average but below average for similar schools. The results of teacher assessments in science were well below average in terms of the percentage of pupils achieving expected levels (Level 2 and above) but well above average in terms of the percentage reaching higher levels (Level 3). In the tests of eleven year olds, pupils' performance was broadly in line with the national average in English and science - but well below average for similar schools, while performance in mathematics was well below average and very low in comparison with similar schools. However, these results could be misleading as only a small number of pupils are involved and there is a mobile school population. Results, consequently, vary from year to year. For example, seven year olds in 1999 maintained the overall standards achieved the previous year, while the standards achieved by eleven year olds improved in all three subjects. The school was aware of the relatively low standards in mathematics at the end of Key Stage 2 and put strategies in place - including setting - to improve these. As a result, the standards achieved in the 1999 mathematics SATs showed a particularly marked improvement. Taking the three subjects together over the period 1996 to 1998, the figures show that the performance of pupils at eleven was above the national average.

Inspection evidence shows that currently standards overall - and particularly for English and mathematics - are above average at the end of Key Stage 1 and around average at the end of Key Stage 2. Standards in science and information technology are average throughout the school, while achievement in religious education is above expected levels. Appropriate targets have been set for literacy and numeracy. Statutory and other assessment data is carefully analysed and used to inform overall planning and target setting. Standards in mathematics - particularly at Key Stage 1 - have improved since the last inspection.

Pupils enter the school with broadly average attainment. Children who are under five make good progress and by five years old attain, and in many cases exceed, the Desirable Outcomes for Learning. Pupils make good progress in Key Stage 1. Progress at Key Stage 2 is satisfactory overall but is adversely affected by significant numbers of higher attaining pupils leaving the school before they reach Year 6. Pupils with special educational needs also make good progress. This is as a result of effective specialist group teaching, good quality support in lessons from teaching and non teaching staff, and from a close match between their needs and the work provided for them. The school effectively analyses targets set in individual education plans to ensure that these are being met. There is no significant difference in the progress made by boys and girls.

Within English, pupils make good progress in reading through Key Stage 1 and by the age of seven many have become fluent, confident readers and talk about books in an informed way. At Key Stage 2, pupils make increasing use of contextual and syntactic cues to infer meaning. They talk about preferences and have a sound understanding of characters and events. They can find books in a library without help and locate specific information using index and contents pages. Their progress is satisfactory. At Key Stage 1, pupils make sound and often good progress in writing. They communicate effectively through well structured sentences, sometimes punctuated correctly with capital letters and full stops. At Key Stage 2, pupils use more complex sentences. They understand the difference between direct and reported speech and write for a variety of different purposes. There are good overall standards of spelling. Presentation of work, however, is poor in too many cases. Pupils make good progress in speaking and listening at Key Stage 1. They learn to communicate confidently with adults and one another on a variety of topics. At Key Stage 2 progress is sound and sometimes good. By this key stage pupils have begun to qualify each other's ideas and opinions in discussions - although some are more reticent about sharing their thoughts and ideas

publicly until prompted by their teacher!

Numeracy is a strength of much of the work in mathematics and pupils achieve above average standards at the end of Key Stage 1. Standards at the end of Key Stage 2 are now broadly average. At the end of Key Stage 1 pupils measure confidently using metric units of length and then use written and mental strategies to deal with associated problems and calculations. At the end of Key Stage 2 pupils effectively use the four operations to solve number problems and also use fractions and percentages. Progress in mathematics at both key stages is good. Standards in science are broadly in line with the national average at both key stages and pupils make good progress overall. Standards in the knowledge and understanding aspects of the subject are stronger than those in experimental and investigative science - particularly at Key Stage 2. However, pupils at both key stages make use of information technology to store and analyse their scientific data. The majority of pupils at Key Stage 1 achieve standards in information technology which meet the national expectation and some exceed this. At Key Stage 2 standards broadly meet expected levels - although standards in control technology are less secure than in the other aspects. Attainment in religious education is above expected levels and pupils make good progress. For example, pupils make good overall progress in knowledge about religion and in communicating personal feelings. At Key Stage 2, they make effective use of stories to explore the difficulties and dilemmas involved in decision making and have a good recall of episodes from the Bible.

There are strengths in other subjects. These are particularly notable in music where good overall progress is made - particularly in singing as a result of lively well paced teaching. Key Stage 1 pupils develop a secure sense of rhythm. By the time they reach Key Stage 2 they are able to sustain two or more rhythms and voice patterns together. The quality of singing is very good at both key stages. In history, younger Key Stage 2 pupils have a good understanding of life during the Second World War and appreciate the effects of the blitz on the people of London. Key Stage 1 pupils show an increasing ability to represent what they see and touch using pencil, felt tip and oil pastel while at Key Stage 2 they produce well executed paintings and charcoal drawings of industrial landscapes.

### **Attitudes, behaviour and personal development**

Pupils throughout the school - including those with special educational needs - respond very well in lessons. There was at least a sound response from the pupils in all lessons observed, and in the overwhelming majority of lessons response was at least good. It was frequently very good. The school has continued to improve on the high standards pupils showed in the last inspection. In particular, the standards of behaviour and the quality of relationships have improved still further.

The pupils show very good attitudes towards their learning. They arrive in lessons prepared to work, settle quickly and apply themselves well to the task in hand. They are very enthusiastic and keen to learn and show a very high level of interest in their lessons. A good example was seen in a Key Stage 1 design and technology lesson, when pupils were designing and making Swedish open sandwiches. Their animated conversation reflected clear interest in the task. Pupils of all abilities are able to sustain good concentration, even when there is no direct teacher intervention, developing their capacity for personal study. This is particularly evident during the group based part of Literacy Hour, when pupils work very responsibly on their own, concentrating well on their reading and writing tasks. Pupils listen very attentively to their teachers' instructions. They are confident and enthusiastic about offering ideas and suggestions in response to questions and are keen to contribute to discussion. Pupils with special educational needs want to improve their work and to succeed. Pupils who are under five are keen to contribute sensibly to discussions. Most work well independently and concentrate well on tasks. They collaborate successfully in the shared use of equipment and their overall behaviour is very good.

The pupils' behaviour in lessons, in the playground and around the site is very good, contributing to an orderly and secure environment that is conducive to learning and personal development. Pupils also maintain these very high standards when off-site, such as when visiting the local sports centre for swimming lessons. All pupils respect and follow the school's 'Nine Rules'. They are very polite, friendly



and helpful to each other and to adults. For instance, in the lunch hall pupils are very well mannered; they chat quietly to each other and it is a very pleasant social occasion. The pupils are trustworthy, for example, when they carry out jobs around the school. They show respect for property and are careful, for instance, when handling expensive computer equipment, musical instruments and books. There is no evidence of graffiti or litter. No bullying or harassment was seen during the inspection. There are no exclusions, which reflects the school's great efforts to support pupils and resolve problems without resorting to this sanction.

Relationships between the pupils and with the staff are very good. The pupils show real care and concern for each other. They offer very good support to each other in class and work well together in mixed gender groups and paired activities, sharing resources and ideas willingly. A good example was seen in a Key Stage 2 information technology lesson, when pupils showed patience and tolerance towards each other when working on the computers in pairs. Boys and girls of mixed ages play well together in the playground. Pupils' relationships with both teaching and support staff are warm and friendly. They know they are valued and cared for and there is a high level of mutual respect.

Overall, the pupils' personal development is good. All pupils, including the very youngest, have the opportunity to participate in a residential visit each year which promotes greater independence. When opportunities are given, pupils show good independence and initiative in lessons and respond in a mature way. A good example was seen in a Key Stage 2 science lesson when pupils were carrying out an investigation without direct teacher supervision exploring the food of different animals in different habitats. Older pupils respond well when helping with jobs around the school and with younger pupils in the playground. However, they are not given enough responsibility on a regular basis. Pupils listen quietly and carefully to their peers' ideas and thoughts in lessons and are understanding of each other's mistakes, showing great respect for each other's feelings, values and beliefs. The pupils' personal development is also enhanced by their contribution to village initiatives, such as helping to raise money for the new hall.

### **Attendance**

Overall attendance levels at the school are good and are well above the national average. Unauthorised absence is in line with the national average and is due to a very small minority of pupils. Both the school and the education welfare officer are working together to address the problem. Pupils' punctuality to school in the mornings is very good. There is a prompt and efficient start to lessons, including when walking from the school to the village hall, so that no teaching time is lost. The school has successfully maintained the high levels of attendance reported in the last inspection and the pupils' punctuality at school in the mornings has improved.

## **Quality of education provided**

### **Teaching**

Overall the quality of teaching throughout the school is good, with some being very good. It was good or better in eight out of ten lessons inspected and very good in two out of ten. Teaching is particularly strong for pupils under five years old and is based on secure knowledge and understanding of the needs of children in their early years of schooling. The high standards reported at the last inspection have been maintained. Little teaching of history and no teaching of art was seen during the inspection but few weaknesses were noted in the teaching of other subjects. There were strengths in the teaching of English, mathematics and science, while the teaching of music was noted to be particularly strong. The teaching of literacy and numeracy is well organised and effectively supported. Pupils with special educational needs are well supported in lessons by teachers and other staff. They are regularly provided with work which is well matched to their identified learning targets. This has a positive effect on the progress they make.

Teachers have a secure knowledge of the subjects of the curriculum and demonstrate good understanding

of the differing needs of the age groups that they teach. A good example was seen when poetry was being discussed with a class of older pupils and the teacher communicated her own enthusiasm and knowledge by effective use of her voice to heighten impact. In most lessons teachers have high expectations of their pupils. Challenging questions are asked and pupils are urged to give of their best. This is particularly noticeable in some of the mental arithmetic sessions which begin mathematics lessons, in which progressively more demanding tasks are set that harness the enthusiasm and involvement of the group. Occasionally, however, work set in some other subjects is insufficiently matched to the needs of groups of pupils with different levels of attainment within a class. Setting in literacy and numeracy has a positive effect on standards achieved.

Teachers' lesson planning is generally satisfactory and is good for the under fives. Day-to-day assessment is sound and was seen to be used by teachers to adjust their planning. For example, during the inspection a teacher found it necessary to revise much of her weekly planning for work on measurement and calculation of perimeters because the first lesson in a series had not gone as successfully as she had hoped. This decision was taken as the result of careful and sensitive classroom assessment. On the other hand, classroom record keeping by individual teachers in foundation subjects is sometimes inconsistent and the assessment of what children have learned is not always effective. It then becomes difficult to plan for further learning. Discipline is good and sometimes very good, and teachers successfully achieve good relationships in their lessons.

Teachers use an interesting and stimulating variety of good teaching methods. Pupils are sensibly and suitably grouped for their work, probing questions are asked and there are useful introductory and discussion sessions. Time is also used well, with lessons moving at a good pace which involves pupils well in what is going on and gives them little opportunity to waste time or lose concentration on the task in hand. Good use is also made of resources, particularly those provided by the environment of the school. For example, in a science lesson seen during the inspection, very good use was made of the opportunities provided by the school nature trail to capture and maintain pupils' interest. There is a comprehensive homework scheme which is well supported by parents. The success of this strategy is largely due to the way in which most of the tasks which pupils are asked to do at home are firmly rooted in work which has that day been done in the classroom.

### **The curriculum and assessment**

The school's curriculum appropriately includes all the subjects of the National Curriculum, together with religious education. Sex education and drugs education are taught as part of science. Health education is included in other curriculum areas and good displays were seen on keeping healthy and the benefits of regular exercise. There is a strong contribution to personal and social education from religious education and collective worship. The National Curriculum takes up most of the teaching time and is organised and taught in separate subjects. The curriculum is broad and balanced overall. However, there are imbalances within some subjects. For example, there is some lack of emphasis on using and applying mathematics, investigation and experimentation in science and the teaching of control in information technology.

The curriculum for the under fives gives appropriate attention to the areas of learning, with suitable priority given to language and literacy, mathematics and personal and social development. All areas of learning are very well represented and a wide ranging, varied and imaginative diet of activities is provided. Baseline assessment is made of under fives entering the reception class and is used very effectively in planning. Planning and provision for pupils with special educational needs is good. They have full access to the curriculum, with support where necessary. The curriculum is suitably matched to their needs and this is reflected in planning. Due regard is given to developing their skills in literacy and numeracy. Individual education plans are completed as appropriate. These are suitably monitored and updated at regular intervals, with new targets reflecting individual pupils' achievements and progress. Procedures for the assessment and identification of special needs are thorough.

At Key Stage 1 and Key Stage 2 both the National Literacy and the National Numeracy Strategies are

firmly in place. These areas have been the subject of intensive in-service training for teachers. The effectiveness of this training is reflected in the positive impact on standards in English and mathematics.

Exemplar schemes of work provided by the Qualifications and Curriculum Authority have been adopted for the long-term planning of most other subjects. These still need to be further refined however, particularly in science and information technology, to ensure full curricular entitlement for pupils in the mixed age classes. The school is aware of these issues and is currently reviewing long term planning in relevant subjects. The school has an appropriate equal opportunities policy. This is not monitored formally but works effectively in practice. There is a very good programme of extra-curricular activities, including roller blading, computers, line dancing, junior and senior soccer, band and recorders.

Overall the strong influence of the well established literacy and numeracy strategies, together with the school's good provision for pupils with special educational needs, is having a very positive influence on standards. The most significant change since the last inspection, therefore, is that long term planning is now generally secure.

There is a clear assessment policy which includes a list of formal assessments such as baseline, reading and spelling ages, and optional and statutory SATs. The results of these assessments are recorded on a computer database and suitably help to influence curriculum planning and set some individual pupil targets. They also help staff in the school-wide setting for English and mathematics. However, suitable assessment strategies are not used in all subjects to assess what children know and can do and are not used effectively, therefore, to inform learning or to raise standards. There are no formal assessment procedures at all in some foundation subjects.

Assessment is not as strong as at the last inspection. This, however, is because the school has made a conscious decision to revamp assessment in the light of new national initiatives, and in keeping with recent changes to its schemes of work which are not yet all firmly in place. The school is very much aware of this.

### **Pupils' spiritual, moral, social and cultural development**

Concern for pupils' spiritual, moral, social and cultural development is central to the aims of the school and overall provision is very good, marking a clear improvement since the time of the last inspection. All four elements are clearly reflected in its daily life, underpinned by a strong Christian ethos which is instrumental in shaping the attitudes of pupils and the school's corporate identity. There are particular strengths in spiritual, moral and social development and there has been some improvement in provision for cultural development since the time of the last inspection as more attention is now given to raising pupils' awareness of cultural diversity. Both teaching and non-teaching staff do much to reinforce the idea of the school as a caring community and provide very good role models through their relations with pupils and each other.

Provision for pupils' spiritual development is very good with major contributions coming through acts of collective worship in which there are sometimes sustained moments for stillness, prayer and reflection, enhanced by the effective use of well chosen recorded music. Valuable contributions also come through religious education and informal class discussion where feelings, emotions and relationships are sensitively explored, and through other activities that engage pupils' sense of mystery and imagination. Experiences such as marvelling at the behaviour of snails in science and observing the sun reflected on the surface of the nearby river help enrich pupils' spiritual growth and begin to shape their inner lives.

Very good provision is made for understanding the principles that separate right from wrong and there is a clear code of conduct for regulating personal and social behaviour. From an early age pupils are taught the importance of politeness, courtesy and respect for others, along with high expectations for behaving in a self-sufficient and responsible manner. It is a positive and constructive approach to moral development, mediated as much through personal example and relationships as through rewards for good behaviour,

full attendance and the exercise of overt rules.

Working together in lessons and undertaking tasks around the school - such as preparing for assembly and occasionally looking after younger pupils - form the basis for very good social development. A sense of responsibility starts early through an imaginative, self-registering scheme, where the youngest pupils take named cards from a box on arrival in the classroom. It is further enhanced by residential visits available to all pupils. These include staying at a local field studies centre, a four day camping and barge excursion from Devizes and an expedition to the Isle of Wight, providing valuable opportunities for learning at first hand how to live and work together in a social context. Pupils also acquire a clear sense of moral and social responsibility through caring for the natural environment. Examples include helping develop a nature trail and wild area close to the school, supporting local and national charities and involvement in local community events and celebrations. At the same time, older pupils have not yet had the opportunity to develop a distinctive leadership role within the school.

Provision for pupils' cultural development is good. Due attention is given to raising their awareness of the cosmopolitan nature of modern society through studying the beliefs and practices of different faith communities and visiting a Hindu temple in Southampton. Parents feel that this part of the curriculum and the school's approach to moral values has an appropriate whole world flavour. Strong links are also maintained with the local parish church and the lay reader is a regular visitor to the school. Good provision also comes from sensory experiences in learning by, for example, exploring the work of celebrated artists such as Klee and Kandinsky and listening to music from both European and non-European traditions. Access to wide ranging literature and poetry through the daily Literacy Hour gives cultural development a valuable added dimension.

### **Support, guidance and pupils' welfare**

The school provides good support and guidance for all its pupils. This enhances the quality of life in school and has a positive impact on pupils' standards of attainment. The school has successfully maintained the caring and supportive environment identified during the last inspection. There is evidence that fire drills are now carried out termly - correcting a weakness identified previously.

Teachers and support staff know pupils very well and show great care and concern for their well being. Pupils with special educational needs are well supported both by teachers and support staff to help them meet the objectives in their individual education plans. Parents appreciate the support given to their children. Pupils are given a caring introduction into school through the very well organised induction programme. It is particularly noticeable during their first half-term in school how well the children have settled into the reception class. Arrangements for the significant number of mid-career joiners, mainly from service families, are also good and they settle easily. Older pupils receive good support in a number of ways for their transfer to secondary school, for example through 'taster' curriculum days and through the type and quantity of homework they are given. The school has good relationships with external support agencies, and these contribute positively to the standards pupils achieve and to the pastoral provision of the school. All pupils follow an effective programme for personal, social and health education, which is taught mainly through circle time, science and religious education.

There are satisfactory procedures for monitoring the academic progress and personal development of pupils. A range of systems is in place, including computerised record keeping, but a whole school approach has not yet been fully developed. All pupils have targets for the end of each key stage which are shared with parents. Record keeping for pupils with special educational needs is thorough and up to date.

The procedures for recording and reporting attendance are very good. Registers are completed carefully and monitored daily. The administration officer follows up any unexplained absences early each morning. Measures to promote discipline and good behaviour are very effective. There is a positive behaviour policy in place which refers to the school's ethos of enabling pupils to grow socially, personally and academically. Teachers make good use of praise and rewards to raise pupils' confidence and self-esteem

and to encourage achievement and good behaviour. Pupils and parents do not consider bullying an issue in school. Pupils are happy to tell staff of any minor incident and are confident that the matter will be handled appropriately.

Arrangements for child protection are good and staff are well aware of the procedures to be followed. Overall, the school has satisfactory arrangements for promoting the health and safety of pupils through safe working practices. During the inspection, a few minor health and safety concerns were brought to the attention of the school, such as the lack of displayed fire evacuation procedures and fire exit signs, and a formal system for informing parents of any minor accidents during the day. These concerns are being addressed.

### **Partnership with parents and the community**

The overall very good links which the school enjoys contribute positively to pupils' learning, social development and understanding of the world outside school. The positive links identified in the previous inspection have been improved still further, particularly parental involvement and links with the community. The parents' questionnaire was very positive in all areas. Good arrangements are in place to involve parents of pupils with special educational needs at all relevant stages.

Parents' involvement in the school is very good and they feel very welcome. They find it very easy to approach staff to discuss any questions or problems regarding their children. This was highlighted in the parental questionnaire. Many parents make an important contribution to standards through help with school activities and also with projects to improve the environment, such as a playground mural. In addition, the parent teacher association is active in supporting the school. It organises mainly social and fund raising events which appeal to the whole family and raises significant funds to enhance the school's facilities. Parental opinion is sought through questionnaires about aspects of the school's work, such as formulating the home/school agreement. Parents are actively encouraged to become involved in their children's learning at home and they all have a copy of their child's homework timetable. They respond well to this request, in particular with reading, and reading diaries show a good level of dialogue between home and school. Parents are very supportive of events involving their children, such as productions and sports days.

Overall, the quality of information provided for parents is good, although there are some weaknesses, in particular with annual reports. Parents report that day to day information has much improved following their concerns and they are now well informed about events and in good time. Curriculum information provided for parents is very good and they are informed about learning outcomes for each topic. They are invited into school to see any curriculum area they wish. Parents were very appreciative of the recent numeracy evening held and the detailed information they received on how to help their children at home. There is an annual written report for each child which contains some targets for future learning. However, in some subjects, including information technology, some reports focus only on what pupils have carried out, or their attitudes to work and do not give enough information about pupils' progress. This detracts from their usefulness to parents. Nonetheless, very good opportunities are provided for parents to discuss their child's progress through formal and informal meetings.

The school enjoys very good links with the local community and there is much mutual support. It welcomes many visitors from the community into classes and pupils make numerous visits into the community itself. For example, all pupils make good use of the nature trail and the younger pupils take a weekly 'wellie walk' around the village to look at, for instance, old and new housing in the community. There are some links with local businesses, particularly the army which provides opportunities, for example, for pupils to visit their weather station for science and geography, but this aspect of the school's work is not well developed. There are strong links with the local church, which is used as a resource for religious education, history and art. Clergy regularly take assemblies and pupils attend services in church at least termly. Good working relationships are maintained with the receiving secondary school, which facilitate transfer arrangements. In particular, Year 6 pupils spend three days in the school focusing on

different curriculum areas. Very good use is made of local facilities, especially the new village hall, which has enhanced the school's provision, for example, of physical education, drama and cookery. The pupils enjoy participating in social activities with the community. For instance, at Christmas they invite the elderly to join them for a special lunch. All of these opportunities enhance the curriculum in a number of areas and make a significant contribution to pupils' intellectual and personal development.

## **The management and efficiency of the school**

### **Leadership and management**

Overall management at the school is good. The headteacher provides effective caring leadership. He has a clear view of the school's strengths and developmental needs and is a good team builder. The recently appointed deputy head is very supportive and is already developing a significant complementary role. Subject co-ordinators are all enthusiastic and committed. They have a good understanding of current strengths and weaknesses in their subjects and a vision for future improvements. However, their role in monitoring coverage and standards is not fully developed and lacks structure. This detracts from their ability to influence standards and the quality of teaching in their subjects. The under developed role of co-ordinators was also identified in the previous report.

The governing body is also very supportive. The chair and other individual governors are developing a clear role in the strategic oversight of the school and are very knowledgeable about current issues in education. They are, for example, each attached to a specific curriculum area and involve themselves appropriately in policy reviews and in the general development of their nominated subjects. With the recent enlargement of the governing body, it is now an opportune moment for it to consider whether an extension of its committee system would be a suitable means of further increasing its effectiveness. Routine administration is sound.

Good structures have been established to ensure an appropriate approach to the whole school management of special needs. The special needs co-ordinator liaises regularly with the headteacher, other class teachers and the nominated special needs governor. All parties are kept appropriately informed about developments at individual, school and national levels. The special needs governor is very well aware of the progress of pupils on the school's special needs register and reports back to the full governing body on this and other relevant issues from time to time. However, there is no regular special needs agenda item for full governing body meetings at the moment. Due regard is given to the Code of Practice for the Identification and Assessment of Special Needs and all statutory requirements in respect of pupils with special educational needs are met. Good arrangements are in place for the management of literacy and numeracy and for the management of the provision for pupils who are under five.

The school development plan - although now a practical working document which is instrumental to many areas of long term planning - lacks focus, is not prioritised enough and is not comprehensive. Most statutory requirements are met. The exceptions are reports to parents - some of which do not contain information on individual pupils' progress in some subjects - and the governors' annual report, which lacks some required data. The headteacher has established good systems through which he is able to monitor and evaluate aspects of the school's performance and all staff are individually and corporately committed to continued forward development. Most of the weaknesses identified in the last report have been rectified. Although assessment is not now as strong, this is because the school has appropriately decided to re-structure its approach in line with national initiatives. The school has a good capacity to achieve further improvement. There are good working relationships and all staff are committed to high standards. There is a high level of satisfaction on the part of pupils and parents. The school's stated aims are well met and its ethos is good.

### **Staffing, accommodation and learning resources**

Teachers at the school are appropriately qualified and suitably experienced. The pupil-teacher ratio of about 26:1 is broadly similar to the national average. All support staff, including administration and premises staff as well as those in more direct contact with the pupils, make a significant contribution to the success of the school.

There is no written staff development or in-service training policy, although high quality training has recently been provided to accompany the introduction of the National Literacy and Numeracy Strategies. Normally, therefore, training is provided in response to needs identified by subject co-ordinators or through whole-staff consultation. Good support is also provided by sessions run by local authority advisory staff. Good use is made of opportunities to co-operate with other schools in the area. A staff appraisal system also assists in the identification of training needs and usefully includes evaluation and monitoring of classroom performance by the headteacher. All subject co-ordinators have the same job descriptions. These do not accurately reflect the differing demands of individual subjects or contain targets with clearly defined time-scales. Appropriate procedures are in place for the induction and mentoring of newly qualified teachers.

The school buildings are a mix of original and more recently erected portable classrooms. The overall appearance is attractive and the sloping nature of the site adds to rather than detracts from the generally pleasing effect. The buildings provide suitable facilities for teaching and learning. There is a generous playground area which has recently been resurfaced and an imaginative and well designed nature trail. Recently a small portable staffroom has been provided. In addition, the school now uses the new village hall on four mornings a week. This has released very useful activity space on the main site, as well as being a good teaching area in its own right. Gymnastic apparatus has been installed in the new village hall and this, together with availability of the adjacent playing field, has dramatically improved the facilities for physical education. The kitchen in the hall is also most useful for cookery aspects of design technology. The school has access to the pool at a nearby sports centre for swimming lessons.

The quality and adequacy of resources are satisfactory overall. They are good for aspects of information technology and for physical education. This is an improvement on the last inspection. Resources to support pupils with special educational needs and those who are under five are sound. However, there are shortages in resources to support aspects of religious education and history. Some up-dating is needed in resources for music. There is also not enough accessible storage provision in the central resource area and there is scope for better library provision.

### **The efficiency of the school**

Financial planning at the school is good. The governing body is appropriately involved at all relevant stages. The budget is constructed in relation to school priorities and national initiatives and the school development plan is costed in several areas. Financial control is also good. The finance committee of the governing body regularly monitors spending, while routine school financial administration - supported by a local authority specialist - is efficient. There are also several strategies in place for evaluating the cost effectiveness of various spending initiatives - which is an improvement on the last inspection. Arrangements were made some time ago for the delegation of spending to the headteacher and the minor recommendations of the most recent local authority audit have been carried out, but there is no comprehensive financial policy currently in place.

Teaching staff are well deployed and management structures relevant to a school of this size are in place. There is effective use of some specialist teaching in music. Support staff are generally used well. However, they are sometimes under occupied for periods of time during some lessons - including the Literacy Hour and physical education - when the pupils are focusing on the teacher. Satisfactory use is made of resources available to support learning. Facilities - with the exception of the library which is untidy and unwelcoming - are mostly used well. Good quality displays serve successfully to celebrate pupils'

achievements and to stimulate their learning. Good use is made of resources available to support pupils with special educational needs and those who are under five. Additional grants for professional development are spent appropriately.

Pupils enter the school with a range of attainment. Costs are above average. Attainment on exit is sound and progress is frequently good. Teaching is good and frequently very good. Provision for pupils' spiritual, moral, social and cultural development is very good. Pupils are well supported by staff. The school continues to provide good value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for pupils under five**

Children enter school in September of the academic year in which they are five, with an option for those born after the beginning of April to attend on a part time basis. Almost all of the children have had pre-school experience in a playgroup or nursery and the range of attainment on entry is wide. At the time of the inspection the children had been in the school for six weeks. They are accommodated in a separate classroom where they are taught with other reception pupils of statutory school age. Children receive a positive start to school and participate fully in all activities. They make good progress in practically all the areas of learning as the result of consistently high quality teaching, and the majority are well on course to meet, and in many cases exceed, the desirable outcomes for learning by the time they enter statutory education. Current provision is a strength of the school.

The quality of teaching is very good, based on secure knowledge and understanding of the needs of the early years. It is characterised by high expectations for children to become confident, independent learners, well paced, motivating activities and good use of carefully prepared resources. Effective use is made of support staff, especially for practical activities. Assessment of individual progress is very good, carefully recorded and supplemented by samples of work. Baseline assessment procedures are carried out thoroughly and reviewed on a regular and systematic basis. Information from these assessments and careful observations of children are used effectively to inform planning and teaching. Planning for the under fives is very good, resulting in a broad, well balanced curriculum.

### **Personal and social development**

Children make good progress in personal and social skills through wide ranging opportunities for working and playing together, and are well on course to meet, and in many cases exceed, the desirable learning outcomes on entry to statutory education. They take turns sensibly when exploring the hidden contents of a 'feely' bag, as part of work on the five senses, and listen attentively to their teacher and to each other during discussions about home and school events. They are usually full of ideas and keen to contribute. Most work independently and with minimal supervision, showing sustained concentration on tasks, when listening to stories, sorting everyday objects into sets and operating the computer. They show consideration for each other, collaborate well in the shared use of equipment, and are developing good work habits in the care and use of materials such as brushes, paint and scissors. They respect each other's property and are very well behaved both in lessons and during outdoor activities. They join in enthusiastically with older Key Stage 1 pupils for shared musical activities and are developing encouraging levels of independence when changing their clothes for physical education or getting ready for an outdoor 'wellie walk'. The quality of teaching is very good. Well ordered routines and consistent high expectations make a significant contribution to the children's sense of security and overall progress.

### **Language and literacy**

Standards and progress in language and literacy are good, with some children already achieving aspects of the desirable outcomes for learning. They use spoken language confidently and effectively when communicating with adults and with each other. They speak clearly, explain their ideas logically and make appropriate responses. Good progress in spoken language comes through talk and conversation in purposeful settings, for example discussing how God made everything, 'even the bread in your sandwiches' and also during well directed role play on being a character who would wear a particular hat. Literacy is well supported by parents who maintain a valuable dialogue with teachers through detailed comments in books taken home. Teaching is again very good. Children enjoy books and are eager to share stories with an adult. They know that print carries meaning, that books are read from left to right and from the top to the bottom of pages. They recognise familiar words in simple text and a number already read fluently and confidently. A small proportion know that stories have beginnings, middles and ends.

Many children have secure knowledge of initial letter sounds and names. They use this information effectively for tackling unfamiliar words and, for example, when writing lists of objects on the computer which begin with 'c'. A number have simple but effective keyboard skills and are aware of the purpose of a simple spell checker. Most children recognise and write their own names in well formed, readable script.

### **Mathematics**

Four year olds make good progress in mathematical skills and are well on the way to achieving or exceeding the desirable outcomes for learning when they reach the age of five. They count and order numbers to ten and beyond and sort number cards from one to twenty. They are able to sort numbered bears into odd and even categories and arrange coloured bears into red, yellow and blue groups of five. Teaching is very good, providing a wide variety of purposeful activities, and children collaborate well on group tasks that present an appropriate degree of challenge. They sequence objects correctly and use their knowledge of related shape to construct jigsaws. They also relate addition to combining two groups of objects, understand subtraction as 'taking away' and can solve simple problems both mentally and with the aid of appropriate practical apparatus.

### **Knowledge and understanding of the world**

Children's knowledge and understanding of the world exceeds expectations for their age and with very good teaching they make good progress through wide ranging activities that engage their interest in people and events. They understand the importance of each of the five senses, for example describing how the eye 'sends messages to the brain' and make thoughtful suggestions about the texture of different surfaces felt with their feet. Some also explain identification problems caused by common features of a ball and a tangerine hidden in a bag, 'because both are round.' Predictions and final checks are then recorded accurately on a worksheet. They can also sort wallpaper into rough, smooth, shiny and dull categories. An early sense of chronology comes through looking carefully at houses and buildings in the village, noting the ones to be photographed with a simple camera on the return journey to school. They also begin to locate buildings and features on a map prepared by the teacher, and accurately describe unusual fruits such as a lime and a mango that have been tasted in class. They know the names of parts of the body and understand relationships within families. Many understand that computers are important in daily life, are used in shops and offices and can be used to send messages to grandparents 'in Shrivenham!' They reliably recite the Lord's Prayer and a lunch time grace, and recall Creation stories describing God making the world in seven days.

### **Creative development**

Children have a satisfactory range of experiences in art, craft and music and standards in creative development are in line with expectations for their age. They make sound progress in using wide ranging material and equipment. Painting skills are used effectively in carefully observed portraits using a subtle range of colours and a visit by a blind person is well recorded in detailed pencil and felt tip drawings. They also produce well proportioned painted mobiles of castles, fish and vehicles and make collage pictures using carefully chosen textured materials. They sing tunefully with a clear sense of enjoyment and secure sense of rhythm. In one lesson observed during the course of the inspection, children made good progress in their understanding of high and low sounds, music that goes fast or slow and in imitating rhythmic patterns as the result of well paced, challenging teaching. They also listen attentively to short pieces of recorded music and know a small range of songs and hymns by heart. Children are well taught and their overall progress in creative development is sound.

### **Physical development**

Children make good progress and their attainment is well on course to meet expectations in the desirable outcomes for physical development. They have good physical control in both indoor and outdoor activities. They use space confidently and hop, skip, crawl and jump showing a good awareness of others, sometimes

changing direction in response to the teacher's instructions. They show good control and co-ordination of their actions and successfully combine a 'pin roll' and hopping movement into one short sequence. They have access to a small but secure outdoor play area and develop appropriate physical skills on outdoor equipment. Resources are adequate. Children's manipulative skills are also good. They use scissors accurately and handle pencils, brushes and paint with increasing co-ordination and control, which they put to particularly good effect in well constructed models of houses and cottages observed and recorded on a village walk. They are very well taught.

## **English, mathematics and science**

### **English**

Standards in English are above average at the end of Key Stage 1 and average at the end of Key Stage 2, with some pupils in the early stages of Key Stage 2 doing better than might be expected for their age. National Curriculum tests for 1998 show that by the end of Key Stage 1, the number of pupils who achieve the national expectation is above average. At Key Stage 2 the 1998 percentage is close to the national average and is below for those achieving at higher levels. Results for 1999 show improvement at both key stages.

Standards seen during the course of the inspection reflect these results. Attainment is above average in all aspects of English at Key Stage 1, but broadly in line at Key Stage 2. Pupils make good progress, especially in reading and speaking and listening at Key Stage 1, and sound overall progress at Key Stage 2. It is important however, that progress judgements over time are seen within a context of small cohorts of pupils and a transient school population. Pupils with special educational needs receive well targeted support and make good progress in relation to prior attainment. The school has agreed suitably challenging targets for literacy, based on a careful analysis of current work and national assessment information.

Provision for literacy is good and is having a positive impact on standards. Recommendations in the National Literacy Strategy are well established as the result of thorough preparation and a carefully co-ordinated approach, with due attention given to plans for monitoring and review. There is a daily hour in line with the recommended format, and priorities for developing guided reading and providing more opportunities for extended, personal writing at both key stages have been clearly identified. Teachers are also aware of the positive contribution made by other subjects to literacy. The language of investigation dealing with 'methods' and 'equipment' extends vocabulary, and planned note-taking during work on data-handling in information technology helps improve a valuable writing skill. The content of the hour is also used effectively to generate relevant homework tasks on a systematic basis.

Pupils are well supported in the early stages of learning to read and by the end of Key Stage 1 use well established phonic skills and word building strategies, including picture and context cues for tackling unfamiliar words and obtaining meaning. Many become fluent, confident readers and talk about books in an informed way. Much current text-work in the Literacy Hour at both key stages is on poetry, which many pupils read expressively with their teacher, at the same time showing a good awareness of aspects of poetic structure. Some understand the function of exclamation marks and respond appropriately when reading aloud. High attaining pupils detect and produce a good range of rhyming words and understand their onomatopoeic effect in poems by Judith Nicholls. Secure understanding of alphabetical order also provides ready access to simple dictionaries for checking words and definition, for example in looking up 'carbohydrate' during a science lesson. Success in reading is well supported at home and a useful on-going dialogue is maintained with parents. Progress in reading is good.

At Key Stage 2 pupils make increasing use of contextual and syntactic cues to infer meaning, talk about preferences and have a sound understanding of characters and events, for example when discussing the early chapters of a novel by Terry Pratchett. They differentiate successfully between fiction and non-

fiction material, know the difference between novels and plays and explain the function of a narrator, illustrator, author and blurb. They also offer well reasoned explanations for the impact of words such as 'pummels', 'scours' and 'chews' in a poem about the sea by R.S.Thomas and are beginning to understand how they are used figuratively. They can find books in a library without help and locate specific information using an index and contents page. Overall progress is sound at Key Stage 2.

At Key Stage 1 pupils make sound and often good progress in writing. They communicate effectively through well structured sentences, sometimes punctuated correctly with capital letters and full stops. Some pupils use inverted commas to indicate speech. Stories evolve sequentially with a lively sense of action. Many use a good range of sentence connectives and linking phrases such as 'suddenly', and 'then she made up her mind', to add interest and variety for the reader. At Key Stage 2 pupils use more complex sentences, sometimes with words in parenthesis, for example as stage directions in a play script in order to indicate a particular tone of voice to the reader. They understand the difference between direct and reported speech and writing for different purposes, for example, recording vehicle information on forms and writing letters. A number also make effective use of repeated key words in well structured poems about rain and descriptions of the night. Some older pupils, however, produce short, incomplete accounts with more erratic use of punctuation. Overall progress in writing is sound at Key Stage 2. Both simple and more complex words are spelt correctly in accordance with good overall standards but while many pupils develop a legible, well formed and consistent handwriting style, the presentation of work is poor in too many cases.

Pupils use spoken language confidently and effectively to communicate with adults and each other about home and school events and at Key Stage 1 progress is good. Increasing fluency comes through planned opportunities for using spoken language purposefully, for example, in a doctor's surgery and class medical centre, and through animated discussions prompted by the alliterative play on words in a poem. During Key Stage 2 pupils begin to qualify each other's ideas and opinions in discussions, with comments such as 'but your mum's a doctor, so she would help' when discussing encounters with strangers like the Good Samaritan. Some pupils are more reticent about sharing thoughts and ideas publicly until prompted by the teacher. Overall progress in speaking and listening is sound at Key Stage 2, with instances of good progress in lessons.

Attitudes to learning are good throughout the school, often in response to well planned, stimulating teaching. Lessons frequently have a busy, working atmosphere and the daily routines of the Literacy Hour do much to encourage initiative and independence in learning. Teaching is good at both key stages with instances at Key Stage 1 where it is very good. The best teaching is marked by clarity and confidence in communicating knowledge to pupils, well timed interventions in lessons and very effective use of the plenary session in the Literacy Hour to provide appropriate feedback, reflect on what has been achieved and create opportunities for assessment. Staff supporting pupils with special educational needs have a good understanding of language requirements and do much to boost self esteem and promote learning.

The co-ordinators provide good leadership and are clear about priorities for development. This marks an improvement since the time of the last inspection. Planning is good, is firmly based on the National Literacy Strategy, and gives teachers clear ideas about what needs to be taught and by when. Reading records consistently chart progress through the core scheme and are computerised, along with spelling test results, for easy access and analysis. Within this well managed structure, assessment is good. Appropriate procedures are in place and effective use is made of information to inform planning and target setting. At the same time there is a lack of consistency in the way teachers record individual progress and attainment. A school portfolio of writing at different levels provides a sound basis for reliable teacher assessment, and data from all procedures is used well for setting in English. Setting also helps offset the danger of overlap and repetition between mixed year classes. Marking is constructive and positive, giving pupils clear guidance on how they may improve their work.

Books have a high profile around the school and resources, audited and extended to meet the needs of the Literacy Hour, are adequate for meeting curricular needs. These are well complemented by regular loans

from a local authority library service and an increasing stock of videos and CD ROMs. Effective use is also made of centrally held non-fiction stock for teaching research skills, but there is considerable scope for tidying and improving the library, creating a more appropriate and welcoming environment.

## **Mathematics**

National Curriculum tests in 1998 show that pupils' attainment in mathematics at the end of Key Stage 1 was broadly in line with the national average, while attainment at the end of Key Stage 2 was well below the national average. However, taking the three years 1996 to 1998 together, pupils' performance at the end of both key stages was close to the expected levels. There was also a considerable improvement in the standards achieved in the 1999 tests. These statistics are based upon small numbers of pupils and so may be misleading. There is also a mobile school population which sometimes adversely affects the results at the end of Key Stage 2. Nevertheless, the school admits that attainment in mathematics has been giving cause for concern and that extensive remedial steps were taken last year, including early adoption of the principles of the National Numeracy Strategy in place of previous over-reliance on a commercial scheme.

The introduction of the Numeracy Strategy lesson structure is having a positive impact on standards of attainment and progress in both key stages and is a major improvement since the last inspection. At the end of Key Stage 1 pupils' work shows attainment which is now above average, with pupils measuring confidently using metric units of length and then using written and mental strategies to deal with associated problems and calculations. At the end of Key Stage 2 attainment is generally average and pupils use the four operations to solve number problems and also use fractions and percentages. Progress is generally good throughout the school. Pupils with special educational needs make good progress. Their individual education plans include numeracy targets and they receive well organised teaching and support. Overall there is least emphasis on the use and application of mathematics, although there was evidence of practical work in all classes. In most lessons, opportunities for speaking and listening are satisfactory and the development and use of pupils' mathematical language is sound. Numeracy skills are practised widely in other subjects. Year 1 and 2 pupils in a literacy session, for example, work out how many fruit the Hungry Caterpillar has eaten, while pupils in Years 5 and 6 consider the relative amounts of different ingredients needed for bread making in design and technology.

Pupils' attitudes to mathematics are usually good. They move to their tasks quickly, work collaboratively and share resources sensibly. Most are keen to solve problems and, when motivated, concentrate for extended periods of time. A good example was seen in a mixed Year 2 and 3 class where pupils applied themselves conscientiously to measuring accurately and also to drawing lines and rolling plasticine sausages to given lengths. Teaching is good at both key stages. Teachers have a good knowledge of the mathematics curriculum and usually plan and resource lessons well. The quality of mental mathematics is usually good, lessons beginning with quick fire questions. Methods and organisation are sound. They incorporate direct teaching, practical activity and review of completed work. Marking is done regularly but it does not always point out how pupils can improve their work. Homework is used well.

Co-ordination of the subject is well informed and broadly effective.

## **Science**

Standards in science are broadly in line with the national average at both key stages and pupils - including those with special educational needs - make good progress overall as a result of good quality teaching. Judgements on progress over time are made within the context of a mobile school population and small cohorts of pupils. This judgement is similar to the findings of the previous report. In the 1998 teacher assessments of seven year olds, results were well below average in terms of the percentage of pupils achieving the expected level but well above average in terms of the percentage reaching higher levels. Standards seen in lessons at Key Stage 1 were higher than those achieved in these assessments. In the 1998 tests of eleven year olds, pupils achieved average standards. Pupils at the end of Key Stage 2 achieved improved results in the 1999 tests. Standards in experimental and investigative science are lower

than in the knowledge and understanding aspects of the subject - particularly at Key Stage 2.

Key Stage 1 pupils have good observational skills and are aware of how animals adapt to their environments. They understand the dichotomy between healthy and unhealthy foods and successfully carry out simple investigations into the effects of different types of surfaces on motion. Younger Key Stage 2 pupils are clear about the purpose and nature of pollination. They predict well, but many are not clear about the need for constancy of variables in a valid scientific experiment. They classify materials appropriately and are aware of the dangers of drugs. Pupils at the top of the key stage have a good recall of the functions of the heart. They can also explain how muscles work and have a clear understanding of forces - including air resistance and gravity. Pupils at various stages throughout the school make use of information technology to store and analyse their scientific data. This is particularly the case at the top end of Key Stage 2 - an indication of good progress.

Pupils' response to science lessons is consistently good and sometimes very good. They mostly listen well to their teachers and to one another during class discussions and are keen to make relevant contributions of their own. They settle well to tasks and investigations and have a good level of concentration. They cooperate well with one another. Most have the ability to work without direct adult supervision when this is appropriate. Apart from a small amount of inappropriate chatter during some class discussions, behaviour overall is very good. Pupils are frequently very excited and enthusiastic about their science lessons. Teaching is also consistently good. Lesson planning is always at least sound and is sometimes very good - although it varies in its detail. Very good use is made of the resources available to support science - including the local environment. Methods and organisation employed are appropriate - with good varieties of activities in lessons successfully maintaining the interest of pupils and enhancing their learning. Expectations are sound overall. Good use is made of challenging questioning and relevant scientific language - but occasionally work is not closely enough matched to the needs of different attainment groups in a class. Discipline is consistently good. Teachers' knowledge and understanding of the element of the subject they are delivering is secure and they disseminate information effectively.

There is an appropriate policy for science and structures for planning are satisfactory overall. The quality of medium term planning is always at least sound and is sometimes good. Long term planning, however, needs further analysis in order to avoid repetition or omission of parts of the programmes of study by some pupils in mixed age classes. This is currently being carried out in an on-going way by the co-ordinator. Procedures for assessment and record keeping are currently under review and are not yet fully in place. Assessment data is not always used to inform the work that pupils are provided with in lessons. The subject is well co-ordinated. The co-ordinator for science has a good understanding of the subject and a clear appreciation of its developmental needs. She shares her expertise well with the other staff. She appropriately monitors pupils' work at different levels to ensure coverage and standards. Her role as a whole, however, lacks structure. This restricts her ability to influence the work of other teachers. Resources for science are sound overall - with strengths in the external environment adjacent to the school.

## **Other subjects or courses**

### **Information technology**

It was only possible to observe two formal information technology lessons during the inspection. Evidence, therefore, is also drawn from observing pupils using computers in a variety of contexts. The majority of pupils achieve standards at Key Stage 1 which are average and some achieve higher. At Key Stage 2, standards are also broadly average, although standards in control technology are less secure than in the other aspects of the subject. These judgements are similar to the findings of the last report.

The youngest pupils successfully learn mouse and keyboard control. They effectively assemble pictures when using a 'dress the teddy' program. These early skills are developed throughout Key Stage 1 and

most pupils make at least sound progress. The progress made by a significant minority is good. By the end of the key stage, for example, most can open files, save and select appropriate drives. They create pictures using a variety of tools and insert these into text. By the lower end of Key Stage 2 pupils are able to save, retrieve and amend information. They also cut and paste text, for example, to re-arrange a recipe for a war time vegetarian dish. This is also evidence of progress which is at least sound. By the end of the key stage, pupils are able to access a range of programs. They successfully interpret computer produced data, carry out some modelling and edit text effectively. However, they have had little or experience of control technology so far, and in this aspect of information technology progress is less secure. Computer technology is used well to support other areas of the curriculum. For example, during the inspection week pupils used spreadsheets to record information related to a science topic on the human body. Others successfully designed a birthday card using a series of techniques, while some used a digital camera to record an outside visit in connection with geography. Pupils with special educational needs are supported from time to time by computers - although this is an area which has not been explored to its fullest potential.

Pupils are very enthusiastic about information technology. They co-operate very well when working on computers in pairs and groups and have a high level of concentration. However, occasionally some become bored when a lesson loses direction. Behaviour is consistently good. Teaching overall - taking into consideration the good support given to pupils working on computers across the curriculum - is sound. Of the two formal lessons seen, one was good and the other unsatisfactory. In the more successful lesson, planning was good, discipline effective and time and resources used well. Expectations were appropriate. In the other lesson, there was not enough focus on the direct teaching of relevant skills, there was poor pace and inefficient use of the resources available. Pupils were under occupied.

Relevant planning structures are in place for information technology. Strategies for assessing and recording pupils' skills have been introduced. These need to be developed further and assessment data reflected more in planning. The co-ordinator is knowledgeable and committed to the forward development of the subject. She has had a key part to play in raising the status of information technology within the school. However, her role in monitoring standards and coverage still lacks structure. The school has a good stock of computer hardware and software is satisfactory.

### **Religious education**

Religious education has a firm base in the school curriculum and current provision takes full account of the recently implemented local Agreed Syllabus. Only one lesson was seen during the course of the inspection at Key Stage 1 and there is insufficient evidence to make reliable judgements about the quality of teaching. Careful scrutiny of work from this and other lessons, examination of teachers' planning and discussion with the co-ordinator provides the evidence for the report at Key Stage 1.

Attainment in religious education at the end of both Key Stage 1 and Key Stage 2 exceeds the expectations of the Agreed Syllabus. Pupils make good overall progress in knowledge about religion and communicating personal feelings. Early in the key stage they successfully identify important people in their own lives, and in Year 1 this is recorded largely in pictorial form. By Year 2 pupils progress to giving more detailed reasons for choices, moving on to explain that some people believe that God is special by caring for His world, showing respect for others and going to church! They also make effective use of the picture/caption format for retelling Bible stories, with the story of the Good Shepherd finding a sheep lost in the snow! Pupils also reflect upon the natural world as 'God's Wonderful Creation', and are moved and excited by the effect of reflected light on water in a nearby river.

As they progress to Key Stage 2 pupils' thoughts and feelings deepen, for example comparing and contrasting happiness with sadness, anger with embarrassment, and they begin to articulate inner thoughts more reflectively. In Years 3, 4 and 5 they have good recall of both Old Testament stories from the Creation through to Abraham and Isaac, Joseph and Daniel. They know that the New Testament contains the stories of Jesus, appreciate why the Bible is a special book for Christians and thoughtfully

explain what it means to be religious or called a Christian. They also make effective use of stories such as the Wind in the Willows to explore the difficulties and dilemmas involved in decision-making. Stories are understood at a more sophisticated level, exploring issues of jealousy, anger and betrayal in the story of Joseph and relations with strangers coming from the parable of the Good Samaritan. Through writing prayers with elements of thanksgiving and simple petition, and in discussions about charitable giving in Year 6, pupils show an increasing empathy with the needs of others. In Key Stage 2 they also have some knowledge of other faiths and religions, but do not fully understand how belief determines the way that people lead their lives.

Where pupils are encouraged to think freely about Bible stories and religious ideas within a supportive framework, and in direct relation to everyday issues and concerns, attitudes are sound and often good. This is evident at both key stages, though occasionally some of the oldest pupils in the school are reluctant about offering ideas. At both key stages they enjoy stories and work with sustained concentration on group tasks, for example, performing a short play about not talking to strangers. The quality of teaching at Key Stage 2 is sound and sometimes good, especially in well paced but unhurried lessons which allow time for new knowledge and ideas to register, and thoughts to be expressed.

Much is being done to raise the profile of the subject within the school in line with its newly acquired core status, and the implementation of a coherent scheme of work for the whole school marks a clear improvement since the time of the last inspection. Religious education also makes a significant contribution to pupils' growing spiritual awareness through opportunities to reflect on thoughts and feelings in response to stories and everyday incidents. An encouraging start has also been made on gathering a school portfolio of work from each year group, but overall assessment is weak.

The subject is soundly led and there are clear plans to review the newly acquired scheme systematically, and take the subject forward. Resources overall are adequate and all classes make effective use of strong links with the local parish church to extend class-based learning and for the celebration of major Christian festivals. At the same time there are insufficient general resources or artefacts to support work on other faiths and religions.

## **Art**

It is not possible to make reliable judgements about the teaching of art since no lessons were observed at either key stage during the course of the inspection. A survey of work on display and in folders, and of teachers' planning shows that the requirements of the National Curriculum are being met and that pupils make sound progress as they move through the school.

At Key Stage 1 pupils build successfully on early, imaginative work in the reception class, showing an increasing ability to represent what they see and touch using pencil, felt tip and oil pastel. They create a subtle range of tones in carefully observed large scale pictures, showing the textures of a range of unusual fruits, and in work inspired by the story of the Hungry Caterpillar. Charcoal is also used effectively for creating light and dark tones and through the selective use of colour, pupils carefully evoke contrasting feelings and emotions. Sound progress is also evident in figure drawing and well proportioned self portraits, and an early introduction to printmaking includes valuable work on marbling.

At Key Stage 2 pupils make effective use of art to support topic work but art is also seen as a subject in its own right, with its own skills and disciplines. They use wide ranging textured material for collage, illustrating a book by Roald Dahl, including sensitively observed drawings of figures taken from the text. Extensive work on a history topic includes well executed paintings and charcoal drawings of industrial landscapes, narrow boats and Anderson shelters accompanied by a carefully constructed model outside the classroom. At Key Stage 2 good use is also made of the work of celebrated artists and designers to inform pupils' own skills and techniques. Studies of work by Klee and Kandinsky result in high quality explorations into line and shape, with particularly effective use of colour in oil pastel work. Sketchbooks as working documents in which to gather ideas for picture making are still to be fully explored, and there



is an imbalance between work in two and three dimensions at both key stages. Colourful figure painting by all pupils is being used to create a well designed outdoor Millennium mural.

Pupils enjoy work in art and positive attitudes are reflected in the care taken with work on display and in folders. It is well led by a co-ordinator who is aware of the need to retain art's established place in the school's curriculum within a context of pressures from other subject areas. No individual records are kept but a portfolio of work sample and photographic evidence gives some indication of what has been achieved. Resources are adequate for developing basic skills in drawing, painting and pastel work but limited for investigating images and looking at the work of contemporary designers.

### **Design and technology**

Only a small number of design and technology lessons was observed during the inspection. Extra evidence of attainment and progress was gathered, however, through examination of completed and progressing work, teachers' planning documents, and discussions with pupils and staff.

At Key Stage 1 pupils are able to follow instructions for making open sandwiches and record the process both pictorially and with simple notes. They make sensible suggestions for making the basic sandwich into a special one by adding extra ingredients. Pupils at Key Stage 2 understand the importance of taste, appearance, texture and cooking method when designing new forms of bread. They also understand the reasons for kneading the mixture and are able to generate ideas using their knowledge of materials to satisfy the requirements of the task as well as taking into account different people's preferences. Progress is satisfactory at both key stages.

The subject makes a good contribution to the development of pupils' literacy and numeracy skills. Boys and girls use a range of descriptive and evaluative writing during their investigations and projects. In group discussions, they listen well and use subject specific vocabulary. They measure carefully and get to grips with the concept of scale when they draw plans for the construction of model air-raid shelters, for example, and then cut and join accurately and safely using a variety of materials. Little evidence was seen, however, of the understanding and use of mechanical and electrical systems.

Pupils enjoy this subject and co-operate well in lessons. They are keen to show their work and discuss how it evolved. Concentration is high and there is appreciation of the needs of others. They support each other's efforts, particularly in paired or group activities. The quality of the teaching that was seen was sound with satisfactory subject knowledge, allowing skills to be suitably taught. Planning is secure and ensures pupils cover a full range of activities. Control and management are satisfactory, with appropriate emphasis on safety and hygiene routines.

The scheme of work now ensures that the requirements of the National Curriculum are met; this is a significant improvement since the last inspection. Further in service training is needed to improve teachers' confidence and competence, however, and the co-ordinator has little time to do this or to monitor the teaching of the subject. There is no formal assessment scheme. Overall resources are satisfactory, with major targeting in recent years of the older pupils in the school. The use of the kitchen in the new village hall is of great benefit and the addition of this facility also constitutes a significant change since the last inspection.

### **Geography**

Very little teaching was observed during the inspection, although what was seen was sound. However, discussions with pupils and teachers, evidence from planning and examples of pupils' work provide evidence for judgements. Pupils make satisfactory progress at both key stages.

Fieldwork in the local area, and on residential visits, forms a good basis for the study of places, involving a sound range of analytical work, collecting and collating evidence. In the earliest years pupils use simple

maps in their 'Where do you live?' topic, while in Year 6 they employ detailed scale plans of the school and its locality. Year 6 pupils also make good use of IT in their investigation of water treatment, taking photographs with a digital camera on a visit to a sewage farm and then retrieving the images in the classroom to illustrate the stages of the process. These pupils are also developing an understanding of how human activity can change features of places, and can cause damage or improvement to the environment. In their overseas comparative study, pupils read about India and are visited by an Indian lady who lives locally. They also make a profitable visit to a Hindu temple in Southampton.

Pupils have satisfactory attitudes to the subject. Discussions with them and a study of their work shows that they have a sense of curiosity about where they live and other places and enjoy finding out about them.

The subject is satisfactorily managed by the subject co-ordinator, although she would benefit from more formal opportunity for monitoring its teaching. There is now a whole-school scheme of work which is an improvement since the last inspection. However, an effective accompanying assessment system has yet to be developed.

### **History**

Only one lesson was seen during the week of the inspection and judgements are also based on a scrutiny of pupils' previous work, discussion with the co-ordinator and examination of teachers' planning and other documentation. Pupils are provided with an appropriate history curriculum and make satisfactory progress. This is broadly similar to the findings of the previous inspection.

Key Stage 1 pupils are able to compare the life styles of members of different social classes in Tudor times. Younger Key Stage 2 pupils have a good understanding of life during the Second World War. They think deeply about related issues and, for example, appreciate the effects of the blitz on the people of London. They also have a high level of empathy with the feelings of young people who were evacuated. Pupils at the end of this key stage effectively compare life in the local area with that in the 1930's. They are developing an appropriate understanding of how to use primary sources of historical evidence.

In the one lesson seen - which included an interview with two former evacuees - pupils' response was very good. They were all keen to ask sensible questions and to contribute to discussion. They settled quickly to follow-up tasks and focused on these with a good level of sustained concentration. Their behaviour was very good. Teaching was good. Information was well presented and good relationships were created. Lesson pace was brisk and there was a good balance between the different activities provided. Tasks were appropriately matched to the different attainment levels of the pupils.

There is a recent policy in place for history and planning strategies are appropriate. Assessment is largely informal at the present time. The co-ordinator is enthusiastic and has a clear view of future developments for the subject. There are some shortages in resources available to support the subject but these are largely offset through support from parents, pupils and members of the local community.

### **Music**

Music plays an important part in the life of the school and is experienced by all pupils as a whole class activity in which there is usually a good mixture of singing, exploring rhythm and opportunities for listening to music from different traditions. Pupils make good overall progress, especially in singing, with instances of very good progress in individual lessons as the result of lively, well paced teaching.

Early in Key Stage 1 they develop a good understanding of pitch, distinguishing successfully between higher and lower sounds and are alert to changes in tempo in piano accompaniments by the teacher. As they move through the key stage they develop a secure sense of rhythm, successfully imitating increasingly complex patterns and structures. This is well reinforced by being able to beat two or three in a bar with a

keen awareness of pulse. They also name instruments and respond to mood changes in short pieces of recorded music. By the time they reach Key Stage 2 they are able to sustain two or more rhythms and voice patterns together, for example in response to a workshop programme on the children's operetta, Bugsy Malone. The quality of singing is very good at both key stages. Pupils sing expressively and with controlled phrasing, and are able to distinguish between lilting and more lively melodies. They also cope well with songs and hymns in two parts showing good awareness of what the rest of the group is doing.

Pupils enjoy music-making and response is good at both key stages. They are well motivated and keen to learn. This is frequently the result of teaching which is good, with instances of challenging, well paced lessons, especially at Key Stage 1, in which pupils successfully pick up the teacher's own enthusiasm for the subject. Well timed interventions in lessons ensure focused and direct teaching of vocal and performing skills, even where there is reliance on tape-recorded programmes for the main musical input. Music is also used effectively as an integral part of daily worship with explicit reference made to particular solo instruments and composers to increase knowledge and understanding. Peripatetic tuition on brass, woodwind and keyboard ensures that more able musicians are fully challenged and useful opportunities are provided for ensemble work. Large scale productions boost confidence and give pupils valuable opportunities for performing to wider audiences.

A draft scheme of work is in place, pending publication of new curriculum orders for music, and marking some improvement since the time of the last inspection, though this is still to be fully implemented. Some informal note is taken of individual progress but overall assessment is weak. The subject is well led and efficient use is made of expertise provided by the co-ordinator. Resources are limited, of variable quality, and in need of some updating, along with a wider range of melodic instruments. Access to a new village hall has released appropriate accommodation in the main building for regular music-making. The hall provides generous additional space, but teaching in the main area has to contend with an unhelpful acoustic.

### **Physical education**

Lessons in games skills and swimming were observed during the inspection. Pupils in both key stages make satisfactory progress. Evidence from teachers' planning and discussions show that all pupils have opportunities to take part in all aspects of the physical education curriculum. Pupils develop their swimming skills in a nearby sports centre pool and most of Year 6 are on course to swim at least 25 metres by the end of the school year.

Pupils in Years 2 and 3 play simple attack and defence games, using bean bags and balls, in which they practise passing, throwing and catching skills. They are well able to devise and participate in these simple games in large and small groups. In Years 5 and 6 boys and girls play small sided striking and fielding games such as cricket, adopting a satisfactory stance and hitting the ball with fair accuracy. The fielders catch and throw balls satisfactorily. Factors making for positive progress include a strong emphasis on personal improvement in lessons, an effective scheme of work, sound resources and facilities and the good range of extra-curricular activities.

Pupils enjoy physical education. They respond well to instructions and cooperate in teams and small groups. Behaviour is generally good. Through an emphasis on working together, the subject strengthens the school's provision for pupils' social development.

Teaching is satisfactory at both key stages. Teachers have a generally sound knowledge and understanding of the subject. Planning from the scheme of work ensures at least satisfactory progress from one year to the next and this is an improvement since the last inspection. On the other hand there is still no systematic assessment of the pupils' skills.

The school has the use of the new village hall with its fixed and portable apparatus and large playing field. It also has its own hard-surfaced area and enjoys access to the nearby sports centre swimming pool.

These facilities are all used well to enhance attainment and progress. As well as the good range of extra-curricular activities, pupils also have the opportunity to attend an annual residential week which emphasises the importance of outdoor activities.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

The inspection was carried out by a team of four inspectors who spent a total of 10 inspection days in school. Activities were observed (including lessons, registration, assemblies and extra-curricular activities) and the pupils' work was studied for a combined total of 36 hours. Meetings were held with pupils, members of staff, the Chair of Governors and other governors, as well as informal discussions. Non-teaching staff and volunteer helpers were also observed. Samples of pupils' work in all year groups were scrutinised. Several pupils in every year group were heard reading and discussed their number work with inspectors. The team examined school documentation before and during the inspection week. Members of the team met 28 parents at a special meeting held prior to the inspection to hear their views. The 51 written responses to questionnaires distributed to all parents of the school were also taken into account.

### **Data and indicators**

#### **PUPIL DATA**

**\_Number of pupils on roll (full-time equivalent)\_Number of pupils with statements of SEN\_Number of pupils on school's register of SEN\_Number of full-time pupils eligible for free school meals\_\_YR - Y6\_113\_2\_31\_4\_\_**

#### **TEACHERS AND CLASSES**

##### **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent)\_4.4\_\_Number of pupils per qualified teacher\_26.3\_\_

##### **Education support staff (YR - Y6)**

Total number of education support staff\_3\_\_Total aggregate hours worked each week\_55\_\_

Average class size:\_29\_\_

#### **FINANCIAL DATA**

Financial year:\_1998/1999\_\_£\_\_Total income\_193618\_\_Total expenditure\_189210\_\_Expenditure per pupil\_1930\_\_Balance brought forward from previous year\_8569\_\_Balance carried forward to next year\_12977\_\_

## PARENTAL SURVEY

\_Number of questionnaires sent out: 115\_\_Number of questionnaires returned: 51\_\_  
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\_43\_51\_4\_2\_0\_\_I would find it easy to approach the school with questions or problems to do with my child(ren)\_61\_39\_0\_0\_0\_\_The school handles complaints from parents well\_25\_59\_14\_2\_0\_\_The school gives me a clear understanding of what is taught\_39\_45\_14\_2\_0\_\_The school keeps me well informed about my child(ren)'s progress\_39\_53\_2\_6\_0\_\_The school enables my child(ren) to achieve a good standard of work\_35\_51\_12\_2\_0\_\_The school encourages children to get involved in more than just their daily lessons\_65\_31\_4\_0\_0\_\_I am satisfied with the work that my child(ren) is/are expected to do at home\_39\_45\_14\_2\_0\_\_The school's values and attitudes have a positive effect on my child(ren)\_47\_49\_4\_0\_0\_\_The school achieves high standards of good behaviour\_43\_53\_4\_0\_0\_\_My child(ren) like(s) school\_67\_31\_2\_0\_0\_\_

### **Other issues raised by parents**

Comments made by parents at the meeting and on the questionnaires were mostly very positive indeed. There was much praise for the school's approach to literacy, numeracy and several other subjects including religious education. Members of staff including the headteacher were described as excellent role models and very accessible. They give very good help and guidance to pupils. The school was felt to promote excellent attitudes and values. There were very positive responses to the school's approach to homework - as well as some concern by a small number about too much homework being given to younger children. Some parents felt that there were minor weaknesses in aspects of communication. Some were concerned about the ability of a small school to deliver the full curriculum effectively.

Response of team during inspection: The inspection team agreed with the strengths mentioned by the parents. It could find no significant evidence to support the concerns.