

# **INSPECTION REPORT**

## **Selborne C.E. Primary School**

Alton

LEA Area: Hampshire

Unique Reference Number: 116399

Inspection Number: 788457

Head-Teacher: Mrs. Trudie Bateman

Reporting inspector: Ms. Lynne Fardell  
21736

Dates of inspection: 22/11/1999 - 24/11/1999

Under OFSTED contract number: 707400  
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 School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. (0171) 421-6567

**INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
Type of control:	Church of England Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Selborne Alton Hampshire GU34 3JA
Telephone number:	01420 511213
Fax number:	01420 511213
Appropriate authority:	The Governors
Name of Chair of Governors:	Mr Ron Scoggins
Date of previous inspection:	20 - 24 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Lynne Fardell, RgI	English Information technology History Art Music Provision for children under five	Attainment and progress Pupils' spiritual, moral, social and cultural development Teaching Leadership and management Efficiency
Glynis Tyrrell, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Tony Clarke	Mathematics Science Design and technology Geography Physical education Special educational needs	Pupils' attitudes, behaviour and personal development Curriculum and assessment Staffing, accommodation and learning resources

The inspection contractor was:

Full Circle  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Tel:01934 412260

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

	<b>Paragraph</b>
<b>MAIN FINDINGS</b>	
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	
<b>KEY ISSUES FOR ACTION</b>	
<b>INTRODUCTION</b>	1-3
Characteristics of the school	
Key indicators	
<b>PART A: ASPECTS OF THE SCHOOL</b>	
<b>Educational standards achieved by pupils at the school</b>	4-20
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
<b>Quality of education provided</b>	21-52
Teaching	
The curriculum and assessment	
Pupils spiritual, moral, social and cultural development	
Support, guidance and pupils welfare	
Partnership with parents and the community	
<b>The management and efficiency of the school</b>	53-65
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	

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

Areas of learning for children under five	66-79
English, mathematics and science	80-104
Other subjects or courses	105-144

## **PART C: INSPECTION DATA**

145-148

Summary of inspection evidence
Data and indicators

# MAIN FINDINGS

## What the school does well

- Relationships are excellent and the school's ethos is very good.
- Leadership and management are very good.
- The school's partnership with parents and the community is very good.
- Pupils have good attitudes to their learning.
- Very good provision is made for pupils' moral development and good provision is made for their spiritual and social development.
- The curriculum is good and the school has very good procedures for assessing pupils' attainment. Good provision is made for pupils with special educational needs.
- The school has good systems for monitoring teaching and curriculum development.
- The school's strategies for the implementation of the National Literacy Strategy and the National Numeracy Strategy are

## Where the school has weaknesses

- I. The school's accommodation is inadequate.
- II. A minor weakness is that teachers do not clearly identify what they intend pupils to learn by the end of a lesson, or series of lessons, in some of the shorter-term planning.

**Selborne CE Primary School is a very good school and the minor weaknesses identified are greatly outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

## How the school has improved since the last inspection

The school has worked hard to achieve the targets set in the last inspection report. Despite the determined efforts of governors, staff and parents to raise funds for the required improvements to the building, there is still a considerable way to go before the school will have the monies required for their share of the proposed building plans. The school now has very good procedures for assessing pupils' attainment and monitoring their progress. Good provision is now made for pupils' spiritual development. Provision for pupils with special educational needs is now good, providing good value for money. Annual reports to parents are now very good. Pupils are given more opportunities to take responsibility within the school; for example, older pupils take on the role of 'Junior Governors'. The very good quality of leadership and management indicates that the school is in a good position to maintain the current high standards and to make any further improvements required.

- **Standards in subjects**

This 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	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	A	A		
Mathematics	A	A	<i>below average</i>	D
Science	A*	A	<i>well below average</i>	E

Pupils are on target to achieve standards above national averages in English, mathematics and science at the end of both key stages. Pupils make good progress in these subjects throughout the school. Attainment in information technology is in line with national expectations and pupils make satisfactory progress. Attainment is above that normally found in art at the end of both key stages and in history at the end of Key Stage 2. In all other subjects attainment is similar to that found in most primary schools at the end of both key stages.

- **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	N/a	Insufficient evidence	Insufficient evidence
Information technology	N/a	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Good

Teaching is good overall, and is a strength of the school. In three out of five lessons teaching is good or very good, and in all other lessons it is satisfactory. The quality of teaching has been maintained since the last inspection. Teachers have good subject knowledge in English; they have a good understanding of the needs of children under five and are secure in all other subjects. Teachers have high expectations for pupils and generally set them challenging work. The excellent relationships between all members of the school have a very positive impact upon the standards achieved. However, in their planning for many lessons, teachers have not clearly defined appropriate learning objectives that relate to schemes of work and the National Curriculum Programmes of Study. Although all subjects are taught regularly, due to the structure of the timetable it was not possible to make a secure judgement on the quality of teaching in some subjects.

*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good. Pupils throughout the school are polite and courteous both in lessons and at playtimes.
Attendance	Good overall.
Ethos*	Very good overall. Relationships are excellent. The school's calm and purposeful atmosphere promotes learning. Pupils' attitudes are good throughout the school and they respond well in lessons. Pupils and adults share a mutual respect and it is clear that each individual is valued.
Leadership and management	Very good overall. The headteacher provides a clear lead to the work of the school. Her considered and purposeful leadership ensures that the school's aims, values and policies are implemented consistently. Curriculum co-ordinators effectively manage their areas of responsibility. The governors are well informed and hard working. They take their responsibilities seriously and monitor the quality of education provided. They give valuable support to the work of the school.
Curriculum	Good overall; detailed policies and supporting guidelines ensure breadth and balance in the coverage of the National Curriculum. Procedures for assessing pupils' attainment and monitoring their progress are very good. Good use is made of this information to plan the curriculum.
Pupils with special educational needs	Provision is good. Teachers and classroom assistants give good support, ensuring that pupils make sound progress towards achieving the targets set in their individual education plans.
Spiritual, moral, social & cultural development	Good overall. Many opportunities are given to pupils to reflect upon the wonders of the natural world, and to consider their place in society. The staff provide very good role models, and pupils demonstrate their understanding of the difference between right and wrong in their everyday dealings with others. Good provision is made for pupils' social development. Many opportunities are provided for pupils to appreciate the contributions made by many cultures to society.
Staffing, resources and accommodation	Satisfactory overall. A suitable number of qualified and experienced teachers are employed. They are given good support by the experienced and dedicated support staff. The school has good arrangements for the professional development of all staff. The school has adequate resources to meet the demands of the curriculum. However, the available accommodation is inadequate to effectively deliver all elements of the physical education curriculum and severely restricts provision for children under five.
Value for money	Good.

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

.

## **The parents' views of the school**

### **What most parents like about the school**

III. That their children achieve good standards of work and make good progress.

IV. That the pupils behave well.

V. The good levels of information provided, including very thorough annual reports.

VI. Staff are approachable and parents are encouraged to help in class, with school trips and after-school activities.

VII. That their children enjoy coming to school.

VIII. Communications between parents and governors appear to be improving.

### **What some parents are not happy about**

IX. The recent high turnover of staff.

X. Job sharing between teaching staff.

XI. Inconsistent levels of homework.

*\*These views were expressed by a very small number of parents*

Inspectors endorse the many positive comments made by parents. The quality of homework required is better than that found in most other primary schools and is judged to be good. Teachers who share responsibility for classes plan together carefully, and provide additional expertise within the school. There is no evidence that this organisation has any adverse effects upon the attainment and progress of pupils.

## **KEY ISSUES FOR ACTION**

There are no key issues for the school to address, but in the context of its many strengths these minor points for improvements should be considered as the basis for an action plan:

XII. in order to increase teachers' security in their day-to-day assessments, clearer learning intentions related to the National Curriculum Programmes of Study need to be identified and used as an assessment tool;

XIII. governors should review levels of expenditure on administrative and clerical support to ensure that this provides good value for money.

## **INTRODUCTION**

### **Characteristics of the school**

1. The school is in a rural location in the village of Selborne, which is some four miles from the town of Alton, Hampshire. Most of the pupils who attend the school come from the village and other villages and hamlets in the surrounding area.

2. Nearly all children have attended nursery or experienced other pre-school provision before entering the reception class. Children's attainment on entry to the reception class ranges widely, but is generally above that which is normally expected. Twelve per cent of pupils claim free school meals, this is well below the 1998 national average of 19.9 per cent. All pupils are white and come from homes where English is the sole language spoken. At the time of the inspection there were nine children under five in the reception class, nearly all were attending full-time. Of the 71 pupils on the school roll, 19 are identified on the school's register for special educational

needs; no pupils have Statements of Special Educational Need. The school is smaller than most primary schools nationally and was previously inspected in May 1996.

3. The school has identified the following areas for school improvement in the current academic year:
  - to improve the quality of teaching in mathematics throughout the school through the implementation of the National Numeracy Strategy; to improve the progress children make and the standards they attain;
  - to improve the quality of teaching and learning in writing, spelling and handwriting at Key Stage 1 and lower Key Stage 2 in sentence structure, sequencing skills and use of complex sentences;
  - to improve pupils' personal study skills, especially in independent work.

**Key indicators**

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

Number of registered pupils in final year of Key Stage	Year	Boys	Girls	Total
1 for latest reporting year:	1999	8	5	13

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	4	5	5
	Total	12	13	13
Percentage at NC Level 2 or above	School	92 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	4	5	5
	Total	12	13	13
Percentage at NC Level 2 or above	School	92 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Number of registered pupils in final year of Key Stage	Year	Boys	Girls	Total
2 for latest reporting year:	1999	6	4	10

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	6
	Girls	4	4	4
	Total	9	9	10
Percentage at NC Level 4 or above	School	90 (64)	90 (91)	100 (91)
	National	70 (65)	69 (59)	78 (69)

<sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentage in parentheses refer to the year before the latest reporting year

<b>Teacher Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Number of pupils at NC Level 4 or above	Boys	5	5	6
	Girls	4	4	4
	Total	9	9	10
Percentage at NC Level 4 or above	School	90 (36)	90 (91)	100 (100)
	National	70 (65)	69 (65)	78 (72)

· **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	4
	Unauthorised	School	5.7
	Absence	National comparative data	0.02

· **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	6
	Satisfactory or better	100
	Less than satisfactory	0

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

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

#### **Attainment and progress**

1. Children start school in the year in which they are five. On entry to school children's attainment ranges widely, however, most children's attainment is above that normally expected for their age in all areas of learning. The reception class provides a secure and caring environment, and children enjoy coming to school. They make good progress particularly in their development of language, literacy, and mathematical skills. At the age of five standards of attainment have been maintained in all areas of learning, and standards remain above average. They are successfully introduced to the National Curriculum and the National Literacy and Numeracy Strategies.
2. Pupils are on target to achieve standards above national averages in English, mathematics and science at the end of both key stages. Pupils make good progress in these subjects throughout the school. Attainment in information technology is in line with national expectations and pupils make satisfactory progress. Attainment is above that normally found in art at the end of both key stages and in history at the end of Key Stage 2. In all other subjects attainment is similar to that found in most primary schools at the end of both key stages.
3. Due to the small numbers of pupils in each year group it is difficult to accurately compare the attainment of pupils between one year and the next. In the results of the 1999 Key Stage 1 national tests the percentage of pupils achieving Level 2 or above in reading was very high when compared to the national average. The percentage of pupils who achieved the higher Level 3 was very low compared to the national average. In writing, the percentage of pupils who achieved Level 2 or above was very close to the national average and the percentage of pupils who achieved the higher Level 3 was very high compared to the national average. In the mathematics tests the percentage of pupils reaching Level 2 was very high compared to the national average, and the percentage reaching the higher Level 3 was above the national average. Statutory teacher assessments of pupils' attainment in science at the end of Key Stage 1 in 1999 show that the percentages of pupils reaching the expected Level 2 and the higher Level 3 were above the national average.
4. The results of the 1999 tests at the age of 11 showed that the percentage of pupils achieving Level 4 or above in English was above the national average, and the percentage of pupils achieving Level 5 was well above the national average. In mathematics and science the percentage of pupils reaching the expected Level 4 was very high when compared to the national average and the percentage attaining the higher Level 5 was close to the national average in mathematics and well above the national average in science.
5. Over the three years 1996 -1998 the trend in reading and writing has been for pupils in Key Stage 1 to achieve well above the national average; attainment in mathematics has been close to the national average. In English and mathematics the trend has been for pupils in Key Stage 2 to achieve standards close to the national average, and to achieve above average standards in science. Pupils with special educational needs make satisfactory progress.
6. By the end of Key Stage 1, attainment is above average. Pupils read with understanding and are generally accurate. They enjoy books and are keen to talk about the plot and characters in stories they read both at school and at home. By the end of Key Stage 2, most pupils are reading confidently and fluently. Pupils discuss their preferences in fiction and they understand



how characterisation affects the plot of stories read. They use their reading skills effectively to research other areas of the curriculum. By the end of both key stages attainment in writing is above national expectations. In both key stages, pupils write for a range of purposes and they apply their skills to many areas of the curriculum. At Key Stage 1, pupils spell many frequently used simple words accurately; more complex words are either spelt correctly or are phonetically justifiable. They understand and use basic punctuation such as full stops and capital letters. Pupils in Year 2 write well-sequenced stories and poems. Most pupils form their letters clearly and produce neat pieces of work, many using a joined handwriting style. Many pupils in Key Stage 2 produce extended pieces of writing. They demonstrate an increasing ability to adapt their writing style to match its purpose. They draft and redraft their work to further improve it, often using a word-processing program. Work is presented well and pupils demonstrate increasing skill in punctuating their work.

7. Year 2 pupils know numbers up to 100 and count and subtract accurately using a variety of mathematical equipment. They record their results in pictures and block graphs and accurately use appropriate mathematical language such as 'longer', 'shorter', 'odd' and 'even'. They understand and use language well to explain differences in number sequences. By the end of Key Stage 2, pupils have built upon the knowledge and understanding gained earlier, and work with numbers up to thousands in calculations involving the four number operations. Mental arithmetic skills develop well with practise and a number of pupils make complicated calculations with considerable speed and precision. Many pupils are confident with fractions, decimals and percentages. They order fractions on a number line and use and relate vulgar and decimal fractions. Older pupils are developing data handling skills and are able to collect information using frequency tables and tally charts. The school's recent focus on the numeracy strategy has had a positive impact upon all aspects of mathematics, and particularly on mental calculations.
8. In science at the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and show a sound understanding of life processes and living things. Pupils label and understand the functions of the parts of a flower. They consider the suitability of different materials for clothing. They have studied the structure of the ear and considered how sound travels. Pupils in Key Stage 2 extend their scientific understanding appropriately. In their investigations they make predictions about the outcomes and understand the principles of fair testing. Test findings were well observed and carefully presented in a scientific way. Pupils know about the life cycles of plants and insects and consider their interdependence. They are aware of the composition of a healthy diet, understanding the importance of carbohydrates, proteins and minerals. Most pupils know the position and function of the major organs in the human body.
9. In information technology, Key Stage 1 pupils systematically learn about how to undertake simple operations using computers, such as saving their work to disk, and subsequently retrieving this. They learn the function of the spacebar, return key and how to use capital letters in their work. They print their work with support and use simple data-handling programs to record, sort and classify information. Pupils successfully build on their skills and in Key Stage 2, when word processing they learn how to change the appearance of their work, for example, using different font size and colour. They know how to load and run programs, and how to print their finished work. Pupils interrogate programs using the CD-ROM drive and are introduced to search machines to explore the Internet. Data handling continues to be developed and pupils store information from their research for subsequent interrogation. Information technology continues to support studies in other areas of the curriculum, such as using a simulation program in history and a painting program in art. Some control technology is undertaken, but this is less well developed. By the time they leave the school nearly all pupils use computers independently.

10. Pupils with special educational needs are supported well in all subjects of the curriculum. They make sound progress and achieve standards appropriate to their prior attainment and the targets in individual education plans.

13. **Attitudes, behaviour and personal development**

13.

11. Pupils' attitudes to learning are good, as they were at the time of the last inspection. From the time they enter school in the reception class most pupils sustain good levels of concentration and are interested in what they are learning. Most pupils demonstrate an enthusiasm for work and an eagerness to succeed. Pupils sustain high levels of interest and concentration that enable them to make good progress in lessons, particularly in English, mathematics and science. The shared text aspect of the literacy hour and the mental mathematics aspect of the numeracy hour are particularly popular and pupils are keen to discuss activities and learning in the plenary sessions.

12. Behaviour is good. Pupils behave well in lessons and movement about the school is orderly. Adults in the school actively promote good behaviour and emphasise self-discipline. This has a positive effect on behaviour. There have been no exclusions in recent years. No incidents of bullying were observed during the inspection and discussions with pupils and supervisors revealed the conviction that any such incidents would be quickly resolved. Pupils are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. Many are willing to speak freely about life in school and the local community and to share their experiences. Pupils show due respect for their own and others' property. Most parents express satisfaction with the school's standards of behaviour and support its behaviour policy. Good attitudes and behaviour are reinforced by the way examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.

13. Throughout the school the quality of relationships between pupils, staff and voluntary helpers is excellent. It is a strength of the school and has a significant impact upon the standards achieved. Pupils co-operate very well in lessons and are often observed helping and supporting each other, particularly in reading. They show respect for each other's ideas and views and are generous in their appreciation of effort, as witnessed in English and design and technology lessons.

14. Pupils with special educational needs respond well to the additional support they receive. Their behaviour is good and their progress impacts positively on their confidence and self-esteem.

15. The personal and social development of pupils in school is good. Pupils are secure and confident about rules and routines and enjoy undertaking responsibility. They help in assembly, deliver registers, help with equipment, and a number are involved as 'Junior Governors'. When required to work in pairs or groups in lessons, pupils do so very sensibly, they co-operate well with each other and share resources responsibly.

18. **Attendance**

18.

16. Attendance is good. The attendance rate at the school is higher than the national average and the rate of unauthorised absences is lower than that for other primary schools across the country. Pupils arrive on time and a prompt start is made to the day. Registration periods are quick and efficient and are often used as educational and social occasions. Lessons throughout the day start and end on time.

17. No concerns about attendance have arisen since the last inspection.

20. **QUALITY OF EDUCATION PROVIDED**

20.

20. **Teaching**

20.

18.

Teaching is good overall, and is a strength of the school. In three out of five lessons teaching is good or very good and in all other lessons it is satisfactory. Teaching is good for children under five and in Key Stage 2; it is satisfactory in Key Stage 1. The quality of teaching has been maintained since the last inspection.

19.

Teachers have good subject knowledge in English; they have a good understanding of the needs of children under five and are secure in all other subjects. In most lessons, particularly at Key Stage 2, teachers have high expectations for pupils and set them challenging work. Good use is made of well-qualified and experienced support staff. Teachers ensure that all support staff are well briefed and understand individual pupils' learning objectives.

20.

Planning is satisfactory across the school and good use is made of topics that develop skills in a number of subject areas, whilst consolidating skills in literacy and numeracy. However, in their planning for many lessons, teachers have not clearly defined appropriate learning objectives that relate to schemes of work and the National Curriculum Programmes of Study. Most tasks are planned to take into account different ability levels, but in Key Stage 1 on a few occasions the level of challenge for individual higher attaining pupils is too low. Teachers use available resources well. Questioning is used skilfully to assess pupils' knowledge and understanding, to develop learning and to ensure that all pupils have a chance to respond. Pupils' contributions are valued and misconceptions or mistakes are used well as teaching points to improve understanding and to direct learning. Good use is made of plenary sessions to recapitulate on the lesson and consolidate learning. Teachers are careful to ensure that no time is wasted during teaching time. Lessons begin promptly and are conducted at a brisk pace.

21.

Teachers employ a range of different approaches to class organisation including the effective use of whole class teaching. Where appropriate, a particularly good emphasis is placed on collaborative work between pupils, such as when working together to produce a poster warning of the negative effects that smoking has on the human body.

22.

Pupils are managed very well and all the classes are quiet, well-ordered environments where pupils work purposefully. Behaviour is very good and pupils work successfully by themselves or in groups as required. The excellent relationships between all members of the school have a very positive impact upon the standards achieved. The good use of homework plays an important part in consolidating learning and extending understanding.

23.

Work is regularly marked and most teachers provide constructive written feedback for pupils, with clear suggestions for improvement. This is particularly the case in English. However, there are some inconsistencies in practise and, on occasions, marking records the completion of work rather than indicating how further progress might be made. Oral feedback is always constructive and helpful. Teachers' records are well maintained, informative and used well to plan appropriate learning programmes for individual pupils, especially those with special educational needs.

24.

The school's previous inspection emphasised the need to improve the quality of teaching for pupils with special educational needs. The school has addressed this issue effectively. Teaching of pupils with special educational needs, particularly in literacy, is very good, and pupils on Stage 3 of the Code of Practice benefit from focussed sessions when they are taught by the headteacher. Special educational needs assistants support these pupils effectively and use well-planned activities that take proper account of pupils' individual education plans.

27. **The curriculum and assessment**

27.

25. As at the previous inspection the quality of the school's curriculum is good. It is broadly based and balanced and overall successfully promotes the intellectual, physical and personal development of the pupils. It prepares them well for the next stage of their education and complies with the statutory requirements of the National Curriculum. Health, drugs and sex education is covered well through science and personal, social and health education, and the programme is appropriate to the age and maturity of the pupils. Personal development is promoted on a day-to-day basis through the very good care and attention staff pay to all pupils.

26. Links with the local secondary schools are good and ensure the effective transfer of Year 6 pupils to the next stage of their education. The requirements for literacy and numeracy are being addressed well.

27. The curriculum for pupils with special educational needs is good. All pupils have equal access to the curriculum. Pupils on the relevant stages of the National Code of Practice have appropriate individual education plans to address their needs. These are well constructed and incorporate stages from the Additional Literacy Support scheme to provide detailed, specific learning objectives, which are achievable over a realistic period of time. Pupils' progress is carefully planned and monitored. Provision for pupils with special educational needs is good. Procedures for the identification and assessment of pupils with special educational needs are clearly outlined and understood by all staff, and the strategies to support the needs of the individual pupil are clearly outlined in individual education plans. There are very effective assessment procedures for pupils and they get good support from teaching and support staff.

28. Curriculum planning for progression in the knowledge, understanding and skills that pupils will develop in each subject is also good. All subjects have comprehensive policy statements and the development of detailed schemes of work has been overseen by subject co-ordinators. The school is following the National Literacy and Numeracy Strategies and has adopted aspects of the Qualifications and Curriculum Authority programmes for science and information technology, adapting these to meet the specific needs of pupils and the context in which the school operates. The Qualifications and Curriculum Authority guidelines will form the basis of the long-term planning for the foundation subjects, as these become available. The school follows a two-year rolling programme to ensure that there is appropriate progression in learning in classes where there is more than one age group. In all subjects teachers plan each half term in detail, indicating the main learning objectives. Weekly plans, particularly in English and mathematics, provide adequate detail of the content and progression of lessons. Good use is made of the locality and educational visits to enhance the curriculum. The visits contribute significantly to the personal and social development of older pupils.

29. The curriculum is enriched by extra-curricular activities in sport and music; parents mainly run these. Good use is made of the locality, and educational visits, including the opportunities for older pupils to take part in a residential activity visits.

30. The school has a most detailed, informative assessment policy and has developed very good procedures for the regular assessment of pupils' work. Individual profiles of pupils' attainment in the core subjects provide useful records of progress as pupils move through the school. The results of national tests, along with a number of standardised assessments administered at the beginning and during the key stages, are analysed closely and are used to set individual targets to improve standards in the core subjects. Informal assessment is also used effectively in

teachers' planning. The very good assessment procedures and the good use of assessment to inform curriculum planning have a considerable, positive effect upon the progress made by pupils. The adoption of such comprehensive assessment procedures represents a significant improvement since the previous inspection when the need to assess attainment against National Curriculum levels was stated in the main findings.

31. The school has a comprehensive and detailed marking policy and the majority of marking is carried out regularly. Most marking indicates ways in which pupils might progress, and oral feedback is always constructive and helpful. However, some marking gives insufficient guidance on how pupils can improve their work. Teachers' records are well maintained, informative and used well to plan appropriate learning programmes for individual pupils.

34.

34. **Pupils spiritual, moral, social and cultural development**

34.

32. The school has continued to provide well for pupils' moral, social and cultural development; provision for the spiritual development is good and this has improved since the last inspection. Good opportunities are provided to encourage the pupils' spiritual development through the well-planned programme for collective worship and various other parts of the curriculum. The daily assemblies are thoughtfully prepared and delivered and involve the pupils well, effectively supporting the ethos of the school. Many opportunities are provided for pupils to reflect upon the wonders of the natural world; such as when drawing natural forms in art lessons, or when witnessing the birth of lambs at a local farm.

33. The provision for pupils' moral development is very good. The school places a high priority on providing pupils with a clear set of moral values, and an effective policy on behaviour ensures that teachers, support staff and parent helpers use a consistent approach and have high expectations. The adults in the school, and governors who visit from time to time, present excellent models of behaviour. Pupils learn through adult example that it is important to value and respect people and the environment. Pupils clearly know right from wrong and most demonstrate this in their daily activities. No examples of anti-social behaviour were observed during the inspection. Parents approve of the values that the school promotes.

34. Provision for pupils' social development is good and all pupils are very well supported. Teachers clearly demonstrate their respect for pupils, including those with special educational needs, and take every opportunity to encourage them towards a positive self-image. Pupils are encouraged to respect each other and consider one another's ideas and feelings. The school expects pupils to look after their own property and respect others' property. Pupils learn to work and play together and opportunities are provided to help others less fortunate than themselves through the many charities that the school supports. Very good use is made of visits to places of educational interest and these contribute to pupils' social development. Pupils' awareness of their place in the wider community is enriched through the school's strong association with the local community.

35. Good provision is made for the development of pupils' awareness of their culture through subjects such as art, history and music and through regular visits to the church, art galleries and museums. The topics studied and many aspects of school life help them to appreciate their own cultural traditions. Pupils learn of the beliefs and traditions of other cultures through religious education. A link with a school in Sri Lanka has been established recently, and a number of displays around the school support this aspect of the school's provision.

38. **Support, guidance and pupils welfare**

36. The school provides very good pastoral support for its pupils, and the vast majority of parents feel that their children are achieving good standards of work and are happy at school. A small minority of parents expressed concern that the job-sharing situation in some classes may be unsettling for pupils but there is no evidence that this is having a detrimental effect on either standards of attainment or on the personal support for pupils.
37. Assessment procedures are very good. Detailed monitoring of attainment is applied and reviewed regularly and is consistent across the school. Individual pupil profiles give a clear on-going view of attainment and progress. The procedures to identify pupils who may have special educational needs are good and, once identified, they receive good support.
38. The attendance policy is applied consistently and the overall ethos of the school ensures good levels of attendance. Attendance registers are completed regularly and accurately.
39. Procedures to promote good behaviour and discipline are very good and work effectively. Pupils are aware of school rules and respect them. Most parents feel that the school promotes high standards of behaviour.
40. Most of the youngest pupils have attended local nurseries or playgroups before coming into the school, and the school has a system of pre-school home visits. The school liaises with local secondary schools through the local pyramid of schools and Year 6 pupils are given the opportunity to visit the secondary schools to aid a smooth transfer to the next stage of education.
41. The headteacher is the designated member of staff with responsibility for child protection matters, and has received training in this area. She ensures that other members of staff, including newly qualified teachers, are kept informed about procedures to follow, and has worked closely with appropriate outside agencies.
42. The school now has a detailed written health and safety policy and the governors have adopted local authority risk assessment guidelines. There are regular fire drills, and emergency equipment is tested as required. There are two members of staff trained in first aid and accident books are completed conscientiously. A recent local authority report highlighted recently improved cleaning standards and no specific health and safety hazards were identified during the inspection.
43. The school has continued to provide good overall support and guidance for its pupils since the last inspection and does its best to provide a safe environment for learning.
- 46.
46. **Partnership with parents and the community**
- 46.
44. The vast majority of parents are very supportive of the school. Information provided for parents about the school in general, and pupils' work and progress in particular, is good. The prospectus is informative and regular newsletters are sent home. The school makes appropriate efforts to keep parents informed about developments in the curriculum, although some presentations, even those put on to address particular parental areas of concern, have been poorly attended by parents.
45. The quality of annual written reports to parents is good and these now provide reference to National Curriculum Programmes of Study and attainment levels. Reports provide information about pupils' progress in each subject of the National Curriculum and include comments on pupils' personal and social development. Useful targets for future development are included, although pupils themselves are not given any opportunity to assess their own progress or

identify areas for development. Parents are provided with a slip for their comments and suitable follow-up meetings are offered. The majority of parents who attended the parents' meeting or returned questionnaires feel that the school gives them a clear understanding of what is taught and that they are kept well informed about their children's progress.

46. Parents' involvement in their children's learning is very good. They are given many opportunities to become involved and are encouraged to help in the classroom and to accompany pupils on school trips. Some parents provide a particularly useful service by organising after-school clubs. The majority of parents find staff at the school very approachable. Some parents expressed concern over the levels of homework set, but homework provision is judged to be good and better than that found in most other primary schools.
47. Parents of pupils with special educational needs are given the opportunity to become fully involved in the monitoring of their children's progress.
48. The active Parent, Teacher and Friends Association organises social and fund-raising events, including a May Fayre which is held on a Bank Holiday and attracts visitors from several surrounding towns and villages. Some parental concerns have been expressed that communication between the school's governors and parents has not always been successful. However, many parents now feel that this is much improved, and they are given an opportunity to meet with the governing body each term and not just at the annual general meeting.
49. The school is an important focal point for the village and links with the local community are very good. Close and frequent links with the local church are well established. The good number of extra-curricular visits and visitors to school enrich pupils' attainment and progress. Pupils' horizons are also extended by contacts outside the local community, including the recent link with a school in Sri Lanka that has resulted in some Year 6 pupils acquiring pen friends. The school is continuing to maintain and even improve its efforts to widen community links since the last inspection.

52.

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

### 52. **Leadership and management**

52.

50. The leadership and management of the school are very good. The commitment of governors, headteacher and staff to achieve the highest possible educational standards for every child is apparent in their work. The headteacher gives a strong lead to the work of the school and staff share a common purpose. Through planned monitoring and careful analysis the headteacher has a good picture of the quality of education being provided in the classrooms, and staff are effectively encouraged to build on successful practice. The school has an effective system for monitoring and evaluating the curriculum. Some co-ordinators have had the opportunity to observe colleagues teaching in their areas of responsibility, enabling them to monitor the implementation of new initiatives such as the National Literacy Strategy and the National Numeracy Strategy. Such opportunities also enable co-ordinators to identify areas for development and support the work of their colleagues. This has improved since the last inspection. The roles of teachers and curriculum leaders are carefully defined and regularly reviewed. The headteacher gives a clear lead to curriculum development throughout the school, and, along with co-ordinators, effectively monitors curriculum planning. Changes in organisation and the development of selected subjects are planned well and evaluated carefully.

51. Governors work hard, take their responsibilities seriously and give the school good support. They are well informed about pupils' progress through the headteacher's reports and visits to



the school. Where appropriate a governor is linked with an identified area of the curriculum or the school's provision, which they monitor through visiting classes and looking at teacher's planning. Committees meet regularly: they have clearly defined responsibilities and meetings are recorded. Governors frequently undertake training to improve their effectiveness and their understanding of new initiatives and requirements. All statutory requirements are met.

52. The school development plan is an effective document that incorporates both medium and long-term plans. Priorities are carefully chosen for the contribution they will make to pupils' education, and include clearly defined areas of responsibility, resources required and success criteria. Progress made towards improvements is monitored at regular intervals and their usefulness evaluated. Since the last inspection the governors and the headteacher have worked very hard to address the issue raised about the inadequacy of the school building, although there is still some way to go before this is achieved. Other issues raised have been addressed well and the school has carefully monitored its progress towards achieving the targets set.

53. The school's ethos is very good. This is certainly appreciated by the parents, who support the school's aims and values. The involvement of the whole-school community makes a strong contribution to the quality of learning offered to the pupils. It is based on good relationships, mutual respect, hard work and commitment. The positive findings of the last inspection have been built upon and the quality of the leadership and management is a strength of the school.

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

56.

54. The school has a satisfactory number of full and part-time teachers, whose qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately there are co-ordinators for all subjects, special educational needs, and assessment. As a result of recent staff changes and the appointment of a newly qualified teacher, some co-ordinators are relatively new to their responsibilities, and some of the co-ordinating duties are being temporarily undertaken by the headteacher.

55. All staff have clear job descriptions identifying their roles and responsibilities. These are discussed with the headteacher at regular intervals, and reviewed annually. Responsibilities are generally well matched to the interests and specialist knowledge of teachers.

56. The committed and experienced support staff members work closely with the teachers and provide high quality support to all pupils, particularly those with special educational needs. The school clerical assistants efficiently carry out administrative duties. The caretaker maintains the school in good order and the cook and midday supervisors perform their roles in a friendly capable way. All are valuable members of the school team.

57. Arrangements for the professional development of staff are good. They are overseen by the headteacher and reflect both the identified needs of the school and the individual needs of staff. Newly qualified staff are supported effectively by the local education authority's induction procedures and by the headteacher, who acts as their mentor. A suitable appraisal scheme is in place. All members of staff have attended relevant professional development courses recently. These factors have a positive impact upon the quality of education provided by the school.

58. The school has an ample playground area and a grass playing field. The pond area is used for science and environmental activities, and the buildings are well maintained, clean and enhanced by displays of pupils' work. However, whilst the classrooms provide adequate, if cramped accommodation, the limitations of the accommodation mentioned in the previous inspection report still exist. It is inadequate to meet the demands of the National Curriculum physical education curriculum. No suitable space is available for children under five; their classroom is

currently also used as a dining hall. As a result all equipment must be stored away at the end of each session, and this restricts the use of larger equipment in most areas of learning.

59. There are adequate resources for the delivery of the English and mathematics curriculum. They are accessible and used well. Appropriate use is made of a good range of science resources, materials and equipment to meet the needs of the National Curriculum. Resources for information technology have been improved over recent years, and classes are suitably equipped. With the exception of machinery for disassembling and a range of electrical components the resources for the delivery of the design and technology curriculum are satisfactory. An appropriate range of resources are available for history; artefacts borrowed from the local education authority's loan service supplement these. Good use is made of resources outside the school, for example its grounds, a local museum and pottery, and the local environment. The school has a good range of resources available for music, which are clearly labelled and stored. Resources for physical education are unsatisfactory overall; with a small but suitable hall and an adequate hard playing area. The school has a reasonable sized, well-positioned playing field. An adequate amount of games and gymnastic equipment is available. However, without the provision of a suitable indoor space the overall resources for physical education are judged to be unsatisfactory.

62.

62. **The efficiency of the school**

60. Overall, the school plans its expenditure effectively. Good financial planning is linked to the objectives identified in the school development plan. Governors are actively involved in setting the budget, and the finance sub-committee monitors spending appropriately. The school's spending pattern differs from national trends in one aspect, with a higher percentage of its budget given to administrative support. The governing body gives consideration to the cost-effectiveness of spending decisions through the impact that these have on the standards achieved by the school and feedback from subject co-ordinators.

61. Funds delegated for specific purposes, such as special educational needs, literacy and numeracy are spent efficiently. Teaching and support staff are deployed well. Good use is made of the available accommodation and learning resources. Financial control and administration are sound. The few recommendations of the last auditors' report have been addressed. Day-to-day administrative procedures are smooth and unobtrusive.

62. When pupils enter the school, their attainment is generally above that usually expected for four year olds. Pupils' attainment is above average in English, mathematics and science at the end of both key stages, and they make good progress throughout the school. The quality of teaching, the curriculum and the school's efficiency are good and the leadership and management of the school are very good. Taking these factors into account, the school gives good value for money.

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

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

65.

63.

Children start school in the year in which they are five. On entry to school children's attainment ranges widely, however, most children's attainment is above that normally expected for their age in all areas of learning. The reception class provides a secure and caring environment, and children enjoy coming to school. They make good progress particularly in their development of language, literacy and mathematical skills. At the age of five standards of attainment have been maintained in all areas of learning. They are successfully introduced to the National Curriculum and the National Literacy and Numeracy Strategies.

66. **Social and personal development**

64.

Children's behaviour is very good. They settle very quickly to the range of activities offered and respond readily to adults. Good routines are quickly established and nearly all children have learnt to take turns and offer help to each other. Some are at the early stages of sharing with one another, which is typical for this age. Children concentrate and play well, showing pride in their achievements. Very positive relationships have developed between children and adults, effectively promoting a happy and secure environment. Children react appropriately when instructions and safety rules are offered. Their teacher ensures that appropriate opportunities are provided for pupils to collaborate and co-operate with each other, and she ensures that individual children do not dominate those who are less assertive. Very good opportunities are given to the children that develop their independent learning skills when they plan and review the activities in which they have been engaged, recording their response to these.

67. **Language and literacy**

65.

Children make good progress in reception. Children take part in the National Literacy Strategy. They enjoy these lessons, enthusiastically join in reading such stories as 'The Giant Sandwich' following their teacher's lead. Some children recognise rhyming words and repeated text in stories. Their teacher ensures that appropriate activities are planned for them following whole group sessions. Children learn that sounds are associated with letters, and recognise many letters accurately. They successfully discriminate between objects that begin with a focus sound, such as 's', and those that begin with other sounds. Children enjoy looking at books, and know how to handle these properly. They tell stories from pictures, and can retell favourite stories. Many are beginning to read simple repetitive texts; higher attaining children are challenged appropriately, reading simple texts fluently. They enjoy listening to stories very much and can often recall ideas from these when questioned.

66.

They make good progress in writing; this develops from making random marks to represent letters to well-formed letters, and by the age of five many spell simple words accurately. Through play in the 'café', review sessions and learning rhymes together children develop their speaking skills well. Their listening skills improve through literacy sessions and as they learn to follow instructions. When talking informally, playing and working, nearly all children communicate effectively with each other.

67.

Language and literacy sessions are planned well. New vocabulary and ideas are introduced effectively. Questions are used well to check the levels of children's understanding and to develop learning.

70.

70. **Mathematics**

68. Attainment is above that expected by the time the children are five and good progress is made. Children recognise numerals and count up to ten; they add numbers on to ten using apparatus. Children learn positional language such as 'on', 'under', 'behind' and 'in'. They explore three-dimensional shapes such as cubes and cylinders through focussed activities, such as sorting, modelling and using simple programs on the computer. Daily sessions on the date contribute to pupils' growing understanding of time.

69. Many of the children are appropriately introduced to the National Curriculum before they are five. Tasks are planned well to match their varying ability levels. Their teacher provides good opportunities for children to develop early skills in mental computation.

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

70. Children make satisfactory progress in this area of learning. They develop their technological skills by cutting, sticking and folding to make interesting models. As part of a literacy session children successfully made sandwiches, and enjoyed testing the results! They explore different tastes and know that tongues and noses are used for tasting and smelling. Children are supported well as they discover the world in which they live, and visits, such as a seaside trip, contribute well to this area of learning.

71. Their teachers and learning support assistants have appropriately high expectations of their abilities to apply the knowledge they gain. An exciting range of activities are planned for children to explore and experiment, giving them a secure foundation for future learning.

74. **Physical development**

72. Children generally make satisfactory progress in their physical development. Due attention is paid to co-ordination and manipulative skills. By the time they enter compulsory schooling most pupils attain standards expected for this age. Children move their bodies confidently in a variety of ways. They run confidently and demonstrate a growing awareness of space. When playing on the outdoor equipment they develop confidence in using wheeled vehicles, and some manoeuvre these skilfully, and are very proud of their achievements. Children make good progress in their control of tools such as scissors when cutting, brushes when painting, using the keyboard and controlling the 'mouse' when working on the computer and when using small mathematical apparatus. Activities are planned appropriately to develop pupils' physical development, however the lack of a large indoor space restricts the breadth of experiences that are provided. Lessons are frequently planned to take place out of doors, often with older Key Stage 1 pupils and, particularly in cold weather, these sessions are often too long for these very young children.

**Creative development**

73. Children make good progress in this area of learning. They paint freely, exploring how paint moves using brushes, rollers and sponges. Their very good sense of proportion and colour is demonstrated in their 'hedgehogs', made from prints of their hands. They mix colours well, adding colour carefully until the desired shade is achieved when mixing different skin tones for paintings of 'happy faces' and 'sad faces'. These young children are developing good control of their voices when singing. Through play such as in the 'café' children show an increasing ability to use their imagination.

74. Teachers plan an imaginative range of activities for this area of learning and have appropriately high expectations for the children. Good use is made of the available accommodation and

resources.

75. Staff have a clear understanding of the needs of these very young children and work closely together to provide a wide range of well-chosen tasks that meet these needs and provide interest, challenge and enjoyment. The quality of teaching is never less than satisfactory and is mostly good. Effective use is made of support staff and this makes a significant contribution to attainment. Children's attitudes and behaviour are very good, they are eager to learn and are fully engaged in all the activities provided for them.
76. Although teachers are resourceful in their efforts to provide a stimulating environment for children under five, the available accommodation restricts the range of activities that can be offered to children. No role-play or other designated areas can be established, as the room used by the reception class is also used as a dining room so all activities must be tidied away at the end of each session. The children have to vacate the room in advance of the end of the morning session in order for the room to be re-organised for eating.

79. **ENGLISH, MATHEMATICS AND SCIENCE**

79. **English**

77. At the end of both key stages standards of attainment are above national averages in English. Due to the small numbers of pupils in each year group it is difficult to accurately compare the attainment of pupils between one year and the next. In the results of the 1999 Key Stage 1 national tests in English the percentage of pupils achieving Level 2 or above in reading was very high when compared to the national average. The percentage of pupils who achieved the higher Level 3 was very low compared to the national average. In writing, the percentage of pupils who achieved Level 2 or above was very close to the national average and the percentage of pupils who achieved the higher Level 3 was very high compared to the national average. The results of the 1999 tests at the age of 11 showed that the percentage of pupils achieving Level 4 or above in English was above the national average, and the percentage of pupils achieving Level 5 was well above the national average. Pupils' progress is satisfactory at Key Stage 1 and good at Key Stage 2. Over the three years 1996 -1998 the trend has been for pupils in Key Stage 1 to achieve well above the national average, and for pupils in Key Stage 2 to achieve standards close to the national average. Pupils with special educational needs make satisfactory progress. Standards have been maintained since the last inspection.
78. When pupils enter compulsory schooling most have a good vocabulary, and express themselves well. Pupils listen attentively in lessons developing and extending their vocabulary through discussion, reviewing their work and storytelling. By the end of the key stage pupils speak with confidence and most enjoy discussing their work with adults and each other. These skills are built upon in Key Stage 2, the majority of pupils respond sensitively to the views of each other and confidently participate in discussions, conveying their opinions with assurance.
79. Pupils' attainment in reading at the end of both key stages is above national expectations. By the end of Key Stage 1, their reading shows understanding and is generally accurate, although this sometimes lacks expression. Pupils use more than one strategy to attack unfamiliar words, and use phonic clues effectively. They enjoy books and are keen to talk about the plot and characters in stories they read both at school and at home. By the end of Key Stage 2, most pupils are reading confidently. They use their skills effectively to research other areas of the curriculum. Pupils discuss their preferences in fiction and they understand how characterisation affects the plot of stories read. Throughout the school, nearly all pupils read at home regularly, and their parents' support makes a significant contribution to their learning.

80. By the end of both key stages, attainment in writing is above national expectations. In Key Stage 1, pupils write for a range of purposes, some at length, and they apply their skills to many areas of the curriculum. Pupils' spelling develops through regular practice and many frequently used simple words are spelt accurately; more complex words are either spelt correctly or are phonetically justifiable. They understand and use basic punctuation such as full stops and capital letters. Pupils make effective use of story frames to structure their work. By the end of the key stage, pupils write well-sequenced stories and poems; for example, rhythmic and well-structured poems based on the work of Allen Ahlberg. They write for a range of purposes, such as when writing the instructions for making jam sandwiches. Most pupils form their letters clearly and produce neat pieces of work, many using a neat, joined handwriting style. Pupils build on these skills well in Key Stage 2, and many pupils produce extended pieces of writing. They write for a range of audiences and pupils demonstrate an increasing ability to adapt their writing style to match its purpose, such as drafting their own curriculum vitae. They draft and redraft their work to further improve it, often using a word processing program. Work is presented well and pupils demonstrate increasing skill in punctuating their work. They learn how to use prefixes and suffixes to change the meaning of words. They analyse vocabulary, such as terms used in Victorian times and substitute modern equivalents. As part of the National Literacy Strategy they learn about various writing devices, such as alliteration, and use these in their writing.
81. Throughout the school, most pupils make good progress in English. Pupils systematically build upon previous learning. Their fluency when reading steadily improves, as does their ability to draw inferences from the texts read. When speaking they gradually use more complex sentences and their ability to develop their ideas and opinions improves. In their writing, pupils improve the structure of their work and begin to develop their own style, especially when writing stories and poems. Lower attaining pupils and those who have special educational needs are supported well, and they make sound progress. Throughout the school pupils apply their literacy skills in many other subjects, such as history, science and religious education.
82. Pupils enjoy their lessons and work hard to please their teachers. They take pride in their achievements and are eager to share their successes with teachers and each other. When required, they collaborate effectively with each other to produce shared pieces of work. Pupils develop good co-operative skills, sharing resources and ideas with each other. These good attitudes make a significant contribution to the attainment of pupils.
83. The quality of teaching is good overall, and ranges from satisfactory to good, with teaching in Key Stage 1 being consistently good. Teachers have good subject knowledge and are sensitive to the needs of their pupils, generally planning work appropriately for them. Expectations are appropriately high, although in a few lessons insufficient challenge was provided for the most able pupils. Teachers have established excellent relationships with their pupils and clearly value their ideas and contributions. Pupils with special educational needs are supported very well. In the most effective lessons, the purpose of tasks is made clear to the pupils and their success at achieving these was reviewed at the end of the session. Most lessons are well structured and move at an appropriate pace. Teachers ensure that learning support assistants are well briefed about what is required, and the purpose to activities. They are deployed effectively and make a good contribution to the attainment and progress of pupils.
84. The school's policy is appropriate and longer-term planning has been reviewed following the introduction of the National Literacy Strategy. Although teachers use a consistent approach to short-term planning for literacy, learning objectives for the different elements of literacy sessions are not always sufficiently focussed. Assessment and recording procedures are good. The curriculum is monitored well; the co-ordinator and the literacy governor have monitored standards of teaching and learning in the implementation of the National Literacy Strategy. The school's literacy strategy is well thought out and has been implemented effectively. Curriculum

evenings have been held for parents to assist their understanding of the various elements of the National Literacy Strategy, such as shared and guided reading.

87. **Mathematics**

85. In the 1999 Key Stage 1 National Curriculum tests the percentage of pupils reaching Level 2 was very high compared to the national average, and the percentage reaching the higher Level 3 was above the national average. At Key Stage 2 the percentage of pupils reaching the expected Level 4 was very high when compared to the national average and the percentage attaining the higher Level 5 was close to the national average. The trend over the years 1996-1998 shows that pupils' attainment has been close to the national average. The limited inspection evidence gained so early in the school year indicates that attainment in mathematics overall at the end of both key stages is above the national average. However, the small number of pupils in each cohort and the fluctuating percentage of pupils with special educational needs make year-on-year comparisons unreliable. The school's recent focus on the numeracy strategy has had a positive impact upon all aspects of mathematics, and particularly on mental calculations. Pupils with special educational needs are well supported and achieve standards appropriate to their prior attainment and the targets in individual education plans.
86. By the end of Key Stage 1 pupils know numbers up to 100 and are able to count and subtract accurately using a variety of mathematical equipment. They count objects and record simply their results in pictures and block graphs and use accurately appropriate mathematical language such as longer, shorter, odd and even. Pupils develop their understanding of two and three-dimensional shapes. Pupils in Year 2 cut, pasted and named spheres, triangles and rectangles. Some could discuss the number of sides and corners of the shapes. Year 2 pupils understand and use language well to explain differences in number sequences. One pupil offered the synonym 'guess' for 'estimate'.
87. By the end of Key Stage 2, pupils have built upon the knowledge and understanding gained earlier and are able to work with numbers up to thousands in calculations involving the four number operations. Mental arithmetic skills develop well with practise and a number of pupils are able to make complicated calculations with considerable speed and precision; as when Year 5 and 6 worked out and named complex mathematical shapes from information given on the total number of sides. More able pupils added and subtracted three-digit numbers confidently and used oral skills well to explain the strategies they adopted. Many pupils are confident with fractions, decimals and percentages. They can order fractions on a number line and use and relate vulgar and decimal fractions. Pupils know that a half is the same as 0.5 and that one tenth is the same as 0.1 and can relate this knowledge to money. They understand area and perimeter and can measure in square centimetres. Pupils appreciate the need for scale when working with co-ordinates, and are able to put this understanding to practical use. Older pupils are developing data handling skills and are able to collect information using frequency tables and tally charts.
88. Pupils make satisfactory use of mathematics across the curriculum including measuring and recording in design and technology, creating time lines in history and recording observations in science. However, there are limited opportunities in the earlier part of Key Stage 2 for pupils to use and apply their mathematical knowledge in extended investigations and this aspect is not as well developed as numeracy. Pupils' use of numeracy in other areas of the curriculum is good. For example, line graphs are used to show the relationship between heart rate and exercise in Year 5 and 6 science work. Time lines and block graphs are used to display information in history, measuring skills are used well in design and technology and pupils' understanding of temperature and time allows them to make comparisons with other localities in geography.
89. Progress in mathematics is good overall at both key stages. Pupils develop skills in number and acquire new concepts, along with a broader mathematical vocabulary and an increasing range of investigational approaches. Older pupils use a variety of strategies and deal effectively with applying mathematics to real life situations and within the subject itself. Year 3 and 4 pupils



understand the difference between digital and analogue methods of recording time and use their knowledge well when interrogating television timetables. Years 5 and 6 pupils use computers to create visual images of statistical information collected on the effect of exercise on pulse rate; when presenting data on the incidence of mine deaths in Victorian times; and when comparing the different heights of pupils in the class. Pupils with special educational needs in mathematics make sound, and sometimes good, progress throughout the school. Work is well matched to their abilities and previous experience and teachers and classroom assistants give very good support and encouragement to them.

90. Pupils have a very positive attitude to mathematics and many appear to enjoy the subject. This is particularly so in the well-paced and challenging mental arithmetic sessions at the start of numeracy sessions. Overall, pupils respond well to the tasks set for them, and take part enthusiastically in question and answer sessions. They are interested, sustain concentration, co-operate effectively and generally behave well. Pupils have excellent relationships with staff and peers and this impacts positively on their progress. Pupils with special educational needs are supported well and show interest and determination in their work.
91. Teaching at Key Stage 1 is sound overall, and is good at Key Stage 2. The quality of teaching is never less than satisfactory throughout the school. At both key stages, teachers' knowledge of the National Numeracy Strategy is secure. Many lesson plans contain clear learning intentions that provide effectively for the differing needs of pupils. However, some plans simply list the activities to be undertaken and do not indicate what the pupils are expected to learn. Consequently, in these lessons, attainment cannot be assessed securely and this has a negative effect upon progress. Teachers achieve an appropriate balance between pupil activity and direct teaching. Time and resources are used well and the use of homework to support learning is good. Overall, the quality of teachers' day-to-day assessment is good, and there is much evidence to indicate that assessment is being used to inform planning. Effective use of questioning that focusses attention and aids understanding, and constructive use of praise to motivate pupils are regular features of the good teaching. Teachers manage their classes well and have high expectations, particularly at the end of Key Stage 2. Mental and plenary sessions are used well to provide good opportunities for pupils to practise and consolidate skills. The needs of pupils on the special educational needs register are met well and teachers make effective use of detailed individual education plans to ensure appropriate work is set.
92. The subject is well managed by the recently appointed co-ordinator. The school development plan and the numeracy action plans provide clear detailed information regarding the future development of mathematics. Funding has been allocated to support the identified initiatives, which include the co-ordinator working alongside colleagues monitoring teaching and planning. At present these developments are in the early stages of planning. The curriculum, based on the National Numeracy Strategy and supported by a published scheme of work, is planned soundly and is broad and balanced. Annual assessments are made of pupils' progress using standardised tests and the optional national tests that are used very well to analyse pupils' performances and improve curriculum provision.
95. **Science**
93. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1999 show that the percentages of pupils reaching the expected Level 2 and the higher Level 3 were above the national average. At Key Stage 2 the percentage of pupils reaching the expected Level 4 was very high when compared to the national average and the percentage of pupils reaching the more difficult Level 5 was well above the national average. However, since the number of pupils in each cohort is small any year-to-year comparisons of test and teacher assessment outcomes are unreliable. Pupils with special educational needs attain standards that are commensurate with their abilities and to their prior learning.

94. Pupils in Key Stage 1 are on target to achieve above average levels of attainment by the end of the key stage. From the early years pupils are encouraged to observe closely and to think about their observations. At the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and show a sound understanding of life processes and living things. Pupils in Year 1 label the parts of a flower correctly and have some understanding of the function of these parts. Older pupils consider the suitability of different materials for clothing. They have studied the structure of the ear and considered how sound travels. Pupils make appropriate use of existing knowledge and learn how to develop their ideas, as when questioning a visiting mother on the growth and development of her young baby.
95. Pupils in Key Stage 2 are on target to achieve above average levels of attainment by the end of the key stage. They extend their scientific understanding appropriately. In their investigations they make predictions about the outcomes and understand the principles of fair testing. For example, in an investigation into the relationship of heart rate and exercise, pupils correctly predicted the rise and fall of the pulse rate. Test findings were well observed and carefully presented in a scientific way. Younger pupils keep a diary on the growth of a planted seed. Observations are clearly presented and scientific terms such as absorption and transpiration are used appropriately. Pupils know about the life cycles of plants and insects and consider the interdependence of plants and animals in and around an oak tree. They are aware of the composition of a healthy diet, and understand the importance of carbohydrates, proteins and minerals. Most pupils have a good understanding of the position and function of the major body organs and know that drugs and other substances are harmful. They use this knowledge well when considering the effects of tobacco in a topic on making healthy choices.
96. Pupils make good use of their literacy and numeracy skills in science; for example, when writing up observations in their diaries and when predicting and recording test findings. Information technology skills are used effectively to convert statistics into graphical displays.
97. Scrutiny of work, lesson observations and discussions with pupils indicate that the majority of pupils make good progress in their knowledge and understanding of science and in experimental and investigative science at both key stages. This is true for pupils of all levels of attainment including those with special educational needs.
98. Most pupils enjoy their science lessons, particularly the practical work. They share resources and equipment responsibly. Pupils work well alone, and in pairs, collaborating successfully on co-operative tasks. Most pupils are attentive and responsive to teachers. Their behaviour is good and they relate very well to each other and to the adults who work with them.
99. Too few lessons were observed during the inspection to make a secure judgement on the overall quality of teaching. In Key Stage 1 there was only one planned lesson and little science work available for scrutiny. However, a scrutiny of teachers' planning and pupils' work, and the two lessons observed in Key Stage 2, indicate that teaching is satisfactory overall. Teachers have adequate subject knowledge. Questioning is used effectively to involve pupils in activities and draw out their understanding of the concepts being explored. Good use is made of well-briefed, knowledgeable support staff who help to ensure that all pupils, including those with special educational needs, have equal access to the curriculum. Overall teachers' planning is satisfactory. However, in some lessons curriculum targets are not identified specifically, and some lessons lack precise, attainable learning objectives, which hinders evaluation and in turn negatively affects progress and attainment.
100. The curriculum, which is based upon the Qualifications and Curriculum Authority scheme, meets statutory requirements. The two year cycle of topics appropriately covers all aspects of the National Curriculum. Assessments of pupils' attainments are carried out at the end of each

topic cycle and samples of work, levelled against national standards are included in individual pupil assessment folders and reported to parents annually. This represents a significant improvement from the previous inspection.

101. The subject is well led by a recently appointed, enthusiastic co-ordinator, and there are plans to develop her role to allow for the monitoring of planning and standards of work in science across the school.

104. **OTHER SUBJECTS OR COURSES**

104.

104. **Information technology**

102. At the end of both key stages pupils' attainment is in line with national expectations. Pupils make satisfactory progress throughout the school.

103. At Key Stage 1, pupils learn how to work with programs to support their learning in many areas of the curriculum including English and mathematics. They systematically learn about how to undertake simple operations such as saving their work to disk, and subsequently retrieving this. As they develop keyboard skills, pupils learn the function of the spacebar, return key and how to use capital letters in their work. They print their work with support. They use simple data-handling programs to record, sort and classify information.

104. Pupils successfully build on their skills and in Key Stage 2, when word processing, they learn how to change the appearance of their work, for example, using different font size and colour. They use the mouse and its function buttons to access menus within programs and move items within programs. They know how to load and run programs, and how to print their finished work. Many pupils know how to use different operating environments, such as 'Windows' on the school's different computers. When researching for other areas of the curriculum, some pupils interrogate programs using the CD-ROM drive and pupils are introduced to search machines to explore the Internet. Data handling continues to be developed and pupils store information from their research for subsequent interrogation. Information technology continues to support studies in other areas of the curriculum, such as using a simulation program in history and a painting program in art. Some control technology is undertaken, but this is less well developed. By the time they leave the school nearly all pupils use computers independently.

105. Pupils enjoy working with computers and take a pride in their achievements. Most work effectively as pairs collaborating and co-operating to achieve set tasks. They concentrate well and persevere when they encounter difficulties.

106. The quality of teaching is satisfactory overall. Those teachers who are secure in their subject knowledge share this effectively with their pupils. However, the school recognises the need for further training. Information technology is only occasionally the main focus of whole class lessons and pupils are generally taught individually or in pairs. Classroom assistants and parent volunteers make a significant contribution to the attainment and progress of pupils.

107. The school has recently been connected to the Internet, and the co-ordinator has produced a carefully considered development plan for the subject, and has exciting plans to extend the range of resources available. Some use is made of the Qualifications and Curriculum Authority's guidelines along with a skill progression checklist to ensure continuity in the subject. Longer-term planning has been reviewed recently to ensure that all aspects of the subject are covered appropriately.

110. **Art**

108. At the end of both key stages, attainment in art is above that usually found in most schools. Pupils make good progress throughout the school.

109. Much of the work supports learning in other subjects and is closely linked with class topics. Key Stage 1 pupils learn how to handle paint effectively, for example when painting faces and creating effective townscapes based on the work of Lowry. They produce effective collages using various media, such as dressing human figures in a variety of fabrics.

110. At Key Stage 2 pupils build upon their drawing skills using a range of materials including pencil, charcoal and chalk, carefully observing and drawing natural forms such as fish, vegetables and tropical fruit. They use line and shade well to capture the texture of the subject. Pupils mix media well; for example, when embroidering on leaf designs they have previously block printed. Painting skills also develop well and pupils use colour and line vigorously to evoke the power of volcanoes and firework displays. They produce attractive pieces of work in connection with history and geography topics, such as when emulating canal artwork. Very effective work is produced in response to the work of famous artists such as Monet and Van Gogh. Throughout the school pupils use clay and other sculptural materials well, developing their understanding of the potential and limitations of working in three dimensions.

111. Attitudes to art are good. Pupils enjoy their lessons and concentrate very well, especially when drawing from observation. They co-operate effectively with each other and share resources well.

112. Teaching is good throughout the school. Lessons are planned well, to ensure that pupils systematically develop a repertoire of skills and techniques to use in their work. Teachers have a secure understanding of the subject and share this effectively with pupils. Good use is made of visits to galleries, particularly in Years 3 and 4, to further enhance pupils' experiences. The 'Creative Christmas Week' that was held last year, and planned again for this year, involves local artists and designers who come into school and work alongside the pupils. The subject is managed well by an enthusiastic and well-informed co-ordinator. The art policy and supporting guidance have been reviewed and revised recently in the light of the school's reorganisation of classes.

115. **Design and technology**

113. At the end of both key stages pupils' attainment is similar to that found nationally. This judgement is based on the two lessons seen, from talking to pupils and examining teachers' plans, and scrutiny of photographs and some artefacts. Pupils make satisfactory progress at both key stages. Those with special educational needs make sound progress in relation to their prior abilities.

114. Pupils in Year 1 show expected skills of cutting and gluing when creating fabric collage figures, focusing on pattern and texture. Pupils in Year 2 demonstrate sound manipulative and fixing skills making three-dimensional models of 'box men' from recycled materials. They were able to evaluate alternative methods of construction and could refine designs in the light of experience. They clarify their ideas through talking as they work.

115. Pupils in Key Stage 2 create good quality designs and develop sound construction skills when using Lego and junk to make models of a Christmas toy for a young child. A Year 5/6 display on 'wacky inventions' indicated a sound understanding of the functions of wheels, axles, levers and cogs. There is photographic evidence of a sundial that was designed and made by pupils.

Christmas plates were designed and made at a local pottery and aspects of food technology were covered when making marzipan sweets and cooking and decorating individual cakes. A Millennium Tapestry created by parents and pupils is well designed and required accurate cutting and sewing skills. Overall the work seen showed that the pupils could choose from a range of materials and use tools for shaping and fixing with appropriate degrees of skill. However, opportunities for investigating into the functioning of certain electrical and mechanical components are limited and this restricts progress in these areas.

116. The pupils observed and interviewed enjoy design and technology lessons and are keen to talk about their work. They handle equipment very responsibly and co-operate well in group and pair situations.
117. Insufficient lessons were seen to make a valid judgement on the quality of teaching. It is clear from teachers' plans and discussion with pupils that, overall, a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and refine their designs is understood.
118. The recently appointed enthusiastic co-ordinator manages the subject well and has overseen the production of a satisfactory policy and a scheme of work based upon the Qualifications and Curriculum Authority model.

121.

### **Geography**

119. At both key stages the attainment of the oldest pupils is broadly in line with that found in most schools and pupils make sound progress. Only one lesson in geography was observed during the inspection. A scrutiny of pupils' past work, reports and photographs of educational visits, teachers' planning and records, displays and discussion with pupils inform inspection findings. Pupils with special educational needs take a full part in geography lessons and with informed and sensitive support make expected progress.
120. At the end of Key Stage 1, pupils have a sound awareness of Selborne and the surrounding locality. They also have an understanding of places beyond their own area and can name a number of other countries, recalling European and worldwide locations visited on holiday. Pupils talk appropriately about their own environment, where they live in relation to the school and their various modes of transport. Pupils in reception and Year 1 increase their knowledge and understanding of their world as they explore the school environment and make short excursions from the school.
121. At Key Stage 2, pupils develop their knowledge of places and environments, through well-planned visits to local and regional places of interest. A field trip to Gloucestershire provided good opportunities for pupils to develop map reading skills and the visit to Slimbridge consolidated their understanding of river patterns and mud flats. Pupils' knowledge of weather patterns increases as they study the main features of hot and cold places. The oldest pupils compare and contrast their local environment of Selborne with that of Caribbean St Lucia. They understand how temperatures differ throughout the world and their geographical vocabulary improves as they describe coastal, desert and equatorial regions. Pupils understand the difference between rain forests and deciduous forests and how land use changes with climate. Their understanding of human geography develops as they consider the differences in the patterns of Selborne and St Lucia school days.
122. Pupils have positive attitudes to geography. They enjoy talking about their visits and discuss comparisons with St Lucia with interest and enthusiasm. Older pupils are well informed about their local area and are keen to promote the virtues of Selborne and the grandeur of the 'Hangers'.

123. Insufficient lessons were observed during the inspection to make a secure judgement on the quality of teaching. In Key Stage 1 there were no planned lessons and little work was available for scrutiny. However, evidence from a scrutiny of teachers' planning and available pupils' work, and from the lesson observed in Key Stage 2 indicates that teaching is satisfactory overall.

126. **History**

124. At the end of Key Stage 1 standards in history are broadly in line with those found in most schools; by the end of Key Stage 2 standards are above those usually found. Pupils of all abilities make sound progress in Key Stage 1 and good progress in Key Stage 2.

125. Pupils in Key Stage 1 learn about the lives of famous people such as Guy Fawkes, and the story of how Bonfire Night originated. They begin to develop an understanding of chronology through sequencing events and by considering how they, as individuals, have changed over time. They begin to develop an understanding of how homes and lifestyles change over time.

126. In Key Stage 2 pupils consolidate their understanding of chronology. Time-lines clearly displayed in classrooms help pupils to understand the sequence of events that took place during the Victorian era. Older pupils use information from the 1871 census to study a local family's history. They compare and contrast the lives of Victorians from different social backgrounds; for example, they learn of working conditions in Victorian mines. When studying the introduction of the railway system, pupils discuss the impact that this had upon the environment and society. When studying Ancient Britain and the Roman invasion and occupation, pupils consider what factors contributed to the Roman victory over the Celts. They produce some good work on Roman villas, preparing lively advertisements in the role of 'Roman Estate Agents'. Through these diverse activities they develop appropriate historical enquiry skills. Pupils with special educational needs take a full part in history lessons and they generally make expected progress. The reporting and retelling of important historical events makes an appropriate contribution to improving pupils' literacy skills, and through sequencing events and using time-lines they apply their numeracy skills to their studies.

127. Insufficient lessons were observed to make a secure judgement on pupils' attitudes or the quality of teaching in history, however from the lessons seen and scrutiny of teachers' planning and pupils' work it is indicated to be good overall. In the lesson seen pupils worked with interest and enthusiasm. They co-operated well, examining a stimulating range of artefacts sensibly. Teachers have good subject knowledge and use resources to good effect. Interesting visits and visitors are arranged to enhance pupils' experiences; for example, a 'Centurion' visited the school. They have visited the Roman baths at Bath to support their studies of the Romans, and the National Waterways Museum to learn more about Victorian transport systems. Displays around classrooms of artefacts and pupils' artwork provide stimulating points for discussion.

128. History is taught on a two-year cycle of study units, and curriculum plans have been reviewed and revised recently to include appropriate sections of the Qualifications and Curriculum Authority's documents. The subject is managed well by an enthusiastic and well-informed co-ordinator.

131. **Music**

129. During the inspection no teaching was seen in music, therefore no judgements are made on pupils' attainment, progress and response, or the quality of teaching. Nevertheless, music is planned for well and based on the local education authority's guidelines, and it is taught regularly.

130. Music plays an important part in the life of the school, with regular performances being given by pupils. For example, pupils play and sing at the Christmas Carol Concert in the local church and at the Summer Concert; a professional recording of pupils' performance is planned for later this year, for fund-raising purposes. Lessons are offered in keyboard, violin and recorders. The school employs a part-time specialist teacher to provide these.

133.

133. **Physical education**

131. Pupils at the end of both key stages achieve standards broadly in line with those achieved in most schools. All pupils, including those with special educational needs, make at least satisfactory progress. As only one physical education lesson was observed during the inspection, judgements are based on this lesson, teachers' lesson plans, planning documentation and pupils at play.

132. Most pupils in Key Stage 1 have developed sound co-ordination when using large body movements and they travel and stop with good control. In gymnastics, pupils are confident when working co-operatively and a number of pupils create good sequences of movement linking steps and jumps. However, most pupils are more concerned with the activity of the movements and little emphasis is placed on the quality of performance.

133. Pupils in Key Stage 2 move around the playground with increasing control, and demonstrate a good range of passing and retrieving skills in games situations. School teams have enjoyed considerable success in local tournaments and inter-school competitions.

134. Pupils appreciate each other's efforts, but at times are given insufficient guided opportunities to evaluate their own or others' performances. Most pupils are able to meet the swimming requirements of the National Curriculum at the end of Key Stage 2. Pupils with special needs are supported well. They make sound progress and achieve sound results, which enhance their self-esteem.

135. The majority of pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and the great majority of pupils change into appropriate clothing. They share ideas willingly, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for rules and fair play.

136. Insufficient lessons were observed during the inspection to form a reliable judgement on the quality of teaching. Teachers are enthusiastic about teaching physical education and, with some ingenuity and considerable effort, attempt to compensate for the inadequate accommodation to cover all aspects of the National Curriculum. However, whilst pupils have the opportunity to develop skills and excel in games and swimming, the lack of hall space for practice limits attainment and restricts progress especially in gymnastics and dance.

137. Provision for a number of successful extra-curricular activities and clubs, mostly run by parents, enhances the curriculum considerably, as does the experience gained by pupils on residential visits.

*The inspection of this school included a focussed view of swimming, which is reported below.*

138. At the end of Key Stage 2, standards in swimming are similar to those expected. They are confident in the water and can rest and float safely. Most pupils swim at least 25 metres using two recognised strokes, one swimming on their front and the other on their back.

139. Although no observations of swimming were made, pupils clearly have access to good quality teaching and instruction. The more proficient swimmers are taught under the supervision of qualified swimming instructors based at the pool. One teacher from the school and a parent helper are also qualified to teach swimming, and they teach the less able pupils.
140. Non-swimmers are taught together in a learner pool, usually by the headteacher, who follows a carefully designed programme to increase confidence and learn early skills.
141. The planned programme of skills ensures that all pupils make steady progress. The school keeps a good record of individual pupils' progress and skill acquisition, and pupils are assessed regularly. Pupils swim for ten weeks each year. Good arrangements for transport have been made. Swimming is offered to all pupils in Key Stage 2 and to pupils in Year 2.

144.



144.

## 144. PART C: INSPECTION DATA

### 144. SUMMARY OF INSPECTION EVIDENCE

144.

142. The inspection team of three inspectors, one of whom was a lay inspector, was in school for a total of seven inspector days. During the inspection 91 observations were made, including observations of 31 lessons or parts of lessons, some registrations, assemblies, lunchtimes and break-times.

143. Time spent on lessons, work scrutiny and interviews with pupils, teachers, governors and others who work at the school was a total of 52.33 hours.

144. Inspectors heard many pupils read, examined their mathematical knowledge and understanding, and talked to them about their work. Samples of pupils' work were inspected in all classes. The policy documents, teachers' planning files, pupils' records, reports, attendance registers, the school development plan and budget figures were examined.

145. Discussions were held with the headteacher, members of staff, the Chair of Governors and other governors. Twenty parents attended a meeting with the reporting inspector and discussed their views of the school, and 28 parents returned a questionnaire expressing their views on the education provided by the school.

148.

### 148. DATA AND INDICATORS

148.

#### 148. Pupil data

148.

	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	71	0	19	5

#### 148. Teachers and classes

#### 148. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	4.2
Number of pupils per qualified teacher:	17.7

#### 148. Education support staff (YR - Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	50.33

## Primary and nursery schools

Average class size: 24.8

### 148. Financial data

148.

Financial year:	1999
	£
Total Income	182,567
Total Expenditure	179,251
Expenditure per pupil	2,328
Balance brought forward from previous year	3,226
Balance carried forward to next year	3,316

148.

## 148. PARENTAL SURVEY

148.

Number of questionnaires sent out: 74  
Number of questionnaires returned: 28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	68	25	0	4	4
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	39	0	0	4
The school handles complaints from parents well	38	31	15	8	8
The school gives me a clear understanding of what is taught	48	41	4	7	0
The school keeps me well informed about my child(ren)'s progress	46	46	0	4	4
The school enables my child(ren) to achieve a good standard of work	44	48	0	7	0
The school encourages children to get involved in more than just their daily lessons	29	54	7	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	44	15	7	4
The school's values and attitudes have a positive effect on my child(ren)	50	32	18	0	0
The school achieves high standards of good behaviour	50	29	21	0	0
My child(ren) like(s) their school	57	32	11	0	0

### 148. Other issues raised by parents

148.

Some parents expressed concern over the high turnover of teaching staff in recent years and that all classes are taught by more than one teacher. This, they felt, had an adverse impact upon the progress that their children make.