

# **INSPECTION REPORT**

**ST LUKE'S C. E. PRIMARY SCHOOL**

Sway

LEA area: Hampshire

Unique reference number: 116318

Headteacher: Mr J Clay

Reporting inspector: Mr J Earish  
23216

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> June 2000

Inspection number: 189617

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed

School address:	Westbeams Road Sway Lymington Hampshire
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Postcode:	SO41 6AD
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Telephone number:	01590 682431
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Fax number:	01590 682936
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Appropriate authority:	Governing body
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Name of chair of governors:	Mrs Janet Kirk
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Date of previous inspection:	June 1996
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J Earish	<i>Registered inspector</i>	Information technology; Equal opportunities.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further?
D. Willson	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
G Jones	<i>Team inspector</i>	Mathematics; Art; Religious education; Children under five.	How well are pupils taught?
J Palethorpe	<i>Team inspector</i>	Science; Design and technology; Geography; History.	How good are curricular and other opportunities offered to pupils?
D Penney	<i>Team inspector</i>	English; Music; Physical education; Special educational needs.	

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Luke's C. E. Primary School is situated in part of Sway Ward in the New Forest. There are 184 pupils on roll, who are drawn from Sway village and the surrounding area. The school is now popular with parents, and is growing in size. Pupils come from a range of home backgrounds, mostly owner occupied, with a few families from local authority and housing association accommodation. Thirteen per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty five per cent of pupils are identified as having special educational needs, and this too is broadly typical in national terms. Three pupils have statements of special educational needs and almost all pupils are of white ethnicity. Children are admitted to the school at the beginning of the year in which they are five. Attainment on entry to the school varies widely from year to year, but it is above average overall. At the time of the inspection, five children were under the age of five, although at the beginning of term about a quarter of the class were of that age.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. It successfully develops the potential of its pupils so that, by the age of eleven, they are confident and can learn independently. By the end of Key Stage 2, pupils achieve very good academic standards in science and mathematics and good standards in English. Pupils are eager to learn, interested in their work and behave well. The quality of teaching is good. The headteacher, staff, governors and parents all work effectively together in partnership. Although the school has above average income, it provides good value for money.

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

- Standards achieved in English at the end of Key Stage 2 are above average, and in mathematics and science they are well above.
- Teaching is good or better in just over eight out of ten lessons
- The school successfully encourages the very good attitudes, personal development, and good behaviour of all its pupils. Attendance rates are good.
- The school enjoys a very good partnership with parents.
- The school is very well led by a hardworking and committed headteacher, senior management team, and governing body.

### **WHAT COULD BE IMPROVED**

- Provision of effective assessment procedures in all subjects to guide planning.
- Standards of spelling, punctuation, handwriting and presentation.
- Opportunities for co-ordinators to monitor and evaluate the quality of teaching in their subjects.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1996. Standards have risen in English, mathematics and science at both key stages, and in information technology and religious education at Key Stage 2. Pupils' attitudes, behaviour and personal development remain good or very good. The quality of teaching has also improved significantly. All of the key issues identified by that inspection are being successfully addressed. The most significant improvement has been in the quality of leadership and management. The very strong leadership of the headteacher and the senior management team have created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	B	B
mathematics	B	B	B	B
science	B	A	C	D

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

This information shows that, in 1999, standards in English and mathematics at the end of Key Stage 2 are above average when compared with those of similar schools, and also above the national average. In science, standards are below average when compared to similar schools and in line with the national average. The recent trend in standards for both English and science has been downwards, although results have improved overall since the last inspection. Standards in mathematics have remained consistently above the national average. When averages of the scores achieved over the past four years are considered, the school is shown to be improving at roughly the same rate as the national trend.

The standards of work seen are above average in English, and in mathematics and science they are well above. In religious education, pupils' attainment matches the requirements of the locally Agreed Syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy to come to school and are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms and in the playground.
Personal development and relationships	Very good. Pupils grow in an atmosphere which supports, encourages and values them as individuals.
Attendance	Good. Attendance rates have been maintained since the last inspection.

Pupils' very good attitudes, good behaviour and personal development contribute strongly to the quality of learning and the good progress made in many lessons. A particularly good feature of the school is the very positive way in which pupils respond to the many opportunities for personal development, through classroom and whole-school responsibilities, extra-curricular activities and residential visits.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

Teaching quality is good across the school. This is an improvement since the previous inspection, when it was judged to be satisfactory. Teaching in 85 per cent of lessons was good or better, including 20 per cent of lessons which were very good or excellent. No unsatisfactory teaching was observed during the period of the inspection. In English, all the teaching was good or better. In mathematics one lesson was satisfactory, and all others were good or better. Teachers use good subject knowledge to plan carefully, providing interesting and stimulating activities which challenge all pupils and sustain their interest and enthusiasm for learning. Particular attention is paid to developing pupils' thinking and understanding, so that they learn to analyse, evaluate and reach their own conclusions. Basic skills in numeracy and literacy are well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good, and a statutory curriculum is in place
Provision for pupils with special educational needs	Good overall. It is very good for children under five.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very well reflected in the life of the school. Provision for pupils' social and moral development is very good. A strong moral code underpins the work of the school.
How well the school cares for its pupils	The school cares for its pupils well within a safe environment. Assessment procedures are unsatisfactory.

The school has a very effective partnership with parents. Pupils have a good range of opportunities for learning. The school has made tremendous efforts to involve the community in pupils' learning, and the contribution of the community is excellent. Insufficient use is made of assessment data to guide future planning to ensure that pupils' knowledge and understanding are developed in a logical sequence in information technology, religious education and the foundation areas. The four-year topic cycle is being simplified. Good procedures are in place for monitoring pupils' personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good, and with the support of a strong senior management team, is very effective.
How well the governors fulfil their responsibilities	The governors are knowledgeable and are very active in supporting the school. Their role in shaping the school's direction is very good.
The school's evaluation of its performance	Staff and governors are very good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	The school makes very good use of available finances and its excellent links with the local community.

Staffing, accommodation and learning resources are good. The leadership of the headteacher is consultative but firm. With strong support from the senior management team, and from all staff, he has created a very good ethos for learning. He has a clear vision for the school, which is shared by governors and staff, articulated in the school's aims and values, and achieved in practice. Leadership has significantly improved since the last inspection. Financial management is good. The principles of best value are well applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Behaviour in school is good.</li><li>• Children become mature and responsible.</li><li>• School expects children to work hard and achieve their best.</li><li>• Children like school.</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li><li>• Teaching is good.</li><li>• Children make good progress.</li><li>• The school works closely with parents.</li></ul>	<ul style="list-style-type: none"><li>• The range of interesting activities outside lessons.</li><li>• The amount of work some children do at home.</li><li>• Information about how children are getting on.</li></ul>

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form very good relationships with their teachers and with each other. The school has worked very hard to involve parents in the life of the school, and they find it very easy to approach the headteacher and staff with suggestions and problems. Some parents do not feel sufficiently well informed about how well their children are progressing, nor do they consider that the school provides a sufficiently wide range of activities outside lessons, or a suitable amount of homework. However, inspectors consider provision in all these areas to be at least satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The school's results in the 1999 National Curriculum tests for eleven year olds showed that the proportion of pupils achieving the national target of Level 4 in English and mathematics was well above average. However, the proportion achieving the higher Level 5 was only average. Overall, attainment in these subjects was above average. In science, most pupils achieved Level 4, but the proportion achieving Level 5 was below average. Overall, attainment was average. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards in 1999 were above average in English and mathematics and below average in science.
2. At Key Stage 1, an analysis of the 1999 test results shows that the school was very successful in enabling pupils to reach the national target of Level 2, and the higher-level work. In reading, 92 per cent of pupils achieved Level 2, and 50 per cent achieved the higher Level 3. This was well above the national average. In writing, the proportion achieving Level 2 was well above average, but the number achieving Level 3 was average. In mathematics, 96 per cent of pupils achieved Level 2, and the proportion achieving Level 3 was well above average. In comparison with those of similar schools, standards were well above average in writing, reading, and mathematics.
3. Science results, based on teacher assessments, showed the numbers of pupils achieving both Level 2 and Level 3 were broadly in line with the national average.
4. On entry to the school, the majority of children achieve standards above those expected of children who are almost five. Within this broad range, there are still children who have special education needs, together with a small percentage who are already achieving at a much higher level. At the time of the inspection, five children were under the age of five, although at the beginning of term about a quarter of the Reception class were of that age.
5. The evidence from scrutiny of past work, from observations of children and pupils who are just of statutory school age, and from discussions with teachers shows that children under five in the reception classes are taught the value of listening carefully. They listen to stories well and respond clearly when asked questions. Most speak confidently, and usually answer using a complete sentence. Most children form letters correctly and can write their own names. In mathematics, most count confidently to ten and above, and talk about the features of simple two- and three-dimensional shapes. Personal and social development is good, and children relate well to each other and to adults. They develop a good knowledge and understanding of the world, know where they live, and have a good awareness of the local community. Most are developing a sound understanding of chronology and can relate to things past and present when they discuss their toys and their grandparents. They use computers confidently, and successfully enter instructions into programmable toys. Children's physical and creative development is good. They develop good balancing and climbing skills, and can hold simple balances well on basic apparatus. They sing tunefully and enthusiastically, and successfully play percussion instruments. By the time the children are five, almost a quarter of them are working at Level 1 of the National Curriculum in mathematics, while a small group of children are actually working towards Level 2.

6. By the age of seven, pupils achieve standards above those expected nationally in speaking and listening, mathematics, science. They are broadly in line with national expectations in information technology, reading and writing. In religious education pupils achieve the standards expected in the locally Agreed Syllabus. In all other subjects standards are average when compared with what is normally expected of pupils of this age. At the time of the previous inspection standards were described as being in line with those found nationally for all subjects except in design and technology, physical education and religious education. Standards at Key Stage 1 have therefore risen in speaking and listening, mathematics, science, design and technology, physical education and religious education.

7. Pupils' skills in speaking and listening develop well. They listen carefully, and speak clearly. By the time they are seven, they are confident and fluent speakers for their age. Good teaching and teachers' love of literature all contribute to the development of pupils' love of books and their confident use of a suitable range of strategies to work out unfamiliar words. Pupils in Year 1 achieve good standards in writing. However, by the end of Year 2, many pupils' handwriting, punctuation and spelling are still below the levels expected for their age. Higher attaining pupils make good progress across the key stage, and write neatly in a cursive script and at greater length. Their punctuation is generally sound and they often use speech marks correctly.

8. Pupils make good progress in mathematics throughout Key Stage 1, and achieve good standards. For example, younger pupils develop skills in remembering and recalling number facts accurately. They then move on to more complex work with the introduction of two-digit numbers and most pupils in Year 2 are competent in basic addition and subtraction. They can recognise multiples of ten and have a good understanding of place value in hundreds tens and units. Some more able pupils know the correct value of digits in larger numbers.

9. Skills learned in numeracy and literacy play an important part in the development of pupils' skills in science at Key Stage 1, and they achieve good standards. At this key stage, pupils make good progress in developing skills of scientific enquiry, and learn to predict, experiment, observe and record results. For example, following an experiment using ice cubes, pupils were able to predict the hottest and coldest places in the classroom. Good use is made of practical activities, for example in developing pupils' understanding of simple electrical circuits.

10. By the end of Key Stage 2, the standard of work seen is above average in English, and well above average in mathematics and science. In all other subjects, standards are in line with what would be expected for pupils aged eleven years, with the exception of art and history, which are above them. Attainment in religious education is in line with the expectations of the locally agreed syllabus. Standards have improved in English, mathematics, science, information technology, history and religious education in comparison with those reported at the time of the previous inspection.

11. Most pupils in Key Stage 2 make good progress in all aspects of literacy. They speak very clearly and explain their reasoning or justification using complex sentences in ways appropriate to the occasion. Many read accurately and fluently, and by the end of the key stage, talk knowledgeably about what they are reading by reference to aspects of style or structure of text to support their view. Many Year 6 pupils read texts that are at an adult level. Standards in Year 4 are unsatisfactory in handwriting, punctuation, spelling and presentation, although pupils make good progress during the year. Higher attaining pupils achieve the

expected levels. However, pupils in Years 5 and 6 write with an increasingly mature and consistent script in a wide range of contexts, use a good range of punctuation, including exclamation marks and apostrophes, and standards of spelling are satisfactory. Pupils' attainment in writing in Year 6 is above average, and in some instances it is well above average. They write confidently, choosing words with great care.

12. Pupils' skill in using and manipulating numbers improves at a good rate as they progress through Key Stage 2. Throughout the key stage, pupils are asked to explain their strategies for solving numerical problems. By Year 6, pupils are able to apply their knowledge of basic algebra to predict patterns and derive general formulae which they use to make predictions. The important skill of estimation is also very well developed throughout the key stage as pupils learn to make sensible estimates of length, weight and capacity. Most Year 6 pupils have very good levels of skill across most elements of the mathematics curriculum, ranging from working with equivalent fractions, percentages, long multiplication and division to the accurate measurement of angles to construct geometrical shapes.

13. In addition to skills in numeracy and literacy, pupils' skills in information technology help them to make good progress in science throughout Key Stage 2. Pupils of all ages and abilities are able to conduct a fair test, offer hypotheses and draw simple conclusions from their work. Older pupils in particular have a good understanding of the principles of fair testing. By the time they are at the end of the key stage, pupils achieve very good levels of understanding in all areas of science. This is mainly due to the quality of teaching, particularly in investigative and experimental science.

14. Pupils are now making rapid progress in information technology. At the time of the last inspection the school had insufficient computers of good quality. Consequently, pupils could not experience the breadth of the National Curriculum programmes of study and their ability to build soundly on skill, knowledge and understanding was reduced particularly at Key Stage 2. The school has recently purchased new hardware, which has enabled new ranges of skills to be successfully introduced, including e-mail and access to the Internet. Attainment is now broadly in line with national expectation at the end of both key stages, and pupils have made satisfactory progress over time. In the lessons observed during the inspection progress was good. However, previously there have been insufficient computers of good quality to sustain this good progress across the key stages.

15. Most pupils make good progress in the majority of subjects in both key stages. The high quality of teaching is a significant factor in sustaining this across the school, as is the system for setting targets and tracking personal and academic achievement. Pupils' very good attitudes also play an important part. Attendance is good and pupils are interested in their work and keen to do well. The school has recently started to identify more able pupils and to make additional provision for them within lessons. There are good examples of this, for example, in English and mathematics where work is well designed for their particular needs. This is also contributing to the good progress that most pupils are making.

16. Pupils with special educational needs make good progress against their prior attainment across the school. This is largely due to the good level of support they receive from class teachers and learning support staff. The inclusion of these pupils in the literacy and numeracy hours is ensuring good progress since work is set to meet their needs, and they are given appropriate adult support. The good behaviour management of pupils, and the very good use of praise and encouragement by teachers, ensures pupils make good progress in personal and social development. Good individual education plans are in place for pupils who need them, and they are regularly reviewed.

17. The school has set realistic targets for attainment. This year the percentage of pupils expected to achieve Level 4 or above in English is 83 per cent and in mathematics it is 79 per cent. There is little underachievement in either key stage. Teaching is good, and the school has implemented a number of strategies to raise attainment, which are proving effective.

### **Pupils' attitudes, values and personal development**

18. Pupils' attitudes, behaviour and relationships have considerably improved since the last inspection. The school is now an orderly and welcoming community where pupils grow in an atmosphere which supports, encourages and values them as individuals. This has a positive effect on both the quality of their education and the standards of work they achieve. All of the parents who responded to the questionnaire felt that behaviour was good.

19. Overall, pupils' attitudes to their learning are very good. Their response in lessons was never less than satisfactory; in over 65 per cent of lessons seen it was good, and in over 21 per cent of lessons it was very good. They settle well at the beginning of lessons and listen very well to the teachers' instructions. Pupils like school and show genuine interest and enthusiasm for their activities, both inside and outside the classroom. For example, pupils who belong to the Garden Club were observed working very industriously and showing great enthusiasm when maintaining and improving the school grounds. Pupils are keen to tackle new work, and they show high levels of perseverance when completing challenging tasks. For example, Year 6 pupils worked out a general formula for building a patio of any given size. They sustained high levels of concentration and perseverance for nearly 80 minutes until they had successfully completed the task to their own satisfaction.

20. Behaviour of pupils is good and often very good. Pupils are polite and courteous towards each other and towards adults. They respond very well to the high expectations of behaviour, which are consistent amongst all staff. Pupils show good respect for property, which is evident in the good condition of displays, the care for equipment and materials, and the high level of interest pupils have in improving their environment. The great majority of pupils sit quietly and listen well, and show respect for each other's views and opinions. However, there are a small number of pupils, particularly in Year 4, who sometimes find it difficult to sustain good behaviour for the whole lesson. Behaviour around the school and in the playground is very good. Pupils move around the school in an orderly way, and no incidents of any aggressive or inappropriate behaviour were observed during the inspection. There have been no exclusions over the past two years.

21. Children under five quickly settle into the caring school environment. They are able to sustain interest and concentration, learn to share appropriately, and listen carefully to their teacher's guidance. They willingly talk to adults and each other about their work with growing confidence and independence.

22. Relationships within the school are very good. The ability of teaching and support staff to work as a team sets a very good example for pupils, and makes a strong contribution to the positive relationships within the school. Pupils work and play co-operatively, even when not directly supervised by their teacher. In the playground they play together well across the age bands in a sensible and mature way.

23. Pupils respond very well to the many opportunities for their personal development, through classroom and whole-school responsibilities, extra-curricular activities and residential visits. The Key Stage 2 musical production at the end of the school year, in which all pupils take part, is a good example of how well pupils respond to opportunities for their personal and social development. They are eager to take responsibility, and carry out their tasks well. For example, during playtimes, Year 6 has responsibility for issuing toys and games equipment to fellow pupils and accounting for the apparatus at the end of the session. They perform this task very well and have begun to evaluate its benefits and identify how it could be improved. Pupils work in the office during the lunch break and take their roles very seriously and sensibly. They help to raise money for charities and talk enthusiastically about having taken part in a 'Bike to School' campaign to raise awareness of the effect of traffic on the environment.

24. The attendance rate is good and has been maintained since the last inspection. The percentage of unauthorised absence is below the national average. Pupils come to school on time and make a prompt start to the school day. Registration is well organised and pupils settle quickly to their tasks. Pupils' good attendance and punctuality contribute positively towards their standards of attainment, since they can make regular, uninterrupted progress in their work

## **HOW WELL ARE PUPILS TAUGHT?**

25. The quality of teaching throughout the school is good. No unsatisfactory teaching was seen during the inspection. Teaching was good or better in 85 per cent of lessons. Seventeen per cent of teaching was very good, and almost 5 per cent was excellent. These figures indicate a much-improved picture since the last inspection.

26. The teaching of the under-fives in the reception class is consistently good and has remained so since the last inspection. The quality of teaching at Key Stages 1 and 2 is broadly similar, with the best teaching being seen in the classes at the end of both key stages. Excellent lessons were seen in the Year 6 class in English and in art.

27. The previous inspection report noted a minority of unsatisfactory teaching in both infant and junior classes. It also indicated that expectations were 'sometimes not high enough and time was not being well managed'. As a result, pupils were sometimes not challenged sufficiently. To its credit, the school has made significant progress in addressing these criticisms over the last two years.

28. The good teaching of children under-five in the reception class gives a very good start to their full time education. The teacher, classroom assistant and other adults promote personal and social development through a very consistent and encouraging approach to learning. Questioning is of a high standard and children are given good and sometimes very good opportunities to use their speaking and listening skills through a period of 'circle time' at the start of lessons. Good adaptations are made of both the literacy and numeracy strategies, so that all children can benefit and make good progress. The good quality teaching successfully addresses the varying abilities of children, and work is almost always prepared for several ability groups so that they all make appropriate progress. This not only provides a very good basis for learning, but also encourages children, who respond readily and gain skills, knowledge and understanding quickly.

29. Throughout the school the teaching of literacy and numeracy is good or better. Literacy lessons are purposeful, have a good balance between word, sentence and text level work, and involve all pupils. The same is true of numeracy lessons, where enjoyable introductions and shared objectives set the tone and pace for the lesson. Pupils are encouraged to join in and do so with great enthusiasm. The well-planned lessons in both of these subjects and the good and sometimes very good teaching of basic skills, ensures that the eager pupils receive the best opportunities to make good progress.

30. Overall, teachers have a good knowledge and understanding of nearly all aspects of the National Curriculum. This is evident in the good quality planning both for the individual lessons and for longer periods of time, especially in literacy, numeracy and science. In a Year 6 literacy lesson when pupils were looking at different writing styles, the very good teaching of analytical skills enabled the pupils to look at various texts and justify their opinions with references to specific sentences. In a numeracy lesson at the end of Key Stage 1, the teacher showed very good command of subject knowledge and used this to ask clear and challenging questions, leading pupils forward by building upon their previous understanding of multiples of ten. Although teachers have sound skills in various aspects of art, there is currently a need to support this though a clear scheme of work. This apart, there is no significant weakness in subject knowledge. As a result, the teaching of basic skills, required for all subjects, is good. In a Year 2 science lesson, accurate explanations and clearly focused discussions helped pupils to consolidate their previous learning about forces, and to move forward to understand the nature of pushing and pulling when applied to forces.

31. Although the daily planning seen in the inspection was not that which teachers usually provide, lesson planning nonetheless was good and related well to longer-term intentions. Lesson plans clearly identify the learning objectives and these are pursued throughout the lesson to give purpose and direction to the teaching. In the most effective lessons, pupils are told about the objectives at the start of the session so they have a clear understanding of what they are about to learn. Plenary sessions refer back to these objectives so that pupils can evaluate what they have learned or identify areas of difficulty. For example, in a Year 1 literacy lesson, completed work was displayed alongside the written lesson objectives to enable pupils to evaluate how well these had been met. As a result, pupils are now finding it much easier to talk about their own learning and are becoming more knowledgeable about the way they learn and how well they learn. This has a positive effect on the progress they make.

32. Previous criticism about lack of challenge is being tackled well by the school. Pupils who are able to achieve at higher levels have been clearly identified and their progress is regularly checked. As a result, teachers are now referring to them much more regularly in their planning. Work set for these pupils is often different from work set for those pupils who are considered to be average or who have special educational needs. As a result, progress made by all three groups is now much better, and this has a positive effect on pupils' enjoyment of their work as well as their attitudes. The school is regularly reviewing this strategy to ensure consistency across all subjects.

33. In most lessons, teachers employ a good range of methods to meet the purpose of the lesson identified in the learning objectives. Lessons begin promptly and crisply. For example, in a Year 4 science lesson, pupils had time to observe, identify and compare a range of vertebrate skeletons, and their similarities and differences. At the end of the session pupils shared their learning, and related it to the lesson's objectives. Pupils were thoroughly engaged

in their work and highly motivated; they developed their observational skills and made good progress. Teachers make effective use of questioning. For example, they start most numeracy lessons with 'quick-fire' questions to speed up the recall of number facts. On other occasions, they skilfully use questions to prompt pupils to think, re-think and talk, while at the same time drawing others into the discussion by rephrasing questions at an easier level.

34. The management of pupils is very good. Teachers exercise clear and fair authority and pupils feel secure, motivated and confident. Classroom routines are very well established and this has a positive effect on the progress pupils make in their learning. In a Year 2 religious education lesson, the class was divided into four groups. Each group had to improvise a number of ceremonies, such as a Jewish wedding, an Anglican wedding, a Bar mitzvah and a Shabbat meal. These activities were a great success despite the small size of the room. This was because the teacher had set clear guidelines for behaviour and pupils understood exactly what was expected of them. The productivity and pace of learning was good and pupils' interest had been ignited. They totally concentrated on their tasks, with the exception of a small group of girls who had great difficulty in deciding who should be the groom!

35. Teachers ensure that teaching assistants, parents and other helpers are aware of the aims of the lesson. The consistent and hardworking approach of the support staff effectively supports learning throughout the school.

36. Throughout the school, staff know when and how to assess pupils' knowledge and understanding through timely observations, conversations and questioning. Often these insights help the teacher to remedy misunderstandings or extend what has been learnt. Many teachers were seen to change their plans at the end of each day as a direct result of what they had seen during lessons. Plans for the following day reflected knowledge gained through on-going assessment of pupils' work during lessons, and this made it more likely that they would maintain good progress in these activities.

37. Teaching of pupils with special education needs is good. Tasks and support are well planned and appropriate. Support is given both in class and through groups withdrawn from lessons. The latter is very effective. Special needs assistants meet with the special needs co-ordinator each term and check on the progress pupils are making. Teaching assistants are effectively deployed to meet pupils' individual needs throughout the school.

38. Overall, homework makes a satisfactory contribution to pupils' learning. Pupils take books home regularly and receive support from their parents. Work for English and mathematics is often set to support the class work. Inspection evidence shows that when homework is used effectively, it has a positive effect of the progress pupils make.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

39. The quality and range of learning opportunities is good and an appropriate statutory curriculum is in place. A programme of Early Learning Goals, prepares pupils well for the programmes of study at Key Stage 1. The development of schemes of work and long-term planning was a key issue at the time of the last inspection. These are now in place for all subjects. In Key Stage 1, an effective curriculum has been built around the recent recommendations from the Qualification and Curriculum Authority (QCA). However, the mixed age classes at Key Stage 2 necessitate a complex four-year rolling programme of activities. Whilst this ensures adequate breadth of coverage, it results in some aspects being

covered only once in a four-year cycle. This makes building on skills, knowledge and understanding in a logical sequence more difficult and is why the balance of the curriculum is judged as only satisfactory. However, the cycle does enable very good links to be made between subjects. A good example of this is in Year 5, where studies of the Tudor times include 'Blackwork'. Pupils draw their own designs on computer, print them out, and then make them as part of design and technology. The four-year topic cycle is being reviewed in the light of new curriculum guidelines, with the expectation that the school will be able to operate a separate class for each year group.

40. The provision for pupils with special educational needs is very good in Reception and Year 1, and good throughout the rest of the school. The withdrawal system is carefully planned so that full access to the curriculum is not compromised. Throughout the school, there is equality of access for all pupils, although on some occasions higher attaining pupils are presented with work that is insufficiently challenging to enable them to acquire skills at a higher level. More able pupils are identified in planning, and strategies are in place to meet their needs within lessons. However, this is yet to have a significant effect on the numbers of pupils reaching Level 5 and above.

41. Literacy and numeracy have benefited enormously from the effective implementation of the National Literacy and Numeracy Strategies. This is having a positive impact on pupils' attainment in both subjects, although the writing component is insufficiently emphasised.

42. There is good provision for opportunities to learn and develop social skills outside school hours. This is made possible by the participation of teachers, parents and coaches from outside clubs. For example, there are a number of sporting clubs, including football, netball and cricket for Key Stage 2 pupils, and a 'Fitkids' session for Key Stage 1 pupils. Other activities range from drama and playing recorders to organic gardening. All Year 6 pupils take part in a residential visit, and are given opportunities to develop a number of skills, not least the ability to get on with each other whilst living in a close community. However, 35 per cent of parents felt that the school did not provide an interesting range of activities.

43. The school's provision for personal, social and health education is very good. Pupils have a very good understanding of health issues, including how to keep themselves healthy and fit, which they study in science and physical education. Pupils are well aware of drugs that may be beneficial for them, such as those prescribed by a doctor, and those that may be harmful. The governors have decided that sex education should be included in Year 6, and this is delivered with the help of a governor who is a General Practitioner.

44. The school has made tremendous efforts to involve the community in pupils' learning, and the contribution of the community is excellent. A number of visits take place to support the topic being studied, and a number of visitors come to talk to the pupils. There are strong links between the church and the school which impacts strongly on spiritual provision and the whole ethos of the school. Parents offer their help in a variety of settings, ranging from helping in the classroom to taking sports clubs after school. Help from the local gardening club and cricket club is making a significant contribution to pupils' learning, and the school is making good use of sponsorship to make improvements, as in the excellent 'Millennium Grounds Project'.

45. Links with partner institutions are good. There are regular meetings for headteachers and for all co-ordinators within the local pyramid of schools. Teachers from the two local secondary schools come to talk to Year 6 pupils about transfer to upper school. Pupils also have an opportunity to visit the secondary school of their choice, and say they feel confident about their move to another school.

46. The provision for pupils' spiritual, moral, social and cultural development is very good. This is a considerable improvement since the last inspection, particularly in spiritual and cultural provision.

47. Provision for spiritual development is good. Assemblies take place each day in different groupings; either the whole school, Key Stage 1, Key Stage 2, or class collective worship. Here, and in class religious education lessons, pupils have the opportunity to reflect on their own lives and those of others. Opportunities for awe and wonder are sometimes identified within planning, and there are some very good examples of spiritual development throughout the curriculum. For example, pupils are encouraged to express their own feelings, and to develop an understanding and respect for the different beliefs of others when studying other cultures. In history, they are encouraged to explore the emotions of people in the past, through past events such as The Great Fire of London.

48. Provision for moral development is very good. The school's code of conduct works very well, and pupils have such a strong sense of right and wrong that it is rarely necessary to refer to it.

49. Pupils are encouraged to think about their actions, and develop a clear understanding of individual rights and obligations. Teachers show good control and management of pupils in class, which reinforces the good moral code of the school through positive encouragement, stressing principles of fairness and self-respect.

50. Provision for pupils' social development is very good. All pupils take turns in helping with routine classroom tasks, and older pupils take on added responsibilities such as operating the audio system for assembly. Older pupils have been trained as 'mentors' for younger ones who may be experiencing difficulties with learning. This has proved extremely effective in motivating the youngest pupils, and helping the oldest become mature and responsible. Year 6 pupils also organise the distribution of toys and games from the 'toy shed' at break time. This not only provides opportunities for all pupils to participate in exciting activities, but also enables the oldest to demonstrate qualities such as leadership and responsibility. Pupils are keen to help others in the Third World by raising money for charities. The school's extra-curricular sporting activities, the musical productions and the residential visit for Year 6 pupils, all provide very good opportunities for pupils to develop socially.

51. Provision for pupils' cultural development is good. Pupils gain an understanding of their own culture through music, art, literature, and studies of the locality and the wider world in geography and history. This is enhanced by visits, field trips and visitors. For example, a scriptwriter helped pupils with insights into literacy. There are many planned opportunities to promote understanding of the cultural background and heritage of different societies. Pupils listen to music from Israel and Easter Island, and sing Kenyan songs and dance the Irish

polka. They study Judaism and Islam and have a sound understanding of these religious traditions. A Youth Worker has recently talked to them about her visit to Rwanda, and provided them with a realistic insight into the lives of the indigenous population. The school has made the most of recent development in information technology, and pupils have E-mail contacts around the world.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. The school is a caring community where pupils feel valued, safe and secure. The school's procedures for ensuring the health, safety and general well being of pupils, both in school and on school visits, have improved greatly since the last inspection. The procedures for child protection and ensuring pupils' welfare are good. The headteacher is the designated person responsible for child protection and there are good procedures in place to ensure the safety and well being of pupils in the event of concern. Both staff and governors monitor health and safety matters carefully, and regular site inspections are carried out. The school has instigated good procedures to ensure the safety of pupils during the building extension programme. The school is clean, tidy and in good repair, and provides an attractive and stimulating environment for pupils.

53. The procedures for monitoring and promoting good attendance are very good. The recording and reporting of attendance meet requirements. Registers are regularly monitored and any concerns are shared with, and supported by, the educational welfare officer. The school has implemented a system for daily monitoring; if a pupil is absent and no telephone message has been received, a telephone call is made to ascertain their whereabouts. Likewise, parents are asked to telephone the school when their child is returning to school following an absence. It is made clear to parents that the school does not authorise holiday absence for more than ten school days and this is rigorously applied. Relevant and appropriate measures are taken when any pupil is absent for a long period of time, or is unable to attend school on a regular basis.

54. The procedures for monitoring and promoting good behaviour are very good. Pupils know and understand the school's Golden Rules, which are prominently displayed. Training for midday meals supervisors and the introduction of the toy play scheme during break times have had a very positive effect on improving behaviour during these times. The 'Inter Agency' two-year project, involving both parents and pupils, has improved behaviour throughout the school. At the end of the week, good work, effort and behaviour are rewarded with certificates presented during assembly. Pupils and parents indicate that any incidents of bullying or inappropriate behaviour are dealt with quickly and effectively.

55. Procedures for assessing pupils' attainment are unsatisfactory overall. Although formal assessment procedures are in place for mathematics and English, and very recently for information technology, these are not in place for other subjects. Teachers have their own procedures for recording progress but these are not consistent across the school. The use of assessment information to guide curricular planning is unsatisfactory overall. Insufficient use is made of assessment data to guide future planning to ensure that pupils' knowledge and understanding are developed in a logical sequence in information technology, religious education and the foundation areas. However, satisfactory use is made of assessment data such as annual standardised reading and spelling tests in English, and non-statutory tests in

mathematics to guide curriculum development. This is having a direct effect on the progress that pupils make in these subjects. Standard Assessment Test results are thoroughly analysed to identify strengths and weaknesses in curricular and teaching provision. Modifications are then made to the curriculum, and targets are set for the school and individual cohorts in order to raise standards further.

56. Monitoring of pupils' personal performance and personal development is good overall. Teachers are able to match work closely to the needs of individual pupils because of their very good, systematic procedures for monitoring personal development. These track all pupils from entry to the school through to transfer to secondary school. All pupils have targets for improvement. These are shared with the pupils and parents, and are often negotiated in association with them. This provides good opportunities for involving pupils in their learning and is having a positive effect on the progress they make.

57. The school provides effective support for pupils with special needs. Individual education plans for these pupils are good, and include clear targets for improvement, which are reviewed with parents.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The school has made great strides in improving its partnership with parents since the last inspection. This partnership is now very good, and a strength of the school. Parents are very supportive of the school and all parents who returned their questionnaires now indicate that the school is well led and managed. They find staff approachable and feel comfortable about expressing any concerns they may have. They strongly feel that the school expects their children to work hard and achieve their best, and that the school is helping their children to become mature and responsible. However, 35 per cent of parents felt that the school did not provide an interesting range of activities. However, inspectors disagreed with this view and felt the school provided a good range of interesting activities outside lessons

59. The school consulted with all parents when forming the home-school agreement, and took their views and suggestions into account when finalising the document. The great majority of parents have responded well by signing and returning the agreement.

60. Overall, parents receive very good quality information from the school. Very regular, informative newsletters provide good detail about all areas of school life including curriculum information. There is an informative governors annual report, and a clear and helpful school prospectus. Parents receive good quality information about their child's progress through an annual report at the end of the spring term. This includes detailed explanations about how the quality of work can be improved in the core subjects. Pupils also have the opportunity to record their own comments about progress. There is an opportunity to talk to the class teacher, and targets for improvement are discussed and agreed. Progress towards these targets is reviewed at the next parents' consultation. During the summer term, parents are given the opportunity to visit the school informally to look at their children's work and the work of the school.

61. Parents' involvement in school makes a positive contribution to pupils' learning and the standards they achieve. Parents make a good contribution to their children's learning at school and at home. The school receives regular help from parents in the classroom, on school trips and with after school activities. Parents and governors have been involved in preparing a Millennium Grounds Project, which supports and enriches the broad curriculum. The school has a large rota of parents who run a Book Club on Friday afternoons, and pupils have the opportunity to save money to buy books. Parents are involved in their children's learning at home, mostly through reading, but with some spelling and mathematics. However, this is not consistently applied across the school. The parent- teacher association (FOSLS) makes a significant contribution to the life and work of the school through its successful social and fund-raising activities.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

62. The leadership of the school is very effective and provides a clear sense of purpose, which is a major factor contributing to the school's recent successful development and improving standards.

63. The school has clear and appropriate aims, which are strongly reflected in its daily life, as well as evident in documentation and development priorities. The school is very successful in achieving these aims.

64. The governing body is committed to the school's well being, and governors have a very good understanding of their roles and responsibilities. They provide very good support to the headteacher through a well-defined committee structure, with clear terms of reference and an appropriate programme of meetings. Governors are kept fully informed through the headteacher's detailed reports, and monitor the work of the school through individual partnerships with curriculum co-ordinators.

65. The personal leadership of the headteacher is very good. It inspires a strong sense of loyalty and motivation in staff, and enables all to make a contribution to school development. The very strong leadership of the senior management team ably supports the headteacher. With their support, and the support of all the staff and governors, he has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The effects of this leadership and management are significant in the very good progress the school has made in many areas of its work since the previous inspection. All policies and documents seen during the inspection met statutory requirements.

66. One of the significant strengths of the leadership of the headteacher and deputy is the degree to which it has created a shared unity of purpose within the school, focused on developing positive attitudes to learning and improving standards of attainment. The structure of management responsibilities is very effective in promoting communication and consultation, and in monitoring progress and implementing change.

67. The school is very well led and managed day to day. Good communication systems ensure that all staff are kept informed, and well-established routines contribute to the smooth running of the school. Staff are highly committed to their work, and there is a deep sense of pride in the school.

68. Following the last inspection in June 1996, an action plan was prepared in response to the key issues identified for future improvement. Most of the points contained in these key issues have been successfully addressed. They are as follows:

**Key Issue 1: *'Significantly improve the headteacher's leadership and management of the school by ensuring good time management, effective communications, a positive and active approach to school developments, leading by personal example, and improving interpersonal relationships with staff governors and parents'.***

69. There has been a significant improvement in the leadership and management of the school, which was identified as a serious weakness at the last inspection. Since the appointment of a new headteacher two years ago, there has been a positive and active approach to school development and significant improvements to the interpersonal relationships with staff, governors and parents. The structure of management responsibilities is now very effective in promoting communication and consultation, and in monitoring progress and implementing change. The pastoral system is very effective, and teachers know their pupils well. There are good arrangements for monitoring pupils' academic and personal development, and for reporting this to parents. These are all important factors in creating the positive and dynamic environment, which enhances learning and raises standards.

**Key Issue 2: *'Ensure the safety and welfare of all pupils on and off school site through written guidance and effective supervision'.***

70. Progress has been good. Written guidance and thorough procedures for pupils welfare and supervision both on and off the site are now in place.

**Key Issue 3: *'Improve attainment of all pupils in art, religious education, physical education and design and technology, and in information technology for older pupils'.***

71. Progress has been satisfactory. Standards in art, physical education, design and technology, and religious education have improved and are now broadly in line with national expectations.

72. Standards in information technology for older pupils have also improved, and are now in line with national expectations.

**Key Issue 4: *'Continue to develop schemes of work and long term-planning to secure curriculum balance, continuity and progression in all subjects'.***

73. Progress has been satisfactory. These are now written for all subjects. However, the mixed-age classes necessitate a complex four-year rolling programme in Key Stage 2. Whilst this addresses the issue and ensures adequate breadth of coverage, it has resulted in certain aspects being covered once in a four-year cycle. The school has already identified this issue, and intends to move toward single-aged classes by the end of the next academic year. This will make the complex planning structures redundant, and simplify planning of continuity and progression across the key stage. Although standards have improved in art, there has been insufficient development in the organisation and planning for this subject.

**Key Issue 5: *'Further develop the strategic management of all resources available to the school in relation to the specific intake of pupils, including those who are more able'.***

74. Progress has been good. The school responded to this key issue by developing a cohort-tracking system with individual targets being set for each pupil. Able pupils were also identified, and in-service training was provided to enable teachers to more effectively meet their needs. This is having a direct effect on the quality of teaching and learning.

**Key Issue 6: '*Further develop opportunities for pupils' cultural development*'.**

75. Progress has been very good. Pupils gain a good understanding of their own culture through music, art, literature and studies of the locality and study the wider world in geography and history. Visits, field trips and visitors to the school further enhance cultural development.

76. Arrangements for monitoring and evaluating the curriculum have been improved since the previous inspection and are good. The headteacher and the deputy monitor the quality of teaching and learning in all subject areas. This has led to improvement in the quality of teaching and learning. Although subject co-ordinators monitor the quality of planning and pupils' work, they have been unable to monitor the quality of teaching across the school, and so are unable to account fully for the standards of provision in their subjects.

77. Planning for school improvement is good, and reflects the aims of the school. There is a clear framework for development planning linked to the budget cycle. An effective system for monitoring progress towards development priorities culminates in an annual review and update of the plan. All departmental targets are linked to at least one whole-school priority. Governors have a clear understanding of the quality of teaching, and the standards attained by pupils of differing abilities and ages.

78. The school plans its expenditure effectively. The governors are well informed about finance, and principles of best value are well applied through the use of cost comparators and effective tendering arrangements, which ensure competition. They make good use of the detailed analysis of assessment results, including comparisons with other schools, to target their spending strategically. This is well matched to the long-term strategic financial plan to secure improvements in standards.

79. Day to day financial control is good. Information technology is very effectively used for administrative purposes, as well as to support pupils' learning. Information given to governors contains good detail and enables them to fulfil their monitoring role and have an oversight of the school's financial position.

80. There are sufficient qualified and experienced teachers to meet the school's needs. They are well deployed, and the match between teaching qualifications and subjects taught is satisfactory. Job descriptions clearly identify both general and specific responsibilities. The non-teaching staff make a valuable contribution to the smooth running of the school, and support teachers' work effectively.

81. Policies, co-ordination and support for staff development are good and have improved significantly since the last inspection. Good quality arrangements for professional review are implemented consistently. The quality of the provision for staff development contributes significantly to school development and raising staff morale.

82. Overall, the standard of accommodation is good. A new classroom was being completed during the inspection week to replace temporary buildings. Since the last inspection, much has been done to extend and improve the provision for information technology. Most classrooms are networked and pupils have direct access to the World Wide Web and email. The grounds are being extensively redeveloped in partnership with the community, and pupil representatives sit on the development committee.

83. The school makes good use of the accommodation available. There are numerous, colourful, good quality displays around the school. The buildings and grounds are well maintained, and governors are now finalising a rolling programme for redecoration and refurbishment.

84. The range and quality of learning resources are at least satisfactory. A significant proportion of the funding available has been used to ensure that there are sufficient computers of good quality. The ratio of pupils to computers is now good, and reflects improvement since the last report.

85. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the good standards achieved, show that the school is effective. Although unit costs are high, they are typical of most small schools, and therefore the school gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

86. In order to improve further, the headteacher, staff and governors should:

87. Ensure that there are effective assessment procedures in all subjects, and that teachers use them regularly and rigorously to ensure that pupils' knowledge and understanding are developed in a logical sequence;

88. Improve standards of spelling, punctuation, handwriting and presentation;

89. Provide opportunities for co-ordinators to monitor and evaluate the quality of teaching in their subjects, and use information gathered to share good practice and provide support where needed.

## **OTHER SPECIFIED FEATURES**

### **MILLENNIUM GROUNDS PROJECT**

90. The school is developing the school grounds as part of the 'Millennium Grounds Project'. This scheme receives full support from staff, governors, parents, the community of Sway and the wider community beyond. It has already received good financial backing and has attracted awards and grants for their endeavours. A 'Children's Committee', consisting of a representative from each of the year groups, is closely involved in producing ideas for the project and discussing issues with each class.

91. The project is already well underway with the recent addition of a ' Bike Barn', which was supported by a very well publicised ' cycle to school' initiative. This was also featured on the local television news and in the local press. Pupils have also planted trees around the school and established a thriving organic garden. Some of the produce has already been sold to the school catering service, and has been used in the school kitchens. Pupils' involvement in this excellent project provides very good opportunities for them to develop their social skills, and to raise their awareness about the effects of traffic pollution on the environment.

92. The next stage of this exciting project is the creation of an alternative energy centre, an environmental pond, and a wildflower and butterfly meadow. The school has made excellent use of local expertise and shown very good initiative in pursuing funding and awards to support this development. Overall, this is an excellent project, which has brought the whole school and its wider community together to raise pupils' awareness of their environment and how they can support and protect it. It also enriches other areas of the curriculum, such as science, design and technology, and personal and social education.

### **SCHOOL PRODUCTION OF 'OLIVER'**

93. Following last year's successful production of 'Joseph', the school has embarked on a production of the musical, 'Oliver', which involves all pupils in Key Stage 2. There was an opportunity to observe a rehearsal during the inspection week. Pupils sang enthusiastically and with obvious enjoyment; they had very good opportunities to develop choral singing skills and showed high levels of concentration and commitment to the tasks. This very good initiative not only provides opportunities for pupils to develop their musical and performance skills, but also provides very good opportunities to develop self-confidence and self esteem. The involvement of all pupils and staff in a co-operative project, which is shared with parents and the wider community, makes a positive contribution to the very good relationships now established in the school.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	12

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.3	15.2	65.2	15.2	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	184
Number of full-time pupils eligible for free school meals	24

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	47

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

#### **Authorised absence**

	%
School data	4.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.2
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	11	13	24

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	9	10	10
	Girls	13	13	13
	Total	22	23	23
Percentage of pupils at NC Level 2 or above	School	92	96	96
	National	82 (80)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	10	10	10
	Girls	13	12	12
	Total	23	22	22
Percentage of pupils at NC Level 2 or above	School	96	92	92
	National	82 (81)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest reporting year.*

***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	11	12	23

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	8	10	10
	Girls	12	11	11
	Total	20	21	21
Percentage of pupils at NC Level 4 or above	School	87 (84)	91 (64)	91 (80)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	10	9	10
	Girls	11	11	12
	Total	21	20	22
Percentage of pupils at NC Level 4 or above	School	91 (87)	87 (71)	96 (90)
	National	68 (65)	69 (65)	75 (71)

*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98.7
Any other minority ethnic group	1.3

*This table refers to pupils of compulsory school age only.*

***Teachers and classes*****Qualified teachers and classes:  
YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.3
Average class size	26.6

**Education support staff:  
YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	111

***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

***Financial information***

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	347364.00
Total expenditure	339807.00
Expenditure per pupil	1847.00
Balance brought forward from previous year	5209.00
Balance carried forward to next year	12766.00

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	184
Number of questionnaires returned	78

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	56	41	3	0	0
My child is making good progress in school.	34	53	9	3	1
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	18	59	17	4	1
The teaching is good.	41	47	9	0	3
I am kept well informed about how my child is getting on.	40	41	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	28	3	1	0
The school expects my child to work hard and achieve his or her best.	49	49	1	0	1
The school works closely with parents.	55	29	14	1	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	41	58	1	0	0
The school provides an interesting range of activities outside lessons.	14	38	31	4	13

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

94. Children are admitted to the school at the beginning of the year in which they are five. At the time of the inspection, five children were under the age of five, although at the beginning of term about a quarter of the class were of that age.

95. Since the last inspection, the school has maintained the quality of its provision for the children who are under five. The teaching remains good overall, as does the curriculum, which is well planned to the recommended desirable learning outcomes. The classroom space is good and the children have use of three separate areas, together with access to an outdoor safe and secure play area.

96. The school conducts assessments of its children during their first seven weeks at the school and the inspection findings agree that children are broadly above average on entry. Within this broad range, there are still children who have special education needs, together with an equally small percentage who are already achieving at a much higher level.

#### **Personal and social development**

97. Children enter the school with at least good attitudes and all are destined to achieve all of the Desirable Learning Outcomes by the time they are five. Children learn to take turns, for example when sharing equipment. They concentrate well for over 45 minutes in a mathematics lesson, keeping on task and showing good independence. Relationships between children and the adults they meet are very good. The teacher provides a very good role model for the pupils and activities are well planned to consolidate and extend their personal and social skills. The quality of teaching is good. Lessons nearly always start with children sitting in a circle to share and discuss the learning. They are confident and willingly share their thoughts and ideas in a well-managed environment.

#### **Language and literacy**

98. By the age of five, almost all children reach the expected standards in language and literacy. They enjoy listening to stories and show interest in all activities; speaking clearly as they contribute to discussions. Children are able to sit and listen for good amounts of time. They handle books carefully, and know that a book is read from front to back. By the age of five years many can recognise the initial letters and sounds of familiar words they see in books. Some are able to read initial sounds such as 'sh' and 'st' as they attempt to say the words they see. The majority of children move quickly to initial reading material, although there is a lack of non-text materials for encouraging the reluctant readers. The quality of teaching is good. In a poetry lesson, all the children were enthused by the choice of poems and were encouraged to talk about sounds. Some worked on a jigsaw, gaining good knowledge of the alphabet. One of the children, still under five, was able to write his own words for dog, pig, cat and hen. The role-play area also provides children with opportunities to develop their language and listening skills. Children not only discuss the illnesses of their imaginary pets in the 'Vets Surgery', but also write details of the problems and the fees to be paid in their own emerging style!

## **Mathematics**

99. Almost all of the children achieve the expected outcomes of learning by the time they are five, with a good proportion attaining at a higher level. They make particularly good progress in mathematics. Most children can say and use numbers to ten, and can order numbers to twenty. Many confidently use 'more and less', and positional language. Children recognise coins and a variety of both two and three-dimensional shapes. In a mathematics lesson, children selected two different types of animal beads in order to achieve six, and then threaded them on a necklace. When questioned, they could clearly say that the total number was six, and could suggest different sequences of beads to achieve the same result. The quality of teaching basic skills and concepts is good. Tasks and activities are well chosen and planned, and help consolidate and develop mathematical skills.

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

100. By the age of five most children attain the expected outcomes and many achieve at a higher level. Children are competent at using the class computer, where they use a CDROM effectively to explore many aspects of their world. They use other programs to know and understand different parts of their bodies. Children have well-developed mouse skills. They use them competently to select icons and drag and drop items on the screen. Many of the children have used a programmable toy to input simple instructions so that it follows a prescribed route. Through good, focused teaching, children understand that animals can be sorted and classified according to a number of criteria, including where they live and how they move. They receive visits from the nurse, policeman and doctor, who show how they help children at both home and school. Most children have a sound and growing understanding of time, and can relate to things in the past and present when discussing their toys and their grandparents.

## **Physical development**

101. Children show good control of their movements when playing outside and during physical education lessons. Children run, jump and move across space with increasing control. In a gymnastics lesson, they are seen holding simple balances well on basic apparatus. Most are able to stretch and turn as they move. Scrutiny of teachers' planning shows they have had good experiences of handling bats and balls. Children have good control of finer hand movements, and are able to cut reasonably accurately, and use paintbrushes effectively. This is a considerable improvement on the findings of the last inspection. The quality of teaching is good. Activities are well planned, and appropriate for the age of the children. The teacher has good subject knowledge, and uses time well. She skilfully changes the focus of the activities at suitable and regular intervals to ensure children retain concentration.

## **Creative development**

102. By the age of five, children are painting imaginatively. They use colours effectively to produce exciting images of shapes and forms. Many are able to use simple printing techniques and can name the colours they use. Some are able to use the term, 'primary colours', accurately. Children have made 'nests' as presents for Mothers' Day, and all have contributed to a nursery rhyme collage. Examples of children's work are displayed well to create a colourful, stimulating environment. The teaching of music is good. Pupils all sing

nursery rhymes and songs with great enthusiasm and have good experiences playing untuned percussion instruments. Lessons are presented imaginatively through the use of a glove puppet which engages pupils' interest and enthusiasm. Good use is made of praise and encouragement to motivate children to do even better work.

103. In all areas, teaching is good, as is the support of classroom assistants who are well briefed in role. Planning is good, expectations are high, management of children is good and the interaction between children and adults is very effective. These factors help to promote the good learning seen in the reception classes. The class teacher keeps good records of children's progress and provides opportunities for all children to make a smooth transition to the National Curriculum when they are ready. This is often before their fifth birthday. By the time the children are five, almost a quarter of them are working at Level 1 of the National Curriculum in mathematics, while a small group of children are actually working towards Level 2. The teacher copes well with this wide ability range through good planning, which takes into account the needs of all children.

104. The school has started to consider the new recommended curriculum for children under five, but is wisely awaiting the arrival of a new reception class teacher before finalising its ideas.

## **ENGLISH**

105. In the National Curriculum tests in 1999, pupils at the end of Key Stage 1 achieved standards that were well above the national average in reading and above the national average in writing. Many more pupils achieved the higher levels in reading than was the case nationally, the proportion doing so in writing was close to the national figure. When compared to schools with similar intakes, pupils achieved standards that were well above average in reading and writing, while the proportion achieving the higher levels was well above average in reading and close to the average in writing. These results were a significant improvement on those of the previous year and, since the inspection of June 1996, pupils' results overall have improved at a rate that is faster than the national trend in both tests.

106. At the end of Key Stage 2 in 1999, the standards achieved in English, based on average points score, were above those for all schools nationally and above the average for similar schools. The proportion of pupils achieving the higher levels was close to the national figures and below the average for similar schools. The recent trend in these results has been sharply downwards, although results have improved overall since the last inspection. Girls performed better than boys in the test last year and have done so, overall, over the last four years.

107. Current inspection evidence indicates that, at the end of Key Stage 1, pupils' overall standards in speaking and listening are above average for their age, whilst their reading and writing skills are broadly average. In reading in particular, however, many pupils reach standards that are above this. Throughout the key stage, pupils make progress that is at least satisfactory in each of these areas and is often good. At the end of Key Stage 2, pupils' standards in speaking, listening, reading and writing are above average. In all these aspects, however, there are many pupils achieving standards that are better than this. Pupils make good progress overall through this key stage. There is no evidence of a significant difference between boys and girls in the progress being made in relation to their prior attainment.

108. The school's targets for the end of Key Stage 2 attainment in the national tests in 2000 are challenging but seem likely to be met. Targets for 2001 are slightly lower as a percentage, but are realistically based on the abilities of these pupils and still challenging.

109. A criticism in the inspection report of 1996 was that progress was inconsistent across the school, and that there was a level of underachievement by some pupils. Neither criticism is now valid, and the overall level of improvement since the last report is very good.

110. Throughout the school, pupils' skills of speaking and listening are good; this is an improvement since the last inspection. Nearly all are articulate and confident. They express their thoughts and make helpful suggestions because they know that the adults with whom they work will receive them with sensitivity and respect. This includes pupils with special educational needs, who form very good relationships with the special needs or classroom assistants, and so develop their language skills well.

111. Although there are occasions when younger pupils in Key Stage 1 and those in the reception class talk when the teacher is instructing, these are short-lived and the teacher regains their attention swiftly. Generally, these pupils listen attentively and speak clearly. At the end of Key Stage 1, pupils listen well to each other and their teacher, and answer questions clearly. They speak confidently in a suitable range of contexts, such as small groups and in front of the whole class. A significant minority of pupils in Year 4 find it very difficult to listen sufficiently well and not to call out answers or irrelevant comments. This detracts from the effectiveness of the teaching, because it slows the pace of the lesson and distracts others from their work, adversely affecting their progress. By the end of Key Stage 2, pupils listen for long periods of time, answering politely and explaining their reasoning or justifying their answers in complex sentences, often showing a good level of mature reasoning based on wide experience. A good example of this was in a Year 6 literacy lesson that required pupils to deduce the author of a number of literary extracts through analysis of style, structure and content. Pupils listened to, and interacted with the teacher very well and, as a result, built very well on their previous knowledge of authors' styles and developed their good analytical skills. They discussed the texts in pairs, often with a high level of verbal interaction, before justifying their decisions to the teacher and the class. Teachers have planned a good number of opportunities for pupils to collaborate, for example in mathematics, science and history lessons, and to speak in larger groupings during 'circle time'. This improved provision has been effective in raising pupils' standards throughout the school.

112. Pupils, including those with special educational needs, develop reading skills well throughout the school as a result of the high priority that is put on this aspect of the subject. In all classes, there are good collections of fiction books and sets of readers for the guided reading element of the National Literacy Strategy. Many pupils are avid readers who have a love for books. Pupils with special educational needs have a good range of suitable books from which to choose. The enthusiasm for books and the love of literature displayed by some teachers, particularly the subject co-ordinators, are a powerful influence on pupils that motivates them to make good progress in developing their reading skills. Throughout the school, pupils' library skills are good; they access reference books quickly and accurately from the good stock in the library and use contents and index pages to good effect.

113. In the reception class, pupils aged five read well. All know that print carries meaning and that a book is read from left to right. Average attaining pupils read high frequency words, such as 'the', 'dog' and 'in' correctly, while higher attaining pupils use their phonic skills well to work out unfamiliar words. Pupils at the end of Key Stage 1 read familiar texts confidently

and with appropriate accuracy, using a suitable range of strategies to work out the unfamiliar words they meet. They talk knowledgeably about the characters and make sensible predictions about what might happen next. Higher attaining pupils read with fluency and expression and offer reasoned and sensible opinions about the book. In this key stage, pupils regularly practise their reading in school and at home. Their reading diaries provide an effective means of recording the frequency with which this happens, and both teachers and parents record successes and areas for improvement. However, some teachers in Key Stage 2 do not use them consistently and, in addition, their use has tailed off in some classes as the year has worn on. Reading standards in Year 4 are similar to those in Year 2 and are below the levels expected for pupils of their age. However, by the end of Key Stage 2, average attaining pupils achieve standards that are above those expected nationally for pupils of this age, while above average pupils achieve standards even higher than this. They read a wide range of fiction and non-fiction texts with accuracy, fluency, understanding and enjoyment. They analyse texts knowledgeably, and pupils justify their preferred authors or genres by reference to aspects of style or the structure used. This is a sophisticated accomplishment that is well above the level expected of eleven year-old pupils.

114. Following an analysis of national test data, the school has given high priority during this last year to improving the standards of pupils' writing. This has proved successful, particularly in widening the range of pupils' writing and improving their choice of effective words and phrases. However, the school has recognised that more remains to be done to ensure that standards of handwriting, spelling, punctuation and presentation are consistently high enough.

115. Pupils aged five in the reception class write freely. They communicate their meaning through words and phrases that nearly always contain recognisable letters and words and which are often in complete sentences, for example when they write posters for the 'Vet's Surgery'. Pupils in Year 1 achieve good standards generally. They are beginning to punctuate their sentences correctly. They end stories in interesting and unexpected ways and arrange words and phrases to create a good effect. For example, they write poems about the cat being 'gigantic', or that it 'slides through the long grass and pounces'. They spell familiar words correctly and make good progress in developing neat and legible handwriting, but letters are printed and not joined. At the end of the key stage, although many pupils have made good progress during this year, their handwriting, punctuation and spelling are still below the levels expected for their age. Although their work in specific exercises is often accurate and neat, too many pupils fail to transfer these accomplishments into their story writing. For example, while some pupils' work is neat with letters correctly formed and of consistent height, many pupils identified as average attainers lack adequate pencil control, put capital letters in the middle of sentences and spell familiar words (our, raced and reached) incorrectly (are, raset, richto). Nevertheless, many pupils are developing variety of sentence structure, and the range and quality of word choice and phraseology are often good. For example, in a 'colour poem' one pupil wrote, 'orange is sunset floating in the sky'. Higher attaining pupils make good progress. They write neatly in a cursive script and at greater length. Their punctuation is generally sound and they sometimes use speech marks correctly.

116. Standards of handwriting, punctuation, spelling and presentation in Year 3 are very variable, although overall standards are close to those expected for the age range. There are often too many worksheets, which restricts pupils' ability to practise in meaningful contexts the skills they have learned in specific exercises. Some higher attaining pupils spell complex words, such as 'excited' and 'breathe' correctly but other pupils do not have a secure grasp of appropriate spellings. All pupils have the same list to learn each week, which is not appropriate because it does not cater for their individual needs. In Year 4, standards are below the expected levels in handwriting, punctuation, spelling and presentation, although

higher attaining pupils achieve the expected levels. Nevertheless, many pupils have made good progress, for example in the neatness of their handwriting, during this year and the range and complexity of their writing have developed well. Pupils in Years 5 and 6 write with an increasingly mature and consistent script in a wide range of contexts and often achieve good standards. They use a good range of punctuation, such as exclamation marks and apostrophes, correctly, and standards of spelling are satisfactory. Many pupils in Year 6 are working at levels above and, in some aspects, well above those expected of pupils of their age. To create a desired effect, they choose words with great care, for example, 'With a choked cry I fled from the jeering audience', and vary the structure of their sentences, for example repeating the word 'same' many times in a sentence to give the impression of boredom.

117. Pupils with special educational needs make good progress throughout the school, because teachers and special needs assistants work well together and plan work that takes good account of what these pupils already know, and meets their further needs well. In addition, the quality of the support they receive, and of the relationships between them and their support assistants, is very high, which motivates them to make the best progress they can.

118. Pupils have good attitudes to their work, although a significant minority of pupils in Year 4 often display poor attitudes to their work. Generally, pupils are eager to learn and settle quickly to their tasks, maintain concentration well, and work purposefully, productively and often collaboratively. When the activities devised for them catch their imagination and challenge them, they work extremely well and produce work of high quality. For example, in Year 4 a 'newspaper report' announced that cars were to be banned from the village. This caught the imagination of pupils who previously had not been attentive enough, and aroused strong emotions which were used well by the teacher to ensure that pupils completed the task to the best of their ability. Another example was in Year 6, when pupils were challenged to use their knowledge of authors' styles to deduce who had written a number of texts.

119. The quality of teaching is very good in Key Stage 1, and good overall in the reception class and in Key Stage 2, although in one lesson it was outstanding. As a consequence of this high quality teaching, pupils make good progress in lessons. Teachers' planning is very good. They have adapted the requirements of the National Literacy Strategy well and are very clear about what pupils of differing abilities are to learn in each lesson. They often share these objectives with pupils at the beginning of lessons and review the extent to which they have been met at the end. Sometimes, however, these final sessions are too rushed and so are not effective enough. Lessons are generally conducted at good pace and are organised well so that no time is lost; consequently pupils work productively. Pupils are managed well; as a result, they are willing to try their best and so learn at a swift rate. Relationships are very good throughout the school and teachers have high expectations of pupils' behaviour and attention. Unfortunately, the unsatisfactory attitudes of a minority of pupils in Year 4 mean that too great a proportion of the teacher's time and energies have to be taken up with behaviour management, and progress is adversely affected. Teachers successfully use a good range of strategies to capture pupils' interest, attention and imagination, including bogus newspaper reports and, in Year 6, a challenge to produce poems in different styles on the theme of Henry the VIII. They have a good knowledge of the subject and, in some cases, a real love of literature that enthuses pupils and motivates them to succeed and to make

progress. In addition, they teach the basic skills well and, through the good adaptation of the national strategy, increasingly ensure that they are developed in a logical sequence in all areas of work. This has been a major factor in the improved standards in the range and content of writing since the last national tests. Classroom assistants are used well to support groups and individuals and this ensures that they are concentrating on the task in hand and are able to understand what they have to do.

120. Where lessons are most effective, for example in Key Stage 1 and Year 6, teachers provide stimulating and imaginative activities that challenge pupils to apply existing knowledge in new contexts. They successfully communicate their own enthusiasm to pupils and motivate them very well. Because relationships are very good and teachers intervene to very good effect to move learning on, pupils respond very well; are confident to 'give it a go' because they know their efforts will be appreciated, and so learn very well.

121. The support given by special needs assistants, whether in the class or when pupils are withdrawn to work, is often very good. They work well with the teachers to ensure that tasks complement work done in class and are at a suitable level for the individual.

122. Pupils' literacy skills are used inconsistently in other subjects and are not planned into any other scheme. As a result, opportunities to develop them, through, for example, art appreciation or empathetic writing in religious education, are lost. In science and history, however, they are used well when pupils in the reception class describe how materials feel, and when Year 6 pupils use photographs of Henry the VIII to write about his character.

123. Recently, the very clear educational direction for the subject has been highly effective in improving provision and standards. The headteacher and deputy headteacher regularly evaluate the quality of teaching in the subject and set teachers targets for further improvement; this has raised the quality of teaching since the last inspection. The subject co-ordinators have adapted the National Literacy Strategy well to the context of the school; this has had a good effect on standards of teaching and learning throughout the school. The subject development plan is sensibly prioritised and provides a very good tool for further improvement within the context of the overall school development plan. Resources, especially the book stock, have been built up well and now provide good support for teachers' efforts and pupils' learning. A growing body of assessment data is used well to set targets for improvement for individuals and groups, to influence curriculum planning for teachers, and to enable the management of the school to begin to judge the effectiveness of provision. Improvements since the last inspection have been very good. The curriculum governor for English has been closely involved in all developments and is very supportive of the school's efforts.

## MATHEMATICS

124. The school has built upon the average standards that were achieved at both key stages at the time of the last inspection. Although standards have been a little erratic at Key Stage 1, clear improvements have been made, together with significant improvements at Key Stage 2.

- These improvements have been made through:
  - \* teachers becoming confident with the National Numeracy Strategy;
  - \* the decentralisation of mathematics resources, making them more available;
  - \* the testing of pupils identified as 'more able';
  - \* the provision, by teachers, of work more applicable to the wide range of ability within their classes;
  - \* the introduction of pupil tracking in order to see progress;
  - \* the use of tests to identify pupils having problems with number work.

125. Results of the National Curriculum tests in 1999 showed pupils' standards at the end of Key Stage 1 to be well above the national averages when compared either with all schools or with those with pupils from similar backgrounds. The percentage of pupils obtaining the expected Level 2 was above the national average, while the percentage gaining the higher Level 3 was well above the national average, at 42 per cent. The results of national tests between 1996 and 1999 showed variations between the results of different cohorts of pupils, although this often related to differences in the number of pupils with special educational needs.

126. Inspection evidence shows that seven year olds are achieving above national averages, with boys and girls achieving similar results.

127. Results of the National Curriculum assessments in 1999 showed that the standards achieved at the end of Key Stage 2 were above the national average both for all schools and for similar schools. The percentage of pupils achieving the expected Level 4 was well above the national average, at 91 per cent. The number of pupils reaching the higher Level 5 was close to the national average, at 22 per cent. Over the recent past, year on year improvements have been made in achievements in mathematics, in line with the improving trend nationally.

128. The evidence gathered during the inspection suggests that the improvements are continuing, with standards achieved in Year 6 being well above expectations. The vast majority of pupils are working at or beyond the expected Level 4. A significant group of pupils are working now at the higher Level 5, with a small group of pupils working capably at an even higher Level. As there are yet no figures to compare this with on a national basis, it is not possible to compare this with the national picture.

129. All of the above shows that the school has worked hard, especially in the recent past, to improve its planning, teaching and assessment of work with some considerable success. Since pupils with special education needs are well targeted by the school and class teachers prepare work well for them, they make good progress in their work. Although only a very small number of pupils have Individual Education Plans for mathematics, the class teachers make good provision for all pupils who are experiencing difficulties with their work.

130. Following a good start in reception, pupils in Key Stage 1 make good progress in their use and application of mathematical knowledge, although this is still their weakest area. Pupils are getting better at remembering number facts and most can recall them accurately. Year 2 pupils recognise multiples of 10 and can give them up to 200. They can count on in tens and hundreds and are confident in doubling and halving numbers. They are beginning to calculate mentally by multiplying and dividing, and nearly all have a good understanding of place value in hundreds, tens and units. Some more able pupils know the correct value of digits in larger numbers. These pupils are also becoming more adept at seeing mathematical calculations from within 'wordy problems'. Currently pupils do not always have enough opportunities to follow their own ideas for investigation, with teachers providing them with investigations to complete. By Year 5, pupils show sound skills in comparing fractions, decimals and percentages, many of which they calculate in their heads. They enjoy a 'Countdown' game in which they have to make a given number using a set of smaller digits. Throughout the key stage, pupils are asked to explain their thinking and their strategies. As a result, pupils in Year 6 are able to apply their knowledge of basic algebra to predict a pattern, generalise the pattern then derive a formula. This allows them to make accurate predictions and hypotheses.

131. Since the introduction of the National Numeracy Strategy, three years ago, the school has used it well to support the improvements in number work. Pupils in Year 2 can multiply and divide tens and units by a single digit. They can add and subtract amounts of money and can give change from £5. Most are competent and confident at telling the time and have some experience of both digital and analogue time. By the end of Key Stage 2, pupils can work with equivalent fractions and can calculate that five sixteenths equals 0.437. Pupils confidently calculate percentages and can work out 15% of 840. They set out calculations for long division and long multiplication carefully and complete them accurately.

132. Seven year olds have a very good understanding of shape, space and measurement. They can describe two and three-dimensional shapes using correct terms, such as angle, solid and face. They can measure objects such as books, pencils and hands in centimetres. They can estimate the mass of different objects and place them in order. The more able pupils can answer problems from a given list of weights and are able to recognise shapes, which are symmetrical. The oldest pupils can calculate the perimeter and areas of both regular and irregular shapes and can draw them accurately using a protractor. Many of the higher attaining pupils understand geometrical terms such as 'vertically opposite' and 'supplementary' angle. They understand rotational symmetry, and accurately enlarge and reduce shapes using co-ordinates.

133. When handling data, seven year olds can sort, use a simple tally chart and interpret the results using bar charts. Pupils in Year 2 have used the computer to draw pie charts and block graphs of the heights of their classmates. These are well presented in a classroom display. Pupils in Year 5 are confident about using such terms as 'mode' and 'range' when working on probability. They look at the letters used in the names of their friends and are able to make sensible conclusions based on the data they have collected. In Year 6, the pupils create their own conversion chart for comparing miles with kilometres. They also generate another chart for converting francs to pounds sterling.

134. Of the seven lessons observed in mathematics, the quality of teaching was very good in three, good in another three and satisfactory in one. This shows a significant improvement in teaching since the last inspection, where teaching was sound. Teachers are now much more familiar with the National Numeracy Strategy and have gained good subject knowledge. As a result they teach basic skills well, and standards have risen. Planning in all lessons is good. Teachers share the learning objectives with the pupils, who respond well to being made part of the learning process. There is now much more clarity in the learning objectives, and in the different activities which are prepared for pupils who learn at different rates. Pupils respond very well to work that is challenging for their level of ability. They approach lessons with interest and excitement. The level of challenge within activities keeps pupils motivated in lessons, which can last for over an hour. Teachers constantly move around the groups within the class, and often set extra or different tasks to extend or support pupils in their work. This good on-going assessment is sometimes noted in lesson plans, and the following lesson will be changed in response to these observations. This has a positive impact on the rate of progress within lessons.

135. The best teaching of mathematics was seen in Year 6, and in the classes of the two co-ordinators. Here the very good subject knowledge is put to best use by involving pupils in very demanding work. Year 6 pupils are set the task of devising a formula by which a builder can calculate the different types of stones required to lay a patio of any given size. The level of commitment to the task was impressive, as was the effect on their learning. Year 5 pupils use their knowledge of percentages to calculate the costs of items in a catalogue that have been reduced for a sale, whilst at the same time calculating the correct value added tax. In Year 1 the teacher makes very good use of review to establish what pupils already know, then uses her enthusiasm to lead pupils forward by capturing their interest and imagination. This has a positive effect on the rate of progress the pupils make.

136. All teachers show a good level of knowledge and understanding, both of the subject and the numeracy strategy. They are clear about what they want pupils to learn. They talk to pupils about the focus of the lesson and ensure that pupils make good progress within lessons.

137. Numeracy skills are applied well across a number of topics in the school. Most rooms have time lines that relate to the historical topics being studied, and draw attention to important dates and events. Pupils are able to develop their concept of chronology, and fit their current topic into the wider time scale of world history. In science and physical education lessons, pupils chart their pulse rates, and calculate how many beats there are per minute by sampling over a period of twenty-seconds. In a water topic, pupils were observed weighing different types of rock when dry. They then soaked them, reweighed them and calculated which rock absorbs the most water. This type of work helps to place numeracy within a practical perspective. Information technology is beginning to be used effectively to support mathematics. Pupils are using it to create charts and graphs, and many younger pupils are using fun games to practise their ability to calculate. Whilst there are good displays in support of numeracy in many classrooms, this is not consistent across the school.

138. The use of classroom assistants is satisfactory. On some occasions, they are well used to support small groups of lower attaining pupils, or pupils with special education needs. This allows the pupils to experience the enjoyment of using their mental and recall powers at an appropriate level. However, this is not always the case. Where this is done, pupils respond eagerly, and are able to answer more questions and consequently make better progress. Sometimes class assistants are well used to check on pupils' progress and note down

assessment comments. In a lesson where this was carried out effectively, the class assistant noted down who was not responding to questions and at what level others were able to make correct responses. This important information was used by the class teacher to adjust the next lesson so that even better progress could be made.

139. The co-ordinator is currently collecting and collating previously used plans, to show the work prepared for groups of pupils of differing abilities. These will be used to develop the school's own mathematics curriculum plan.

140. The school has a comprehensive development plan for the subject, which is having a very positive effect on pupils' progress and the ultimate standards they reach. The pupils who are recognised as 'more able', are being given work more suitable to their abilities, and the co-ordinator in Key Stage 2 is busy collating a collection of investigations which colleagues might use in their classes. The assessment of pupils' work in mathematics has been improved and teachers are now able to use their assessments in order to set simple targets for individual pupils. This serves well to involve pupils more in their learning and is once again having a positive effect on the progress they make.

141. Although the co-ordinator has opportunities to monitor the work produced by pupils across the school, she has not yet had opportunities to formally monitor the quality of teaching in mathematics. She has already made a significant contribution to the development of mathematics and is ably supported by all her colleagues. The curriculum governor for mathematics has been well involved in the planning for mathematics and is very supportive of the school's efforts.

## **SCIENCE**

142. The results of the 1999 National Curriculum teacher assessments for the end of Key Stage 1 were in line with national averages, but lower than those of similar schools. Inspection evidence shows that the attainment of current Year 2 pupils is above expected standards. This is better than standards observed in the last inspection, particularly in the proportion of pupils achieving the higher Level 3. This is mainly due to the quality of teaching and the emphasis on matching the work to the ability of pupils, especially the higher attainers.

143. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were above the national average at Level 4, the expected Level, but below at Level 5. The percentage at Level 4 was well above average compared with similar schools, but the percentage at Level 5 was below average. Trends over the previous two years had been upward at a faster rate than the rate found nationally, but the 1999 scores showed a dip compared with national averages. Analysis of the results showed that the unexpected results of two pupils who narrowly missed the higher Level 5, had a disproportionate effect on the comparisons. This can happen when the cohort size is only 23. Inspection evidence shows attainment of the current Year 6 pupils to be well above average. Improvements since the last inspection are particularly noticeable at the higher Level 5, and again are mainly due to the quality of teaching, particularly in investigative and experimental science.

144. By the end of Key Stage 1, most pupils have a sound understanding of different properties of materials, for example those that are transparent, translucent or opaque, and can use the correct language to describe them. They know that materials such as butter, chocolate, a wax candle and an ice-lolly change when they get hot. When experimenting, they are well versed in the process of prediction, experimentation, observation and recording of results. For example, there is evidence of appropriate recording when they used ice cubes to find the hottest or coldest place in the classroom. They have a good understanding of the life cycle of a frog, butterfly and plant, and understand the need for exercise for humans to stay healthy. They identify electrical appliances in the home; make an electrical circuit to make a bulb light, and know which materials conduct electricity.

145. By the end of Key Stage 2, pupils have a very good understanding of how to conduct a fair test, offer hypotheses and draw simple conclusions from their work. For example, when separating materials they know that to separate sand from water they can filter, but to separate salt from water they must use evaporation. They understand that some changes to materials are reversible, such as chocolate melting, and that others are not, such as paper burning. They know that some materials are better at preventing sound from travelling, and have tested the force of gravity using spinners they have made. In most instances, pupils' recording of their experiments is carefully and neatly done, often with the use of graphs and diagrams, and clear conclusions are drawn.

146. Pupils' attitudes towards their work in Key Stage 1 are good, and with added maturity and enthusiasm for enquiry in Key Stage 2, they are very good. Pupils are keen and enthusiastic and eager to find out more. They are well motivated, and often become totally engaged in what they are doing. Their behaviour is good, and they co-operate well with a partner or in groups. In one lesson, pupils were described as being 'totally enthralled'.

- In all lessons seen, the teaching was at least satisfactory, with the vast majority being good. Good features of teaching which were frequently seen include:
  - \* thorough planning with clear learning objectives which are well explained to pupils;
  - \* good preparation and use of resources;
  - \* a good knowledge and understanding of the subject, with clear demonstrations and explanations;
  - \* a variety of activities to interest and stimulate pupils which are well matched to their abilities;
  - \* good links to other subjects, such as literacy, numeracy and physical education;
  - \* good management of pupils by the teacher and classroom assistants, particularly when pupils are involved in practical activities.

147. All these features have a positive impact on learning and help pupils of all abilities to make good progress in the acquisition of skills, knowledge and understanding. However, they are not always present in all lessons, and there are occasions when improvement could be made. For instance, sometimes demonstrations are not clear, leading to confusion, and sometimes pupils do not have enough opportunity to perform experiments for themselves. Expectations are not always high enough, especially for the more able pupils. For example,

older juniors need more opportunities to develop their own recording methods, rather than simply filling in a grid. Assessment opportunities are not always clearly identified within planning, making it more difficult to make any adjustments to future lessons or to modify work to specific needs. Although good attention is paid to literacy skills, sometimes there is insufficient attention to the key scientific vocabulary.

148. There have been considerable improvements since the last inspection. Standards of attainment are higher, pupils now have a better knowledge and understanding of key facts, and there is an appropriate use of tables and graphs for displaying results of experiments. Attention has been given to extending pupils of different ability, although progress is inconsistent across the school. An emphasis has been placed on experimental and investigative science, which is having a positive impact on learning. The four-year topic cycle is being reviewed in the light of new curriculum guidelines, with the expectation that the school will be able to operate a separate class for each year group.

149. An effective curriculum has been built around the recent recommendations from the QCA. Cross-curricular links are successfully identified. For example, pupils study the heart and the importance of fitness in science as well as in their physical education lessons. Literacy, numeracy and information technology are also well used to support work in science. The 'Millennium Grounds Project' is providing excellent opportunities to support work in science by raising pupils' awareness of their environment and how they can support and protect it.

## **ART**

150. Whilst there are many examples of good quality artwork around the school, there has been insufficient improvement in the organisation, planning and co-ordination of the subject since the last inspection. Scrutiny of displays shows that pupils have a wide range of opportunities to develop skills in painting, printing, collage and clay work. Standards are judged to be satisfactory at the end of Key Stage 1, and above those achieved generally by pupils of similar ages at the end of Key Stage 2. Standards have improved since the last inspection, when they were unsatisfactory at both key stages. There were limited opportunities to observe art lessons during the inspection. One lesson was seen in each key stage.

151. In Key Stage 1 and reception, pupils have contributed to a large-scale picture of rain forest animals. Year 1 pupils have used a 'wax resist' process to create pictures for a display on a 'light' theme, while pupils in Year 2 have used pastels to create still life pictures. Pupils also use computer programs well to draw pictures, and have good keyboard and mouse skills.

152. At Key Stage 2, Year 4 pupils use watercolours to paint flowers, demonstrating good close skills in close observation. In Year 5, pupils show a developing knowledge of colour and form when working on pictures in the style of Van Gogh. The study of the work of famous artists is inconsistently planned across the school. Pupils use descriptive vocabulary well, but the ability to critically review pictures is underdeveloped. In Year 6, pupils carefully paint Greek shields, which depict sacred animals such as owls, crabs and bulls.

153. Pupils have well-developed skill in using clay. It extends from simple thumb and coil pots to complex examples of slab work. They make large-scale complex pots in clay as their leaving gift for the school.

154. In the single lesson observed in Key Stage 2 the teacher demonstrated excellent subject knowledge. He explained in very good detail how to prepare clay for use as a sculpting

medium, and made very good use of demonstration to illustrate the process. Pupils were able to progress quickly towards creating designs in clay using a white rose as a motif. This was not seen as an end product, but simply as a means to practise and perfect skills and techniques. In other lesson in Key Stage 1 the quality of teaching was good. Learning intentions were shared with the class so that all pupils understood what they had to do and achieve. Good use was made of a practical demonstration of printmaking and colour mixing to gain pupils' interest and to improve their skills and techniques.

155. In the two lessons observed the pupils' response was good at Key Stage 1, and very good in Key Stage2. Pupils show confidence when discussing their work, share resources sensibly, and work very well together. Behaviour is very good in art lessons. Pupils listen carefully to the teacher, and contribute sensible ideas and suggestions. They settle to work quickly, and show interest in the tasks set. The majority of pupils are pleased with their work, and are eager to show it to others.

156. Teachers show a genuine interest and enthusiasm for art, despite the absence of an art co-ordinator. They regularly attend art classes to maintain and improve their own skills. However, their work in class is not regularly monitored and this has resulted in the inconsistent use of sketchbooks to collect ideas across the school. In the same way, better monitoring of the work would show that not enough opportunities are provided for pupils to write about art, or to appreciate the work of a broad range of artists from different cultures.

## **DESIGN AND TECHNOLOGY**

157. Only one lesson of design and technology was seen during the inspection. However, from inspection of teachers' plans, discussion with pupils, scrutiny of their design sheets and a few samples of work, standards are judged to be satisfactory at the end of both key stages and are in line with those achieved generally by pupils of similar ages. Standards have improved since the last inspection, when they were unsatisfactory.

158. Work in design and technology is linked well with other subjects, particularly science. For example, in Key Stage 1, pupils study materials and their properties in science; in design and technology, they then use this knowledge to help them choose materials to make a bag. They are familiar with process of designing, making and evaluation. In Key Stage 2, pupils learn how to make an electric circuit in science, which they incorporate into a design for a lighthouse as part of design and technology. Pupils are competent in working with a range of materials, including clay, food, textiles and recycled materials.

159. In the single lesson seen during the inspection, all pupils were thoroughly involved and took pride in the work they were doing. Other pupils were interviewed about their work, and all talked enthusiastically about what they had achieved. They have a sound understanding of what is needed in the design process, including modifying their original ideas to make improvements.

160. Teaching in the one lesson seen was good. The lesson was well planned, pupils were well organised, and skills were well taught and explained. Evidence from teachers' planning and the scrutiny of pupils' work indicates that teaching across the school is at least satisfactory. The lack of effective assessment of pupils' work makes it more difficult to set appropriately challenging work for the next activity, particularly for higher attainers across the school, in order to achieve higher standards.

161. Design and technology has developed well since the last inspection, although further improvements are needed to secure higher standards. A well-planned draft scheme of work is being successfully implemented and developed. However, the school has already identified the need to include assessment opportunities within the scheme of work. There is insufficient monitoring of the subject throughout the school, including the quality of teaching.

## **GEOGRAPHY**

162. It was not possible to see geography being taught during the inspection week. Evidence from teachers' planning, the scrutiny of pupils' work and discussions with pupils and teachers indicate that attainment at the end of both key stages is in line with standards generally found for pupils of a similar age. Standards have been maintained since the last inspection. Pupils at both key stages, including those with special educational needs, are making satisfactory progress.

163. In Key Stage 1, pupils can identify the countries making up the United Kingdom, and most understand that Sway is located in the south of England. They have carried out fieldwork in the locality and can compare Sway with other contrasting localities. They can describe a route, such as the one they take to school, and can represent it as a simple plan.

164. By the end of Key Stage 2, pupils can talk about environmental issues and the human and physical features of the local landscape. They understand ways in which people affect the environment and why it is important to address issues such as pollution. They can identify features from maps and photographs, and talk about the features of weather in different parts of the world. Pupils have positive attitudes towards geography, particularly environmental issues. They talk with knowledge, enthusiasm and maturity.

165. No teaching was observed during the inspection, but scrutiny of lesson plans and of pupils' work, together with discussions with pupils and teachers, indicates that teaching is at least satisfactory. Pupils are encouraged to take pride in their work, and produce well-presented topic booklets. However, there are insufficient planned opportunities for assessment across both key stages. There are good links with other subjects, especially science, history and literacy, and a programme of visits, including a residential visit for Year 6. This considerably enhances the opportunities for first-hand study, and helps promote interest and enthusiasm. Resources are satisfactory to deliver the curriculum, although there are insufficient up to date atlases.

## **HISTORY**

166. No history lessons were observed in Key Stage 1. However, samples of work were studied, planning was scrutinised and discussions took place with the co-ordinator and pupils. Evidence suggests that pupils' attainment is in line with that expected for pupils of their age. At the end of Key Stage 2, where three lessons were observed, attainment is good and above that expected for eleven year olds. This is an improvement since the last inspection, and is mainly due to the emphasis on teaching independent learning skills.

167. In Key Stage 1, pupils can talk about the differences between their lives and those of their parents and grandparents. They develop empathy with the past and talk enthusiastically about past events such as The Great Fire of London. In Key Stage 2, pupils have a good understanding of chronology, and can correctly sequence events from BC to the present day. For example, they were quickly able to place the Ancient Greeks, the Tudors, the Victorians and the Second World War in chronological order. They have a good understanding of primary and secondary resources when investigating history, and show competence and confidence when using sources such as books, CD Rom and the Internet.

168. Teaching in Key Stage 2 is good. There is thorough planning and good use of well-prepared resources. Pupils are well motivated towards using their own research and enquiry skills, which has a positive impact on learning. They have good opportunities for individual enquiry, and they are motivated to enquire further. Assessment opportunities are insufficiently used, and there is a lack of information to guide for future planning. The co-ordination of the subject is sound, and good links have been forged with other subjects, including information technology. The curriculum is enhanced with visits and visitors, which motivates and stimulates pupils to learn. However, the co-ordinator has not had the opportunity to monitor the quality of teaching across the school.

## **INFORMATION TECHNOLOGY**

169. There were limited opportunities to see direct teaching of information technology during the inspection since it is integrated mostly within other subject areas. Evidence was obtained by direct lesson observation, from displays, by the scrutiny of pupils' work and teachers' plans, and through discussions with pupils and teachers.

170. Attainment in information technology at the end of both key stages is broadly in line with national expectations. This is an improvement on the findings of the last inspection when attainment at the end of Key Stage 2 was below national levels. The school has recently purchased new hardware, which has enabled new ranges of skills to be successfully introduced, including e-mail and access to the Internet. Pupils now correspond with schools across the world including North America and South East Asia. Pupils at both key stages have made satisfactory progress over time. In the lessons observed during the inspection progress was good. However, previously there have been insufficient computers of good quality to sustain good progress across the key stages.

171. At Key Stage 1, pupils manage the mouse with ease, know how to retrieve and save work successfully, and use information technology for a range of purposes. In English, pupils achieve good standards in communication and in handling information, through effective application of word-processing techniques. For example, pupils in Year 1 use commercial packages to type in simple text and add graphics to illustrate their writing. In Year 2, they continue to develop their word-processing skills by changing the size of font and the quality of

text, and merging it with clip art to illustrate books of 'Stories from our Village'. In mathematics, pupils in Year 2 collect data about their favourite animals and pets and construct simple block graphs. By Year 2, most pupils are able to explore information held on information technology systems, such as the multi-media computers, to support their work in geography and science. They confidently use both CD ROMs and the Internet to look for information. All pupils have opportunities to develop their control skills. Pupils successfully enter data to control a floor robot, and the oldest are able to use a simple technical language to move an icon around the screen.

172. Lower Key Stage 2 pupils develop their keyboard skills well and are confident in using computers. They know how to load a program, and enter their text using various styles of fonts. Pupils confidently use graphics programs, print out pictures, and save to disc. They enter data into computers and then retrieve the information in a variety of forms, such as graphs and pie charts. By the end of Key Stage 2, pupils know how to enter text and manipulate it by changing font size, style, and colour. They know many of the functions of a commercial word processing program, and confidently demonstrate the use of the spell checker. Most pupils can confidently access the Internet using web site addresses, and send and receive email. They use a scanner to save images and can control lights in a model house using simple instructions. However, there are no opportunities for pupils to monitor external events using sensors. A weather station has recently been ordered which will enable pupils to monitor local weather conditions continuously using a computer and sensors.

173. Learning is successfully extended in the majority of other National Curriculum subjects. For example, pupils use geography simulation software to create maps of an imaginary village. In mathematics, they produce computer-generated tessellating patterns and three dimensional shapes, and they record the results of their experiments in science.

174. Whenever, pupils were seen working on the computers, their response was always very good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable teachers and assistants, but many have gained their knowledge from working at home on personal computers. Pupils with special educational needs work alongside other pupils and are well supported and make good progress in relation to their previous attainment.

175. There were limited opportunities to see the direct teaching of information technology during the inspection, but in the two lessons seen the quality of teaching was judged to be good. Teachers understand the software well and are able to intervene effectively to reinforce subject skills. Technical language is used well to support the development of pupils' understanding. Pupils are very well managed, and their own enthusiasm is an important factor contributing to the good progress seen in most lessons. Pupils are encouraged to correct their own mistakes, and teachers encourage the use of information technology across the curriculum as a tool for learning. Resources are deployed well, and good use is made of the time available to maximise pupils' learning.

176. The co-ordinator is very enthusiastic about the subject, and provides clear educational direction that is effective in improving provision and standards. She has wisely introduced the Qualification and Curriculum Authority guidelines, and is integrating these alongside the school's own satisfactory scheme of work. This has had a good effect on standards of teaching and learning throughout the school. The subject development plan is well prioritised and provides clear direction for further improvement within the context of the overall school development plan. Resources, especially computers, have been built up well and now provide good support for pupils' learning.

177. New assessment procedures have very recently been introduced but have yet to have a significant effect on standards. Sufficient assessment data has yet to be collected either to influence curriculum planning for teachers, or to enable the management of the school to begin to judge the effectiveness of provision. The headteacher regularly monitors the quality of teaching across the school, but the co-ordinator has not been given the opportunity to monitor the quality of teaching of information technology in classrooms, and so is unable to account fully for the quality of provision in the subject. Improvements since the last inspection have been good.

## MUSIC

178. No teaching of music was observed in Years 5 or 6, so judgements about standards at the end of both key stages are based on evidence gleaned from assemblies, instrumental practices and performance rehearsals. Pupils, including those with special educational needs, make satisfactory progress throughout the school and, by the end of each key stage, achieve standards that are broadly in line with those expected nationally. However, the standards of singing in the rehearsal of the musical, 'Oliver', and the orchestral playing in assembly were well above those to be expected of pupils of this age.

179. Pupils at the end of Key Stage 1 listen attentively to music from different cultures, moving appropriately in response to changing rhythms and tempos. They recognise and name correctly a reasonable number of instruments. Nearly all pupils follow a steady pulse accurately when playing percussions, but only about half follow an accelerating tempo exactly because they confuse rhythm and pulse. Pupils in Year 4 maintain a steady pulse when clapping. Initially, only about a quarter do so accurately when using tuned percussion instruments, although, as a consequence of good teaching and perseverance, many pupils make good progress and about three quarters are maintaining an accurate and steady pulse by the end of the lesson. They carefully follow a graphic score and maintain a reasonably accurate tempo, including quavers. In a performance rehearsal, pupils in Key Stage 2, including those from Year 6, sing wholeheartedly with very good attention to rhythm, pitch, tempo and timbre, displaying good breath control. Recorder playing is taught in Year 3 and, overall, standards match those expected at this age. Other pupils from Key Stage 2 benefit from being taught by peripatetic music teachers of brass, woodwind and strings; higher attaining pupils achieve standards above those expected for their age.

180. Pupils' attitudes in lessons are good in Key Stage 1 and satisfactory in Key Stage 2. Their enthusiasm and participation in instrumental practice and group performance are often very good. In lessons, nearly all pupils enjoy the activities and have good attitudes to learning. However, a minority of pupils in Year 4 exhibit poor attitudes and behave in an unsatisfactory manner. The need to control their behaviour takes too much of the teacher's time and energies and slows the pace of the lesson, with a resultant adverse effect on the progress possible for the rest of the class. Nevertheless, the teacher manages them effectively with the help of a skilful special needs assistant. They are drawn into the lesson well and participate satisfactorily by the end of the session.

181. The quality of teaching is good in lessons and very good in performance rehearsals. Teachers plan their work very carefully, are clear about what they want pupils to learn, and are aided by a good range of resources, which they use effectively. They manage learning well and relationships are generally good; as a consequence, nearly all pupils participate well and are confident learners. Even when pupils do not initially participate adequately, the teacher's

perseverance and determination to ensure that the lesson proceeds as planned are effective. As a result, all pupils make satisfactory progress overall and a majority make progress that is better than that. Teachers have good subject knowledge and high expectations of pupils' behaviour and application to the tasks set. They choose activities that are meaningful and which build well on the previous lessons; this helps to ensure that pupils are interested, and motivates them to work consistently, which has a good effect on how well they learn. Teachers make good use of continuing assessment to modify plans as the lesson proceeds. For example, when pupils in Year 4 were having trouble maintaining the pulse on tuned percussion, the teacher adapted her plans to good effect. She required half the class to clap, which they could do in time, to reinforce the pulse and help those still playing glockenspiels. In Year 2, good links were made between the music, which was from a German Jewish culture, and pupils' previous learning in religious education and modern history.

182. The most effective lessons are characterised by very high expectations of what pupils could and should achieve, a very high level of personal expertise, and activities that appeal greatly to the pupils, together with very good teaching of basic skills.

183. The quality of teaching and teachers' personal expertise are high and, as a result, pupils make good progress in lessons. However, there is no effective scheme of work or associated assessment procedures that would ensure that pupils acquire the relevant skills, knowledge and understanding in a logical sequence throughout the school. The school has already recognised this and intends to address the weakness. Pupils' standards of singing, the quality of instruments and the number of examples of recorded music have all improved since the last inspection. The co-ordinator has a clear idea of the developments needed in the subject but does not monitor the quality of teaching and so is unable to account fully for the quality of provision in the subject. The number, range and quality of resources are satisfactory overall, although the number and range of glockenspiels is good, which makes a positive contribution to pupils' learning. Opportunities to enable pupils to listen to, and learn about, a range of music are not always taken, for example, during assembly times.

## **PHYSICAL EDUCATION**

184. No lessons were observed in Years 2, 5 or 6. Judgements about pupils' standards at the end of both key stages are based on observations of pupils playing informally and on documentary evidence. Pupils' standards at the end of Key Stage 1 and in Years 3 and 4 match those expected nationally of pupils of their respective ages and pupils make satisfactory progress overall. In addition, pupils in Years 4, 5 and 6 swim regularly, and 85 per cent have achieved the standard expected of pupils at the end of Key Stage 2. Over half have achieved standards higher than this.

185. Pupils aged five years in the reception class travel in a suitable variety of ways and heights, using space safely. They hold simple balances securely and use their imagination well when devising different ways of stretching and turning. Year 1 pupils travel safely at various speeds, but do not use space efficiently, and tending to crowd together. About a quarter of the pupils catch balls well when they are thrown to them at a variety of heights, while a further quarter lack the necessary hand/eye co-ordination to enable them to catch reliably. All throw balls underarm successfully to their partners and they collaborate well. Year 2 pupils skip, run and dodge appropriately and play together well. Year 3 pupils have a secure understanding of the reasons for warming up and of the effects of exercise on their body. They work effectively in pairs when dancing, with about a third performing with good standards of poise and elegance. A quarter find it difficult to co-ordinate their movements with the pulse of the

music, especially when the measure is a complex one. When developing their fitness, pupils in Year 4 measure their own pulse to discover the effect exercise has on their heart rate. About one third touch the floor without bending their knees, while about a quarter are not able to run more than about 200 metres without stopping. In informal settings, the oldest pupils strike a ball with a tennis racquet reasonably regularly, with some showing good technique on both backhand and forehand. Many boys, when playing cricket, bowl with good rhythm and direction and strike the ball effectively. They throw and catch with reasonable security.

186. In lessons, pupils' responses are satisfactory, although, especially in Key Stage 2, some pupils in Years 3 and 4 behave inappropriately by, for example, giggling when they have to dance with a member of the opposite sex or by not concentrating long enough on the work set them.

187. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2. This is an improvement since the last inspection. Teachers all plan their work well and are clear about the purpose of the lesson. They sometimes share this with pupils at the beginning of the session, particularly in Key Stage 2, and review achievements at the end. This ensures that pupils know what is expected of them and how far they have succeeded. Teachers have generally appropriate expectations of pupils' standards of behaviour, attention and application and this, together with good relationships and generally good subject knowledge, ensures that pupils are managed well and apply themselves well. The pace of lessons is satisfactory, although in Key Stage 2, the behaviour of a small minority of pupils in Year 4 who do not concentrate as well as their peers, slows the pace of the lesson at times and adversely affects how well they learn. Teachers' subject knowledge is good in Key Stage 2, which ensures that the basic skills are taught well and that pupils learn skills in a logical sequence.

188. The school is using some of the suggestions contained in recent national guidance with the intention of adopting useful elements in the next academic year. Nevertheless, the subject fulfils all statutory requirements and all compulsory and optional areas are covered over time. Assessment is informal but broadly adequate. The accommodation is very good, with a useful hall, a large grassed area, good hard play area and easy access to tennis courts. This allows a good range of activities to take place in lesson time. A satisfactory number and range of extra-curricular activities take place, which are attended by a suitable number of pupils. Other resources are suitable. The co-ordinator does not have an opportunity to monitor the quality of teaching and so is unable to account fully for the standards of provision in the subject.

## **RELIGIOUS EDUCATION**

189. At the time of the previous inspection, standards in religious education were seen as slightly below expectations. Currently the painstaking development of the school's approach to a new scheme of work is improving standards. This was part of a Key Issue in the previous report, and the school is well on the way to meeting these criticisms.

190. Only one lesson of religious education was seen at each key stage. However, a close examination of previous planning and previously completed work, together with evidence from the work currently being carried out by the co-ordinator, allows judgements to be made. Standards are now in line with the expectations of the locally agreed syllabus, although rather too much work is carried out orally and not committed to writing. The co-ordinator is well aware of this and the school has made it part of the development plan to extend writing opportunities.

191. In Key Stage 1, pupils in Year 1 have a good understanding of the reason why water is a fundamental part of the baptism service. They have visited the graveyard at the local church and have also had good opportunities to look at symbolism inside the church. Pupils in Year 2, benefit from the very good teaching of the subject co-ordinator, and have studied aspects of the Jewish faith. They have completed a detailed study of the Passover and know about the Torah, the synagogue and the seder plate. When questioned, pupils were able to explain the significance of some of the elements of the Passover meal. In a very good lesson seen in Year 2, children were acting out in small groups a bar mitzvah, a Jewish wedding and a Christian wedding. Pupils were able to consolidate their understanding of the significance of religions in human life and share some of the common features between religions. They clearly described the ceremonies from memory, saying that 'the boy has made a decision to be a member of the Jewish faith'. They also knew the significance of the huppa, the Rabbi and the reading from the scrolls when describing the wedding ceremony. Pupils were able to draw reasonable comparisons with similar Christian festivals.

192. At Key Stage 2, with very recently planned changes to the overall structure of topic work, the subject co-ordinator is gradually preparing detailed plans of work for religious education for colleagues. The units so far used are very encouraging and show a better way forward for the development of an understanding of different religions, together with better opportunities for pupils to learn from religions. A lesson in Year 5, closely linked with elements of collective worship, explored the idea of praying and asking for help when faced with difficult decisions. The teacher explored this with sensitivity and enabled pupils to discuss problems and solutions within a safe and secure environment. Opportunities were given for pupils to reflect on the ideas discussed, thus supporting their own spiritual development well.

193. Written work from Year 6 shows that they are given good opportunities to explore the similarities and differences between the Christian and Islamic faiths. Many pupils have a good understanding of the Five Pillars of Islam and can see the connections with the Ten Commandments. In the same way, they understand the importance of holy books such as the Qu'ran and the Bible. The plans for work in Year 6 show clear progression of knowledge and understanding so that new ideas are reinforced in the next piece of work.

194. The knowledgeable co-ordinator is continuing to plan new modules of work. These will ensure consistency in the acquisition of knowledge and understanding as pupils progress through the school. The recently devised assessment procedures will enable teachers to plan more effectively, and will enable the school to judge the effectiveness of provision. In order to support the school's drive to improve literacy skills, pupils need opportunities to write about their work in religious education. Too often, opportunities for writing are not identified within planning and many good opportunities are lost. The co-ordinator does not have an opportunity to monitor the quality of teaching and so is unable to account fully for the standards of provision in the subject.