

# INSPECTION REPORT

**Beedon CE Primary School**  
Newbury

LEA area: West Berkshire

Unique Reference Number: 109950

Inspection Number: 188374

Headteacher: Mrs. M. Sitch

Reporting inspector: Mr. B. Page  
1623

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> November 1999

Under OFSTED contract number: 706988

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Stanmore Road Beedon Newbury Berkshire RG20 8SL
Telephone number:	01635 248284
Fax number:	01635 248284
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. A. Cretney
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr. B. Page, Rgl	Mathematics	Attainment and progress
	Science	Quality of teaching
	Information technology	Leadership and management
	Design and technology	Staffing, accommodation and learning resources
	Art	The efficiency of the school
	Physical education	
	Special educational needs	
Mrs. N. Pritchard, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs. M. C. Carter	Areas of learning for children under five	Attitudes, behaviour and personal development
	English	The curriculum and assessment
	Religious education	Pupils' spiritual, moral, social and cultural development
	Geography	
	History	
	Music	
	Equality of opportunity	

The inspection contractor was:

Penta International

“Bradley”  
15 Upper Avenue  
Eastbourne  
East Sussex  
BN21 3XR

01323 646273

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

## Paragraph

### MAIN FINDINGS

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

### KEY ISSUES FOR ACTION

### INTRODUCTION

Characteristics of the school 1 - 2  
Key indicators

### PART A: ASPECTS OF THE SCHOOL

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

Attainment and progress 3 - 15  
Attitudes, behaviour and personal development 16 - 21  
Attendance 22

#### Quality of education provided

Teaching 23 - 29  
The curriculum and assessment 30 - 36  
Pupils' spiritual, moral, social and cultural development 37 - 42  
Support, guidance and pupils' welfare 43 - 46  
Partnership with parents and the community 47 - 50

#### The management and efficiency of the school

Leadership and management 51 - 56  
Staffing, accommodation and learning resources 57 - 60  
The efficiency of the school 61 - 64

### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 65 - 69  
English, mathematics and science 70 - 93  
Other subjects or courses 94 - 130

### PART C: INSPECTION DATA

Summary of inspection evidence 131

Data and indicators

## MAIN FINDINGS

### What the school does well

- The school is led and managed well. The governing body provides very good support to the school.
- The quality of teaching is consistently good.
- Learning support assistants make a very good and effective contribution to pupils' learning.
- There is a very strong and purposeful working ethos in every area of the school.
- Pupils make good progress in most subjects but particularly in speaking and listening, reading, writing and numeracy.
- The provision for pupils with special educational needs is very good. They are effectively supported and make good progress towards their targets.
- Pupils' behaviour, attitudes and personal development are very good with high levels of interest and enthusiasm towards their work. This is a strength of the school.
- There is very good provision for pupils' spiritual, moral and social development.
- The school administration is highly efficient and ensures day-to-day routines are smooth and effective.
- Relationships between pupils and with adults are harmonious and are built clearly on trust and respect for one another.
- The school's support for pupils' welfare and its partnership with the parents and with the community are significant strengths of the school.

### Where the school has weaknesses

- I. The overall framework for the curriculum lacks sufficient detail to enable effective monitoring to take place.
- II. The school development plan does not provide a strategic view for the school's future development.
- III. The curriculum for children under five is not yet fully developed to reflect all the areas of learning.

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

### How the school has improved since the last inspection

The school made a thorough and detailed response to the last inspection in 1996 and the weaknesses have been addressed fully. There has been a continuation of good quality education along with rising standards within a very strong working ethos.

The aims of the school have been re-written and now focus appropriately on providing a stimulating and secure learning environment in which all children are encouraged to grow to their full potential. These are reflected widely in its daily life. The behaviour of all pupils is very good. They understand and respond positively to school rules. In lessons, pupils settle quickly to tasks and work well together. The standard of teaching throughout the school is consistently good and is a clear improvement on the last inspection. Monitoring and evaluation procedures have developed appropriately and are now systematic and having a beneficial impact on teaching and learning. Governors are involved appropriately in this process. Since the last inspection, the governing body has become involved fully in the production of the school development plan although it covers too short a period of time. The school has developed the planning of English, mathematics and science to ensure a coherent programme throughout the school. The quality of the school's leadership and its defined priorities for improvement ensure that it is well placed to sustain this improvement.

• **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b>  <i>well above average</i> <b>A</b> <i>above average</i>
English	B		
Mathematics	A		
Science	A		

The comparison with similar schools is omitted as the small numbers in the year group make the judgements unreliable.

The results of the National Curriculum tests in 1999 show that by the end of Key Stage 2, the proportion of eleven year olds who reach the expected standards in English is above the national average when compared with all primary schools. In mathematics and science, pupils achieve well above the average. The attainment of pupils in the end of Key Stage 1 assessments is well above the national average in English, mathematics and science. However, the small number of pupils taking the tests at both key stages needs to be taken into account when looking at trends in attainment over time.

Inspection findings conclude that at the end of both key stages, pupils' attainment in information technology is just above the national expectation. In religious education, the oldest pupils at the end of Key Stage 2 achieve standards above the expectations of the locally agreed syllabus.

• **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Satisfactory	Good
Information technology		* Insufficient evidence	
Religious education		No lessons seen	Good
Other subjects	Satisfactory	**Good	**Good

\* Whilst pupils were observed working on computers, insufficient direct teaching was seen to make a judgement.

\*\* Due to the length of the inspection and the timetabling arrangements for subjects, no teaching of history, design and technology, or art could be observed. In addition, no lessons of geography were seen in Key Stage 1.

The above judgements are based on the lessons observed during the inspection. Teaching was satisfactory in 21 percent, good in 63 percent and very good in 16 percent of lessons. No unsatisfactory teaching was seen. There were instances of consistently good teaching in both classes.

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

• **Other aspects of the school**



Aspect	Comment
Behaviour	Consistently very good in lessons and around the school. Pupils show a caring attitude towards each other. They are courteous to staff and visitors.
Attendance	Pupils' attendance is very good and above the national average. Their punctuality is good at the start of the day and at the beginning of lessons.
Ethos*	The ethos of the school is very good. Pupils' attitudes to work are very good. They are enthusiastic and keen to learn. Pupils' well being, personal development and health and safety are very well promoted. Relationships throughout the whole school community are very good. There is a clear commitment to high standards.
Leadership and management	The school is led and managed well. The headteacher provides a clear educational direction for the school. She is ably supported by well motivated and hard working staff and governors. The school development plan lacks a long-term strategic view.
Curriculum	The curriculum is broad and balanced. The literacy and numeracy strategies have been implemented effectively. There are good assessment procedures in English, mathematics and science but these are not fully developed in other subjects. Curriculum planning for under-fives is not yet linked to the national desirable learning outcomes.
Pupils with special educational needs	Pupils make good progress. The school has good procedures for identifying and supporting pupils with special educational needs. Pupils are well taught and, overall, make good progress towards the clearly identified targets in their individual education plans.
Spiritual, moral, social & cultural development	Very good spiritual, moral and social development. Good cultural development. Pupils are taught to reflect on the World beyond themselves. They are taught right from wrong, work together well and respect each other's views.
Staffing, resources and accommodation	Good learning support assistants make a positive contribution to pupils' progress. Good ongoing staff training and induction programmes are in place. Overall, there are good resources and suitable accommodation.
Value for money	The school provides good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. They are pleased with the standards of attainment and the progress children make in their learning. V. Pupils' behaviour is excellent. VI. Attitudes and values are very good. VII. The early identification and support for pupils with special educational needs is very good. VIII. Parents are encouraged to play a full part in school life. IX. There is a clear and real 'open door' policy. X. There is a very supportive parent body that raises significant sums of money for the school. XI. There are approachable teachers and a caring headteacher. XII. The children like school.	XIII. There are difficulties in forming pers. XIV. The facilities for indoor physical

Inspectors agree with the sentiments and the positive views expressed by parents. They judge children's behaviour to be very good rather than excellent. It is not possible to confirm the impact of the facilities for indoor physical education on the standards achieved because no lessons were seen in this aspect.

### KEY ISSUES FOR ACTION

In order to improve the standards of education, the governing body, headteacher and staff should address the following aspects:

- ◆. Improve curriculum provision and monitoring by\*:
  - .developing a more detailed framework for the whole curriculum which identifies, for each subject, what is to be taught in each year;
  - .using documents provided by the Qualifications and Curriculum Authority, improve the guidance for teachers and complete the review of schemes of work for subjects that currently have limited guidance;
  - .ensuring that short-term plans have sufficient detail for all subjects and identify clear outcomes for pupils' learning.
 (Referred to in paragraphs: 32, 52, 92, 96, 99, 105, 116)
  
- ◆. Improve the quality of provision for children under five by:
  - .writing an early years policy that outlines teaching and learning;
  - .reviewing curriculum planning to take full account of the recommended early learning goals for pupils of this age and to ensure a smooth transition to the National Curriculum;
  - .including sufficient detail in short term plans to show how learning objectives are to be met by the activities that are provided.
 (Referred to in paragraphs: 25, 31, 68, 69)
  
- ◆. Improve the School Development and Improvement Plan by:
  - .identifying longer term planning for curriculum developments including how progress towards the targets will be monitored strategically by the staff and the governing body;
  - .improving longer term financial planning so that it gives a clearer indication of how

money is to be used to support school developments beyond the current year.  
(Referred to in paragraph: 54)

\* *Indicates the school is addressing or has plans to address these issues already.*

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

- Ensure that the governors' annual report to parents meets statutory requirements by including information on the arrangements for disabled pupils and the progress made in implementing the action plan.

(Referred to in paragraphs: 48, 51, 55)

- Review the format and detail in the annual written reports for individual pupils to ensure that there is sufficient detail on pupil attainment and progress, and what they need to do to improve further, and include a section on information technology capability.

(Referred to in paragraph: 48)

## • **INTRODUCTION**

### • **Characteristics of the school**

1. Beedon Primary School is situated in a small village to the north of Newbury. It is maintained by West Berkshire Local Education Authority (LEA). The village is part of the Downlands ward which in socio-economic terms is less favoured than neighbouring wards. The school is very small with 31 pupils (16 boys and 15 girls) on roll. This is a decrease since the last inspection. At the time of the inspection, there were three children under the age of five. The school follows its admissions policy whereby children who are five during the academic year start school in September. There are two classes in the school. Children under five are taught with Reception, Year 1 and Year 2 pupils and all the junior pupils are taught in the Key Stage 2 class. The majority of pupils come from the immediate local area, which is made up of a combination of private and housing association accommodation. The proportion of pupils eligible for free school meals, at around 19%, is above the national average. No pupil comes from a minority ethnic group or is learning English as an additional language. Attainment of pupils on entry to school is varied; it changes significantly from year to year. Most pupils participate in pre-school education. Currently, 23% of pupils are on the school's special educational needs register, well above national averages. The LEA maintains statements of special educational need for two pupils.

2. The school's stated aims are "to create a happy, stimulating and secure school environment in which all children grow to their full potential, gaining knowledge, expertise and an appreciation of the physical and spiritual worlds they live in, at the same time developing self discipline and other social skills." A set of actions accompanies this statement in order to achieve the aims. The school has set targets for pupils in Key Stage 2 in English, mathematics and science. The school's current priorities focus on raising expectation and achievement, particularly in literacy and numeracy, and also in information and communications technology. In addition, there are specific targets for the development of the curriculum, including the allocation of management responsibilities, and the continued improvement of the premises.

## 2. Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	1	1	2

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	1	1	1
	Girls	1	1	1
	Total	2	2	2
Percentage at NC Level 2 or above	School	100 (80)	100 (80)	100 (80)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	1	1	1
	Girls	1	1	1
	Total	2	2	2
Percentage at NC Level 2 or above	School	100 (80)	100 (80)	100 (60)
	National	82 (81)	86 (85)	87 (86)

---

<sup>1</sup>

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

## Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1999	3	2	5

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	3	3
	Girls	2	2	2
	Total	4	5	5
Percentage at NC Level 4 or above	School	80 (75)	100 (75)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	3	3
	Girls	2	2	2
	Total	4	5	5
Percentage at NC Level 4 or above	School	80 (75)	100 (75)	100 (75)
	National	68 (65)	69 (65)	75 (71)

---

<sup>2</sup>

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

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	3.8
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

## Exclusions

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

## Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	16
Satisfactory or better	100
Less than satisfactory	0

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

### 2. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### 2. **Attainment and progress**

3.The attainment of children on entry to the school varies from year to year but overall is broadly average. Children make good progress in all aspects of their learning and, by the time they are five, attain standards above those expected.

4.Average scores in national assessment tests at Key Stage 1 over the past three years are above average in reading and writing, and well above average in mathematics. Girls are scoring higher than boys in each of the three aspects. In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of seven year olds achieving level 2 or higher was well above the national average in reading, in writing and in mathematics. No pupils attained the higher level 3. The teacher's assessments reflected the test results for English and for mathematics. The assessments for science were also well above the national average.

5.At Key Stage 2, when average national test scores in English, mathematics and science, between 1996 and 1998 are taken together, results are close to the national average in each subject. Taking the three subjects together, there were no significant differences between the performance of girls and boys. However, there were differences between their performance in individual subjects. Boys attained higher standards in English whilst girls outperformed boys in both mathematics and science. In the 1999 Key Stage 2 tests, the proportion of eleven year olds attaining level 4 or higher was above the national average in English and well above the average in both mathematics and science. The proportion achieving the higher level 5 was well below the national average in English, well above the average in mathematics, and was broadly in line with the average in science.

6.However, the small number of pupils taking the tests at both key stages need to be borne in mind when considering each year's results and when looking at trends in attainment over time. Further consideration needs to be paid to those pupils with special educational needs who may achieve standards below the national average. Taking into account this range of factors, the school has set realistic targets for improvement.

7.By the end of Key Stage 1, pupils' attainment is above national averages in English and mathematics, and in line with national expectations in science. Standards are just above the national expectation for information technology. Attainment in physical education is above the expectations for similar aged pupils whilst standards in music and history are in line with these expectations. No lessons were seen in the other subjects. Whilst some evidence, including pupils' past and current work, teachers' plans and discussions with pupils and staff, has been considered, it is insufficient upon which to make secure judgements about levels of attainment.

8.By the end of Key Stage 2, pupils' attainment as observed in lessons, by scrutiny of work and in the most recent 1999 test results is above national averages in English, mathematics and science. It is above the expectation for similar aged pupils in religious education, geography, history and aspects of physical education. In information technology, standards are just above those expected nationally and are broadly in line with those for music. Insufficient evidence was available to make secure judgements on attainment in design and technology and art.

9.Children under five develop well socially and personally which is evident in their developing confidence in class and in their behaviour elsewhere around the school. They use language to express their needs and preferences; pupils realise the importance of books and that print has



meaning. Children use mathematics formally and informally, particularly in number and shape using everyday objects. The local school environment and wider surroundings are used well to broaden the children's knowledge and understanding of their world. They are particularly aware of the natural world and pay good attention to the changing seasons. Children under five are developing increasing physical control in their physical activities. Children experiment with different materials with which to paint as well as using water creatively to develop their ideas.

10. Overall, pupils' progress throughout the school is good. Pupils are progressing well in developing their knowledge, skills and understanding particularly in the key areas of literacy and numeracy. Children under five are developing their skills appropriately and are well prepared for work in Key Stage 1. Higher attaining pupils are challenged through appropriately matched activities and extend their knowledge in most subjects effectively. The school makes good provision for pupils with special educational needs. In general, pupils make good progress in relation to their prior attainment due to the structured programme of support provided by class teachers and skilled classroom assistants.

11. At both key stages, pupils attain above average standards in English and make good progress in their learning. Standards in speaking and listening are above the national average. At Key Stage 1, pupils listen well to each other and respond to questions clearly and appropriately. Many are developing increasingly complex sentences. At Key Stage 2, pupils discuss a range of issues and express their views succinctly. They develop their ideas and think of alternative words that describe their feelings more expressively. Standards of reading are above the national average. Younger pupils read confidently and accurately. They discuss characters and plots in stories and have acquired a phonic base of initial sounds. Many pupils know about alphabetical order and use simple dictionaries effectively. In Key Stage 2, most pupils read fluently and accurately. They explain the meaning of proverbs, idioms and images and look for meaning beyond the literal level of the text. Most older pupils locate and retrieve information from non-fiction books well and use their research skills across a range of subjects. By the time they are seven, most pupils' handwriting is joined and legible, with letters of the same size and correctly spaced. Pupils have well-developed strategies for spelling and commonly used words are taught systematically. Most pupils know that full stops and capital letters delineate sentences. By the end of Key Stage 1, pupils write simple stories with correct structure and punctuation. Higher attaining pupils redraft and improve their writing over a period of time. At Key Stage 2, pupils complete a range of well-produced writing for different purposes and for a range of audiences. They learn the skill of note taking when researching from the Internet. Many older pupils understand the effect of persuasive writing and the need to use precise vocabulary. Progress is good in both key stages. In Key Stage 1, pupils increase the range of their writing for different purposes and their handwriting increases in control and style. At Key Stage 2, pupils make clear improvements in the range and quality of their written work. Progress in developing a range of English skills has been more rapid since the introduction of the literacy hour. Older pupils have identified their own targets for improving aspects of writing and spelling. This is having a positive impact on their attitudes to learning and on the standards they achieve.

12. Throughout the school, pupils make good progress in mathematics and attain above average standards. By the end of the key stage, most seven year olds add and subtract small numbers mentally, show understanding of equivalent coin values, and name and describe the properties of a range of two and three-dimensional shapes. By the end of Key Stage 2, pupils calculate mentally with increasing confidence, use measurements to calculate the perimeter and area of rectangles, and know about co-ordinates and plotting negative numbers in the correct quadrant. Standards of numeracy often exceed the national expectation at both key stages. Whole class teaching is a feature of all mathematics lessons which begin with a mental mathematics activity or 'quick-fire' questions to assist recall of number facts. Well-planned and organised individual or group work that focuses clearly on the development of numeracy skills is then provided to consolidate pupils' learning. This provides regular

opportunities for pupils to use and apply their mathematical skills, record and handle data, and learn about shape, space and measures. Progress in lessons and over time is good in both key stages. In Key Stage 1, pupils were learning about 'the number before' and 'the number after' with some older pupils progressing to 'rounding up' numbers to the nearest ten. In Key Stage 2, pupils enjoyed a class activity in which they used question and answer cards to sharpen their mental calculation skills. Throughout the school, progress in measures, shape and space is good.

13. In science, pupils in Key Stage 1 are achieving standards in knowledge, skills and understanding that are in line with those expected nationally. At the end of Key Stage 2, standards are above the national expectation. The majority of pupils make steady and often good progress in all aspects of science. Pupils build on their scientific knowledge and understanding, and develop their investigative skills. Most pupils develop an effective understanding of hypothesising, predicting and testing procedures, and progress well in learning about the properties of a range of materials. Progress in experimental and investigative skills is good.

14. Pupils' attainment in information technology is just above the national expectation. Throughout the school, pupils have a good grasp of the function and use of computers and other forms of information technology. They know about household appliances that need to be controlled. By the end of Key Stage 1, pupils are familiar and confident with computers and operate them effectively. They can, for example, assemble text, label and classify information and represent simple data in graph form. Most pupils write, draft and edit their writing using the computer. At Key Stage 2, pupils confidently use the computer for word-processing. They use facilities to change the style, typeface and layout of text. Pupils throughout the key stage use CD ROM material to help them spell as well as search for reference materials. Many analyse data and search for information, and understand the principles of data handling which helps develop their skills in numeracy. Pupils are aware of the different uses of information technology and older pupils are involved in sending e-mail and using the Internet facilities. Pupils make good progress in information technology in both key stages. They arrive at school with wide and varied levels of experience. Pupils make steady and suitable progress in relation to previously acquired skills and show increasing confidence in the use and application of information technology by the end of Key Stage 2.

15. At Key Stage 1, too little evidence was available to make judgements on either pupils' attainment or progress in religious education. At Key Stage 2, attainment is above the expectations of the locally agreed syllabus. By the age of seven, pupils know the key features of Christianity and the purpose of Christian festivals. They can identify personal qualities of sharing, contributing and kindness. By the age of eleven, most pupils have a good understanding of the religious traditions they have studied. They recall the key features of religious festivals and higher attaining pupils explain why these aspects are important. Most pupils understand that religious beliefs affect how people live their lives. Pupils at Key Stage 2 make good progress. They work hard and develop systematically their knowledge and understanding of different faiths. Compared with judgements in the last inspection, standards in English have been maintained at Key Stage 1 and improved at Key Stage 2. Standards in mathematics, science, information technology and religious education have improved significantly.

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

16. The pupils' attitudes, behaviour and personal development are very good. This aspect is a strength of the school. Pupils' relationships with each other and with adults are also very good. Children who are under five display a very positive interest in their tasks. They work happily within their smaller group or with the whole class. They sit quietly and follow a reading programme on the computer with interest and sustained concentration. They display confidence and an enthusiastic attitude towards their learning. In both key stages, pupils have

very good attitudes to their learning both in lessons and around the school. They show an enthusiasm for school and for their work. The very good levels of attendance and pupils' punctuality support these positive attitudes.

17. Most pupils contribute fully to all lessons through discussion and good quality written work. In literacy and numeracy lessons, pupils respond well to the organisation and to the challenges set. They listen attentively and answer questions with well-developed answers. They settle to their tasks quickly and concentrate very well. The quality and quantity of work is good and demonstrates a high level of motivation and perseverance. Pupils in Key Stage 1 are able to review and improve their work. They develop their story plans from the previous week into well-constructed stories. In Key Stage 2, older pupils discuss their targets for development in a mature manner. They identify what they need to do and how they intend to achieve the improvement. Pupils' very good attitudes make a major contribution to their progress and attainment.

18. Behaviour in and around the school is very good. Pupils understand and respond well to school rules. This results in a very positive learning environment in which pupils co-operate and collaborate well. Throughout the school, pupils settle quickly to tasks and there is no disruption during lessons. They listen attentively to their teachers and to others, and respond well to instructions. Pupils are polite and trustworthy; older pupils take on responsibility for helping younger ones during the mid-day meal and in the playground. They respect and take care of their own and others' property. Pupils act sensibly when moving around the school and have regard for the safety of others, for example at playtime. No incidents of harassment or bullying were observed during the inspection. No pupils have been excluded from the school.

19. Pupils' relationships are very good. They are sociable with one another and with adults. They work collaboratively when required, for example in a science lesson when pupils worked together to discuss their work on the insulation properties of materials, which enhanced their learning. A strong feature of the school is the extent to which pupils show respect for other people's feelings and values. In an assembly, pupils discussed well the issue of how people's actions affect others. Pupils of differing ages, levels of attainment and gender work and play together well. Parents state that pupils "look out for each other".

20. Pupils' personal development is very good and reflects the school's moral and social teaching. Pupils regularly take on additional responsibilities and do so willingly without the need for close supervision. As they get older they take on a range of duties including helping at lunchtime and preparing for assembly. Pupils carry out their duties sensibly and show good levels of initiative. For example, at the end of school some pupils noticed that the books were out of order in the library and sorted them efficiently and quickly. By the end of Key Stage 2, pupils discuss their life at school in a very mature manner.

21. The school has improved upon these high standards since the last inspection. The ethos of the school provides a positive environment in which all pupils can work effectively and make progress.

## **21. Attendance**

22. Attendance is very good. The attendance rate in the last school year was above the national average, while unauthorised absence was well below average. Both figures are similar to those reported in the previous inspection findings. Registration is carried out effectively and pupils answer politely. Pupils are punctual and a prompt start is made to lessons. Parents observe the absentee procedures including that on holidays taken in term time. The strong support from parents ensures that the school has no patterns of poor attendance. Together attendance and punctuality have a positive impact on the attainment and progress of pupils.

## 22. QUALITY OF EDUCATION PROVIDED

### Teaching

23. The quality of teaching is good. Teaching was very good in 16 per cent, good in 63 percent and satisfactory in 21 per cent of lessons. No unsatisfactory teaching was observed. This is a significant improvement on the last inspection where teaching in the juniors was identified as an area of weakness. The quality of teaching observed in literacy and numeracy was consistently good. The most effective teaching was motivating and enabled pupils of all levels of attainment to make rapid progress. This was evident in a literacy lesson in Key Stage 2 that investigated how characters are presented in different texts. Good questioning drew every pupil into the lesson and well-matched tasks kept pupils focused on their work. Consequently, pupils made good progress in their ability to describe the qualities of characters using a range of expressive language.

24. Overall, the teaching of pupils with special educational needs is good. Teachers and classroom assistants make a significant and positive impact on pupils' learning and establish good working relationships. In general, teachers' plans take appropriate account of pupils with special needs and link their teaching to the targets in their individual education plans. As a result, pupils with special needs have well targeted learning objectives that are linked closely to the main purpose of the lesson. Generally, day-to-day assessment is used well with teachers applying the information to influence their teaching and adapt their lessons.

25. At both key stages, teachers have a sound knowledge and understanding of the curriculum. They have a good understanding of the structure of the literacy hour and of the daily mathematics lesson. Teachers have a good and developing knowledge of information technology requirements. Overall, the quality of planning is satisfactory. The literacy and numeracy formats have been adapted successfully and help teachers focus on the different levels of attainment in their classes. The formal planning for children under five is not yet linked clearly to all the desirable learning outcomes. Teachers keep satisfactory ongoing records of pupils' work and the day-to-day assessment is used appropriately to plan further learning. In Key Stage 2, this aspect has been developed further in English and mathematics to set targets for individual pupils. Classroom assistants assist usefully in assessing progress by observing and recording specific pupils for particular skills.

26. Each teacher has a well organised classroom where resources are easily accessible and labelled clearly. Pupils are grouped effectively for different activities, sometimes by age or attainment and at other times by social grouping. There are clear objectives for most lessons and teachers organise a suitable range of activities to match the needs of all pupils. Higher attaining pupils have activities that extend and challenge them further and pupils with special needs have well targeted learning objectives that are linked closely to the main purpose of the lesson. Teachers are effective in their teaching of literacy and numeracy and make good use of real situations encouraging a growing understanding by pupils of the importance of language and number in everyday life. Teachers have pupils with very wide age and ability ranges in both classes and they manage the resulting challenges to the best advantage. For example, older and more able pupils present good role models both socially and in standards of work that younger pupils aspire to achieve. This raises standards and expectations by the pupils themselves even higher. Teachers actively and successfully foster this to the pupils' advantage. For example, in a literacy hour in Key Stage 1, where pupils were making simple storybooks, older pupils discussed their ideas with younger ones to improve the content and layout thus raising their own expectations and standards further.

27. In general, pupils are well managed in all aspects of school life by teachers. There are very good working relationships, and high standards of discipline and behaviour are maintained consistently in each class. Teachers are highly organised, particularly in Key Stage 2, when having to arrange, set up and clear away tables and chairs at lunchtime and for some physical

education activities. Pupils are very well trained to ensure this happens carefully and with minimum disruption to lesson time. Teachers use time purposefully and productively throughout the day. Lessons are paced well with clear explanations provided at appropriate times. In the most effective lessons, teachers give pupils clear time deadlines within the session and ensure useful evaluation takes place at the end to summarise their learning and suggest areas for improvement.

28. Teachers mark pupils' work regularly adding helpful comments for future development. Teachers assess pupils' attainment effectively and record their observations systematically. Pupils' work is sampled regularly and portfolios are built up over time that are discussed for consistency of marking and common understanding of standards. Homework is used well and set regularly. At Key Stage 1, pupils take reading books home, are set spellings to learn and have other tasks to complete including numeracy activities. At Key Stage 2, homework increases appropriately with a range of tasks set regularly that consolidate and extend pupils' knowledge. A new homework policy has been introduced but there has been insufficient time to monitor its effectiveness in practice.

29. Teachers and support staff make a significant and positive impact on the high quality ethos and very good working relationships across the school.

## **29. The curriculum and assessment**

30. Curriculum provision is satisfactory for the under-fives; it is good overall in Key Stages 1 and 2. The curriculum is suitably broad and balanced and includes all subjects of the National Curriculum and religious education. The provision for personal, social and health education, including drugs and sex education, is good. The breadth and balance of the curriculum has been maintained since the last inspection. The curriculum is effective in promoting pupils' intellectual, physical and personal development and pupils are prepared well for the next stage of learning. Time is allocated appropriately for literacy and numeracy and a good balance is achieved between work in other subjects. The school's strategies for literacy and numeracy are good. The literacy hour is securely in place and is contributing well to ensuring good standards throughout the school. An effective start has been made in implementing the National Numeracy Strategy. The format and content of the daily mathematics lesson is already having a positive impact on the quality of learning and teaching across the school. This is an area of clear improvement since the last inspection. In general, the use of literacy and numeracy skills across the curriculum is appropriate but there is no specific planning for literacy and numeracy across the curriculum. The school's curriculum provision ensures that pupils acquire knowledge, understanding and a wide range of essential skills.

31. Children under the age of five are taught with Reception, Year 1 and 2 pupils. The curriculum is planned with some reference to the nationally recommended areas of learning but it is more closely linked to the National Curriculum programmes of study. The class teacher identifies well-planned activities and additional adult support is used effectively to meet the learning needs of the youngest children. However, children have limited opportunities to make choices on the activities to be undertaken. The lack of access to wheeled toys and large construction kits restricts their entitlement to an appropriate range of experiences. There are no formally identified plans to ensure systematic progression from the desirable learning outcomes for children under five to the National Curriculum. This is a weakness in the overall provision for the under-fives.

32. Planning of the curriculum for Key Stages 1 and 2 is satisfactory. There is no overall policy for the curriculum, but there is an appropriate statement within the school brochure. Teachers follow carefully the national strategies for literacy and numeracy and the locally agreed syllabus for religious education. The format of curriculum planning for science, technology, information and communication technology, history and geography is currently being revised. The school is using nationally produced guidelines for these subjects to help in the process. A

draft framework for the whole curriculum has been developed, but it provides limited information for monitoring and evaluating coverage and progression. Teachers' weekly planning for most subjects is satisfactory. The plans are shared with other adults which enables more effective support for learning. Some subject planning is less detailed and intended learning is unclear. Out of school visits are made regularly to enhance the curriculum and the use of the local area is a particular strength.

33. Equality of opportunity and child protection are promoted effectively throughout the school. All pupils, including those with special educational needs, have equal access to the curriculum at a level appropriate to their previous attainment. The school meets fully the requirements of the national code of practice for special needs. The procedures are comprehensive and effective as there is early and detailed assessment of individual special needs. Pupils are supported well through a structured programme involving class teachers, classroom assistants and visiting specialists. Requirements for reviewing the progress of pupils with statements of special needs and for those with individual education plans are met fully. Sex education, health education and drugs awareness are included in science and within the personal, social and health education programme.

34. The school offers pupils good opportunities for learning beyond the requirements of the National Curriculum. These opportunities vary throughout the year. At the time of the inspection pupils had access to the computer and the Internet at lunchtime on a planned basis and to take part in music clubs. Some opportunities are provided for older pupils to take part in competitive sports against other schools. The school is an active member of the Downs Federation of schools, which is committed to offering activities such as musical events and sports tournaments to extend the curriculum. Visitors to the school and well-planned residential and day visits to places of educational interest enhance the curriculum.

35. Arrangements for the assessment of pupils' work are satisfactory. There are variations in the detail and quality between subjects. In English and mathematics the assessment procedures are particularly effective. Pupils in Key Stage 2 identify, through discussion with their teacher, their targets for improvement. They discuss their progress periodically with another adult and at fixed times with their teacher. Pupils explain clearly how they are progressing and are enthusiastic about the improvements they have made. There is no current policy for assessment; it is in the process of review. Baseline assessment gives a clear indication of pupils' attainment when they start school. It is used appropriately to plan the programme for pupils under the age of five. A rigorous analysis of National Curriculum and other test results is undertaken to compare the attainment of individuals and groups. The school is accumulating a great deal of useful data about pupils' performance. It is used effectively for planning and target setting. Teachers retain samples of pupils' work, test results and reports to parents in order to track their progress. Assessment procedures and their influence on the next stage of planning for some subjects, particularly music and physical education, is underdeveloped.

36. The school has made satisfactory improvements to the curriculum since the last inspection. The aims of the school have been re-written and give a clear statement of its educational direction. The national strategies for literacy and numeracy are being implemented effectively and are beginning to impact positively on the quality of work. The school is well placed to continue its initiatives to develop these procedures further in order to achieve higher standards.

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

37. The school makes very good provision for the spiritual, moral and social development of pupils. Arrangements to promote cultural development are good. At the time of the last inspection, pupils' response to the provision for their spiritual and moral development was good; it was satisfactory for their social and cultural development. The school has been successful in making significant improvements in these aspects of school life. Opportunities for spiritual, moral, social and cultural development are provided in many lessons, in assemblies and in the general life of the school. Pupils who are under five achieve what is expected for their age. They work, plan and co-operate with each other and with older pupils in a larger group. They listen well and are happy and confident to share their ideas during discussion.

38. The provision for spiritual development is very good. Assemblies and religious education lessons make a major contribution to this area, with informal opportunities used effectively in other subjects. In assemblies, good use is made of a variety of musical compositions, lighted candles and a quiet atmosphere to encourage the acknowledgement of a special time for reflection. Some pupils take part in developing the spiritual moment by singing in a small choir or playing a piece of music. This all helps to promote the values, beliefs and attitudes that the school wishes to develop based on Christian principles. Pupils are encouraged to reflect on their experiences and their contributions are valued. The programme of work for religious education makes a very good contribution to spiritual development by helping pupils to understand the values of religious traditions and why they are important. Older pupils reflect and empathise on the lives led by children in other times and places. Parents confirm the positive effect of the values and attitudes that the school promotes. Statutory requirements for a daily act of collective worship are met fully.

39. The provision for moral development is very good. The school teaches pupils a clear understanding of the difference between right and wrong. Pupils discuss frankly why certain behaviours are wrong and what the impact is on others. Within a well-planned programme of personal, social and health education lessons pupils consider issues connected with citizenship such as racial prejudice, drugs awareness and pollution. In lessons and in the playground, pupils are encouraged to identify and promote truth and fairness. Many pupils have a very well developed sense of justice. All adults in the school provide very good role models for pupils. They emphasise positive behaviour, caring attitudes and the value of working together. They constantly give praise for positive actions.

40. The school makes very good provision for pupils' social development. This is reflected in pupils' very good conduct and their positive relationships with each other. Pupils are encouraged to co-operate and collaborate in small groups and pairs, respecting each other's wishes and points of view. For example, in discussions pupils are made aware of the feelings of others. This was evident in a literacy lesson, where the teacher's positive comments about pupils' story ideas were valued. As a consequence, the pupils made encouraging responses and reacted positively to each other's ideas. There is an atmosphere of genuine mutual respect between pupils and adults and between pupils themselves. Pupils are encouraged from an early age to take responsibility, in holding doors open for others, starting the prayer at lunchtime and tidying equipment. Older pupils prepare the room for assemblies, clean up after lunch and offer friendship to younger pupils. The school welcomes parents and visitors, and the pupils are given many opportunities to work with adults and develop their awareness of their social role. The good provision for social visits, visitors to the school and a residential visit with other primary schools for the older pupils, enhances opportunities for social development.

41. The provision for cultural development is good overall. Pupils' knowledge and experience of their own culture is promoted through subjects such as English where lessons focus on a range of literacy and poetry. In history and geography, they learn about other places of historical interest and other cultures. Opportunities are provided in religious education, art and

music for pupils to consider other cultures. These aspects help to broaden pupils' knowledge and understanding of other lifestyles and customs. Pupils learn about their local culture through visits and visitors. For example, they visit the local church and enjoy talks given by local people about the development of the area. The school library includes a range of books reflecting a multi-cultural society. The school is effective in broadening the cultural dimensions of the pupils and offering positive images of the multi-cultural nature of society.

42. Since the last inspection the school has made good progress in improving the pupils' awareness and understanding of the multi-cultural society in which they may live and work as adults. The school has made good progress in improving opportunities for pupils' spiritual, moral and social development. This aspect is now a strength of the school and contributes fully to its aims and values.

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

43. The school's provision for pupils' support, welfare and guidance is very good and makes a positive contribution to the educational standards achieved. This is a feature that has been maintained well since the last inspection. Pupils feel safe, secure, are clearly happy and enjoy being at Beedon School. All staff enforce effectively the caring ethos of the school through the support and help they give to pupils. Teachers and classroom assistants spend valuable time and effort ensuring children under five are well supported and prepared for their future learning. Their welfare is given a suitable emphasis through sensitive provision and good daily organisation.

44. There are good procedures in place for monitoring individual pupil's academic progress through teachers' records, test results and target setting. Procedures for monitoring pupils' personal development are less formally defined but parents place a high value on the frequent informal opportunities they have to discuss their child's progress. Pupils with special needs are well supported in their learning. Attendance records are completed fully by class teachers and the school responds very effectively to any absences.

45. The school has good, clear procedures for promoting and implementing the behaviour policy. It is an orderly community in which all pupils clearly understand what they can and cannot do. Lunchtime procedures are very good with the emphasis on good manners and social interaction. Pupils show consideration and respect for one another, and are polite and courteous to staff and visitors. They are well aware of sanctions and respond positively to the school's aim of creating a caring and disciplined community. Whilst there are clear procedures for dealing with bullying if it should occur, there is no written guidance in place.

46. Procedures for child protection issues and promoting pupils' well being, health and safety are very good and meet statutory requirements. The school is vigilant and sensitive in exercising its responsibilities. The governing body carries out regular risk assessments. Hygiene and general cleanliness in the school are very good. Playtimes are well supervised. Pupils are taught about matters relating to health and safety in lessons such as science, and within a well-planned sequence of personal and social education lessons. The procedures for accidents, illness and medicines are good and sufficient staff have first aid training. All equipment and appliances are inspected regularly. Fire procedures are very good and emergency evacuation drills are practised frequently.

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

47. The quality of the partnership with parents and with the community is very good and contributes most effectively to the quality of pupils' learning. Parents are encouraged to visit the school at any time and those who attended the pre-inspection meeting commented very favourably about the way in which the headteacher, staff and governors make themselves available to see them. Parents feel welcome in the school and many make an appreciable



contribution to its work by providing expertise and help in a range of ways. The active Parent Teacher Association supports the school superbly well and is successful in raising significant amounts of money to provide additional resources and equipment. The high level of voluntary support identified in the previous inspection report has been extended to the benefit of pupils' learning.

48. Overall, the quality of information to parents is sound. It includes opportunities for consultation, meetings, curriculum workshops, assemblies, newsletters and notices. The prospectus is presented clearly and provides relevant information on the life and work of the school. The governors' annual report to parents is well presented and gives useful information about the developments in the school. However, information about the arrangements for disabled pupils and the progress the school has made since the last inspection are missing. Parents receive details about their children's work and progress through regular meetings with teachers and through an annual written report. This provides detail about what the children have covered but gives insufficient detail on pupils' progress and attainment, and on the areas in which they need to improve. The school does not meet fully the statutory requirements for reporting to parents because the section on pupils' information technology capabilities is missing. The school is reviewing this aspect.

49. Parents of pupils with special educational needs are helpfully involved in the process of drawing up targets for their child's individual education plan. Annual reviews are suitably completed and new targets set as appropriate. The school ensures that adequate time is given to parents and values the contributions they make. Parents are very appreciative of the work the school does to support their children's learning.

50. The enrichment of school life through links with the community is very good. Pupils visit various places in the local area to support their learning. Visitors are invited to the school to talk to pupils in class and to lead assemblies. There are strong links with the local playgroup and the induction arrangements for new pupils are well managed. Liaison with the local secondary and primary schools is excellent and contributes to curriculum development and provides a wide range of opportunities for pupils to meet for sporting, musical and social activities. Links with industry have developed well and make effective contributions to the curriculum. The school makes very good use of the involvement in and with the community to enhance pupils' personal and intellectual development.

## **50. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **50. Leadership and management**

51. The school is led and managed well. The headteacher and the governing body have been successful in establishing a positive ethos and a strong sense of purpose. The school has clear aims and values and these are reflected widely in its daily life. The headteacher provides good leadership and a clear educational direction for the school. She has successfully pursued the aim for high standards in pupils' work and in their personal development. Governors are hardworking and very supportive of the school. They have a clear understanding of their roles with a well-developed view of their corporate responsibility. The governing body allocates individual responsibilities effectively enabling it to fulfil all its statutory duties. Statutory requirements for the implementation of the National Curriculum and its assessment procedures are met; those for the annual report to parents are not met fully. The role of the governing body in monitoring the effectiveness of decisions is recognised clearly and procedures for this are developing well. Relationships between governors, the headteacher and staff are strong and have a positive influence on the life and work of the school. This aspect has improved significantly since the last inspection.

52. In general, monitoring procedures for evaluating the quality of teaching are good. The headteacher regularly observes teaching across the curriculum and provides effective

feedback to colleagues. The monitoring of curricular provision is underdeveloped with insufficient guidance to inform teacher's planning. The results of standardised tests are analysed carefully and are used to set clear targets, both for the whole school and for individual pupils. The headteacher, staff and governors regularly monitor standards throughout the school. This improvement in the monitoring of the work of the school is having a significant impact on pupils' learning and the standards they attain. Governors make regular planned visits to the school as part of their monitoring procedures.

53. The very good relationships and the commitment shown by the headteacher, governors and staff underpin the positive ethos of the school. These encourage pupils to develop their self-esteem, perseverance, and respect and consideration for others. Equality of opportunity is good and pupils with special educational needs are supported well in their learning. The effective management of special needs has a positive impact on the progress that these pupils make.

54. Overall, the school development plan is sound. It is drawn up through active consultation between governors and staff, and is reviewed regularly. The evaluation of targets from the previous year is insufficiently detailed to inform further action. The current plan identifies a range of appropriate priorities for the year with some limited reference to longer-term initiatives. It does not provide a strategic view for the school's future development.

55. The school has made significant improvements since the last inspection. The headteacher and the governing body responded to the key issues of the last inspection with detail and rigour. Each issue has been addressed completely although progress with the action plan has not been reported to parents. The standard of teaching, the content of the curriculum in English, mathematics and science and the behaviour of pupils have improved considerably. Governors are involved fully in the devising and evaluating the school development plan and in monitoring the work of the school.

56. The school's capacity to improve further is good. There is strong leadership and teamwork which is committed to raising standards. The school has already identified one of the weaknesses found in the inspection as a target for development.

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

57. The school has sufficient suitably qualified teachers with a range of teaching experience. Generally, the qualifications of the teachers are appropriate for the demands of the curriculum and the age range of the pupils they teach. Staff have a breadth of knowledge and expertise that they share well with each other to the benefit of the pupils. They work hard and demonstrate a high level of professional commitment. Learning support assistants make a very good and effective contribution, working closely with teachers to support pupils in their learning. Administrative and caretaking staff provide an excellent service.

58. Arrangements for the induction and professional development of staff are good. The school provides a good range of opportunities for staff to develop their skills and knowledge linked closely to national initiatives and local priorities. Teachers regularly attend courses and training sessions; these have had a positive impact in some subjects, most notably in literacy, information technology and in implementing the numeracy strategy. As part of the commitment to induction, the newly qualified teacher has observed lessons taken by experienced teachers and benefits from the advice of a well-qualified mentor.

59. Generally, the school's accommodation provides an attractive, clean and stimulating environment. The office space has been improved since the last inspection and now ensures that the headteacher has a room for confidential meetings and for administration. There are sufficient classrooms and the limited space is used very effectively. The standard of internal decoration and cleanliness is high and good quality displays of pupil's work celebrate

achievements in many subjects. The school grounds have been designed sensitively with adequate hard and grassed play areas. These are made interesting by the provision of climbing and other apparatus, and playground markings.

60. The quality, range and accessibility of learning resources are good. The range of resources to support literacy and numeracy are good and has a positive impact on standards. The school places a high priority on the provision of quality books to ensure the development of literacy skills. It is aiming to increase the already good number and range of texts in the library. Information technology resources are good with up-to-date equipment linked to the Internet. All available resources are managed well and suitably stored. They are used effectively to improve the quality of pupils' learning.

#### **60. The efficiency of the school**

61. The school is managed efficiently in the interests of the pupils. It makes effective use of its financial resources to maintain existing provision and to support developments. Financial planning is effective. Decision-making takes place in close collaboration with the governing body and spending is systematically monitored over the financial year. There are clear links with staff training needs and curricular priorities. However, there is no clear overview for spending priorities for future years. Procedures for evaluating the impact of spending decisions on the standards attained are at an early stage of implementation.

62. The management of finances is extremely good. Day-to-day financial control is of a very high standard. This has a noticeable and valued impact as the headteacher's teaching timetable allows for very little direct administration during the school day. Thorough monitoring procedures ensure a good match between planned and actual expenditure. Clear information is provided to governors on a regular basis. Spending is evaluated carefully to ensure that the best value for money is obtained when purchasing goods and services. Good use is made of information technology to support planning and monitoring of the budget. The most recent audit report made very positive comments about the school's financial procedures and controls; the small number of relatively minor recommendations have been acted upon. The routine administration of the school is very good, with effective and efficient practices.

63. Overall, the school makes effective use of its resources: staff, accommodation, time and learning resources. Teaching and support staff are deployed well. Classroom assistants are clear about their roles and support pupils' learning effectively. Funds for staff training are used appropriately to extend teaching skills and knowledge. The school makes good use of its accommodation. Space outside classrooms and the facilities of the library are used to good effect to support learning. The outside environment is exploited fully to enhance learning and to develop pupils' physical and social skills. The school day operates efficiently, and time is used very well in lessons. In all subjects, the learning resources that are available are used effectively to support pupils' learning.

64. Overall, pupils' attainments in English, mathematics, science, information technology and religious education are above national expectations and most make good progress in their learning. Their attitudes to learning are positive, and attendance, behaviour and personal development are very good. Spending decisions are considered carefully and support appropriate development. Although the cost per pupil is relatively high, in terms of standards achieved and the high quality of the education provided, the school provides good value for money.

## 64. PART B: CURRICULUM AREAS AND SUBJECTS

### 64. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

65. Overall, the provision for pupils under five is satisfactory. By the time children are five, they are well prepared for the next stage of their education and have successfully achieved most of the nationally agreed desirable learning outcomes. They make good progress in their learning. The school has very few pupils under the age of five.

66. Children are able to follow well-established classroom routines with increasing independence. They quickly become part of the wider school community through a range of activities. This has a positive impact on their personal and social development as they learn to work and play together. Children are successfully encouraged to take responsibility for themselves although they have limited opportunities to make choices on the activities to be undertaken. In the playground, children are included in games and during lunch, there are good opportunities to mix socially with others. The wide age range in the class has a positive effect on their personal and social development as there are older pupils providing good role models for the children to watch and copy. Children are able to work together effectively, for example when playing number games. They are co-operative and willing to follow instructions and understand the importance of listening to adults.

67. Children are provided with opportunities to practice their language, as many of the tasks require them to work in groups or as a pair and talk about their work. Many activities begin when they join older pupils in the literacy hour where children's listening skills are tested through carefully posed questions. Children are able to form some letters and write their own name. They have an understanding of how to use books and know that print conveys meaning. They are beginning to recognise simple labels and words, using pictures as clues.

68. There is a strong emphasis on developing number skills. Children are able to complete a variety of mathematical tasks and use simple associated language. They are developing a good understanding of counting sets of objects and matching the numeral to the set. The church and the locality are used and explored to gain insight into their village and its history. Children know that some buildings are very old and others new. The classroom is well supplied with information technology equipment including a computer. This is used regularly by the children who are aware of the importance of handling it sensibly. Children use small apparatus, for example bean bags and balls to throw, roll and catch. There are limited opportunities for the children to play with wheeled toys, engage in home corner activities and use large constructional equipment.

69. Overall, the quality of teaching is satisfactory with some evidence of good teaching. Day-to-day planning is appropriate with most activities building on children's previous learning. Teaching and support staff make a strong and complementary team. There is good knowledge and understanding of the children's needs and this creates very positive and welcoming surroundings for everyone. Limited reference is made to the desirable learning outcomes for children under five and written guidelines have not yet been developed. Currently, this is a weakness in the planning. There are no formally identified plans to ensure systematic progress from the desirable learning outcomes to the National Curriculum. Staff give clear explanations and expectations for work followed by questions to check understanding. The teacher ensures that the children under five are well integrated into the mixed age class whilst maintaining specific provision for their particular needs. At present, opportunities for children to initiate activities and take responsibility are underdeveloped. Overall, the provision for children under five ensures that they gain in confidence and are capable of moving on with the necessary knowledge and skills.

## 69. ENGLISH, MATHEMATICS AND SCIENCE

### 69. English

70. Standards have been maintained since the last inspection at Key Stage 1 and improved at Key Stage 2. Attainment is above the national average at the end of both key stages. Results of the end of Key Stage 1 assessments in 1999, show that attainment in reading and writing is well above the national average. At the end of Key Stage 2, the proportion of eleven-year-olds achieving level 4 or higher was above the national average. The proportion of pupils achieving level 5 was well below the average. The school percentages for 1999 indicate higher attainment than in 1998. The findings of the inspection confirm that standards of attainment are above average. The school has responded positively to a key issue in the last report and has developed a programme of work for English based on the National Literacy Strategy framework for teaching.

71. Standards in speaking and listening are above the national average throughout the school. During introductions to lessons, questions and instructions, most pupils, including those with special educational needs, listen well to their teachers and respond appropriately. All pupils settle quickly to tasks confident in their knowledge of what is required. Pupils listen well to each other. They give each other time to speak and respect the views and opinions of others. At Key Stage 1, pupils respond well to questioning with clear and accurate answers. They talk clearly about school events and explain their work. Many are developing increasingly complex sentences. Pupils remember messages and give clear instructions in the correct sequence. At Key Stage 2, pupils discuss a range of issues and express their views succinctly. They develop their ideas and think of alternative words that describe their feelings more expressively; for instance, "I think joyful is an improvement on happy." In assemblies and in personal, social and health education lessons, many opportunities are available for pupils to speak to a large group, to express opinions and to argue a point of view.

72. Standards of reading are above the national average at both key stages. At Key Stage 1, most pupils read confidently and accurately. They discuss characters and plots in stories and have acquired a phonic base of initial sounds. Many pupils know about alphabetical order and use simple dictionaries effectively. They know how to find information through the use of the contents page. Pupils regularly take books home to practise their reading skills. The home-school reading diaries provide a useful contact with parents and inform them of the books their child has read. In Key Stage 2, most pupils read fluently and accurately. They explain the meaning of proverbs, idioms and images and look for meaning beyond the literal level of the text. Most older pupils locate and retrieve information from non-fiction books well and use their research skills across a range of subjects. Many pupils can skim and scan efficiently and find relevant information quickly.

73. Standards of writing are above the national expectation at both key stages. The school has targeted the development of handwriting, spelling and grammar. This is having an impact on the quality of pupils' written work. By the time they are seven, most pupils' handwriting is joined and legible, with letters of the same size that are spaced correctly. Pupils have well-developed strategies for spelling and commonly used words are taught systematically. Most pupils know that full stops and capital letters delineate sentences. Many use question marks and speech marks accurately, and use a range of connectives in their writing. By the end of Key Stage 1, pupils write simple stories with correct structure and punctuation. Higher attaining pupils redraft and improve their writing over a period of time. Pupils use their literacy skills in other subjects; the use of labels, captions, lists and accounts was seen in history, science and geography.

74. At Key Stage 2, pupils write well for different purposes and for a range of audiences. They learn the skill of note taking when researching from the Internet. In geography, when discussing local environmental issues, pupils produced questionnaires to gain the views of different people. Many older pupils understand the effect of persuasive writing and the need to use precise vocabulary. Most organise their work into paragraphs, which are punctuated correctly. Pupils are confident and comfortable when using dialogue. They use a range of effective styles as they write book reviews, poetry, prayers and scientific and technological reports. They settle quickly to written tasks and the quality and quantity is high. Pupils at both key stages are encouraged to use word-processors to re-draft and edit, and they acquire fluency in this skill.

75. Progress is good in both key stages. In Key Stage 1, pupils increase the range of their writing for different purposes and their handwriting increases in control and style. They understand the way in which a book is organised and can find information quickly and confidently. Pupils read with increasing confidence and accuracy. They discuss the book they are reading, and talk about the plot and what might happen next. At Key Stage 2, pupils make clear improvements in the range and quality of their written work. Progress in developing a range of English skills has been more rapid since the introduction of the literacy hour. Older pupils have identified their own targets for improving aspects of writing and spelling. This is having a positive impact on their attitudes to learning and on the standards they achieve. Pupils with special educational needs make good progress towards achieving the targets in their individual education plans.

76. Throughout the school, pupils' attitudes to English are good. Most are very well behaved, listen carefully and follow instructions very well. Many pupils respond positively to their work persevering with tasks even when they find them demanding. Most work very well without supervision. Pupils are courteous, friendly and eager to discuss their work with visitors. They are usually pleased with their own efforts and applaud the work of others. Many pupils take great care with the presentation of their work and some show initiative in style and content.

77. The quality of teaching is good in both key stages. Teachers follow the National Literacy Strategy carefully and adapt the objectives effectively to meet the needs of all the pupils in their class. Good features, common to most lessons, are teachers' planning which is thorough, a good understanding of the literacy hour and effective management of pupils. Learning support assistants are deployed well in most lessons and enhance pupils' progress, particularly in group work. Effective questioning techniques are used to check and extend pupils' knowledge and understanding. Teachers make good use of praise and encouragement to build the confidence and self-esteem of pupils. Marking, other forms of assessment and record keeping are sound. Ongoing records are used effectively to track pupils' progress.

78. Literacy skills are developed well in all subjects of the curriculum. Pupils write imaginary pieces based on the experiences of people from the period they are studying in history. In religious education, they write prayers showing a depth of feeling and the ability to empathise with others. There is no evidence of inadequate literacy skills in other subjects limiting the progress of pupils with special educational needs. Many opportunities are provided for pupils to develop their literacy skills and learn the appropriate vocabulary associated with their work in other subjects.

79. The curriculum for English is broad and balanced and meets statutory requirements, with the National Literacy Strategy being followed carefully. It is suitably adapted to meet the demands of mixed-age classes. Book resources are good and there is a satisfactory range of programs for information technology. Since the last inspection English shows many improvements. There is above average attainment at both key stages and good progress is maintained throughout the school. An ethos has been created where staff are committed to implementing the strategy and are looking to raise standards in literacy.

## 79. **Mathematics**

80. In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of pupils achieving level 2 or higher was well above the national average. The number of pupils attaining the higher grade (level 3) was well below the national average. At the end of Key Stage 2, the percentage of pupils achieving level 4 and above was well above the national average with the percentage attaining the higher grade (level 5) also well above this average. However, the small number of pupils taking the tests at both key stages needs to be borne in mind when looking at trends in attainment over time. In relation to the judgements made at the last inspection, standards have improved at both key stages.

81. In lessons and in their workbooks, the majority of pupils achieve standards in knowledge, skills and understanding that are above those expected nationally. By the end of Key Stage 1, most seven year olds add and subtract small numbers mentally, show understanding of equivalent coin values, and name and describe the properties of a range of two and three-dimensional shapes. By the end of Key Stage 2, pupils calculate mentally with increasing confidence, use measurements to calculate the perimeter and area of rectangles, and know about co-ordinates and plotting negative numbers in the correct quadrant. At this early stage of the school year, pupils are attaining standards that are in line with the expectations of the National Numeracy Strategy.

82. Standards of numeracy often exceed the national expectation at both key stages. Whole class teaching is a feature of all mathematics lessons, which begin with a mental mathematics activity or 'quick-fire' questions to assist recall of number facts. Well planned and organised individual or group work that focuses clearly on the development of numeracy skills is then provided to consolidate pupils' learning. This provides regular opportunities for pupils to use and apply their mathematical skills, record and handle data, and learn about measures, shape and space. Work sheets are used well to support these activities, and to consolidate the skills and knowledge identified in the framework for mathematics. Although there is no overall plan to promote numeracy across the curriculum, pupils use their knowledge to support their work in other subjects such as science, geography and design and technology. The use of information technology to support work in numeracy is underdeveloped.

83. Progress in lessons and over time is good in both key stages. Pupils make a crisp start to lessons by focusing on number skills. In Key Stage 1, pupils were learning about 'the number before' and 'the number after' with some older pupils progressing to 'rounding up' numbers to the nearest ten. In Key Stage 2, pupils enjoyed a class activity in which they used question and answer cards to sharpen their mental calculation skills. Throughout the school, progress in measures, shape and space is good. Lower attaining pupils and those with special educational needs receive effective classroom support and make good progress. Most pupils develop appropriate mental strategies including suitable knowledge of multiplication tables.

84. Pupils respond well to their mathematics lessons. They are interested in the subject and are eager to answer questions and explain their thinking during class discussion. Pupils talk confidently about their work and use correct mathematical terms. They work hard in their tasks and do not give up easily when attempting to solve a problem. Many try to resolve difficulties by applying previously learned knowledge before asking the teacher for help. Most pupils show sustained levels of concentration and explain what they are doing when questioned. When required, pupils cooperate well and support each other in their work. Behaviour in lessons is very good and has a positive effect on the quality of learning.

85. The quality of teaching in mathematics is consistently good. Confidence in teaching the subject is good with the level of teachers' knowledge being significantly enhanced by the National Numeracy Strategy guidance and training. This underpins the good teaching seen during the inspection and good progress in the lessons observed. The three parts of the daily mathematics lesson are developing well although the conclusion to some lessons is insufficiently focused on the outcomes of the lesson. In the most effective lessons, the use of clear explanations, challenging questions and well-matched activities lead to progress that is both rapid and secure. In a lesson on co-ordinates, for example, the teacher generated a high level of interest and motivation, and pupils made good progress in developing their knowledge and understanding through the open-ended nature of the task. Classroom assistants and adult helpers make a positive contribution to lessons. Useful informal and more formal assessment procedures take place regularly to inform the progress and attainment of pupils. This data is used to set individual targets for pupils in Key Stage 2.

86. The National Numeracy Strategy is at an early stage of implementation but is already having a positive impact on the quality of teaching and learning in mathematics. The yearly teaching programmes are providing focused guidance for the various parts of the daily mathematics lesson. Teachers in the school work together effectively in developing the subject. Resources to support the subject are good and are used well in lessons.

## 86. Science

87. The 1999 teacher assessments at Key Stage 1 show that pupils' attainment is well above the national average for level 2, but well below for the higher level 3. At the end of Key Stage 2, National Curriculum tests in 1999 show the percentage of pupils achieving level 4 and higher is well above the national average with the percentage attaining the higher grade (level 5) in line with this average. However, the small number of pupils in each cohort group needs to be taken into account when looking at trends in attainment over time. In the two lessons observed and in their past and present work, pupils in Key Stage 1 are achieving standards in knowledge, skills and understanding that are in line with those expected nationally. At the end of Key Stage 2, standards are above the national expectation. Pupils throughout the school are developing a growing awareness of science and the contribution that it makes to the daily lives of everyone.

88. Evidence from pupils' work and teachers' plans indicate that all aspects of the science curriculum are covered appropriately. During the inspection, pupils throughout the school were studying materials and their properties. By the end of Key Stage 1, pupils make simple predictions about their work and test to see if they are correct. In their work on materials, pupils understand about the need for a fair test when comparing substances that dissolve in water. At the end of Key Stage 2, pupils have a good factual knowledge of science. They describe the main organs of the human body and explain the conditions to ensure healthy growth in plants. Pupils distinguish between solids, liquids and gases, and learn about reversible and irreversible changes. Pupils confidently explain which materials conduct electricity and which are good insulators.

89. The majority of pupils make steady and often good progress in all aspects of science. Pupils build on their scientific knowledge and understanding, and develop their investigative skills. Good progress is made when the work is challenging and builds effectively on pupils' previous attainment. Most pupils develop an effective understanding of hypothesising, predicting and testing procedures, and progress well in learning about the properties of a range of materials. Progress in experimental and investigative skills is developed well throughout the school. Pupils with special educational needs make good gains in their learning through the provision of appropriate levels of help. Pupils make satisfactory use of literacy skills. They use a widening scientific vocabulary in describing the outcomes of an investigation and demonstrate an increasing ability to devise and discuss the principles of a fair test. Pupils' writing skills in planning and recording their work are emphasised appropriately. Numeracy



skills are developed satisfactorily through the accurate measuring of quantities of water in the investigation of substances that dissolve, and through recording data in graphical form, as in work on insulation. The use of computers for data handling is being developed.

90. Pupils' attitudes to learning are very good. They are enthusiastic about science, particularly when the work is practical, challenging and matched well to their needs and interests. Pupils are well motivated and work in lessons with interest and concentration. They are very well behaved and there are good relationships between pupils and all adults. Pupils work well together in a variety of group arrangements in order to complete their assignments.

91. Overall, the quality of teaching is good; it ranges from satisfactory to very good. Teachers have appropriate levels of knowledge and teach all elements effectively and accurately. Lessons build on previously learned information and work is planned to challenge and extend pupils' knowledge and understanding. The planning includes experimental and investigative work and enables a suitable emphasis to be placed on developing pupils' skills of observation, testing, sorting, predicting and making accurate conclusions. Where teaching was most effective, there was a good focus on planning using investigative skills and using questions such as "how ... ?", "what if ...?" and "how can we check on this?" Expectations for work are high and a brisk pace is maintained through a clear focus on what is to be achieved in a set time. Support given by learning support assistants enhances the overall provision; they are well informed and have good relationships with pupils. All adults and pupils pay suitable attention to health and safety matters in scientific experiments and related activities. Resources are appropriate, easily accessible and used effectively. Teachers use a variety of informal assessment strategies, including questioning to clarify pupils' understanding. More formal observations are recorded and used for future planning.

92. The organisation of the curriculum is generally appropriate with emphasis over a two-year cycle on all aspects of the science curriculum. However, termly plans are sketchy and give insufficient detail to ensure progression in pupils' learning. The school, using national guidance materials, has identified further developments in planning. The organisation of subject specific work, together with topic-based study, provides a good balance to the science programme throughout the school.

93. Since the previous inspection, pupils' attainments in science have improved. At the end of both key stages, standards are in line with or above the national average. The quality of teaching is good and attitudes towards the subject are enthusiastic. The school is beginning to use test results to make further improvements and to set targets for individual pupils in Key Stage 2.

### **93. OTHER SUBJECTS OR COURSES**

#### **93. Information technology**

94. At the end of both key stages, pupils' attainment in information technology is just above the national expectation. Although no discrete lessons were seen, many pupils were observed using computers and operating other equipment using remote controls. The examination of past and present work, discussions with pupils and staff, and reading teachers' plans and records provide sufficient evidence upon which to make secure judgements in the subject. Throughout the school, pupils have a good grasp of the function and use of computers and other forms of information technology. They know about household appliances that need to be controlled.

95. By the end of Key Stage 1, pupils are familiar and confident with computers and operate them effectively. They can, for example, assemble text, label and classify information and represent simple data in graph form. Most pupils write, draft and edit their writing using the computer. These activities help to develop and reinforce literacy and numeracy skills. Pupils

display good keyboard and mouse control skills. They highlight and move objects on the screen and know the basic functions of the keys such as delete, space bar and, with help, save and print their work. Although not observed directly, pupils learn how to program a floor robot so that it follows a course.

96. At Key Stage 2, pupils confidently use the computer for word-processing. They use facilities to change the style, typeface and layout of text. Pupils throughout the key stage use CD ROM material to help them spell as well as search for reference materials. Many analyse data and search for information, and understand the principles of data handling which helps develop their skills in numeracy. Pupils are aware of the different uses of information technology and older pupils are involved in sending e-mail and using the Internet facilities. For example, in a religious education lesson, pupils accessed the Internet to find information about how Hindus celebrate Divali. Pupils use computer terminology accurately and are developing a widening technological vocabulary which contributes effectively to their literacy development. Activities that require pupils to make decisions on computers are not sufficiently developed.

97. Pupils make good progress in information technology in both key stages. They arrive at school with wide and varied levels of experience of computers, many with no previous opportunities, whilst some have had regular contact at home. Pupils make steady and suitable progress in relation to previously acquired skills and show increasing confidence in the use and application of information technology by the end of Key Stage 2. They can talk about the applications and varied facilities of the computers and explain clearly how and why they can operate them. The good progress made is helped by computer equipment being readily available in the majority of lessons so that pupils can consolidate their skills in a range of subject applications. All pupils, including those with special educational needs, are provided with good opportunities to develop and extend their knowledge, skills and understanding.

98. Although pupils were observed working on computers, not enough direct teaching was seen to make an overall judgement about its quality. However, information technology is used successfully and regularly although, during the inspection, there were some missed opportunities to use computers in lessons. This was particularly noticeable in mathematics lessons. Teachers and learning support assistants provide positive support and encouragement to pupils, and ensure that programs are well matched to pupils' previous attainment.

99. The development of information technology is a major initiative in the school and with knowledgeable staff and up-to-date resources, it is having an effective impact on the standards achieved. Significant improvements have been made in resources, teachers' subject knowledge and the quality of learning since the last inspection.

#### **99. Religious education**

100. Only one lesson of religious education was seen during the inspection period. Other evidence was gathered from pupils' past and present work, displays, teachers' plans and discussions with pupils and staff. Too little evidence is available to make judgements on either pupils' attainment and progress, or teaching at Key Stage 1. At Key Stage 2, attainment is above the expectations of the locally agreed syllabus. Current judgements on attainment and progress at Key Stage 2 show improvements from those reported in the previous inspection.

101. By the age of seven, pupils know the key features of Christianity and the purpose of Christian festivals. They can identify personal qualities of sharing, contributing and kindness. By the age of eleven, most pupils have a good understanding of the religious traditions they have studied. They recall the key features of religious festivals and higher attaining pupils explain why these aspects are important. Most pupils understand that religious beliefs affect how people live their lives. Religious terms are used accurately. Pupils have developed an

understanding of the qualities of leadership and discuss good and bad leaders such as Jesus, Martin Luther King and Hitler. They question perceptively how some leaders have made an impact on recent history and why this has happened. Many pupils wrote revealing accounts of Hitler. The quality of written work is mainly of a good standard with literacy skills used effectively.

102. Pupils at Key Stage 2 make good progress. They work hard and develop systematically their knowledge and understanding of different faiths. Pupils use information books and handle artefacts with increasing care and respect. Many undertake research independently or within small groups. They are confident and find appropriate information. They produce work which is of a high standard.

103. Pupils have very good attitudes towards their learning and are interested in religious education. They make links with other subjects and use these effectively to develop their understanding. Issues raised in religious education lessons are discussed further in personal, social and health education sessions. All pupils listen carefully to their teachers and to each other, and are respectful of the views and values of others.

104. The quality of teaching is good. Teachers have a good knowledge and understanding of the topics they are teaching. They describe and explain clearly. Lessons are planned and prepared well. Teachers have high expectations for the way in which pupils discuss and explain their viewpoints. Good opportunities are provided for pupils to use resources and to develop independent ways of researching and gathering information. Work is well marked with helpful comments that encourage and give ideas for pupils to improve. Learning resources are of generally good quality.

#### 104. **Art**

105. During the inspection it was not possible to observe any art lessons. The constraints of the timetable and the organisation of the curriculum meant that lessons were planned to take place outside the period of the inspection. Some evidence is taken from past work, photographs and from displays around the school but is insufficient upon which to base judgements on pupils' attainment and progress, and on the quality of teaching.

106. In Key Stage 1, pupils have a variety of experiences including the careful study of natural objects and plants, and collage work to illustrate stories they have read. At Key Stage 2, pupils make 3-dimensional models of people from the Victorian era. In their discussions with inspectors, pupils expressed positive attitudes to art. They have opportunities to select appropriate resources for their activities. Evidence around the school shows that pupils develop the skills of drawing, painting and modelling to produce a range of work using different media.

107. The programme of work for art identifies the key skills to be developed and the variety of experiences with different media that pupils should experience. However, guidance for teachers is limited. The school recognises the need to develop this subject further and is planning to use nationally produced guidelines to inform their actions. There is no specific planning to develop literacy and numeracy skills in the subject.

## **107. Design and technology**

108.No design and technology lessons were seen during the inspection due to the priorities placed on other subjects and the timetabling arrangements. Some evidence, including pupils' past and current work, teachers' planning documents and discussion with pupils and staff, has been considered. However, it is insufficient upon which to make secure judgements about pupils' attainment and progress, and the quality of teaching.

109.Pupils have positive attitudes to the subject and discuss confidently the enjoyment they get from designing and making models. In Key Stage 1, pupils had designed a piece of playground equipment and spoke enthusiastically about their work. Older pupils were keen to share their ideas and explain the reasons for choosing particular materials in their projects.

110.The school has identified further development in the design and technology curriculum to ensure it meets the requirements for the revised National Curriculum in the year 2000. Plans have also been formulated to refurbish the kitchen area in order to provide facilities to support and enhance the quality of teaching and learning in the subject.

## **110. Geography**

111.Only one Key Stage 2 geography lesson was time-tabled during the inspection period, but other evidence was gathered, including the scrutiny of pupils' past and current work, teachers' planning documents and discussions with pupils and staff. Insufficient evidence is available to make judgements on attainment, progress and teaching at Key Stage 1. Attainment at Key Stage 2 is above that expected nationally. Pupils of all levels of prior attainment, including those with special educational needs, make good progress. No judgements were made in the previous report.

112.Geography is taught in half termly blocks alternating with history. By the age of seven, most pupils have a sound knowledge of directions and follow instructions to find their way around the school and to locate places on simple maps. Pupils describe important places in Beedon and explain clearly why they consider them to be important. By the age of eleven, most pupils use geographical terms accurately to describe the key features of their locality and make comparisons with another locality. They relate features on aerial photos with symbols on ordnance survey maps. Many pupils identify and discuss the impact of changes over time. Through their environmental study of the Newbury by-pass, older pupils understand the tremendous impact of the movement of goods and people on their local area. Pupils of all abilities present their work neatly and use a good range of literacy skills effectively.

113.Pupils at Key Stage 2 make good progress in their geographical knowledge and understanding. They work hard and learn about their own and other countries. They develop good skills of geographical enquiry and voice views clearly on environmental issues. Higher attaining pupils make more rapid progress in understanding and explaining their work, but all pupils, including those with special educational needs, make good progress as they move through the school.

114.Pupils have very good attitudes to their work and this helps them to make good progress. They are interested in the issues they are studying. They are keen to answer questions and think through problems. Older pupils research well using the Internet, books or a range of articles from local newspapers. They use maps and photographs with care and examine them thoroughly. Most pupils show a high level of initiative and responsibility as they approach their tasks.

115. Teaching is good at Key Stage 2. Teachers have good geographical knowledge and understanding and they explain information clearly. Lessons are planned well with a good range of interesting and relevant activities being provided to encourage and develop geographical enquiry. Very good use is made of the local area to underpin the teaching. This was evident in a lesson where pupils tackled the local issue of the Newbury by-pass. There are high expectations for pupils' behaviour and participation in lessons. The correct use of geographical terms is emphasised and this helps pupils to record and use their knowledge accurately.

116. Units of work ensure appropriate coverage of the National Curriculum. The school is at an early stage of using national guidance to ensure progression in learning. Geography provides very good opportunities for the development of literacy and numeracy skills. Since the last inspection, the school has made good improvements in the provision of geography.

## 116. **History**

117. There were no history lessons timetabled during the inspection period, but previous work in books and on display was scrutinised. Teachers' plans were also examined and discussions were held with staff and pupils. At Key Stage 1, standards are broadly in line with those expected nationally. Attainment is above the national expectation at Key Stage 2. Pupils of all levels of prior attainment, including those with special educational needs, make good progress. Current judgements on attainment and progress at Key Stage 2 show improvements from those reported in the previous inspection.

118. At Key Stage 1, pupils are developing a secure understanding of time. Year 2 pupils have studied the Victorians and correctly distinguish items belonging to the rich and the poor. They use a range of literacy skills appropriately including making labels, captions and lists. During Key Stage 1, pupils show their knowledge and understanding more effectively by talking about their work. By the age of eleven, pupils recall accurately the key features of the units they have studied. Higher attaining pupils empathise with people from history and write compelling accounts of life in Victorian times. Accounts are written in different formats with good use of literacy and information technology skills. Most pupils understand the value of historical evidence and are developing an understanding of chronology, cause and effect and the interpretation of facts.

119. Pupils at Key Stage 2 make good progress in their knowledge and understanding of history during the time they spend in school. This good progress is evident in their work where pupils spend extended time on their activities, undertake research, produce lengthy reports and make attractive displays of their work. The quality and quantity of work is of a high standard. Pupils' progress is more rapid because they are interested in history. They are motivated and talk with enthusiasm about the subject. Pupils show a genuine interest in the past and are keen to talk about their work. They express their feelings and views about different periods of time.

120. The quality of teaching is good at Key Stage 2. History is planned in units with an appropriate range of clearly organised learning activities. A local historian works with the school to enhance the range of artefacts available to the pupils. There is a good balance between providing historical facts and pupils researching for themselves. Teachers are skilled at asking questions that encourage pupils to think about their work and describe why people acted or lived as they did.

121. Well-planned units of historical periods ensure appropriate coverage of the National Curriculum. The programme of work provides very good opportunities for pupils' spiritual, moral, social and cultural development. A range of issues, for instance poverty in Victorian times, is discussed in depth. Since the last inspection the school has made good improvements in history. Older pupils research using books and the Internet. They are

enthusiastic about history and produce well written, accurate historical accounts. The teaching of history is confident and interests all pupils.

#### 121. **Music**

122.The school makes satisfactory provision for pupils' musical development. Standards are in line with those expected nationally. Throughout the school, pupils control their voices well and sing tunefully. Their singing is rhythmic and their diction clear. Many sing with a pleasant unforced tone matching their voices well to the melody. Pupils are relaxed, their posture is good and they enjoy their singing. Younger pupils clap notation correctly and follow a simple score using untuned percussion instruments. Pupils in Key Stage 2 are beginning to introduce simple improvisation into their performances. They understand, through the development of jazz, how traditions and the movement of people influence music in other countries.

123.Overall, pupils of all abilities, including high attainers and those with special educational needs, make satisfactory progress in composing and performing musical pieces. Pupils show developing precision and control when playing untuned instruments. They broaden the vocabulary they use to express their ideas and opinions. Older pupils recognise with ease how different music can influence mood and feeling in the listener.

124.Pupils have satisfactory attitudes to music in lessons. In a music club they showed good levels of enthusiasm. Pupils treat equipment and instruments with care and most listen attentively to the contributions of others. They follow instructions and many show sustained concentration. Pupils enjoy playing instruments and most wait patiently and take turns. Some older pupils lost interest and mis-hit the xylophone due to the slow pace of the lesson. In music club, attitudes are positive. Behaviour is very good and commitment is high. Pupils who attend these sessions perform to a good standard.

125.The quality of teaching in lessons is satisfactory with good teaching in the music club. Subject knowledge and expertise are well developed with good keyboard skills evident. During lessons, there was insufficient intervention to ensure pupils were positioned correctly when playing instruments. This restricted pupils' attainment and progress.

126.There is a well-developed programme for music teaching to ensure progression in pupils' learning. Lesson plans are brief and lack detail on what pupils will achieve. Procedures for assessing progress and attainment are limited. Guidance on how assessment should be used to inform planning is not in place. Overall, resources are satisfactory. Music makes a good contribution to the cultural development of pupils through the planned curriculum and the range of music played during assemblies. Since the last inspection the school has made satisfactory improvements in the provision for music.

#### 126. **Physical education**

127.During the inspection it was possible to observe only two lessons, one at each key stage. These focused on aspects of games. Pupils' attainment in each lesson was above the standards expected for pupils of a similar age nationally. Younger pupils showed a developing control over their movements and extended their throwing and catching skills effectively. They worked independently, and in pairs, to improve their skills in controlling balls, bean bags and quoits. Older pupils in Key Stage 2 built effectively on their previous achievements by practising and refining the skills of controlling a ball through accurate throwing and kicking.

128.Pupils have positive attitudes to physical activities and respond enthusiastically to the tasks and challenges set. They gain obvious enjoyment from the activities. Pupils are confident, behave well and listen carefully to instructions. They are appreciative of other pupils' achievements and efforts. All pupils show due concern for their own and for others' safety.

129. Too few lessons were seen to make a judgement about the overall quality of the teaching of the whole physical education programme. In the lessons seen, teaching was at least good. Teachers stress the importance of preparation for exercise and cooling down after the activity, enabling pupils to establish good habits with regard to care for their bodies. This was particularly evident in the work with older pupils when specific muscle groups were prepared for exercise at the beginning of the lesson. Expectations for work and behaviour are appropriately high. Teachers use praise well to encourage pupils to improve their performance, but the extent to which they emphasise specific teaching points to help pupils improve further is occasionally limited.

130. The overall programme for physical education is balanced and provides opportunities for the practice, consolidation and extension of a range of skills. The policy and programme of work provides an appropriate framework to guide teachers in their planning. The school participates successfully in local sporting activities. There is a good range and quality of resources which ensure pupils can experience a variety of suitable activities. Use of specialist vocabulary related to warming-up, muscle groups and the effect of exercise on the heart helps pupils' literacy development. Counting steps and catches, and the use of time and direction ensure an appropriate emphasis is given to developing numeracy skills in the subject.

## 130. PART C: INSPECTION DATA

### 130. SUMMARY OF INSPECTION EVIDENCE

131. The inspection was carried out over a period of two and a half days by three inspectors for a total of six inspector days. A meeting for parents was held prior to the inspection and six parents attended. A survey of parental views about the school was sent out and returned by 14 families (a 56% return). Information from parents was used to guide the work of the inspection team. For the majority of time in the school, inspectors visited classes and talked with individuals and groups of pupils about their work. In total, 19 lessons or parts of lessons were observed taking over 16 hours. Samples of work from each pupil in the school (from this and the previous academic year) were evaluated. Pupils from each year group were heard to read. Planned discussions were held with teachers, other staff, the headteacher and the governing body. Many documents, including policies, the school development plan, teachers' planning and assessment records were scrutinised.

### 132. 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	31	2	7	6

#### Teachers and classes

##### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	2.2
Number of pupils per qualified teacher	14

##### Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	18

Average class size:	15.5
---------------------	------



## Financial data

Financial year:

1998/1999
-----------

	£
Total Income	95 310
Total Expenditure	93 797
Expenditure per pupil	3 127
Balance brought forward from previous year	6 540
Balance carried forward to next year	8 053

## PARENTAL SURVEY

### Summary of responses

Parents responded very favourably on all aspects of school life. Some parents commented on the value of the low numbers in each class and on the enjoyment that children got from learning at the school. Others mentioned that Beedon is a very happy school – “all the children, from Reception to Year 6, get on well together and work well together”. One parent indicated that the only drawback was the difficulty in forming netball and football teams due to the small numbers.