

INSPECTION REPORT

DOGMERSFIELD C of E PRIMARY SCHOOL

Hook

LEA area: Hampshire

Unique reference number: 116355

Headteacher: Mrs Janet Henderson

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 13th - 16th March 2000

Inspection number: 189991

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
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Chatter Alley Dogmersfield Hook Hampshire
Postcode:	RG27 8SS
Telephone number:	(01252) 616345
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Ross
Date of previous inspection:	14 th - 16 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tom Shine	Registered inspector	Science History Music Equal opportunities	How high are standards? How well are pupils taught?
Keith Schofield	Lay inspector		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?
Pauline Osborne	Team inspector	English Geography Physical education Special educational needs Under fives	How good are the curricular and other opportunities offered to pupils?
Ian Hancock	Team inspector	Mathematics Information and communication technology Art Design and technology	How well is the school led and managed?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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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

The school is a small voluntary aided Church of England primary school for boys and girls 4 to 11 years old. Until comparatively recently it served a limited rural population, but some pupils come from further afield as the surrounding area has seen a rapid growth in population. There are 93 pupils on roll, organised into 4 classes, all of which, except one for Year 2, have mixed age groups. Attainment on entry fluctuates because of the small size of the cohorts, but typically is above average. There are 19 on the special educational needs (SEN) register which, at 20 per cent, reflects the national average. However these pupils are not evenly spread throughout the school. There are, for example, 10 pupils with SEN, 37 per cent, in the class with pupils of Years 3 and 4. There are no pupils from minority ethnic backgrounds or with English as an additional language. The percentage of pupils eligible for free school meals is well below the national average. The school has recently under-gone extensive building works, including the provision of an extra classroom and further improvements are scheduled for April 2000.

HOW GOOD THE SCHOOL IS

Dogmersfield is an effective school, achieving good standards. Good teaching and the commitment of the headteacher and staff, strongly supported by the Governors to high achievement, contribute substantially to these standards. The school provides good value for money.

What the school does well

- By age eleven, attainment in English and mathematics is above average and is well above average in science.
- Overall, teaching is good, with one in three lessons being very good, having a positive impact on pupils' learning. It is especially good in the under fives, where children make very good progress.
- Pupils' attitudes, behaviour and personal development are good, contributing effectively to a good learning environment.
- The headteacher and governing body provide effective leadership in managing the school and raising standards.
- Provision for pupils with special educational needs is good and this contributes to their good progress.
- Assessment of pupils' progress through the school is very effective, enabling it to set realistic but challenging targets for its pupils.

What could be improved

- Pupils' attainment in information and communication technology in Key Stage 2 is unsatisfactory overall, and provision does not meet statutory requirements.
- The library is uninviting and the range of non-fiction books is limited, inhibiting the development of pupils' research and retrieval skills.
- More opportunities could be given for pupils throughout the school to improve their writing by planning and drafting longer pieces in a wider range of styles.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1996, the school has made significant improvement in all of the action points identified. Planning and teaching, for example, for the under fives are of a high standard. Planning documents for the National Curriculum throughout the school are now in place and there are extremely good systems for assessing and recording pupils' achievements and progress. The roles and responsibilities of the subject co-ordinators have been clarified and teaching time in Key Stage 2 is now appropriate. Accommodation is better than at the last inspection with more improvements imminent. Most importantly, the general quality of teaching is much better than it was in 1996 and this has had a measurable impact in improving standards in English, mathematics and science.

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				
Mathematics				
Science				

Key

Very high A*

Well above average A

 Above average B

 Average C

Below average D

Well below average E

The table is left blank as there were fewer than 10 pupils, aged eleven, entered for the National Curriculum tests in 1999. Comparisons between national averages and similar schools are unreliable when small variations in the intake, for example the number of pupils with special educational needs, can lead to large fluctuations in the way results are represented as percentages. In the reception class, children make very good progress and achieve above average standards, especially in personal and social development, language and literacy and mathematics. In the National Curriculum tests for pupils aged seven, only 10 pupils were entered for reading and writing and 11 were entered for mathematics. An above average proportion achieved the standard expected for seven-year-olds in all three areas and an above average proportion also achieved the higher Level 3 in reading and mathematics. Because there was a large number of pupils with special educational needs in the cohort, about 30 per cent, this is a pleasing achievement. This explains why the proportion achieving above the standard for seven-year-olds in writing was below average, as progress in writing was most adversely affected by their special needs. This proportion of pupils with special educational needs would also disadvantage the school in any comparison with similar schools. The results for pupils aged eleven, when there were only seven in the cohort and none with special educational needs, show that all pupils reached the expected standard in English, mathematics and science and a well above average proportion reached higher levels. In any comparison with similar schools, these results would show up very well. Inspection findings show that standards of reading and mathematics are good throughout the school. In writing they are broadly average at ages seven and eleven. At age eleven there are examples of well written short pieces, but there are insufficient opportunities for pupils to write at length. Standards in science are well above average at age eleven. There has been a steady upward trend in standards since the last inspection, when attainment in English, mathematics and science was broadly average. Standards in Information and Communication Technology (ICT) are below nationally expected levels by the time pupils leave the school. In most other subjects, pupils are achieving at levels appropriate for their ages, except in history at age seven when higher attaining pupils produce work of a standard below what is expected. At age eleven, on the other hand, all pupils' work in history is of a standard above what is normally expected. The school tracks pupils' progress well and targets for pupils at age eleven reflect this knowledge and are sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards learning and teachers. They enjoy school and work hard.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at break-times, including lunchtime.
Personal development and relationships	Pupils have good relationships with each other and with all members of staff. They willingly take on responsibility in the daily life of the school.
Attendance	Above the national average. Punctuality at the start of the day and in the lessons is good.

Pupils' attitudes, behaviour and their personal development and relationships are positive features contributing to their effective learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 is much better than it was at the last inspection, when it was satisfactory or better in 91 per cent of lessons, but with no teaching that was very good or better. Then, teaching was unsatisfactory in 9 per cent of lessons, mainly for the under fives. Findings from this inspection show that teaching is much better and is now good, overall. It is very good for the under-fives and is good in both key stages. Teaching is satisfactory or better in nearly 97 per cent of lessons and is good or better in 66 per cent. It is unsatisfactory in almost 4 per cent – one lesson. The needs of all pupils are generally well met, including pupils with special educational needs and higher attaining pupils who are generally well supported. Teachers also take extra-special account of pupils' ages and the level they are at, as most are taught in mixed-age classes.

Teaching of the under-fives is particularly good. The teacher has very good knowledge of the needs of the children and high expectations of all of them to do their best. As a result, all children are on course to achieve the Desirable Learning Outcomes and some have made sufficient progress to the extent that they are already working on the programmes of the National Curriculum. Throughout the rest of the school, the teaching of literacy and numeracy is good, overall, and much of it is very good, teachers having a good grasp of the national strategies to teach these skills. However, there is insufficient emphasis on asking pupils to produce extended pieces of written work. The teaching of science is good in Key Stage 1 and very good in Key Stage 2, with a better than usual emphasis on experimental and investigative work. Teachers lack confidence in information and communication technology and this results in insufficient emphasis being given to the teaching of the full range of skills and knowledge that need to be taught in this subject, resulting in unsatisfactory standards by the time pupils leave the school. In one geography lesson, teaching was unsatisfactory as the teacher failed to retain the pupils' attention throughout the lesson and little meaningful learning took place.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets statutory curricular requirements with the exception of ICT in Key Stage 2. The provision for pupils under five is very good, supporting children well to make good progress.
Provision for pupils with special educational needs	Good. Support provided by teachers and classroom assistants is effective and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. There is good provision for pupils' moral and social development and sound provision for spiritual and cultural development. There are insufficient opportunities in the curriculum to promote spiritual development or a wider understanding of other's cultures.
How well the school cares for its pupils	The school provides a secure and caring environment in which pupils feel safe.

The school works very effectively with parents and this relationship has a positive impact on its work. The quality and range of learning opportunities are good for the under fives and sound in the rest of the school. Statutory curriculum requirements are met in all respects, except in ICT in Key Stage 2, when the full programme of study is not taught. The school does its best to compensate for the absence of its own hall by using Winchfield Village Hall for physical education and the playground, when the weather allows. Despite the village hall being an attractive resource, it does not have large gymnastic equipment and half the time allowed for the lesson is spent on travelling. The absence of a hall also inhibits the development of aspects of other subjects such as drama and dance. The school provides an effective curriculum for literacy and numeracy and makes very good provision for science. This small school knows and cares for its pupils well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and effective management in improving standards in teaching and learning. There are plans to improve the teaching and learning of ICT.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities very effectively. They are very well informed and are committed to raising standards. For example, they have approved the school development plan, identifying that the full programme of study for ICT will be taught.
The school's evaluation of its performance	The school does this effectively. The head teacher monitors teaching to improve classroom performance and tracks the progress of individual pupils effectively. Governors regularly monitor and evaluate the effectiveness of their initiatives on the standards achieved.
The strategic use of resources	The school makes good use of specific grants and additional funds to improve the buildings. Funds for pupils with special educational needs are used well to support these pupils, enabling them to achieve well.

The number, qualifications and experience of the teaching and support staff are good. The school's premises and resources, overall, are satisfactory, except for the quality of the library and the number and quality of computers, which are unsatisfactory. The headteacher and governors provide clear

educational direction for the work and development of the school and promote high and improving standards. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good. • Teaching is good. • Teachers are very approachable. • The school encourages all pupils to do their best. • The attitudes and values the school promotes. 	<ul style="list-style-type: none"> • More information about academic progress. • Closer relationships with parents. • More activities outside lessons. • Management and leadership of the school.

The inspectors support parents' positive views. The negative comments in the questionnaires were generally not reflected at the parents' meeting, when most parents felt reports were informative. Inspectors found that the pattern of parents' evenings, arranged to discuss their children's progress is similar to that in other schools. Some parents believe the school should have closer relationships with parents, although at the meeting, parents felt that there are many opportunities for informal discussions, as the school is small. Inspectors found that, for parents who go into the school regularly, the school caters well for their needs. They found that there is a good range of outside activities for the size of the school, although all are reserved for pupils in Key Stage 2. The dissatisfaction with the leadership and management of the school in the questionnaires again was at odds with the very positive comments at the meeting and is not supported by inspectors who find that the school is well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception class their attainment varies widely and fluctuates from year to year more than usual, because of the small size of the cohorts. However, attainment on entry is typically above average, overall. Children make very good progress in all areas of learning except physical development, where progress is sound. They are well on course to achieve the desirable learning outcomes by the age of five and many have achieved levels that are above in most areas. In personal and social development, children quickly gain in confidence and settle into the daily life of the school and to classroom routines well. They are polite, listen attentively and behave well. By the age of five, children have very good skills in speaking and listening and have a growing vocabulary. Their language and literacy skills are good. They can write their names independently, spelling them correctly and forming letters with increasing confidence. Children make very good progress in their mathematical understanding through appropriate activities such as sorting, matching and counting. By the age of five, most children can recite numbers to 12. During the inspection, there were no children identified as having special educational needs in this small group of 11 children. However, those whose achievements were below average were well supported by both the teacher and classroom assistant and they made very good progress towards achieving the desirable learning outcomes in all the areas of learning. These findings represent significant progress since the last inspection.
2. Comparisons with national averages and the performance of similar schools with the National Curriculum tests and assessments at the end of both key stages are unreliable when dealing with small cohorts, as small changes to the intake in any one year can cause large fluctuations in test results. The 1999 National Curriculum tests at the end of Key Stage 1, show that an above average proportion of pupils achieved the standard expected for seven-year-olds in reading and mathematics and an above average proportion also achieved the higher Level 3. In writing, an above average proportion achieved the expected standard, but the proportion achieving higher levels was below average. This is because the special needs of a higher than normal number of pupils most adversely affected writing. This high proportion of pupils with special educational needs would also disadvantage the school when comparing its results with similar schools, especially when the small size of the cohort is taken into account; only 10 pupils, for example, were entered for reading and writing.
3. This size of the cohort is even more relevant for the pupils aged eleven in 1999, as there were only seven pupils entered for the National Curriculum tests and there were none with special educational needs. In English, mathematics and science all pupils reached the expected standard for eleven-year-olds and high proportions reached above average standards. If these results were compared with similar schools, Dogmersfield would be seen to be doing very well. This year the cohort is larger, although still small in absolute terms -14 pupils- but there are two pupils with special educational needs. Test results for pupils aged eleven over the past three years show fluctuations because of the varying size of the cohorts, but they maintain a general upward trend above the national average.
4. In this inspection, findings show that standards broadly reflect these results, despite the small size of the cohort in Year 6, last year. At age seven, inspection finds standards in speaking and listening are very good and standards in reading are good. In writing, standards are satisfactory, overall. In English, at age eleven, standards are above average, overall. Although there are insufficient opportunities for pupils to develop their writing skills through extending their writing, this position is similar to last year. An analysis of the English results in Key Stage 2, reveals the fact that the good overall results, were significantly better in reading than in writing. In mathematics, standards for pupils aged both seven and eleven are above average. In science, standards are above average at age seven and well above average at age eleven. These findings show that there has been significant improvement in all three core subjects since the last inspection, when standards broadly reflected national standards.

5. At age seven, pupils have very good skills in speaking and listening. They speak clearly with a good command of Standard English in assemblies and when answering in lessons. Planned opportunities for pupils to speak aloud, for example to read their poems in assemblies, enhance effectively these skills and ensure that pupils make very good progress. In groups, they express their points of view confidently, but also listen to the views of others patiently. There has been good attention given to the National Literacy Strategy throughout the school. By age seven, standards in reading are above average. Most pupils are able to read independently with confidence and fluency. They are able to talk about the plot and the character in the story and to predict what might happen next. They generally make good progress in reading. However, they are not able to use the non-fiction library or the Dewey classification chart to help them locate books. Standards in writing are broadly average. There has been marked improvement in handwriting since the Autumn term, when much of it was untidy and in a printed style. It is now above average standard in a neat cursive style. Opportunities for extended writing are limited, there being few beyond the time given for the Literacy Hour. There are, for example, limited opportunities given in history for pupils to write at length.
6. By the age of eleven, pupils' speaking and listening skills are well above average and they continue to make very good progress in consolidating these skills. They speak very confidently adapting their form of speech to their audiences' needs. This was illustrated well in an achievement assembly when pupils recounted the problems they had encountered when making a kaleidoscope. On the other hand, when talking to their own class about the results of their scientific researches, they use language that assumes more knowledge on the part of their audience, which listened very well. Standards of reading for this age group are above average. They read longer texts with focused concentration, reading aloud fluently and accurately. They have good comprehension skills and are able to retell the main events of the plot, explaining the characters' actions. Their good progress in reading is impaired by lack of opportunities to refine their retrieval skills. For example, no pupil, even higher attainers, were able to locate books on a given subject because of the ineffective organisation of the library. Standards of writing are broadly in line with national expectations. There has been a push on handwriting, reflecting the emphasis given in the development plan and very good progress has been made since the beginning of the year, although there is no consistency in the use of pens. Recently, pupils have made good progress in writing, increasingly using more complex sentences, responding well to increasingly challenging tasks. Higher attainers are capable of writing good stories, but their achievement in writing is restricted as they have infrequent opportunities to plan and write extended pieces. Word processing skills are used effectively. Pupils' skills in literacy in this age group, are used to good effect in other subjects, for example in science and history where there is some outstanding work in pupils' portfolios. Pupils with special educational needs, throughout the school, make good progress. They are well supported by teachers and classroom assistants who are directed by very good individual education plans. Their progress is carefully monitored and good teaching ensures that the level of work is well matched to their needs.
7. In mathematics, by the age of seven, pupils add and subtract two digit numbers confidently. They measure length, mass and capacity with a reasonable degree of accuracy, using standard and non-standard measures. Higher attaining pupils work successfully with larger numbers and learn to estimate and check their answers effectively. Most pupils are secure in their understanding of simple fractions and are able to use decimal notation in simple money calculations. They correctly identify the properties of two-dimensional shapes, drawing symmetrical patterns and effectively collect data on plants and animals in the surrounding environment to produce their own graphs. By age eleven, these standards are maintained, ensuring that standards in numeracy are good. They have good mental recall of multiplication facts and use mathematical vocabulary appropriately. Higher attaining pupils apply their understanding of number operations to solve very complex problems through mathematical investigations very effectively. For example, they successfully find patterns in number squares, occasionally identifying the formula used in the pattern. Most pupils confidently handle and interpret data, finding the median when recording daily temperatures on a line graph and have good understanding of the properties of three-dimensional shapes, exploring rotational symmetry to create designs of regular and irregular shapes. All pupils, including those with special educational needs, achieve well and are appropriately challenged. The higher attaining

pupils in Year 5 and 6, for example, are withdrawn by the co-ordinator for mathematical investigations. Numeracy skills are used and are supported well in other subjects of the curriculum, such as science, geography and design and technology, but insufficient use is made of information and communication technology to support pupils' learning.

8. In science, standards are above average at age seven. In Key Stage 1, all pupils, including those with special educational needs, make good progress. In Key Stage 2, in response to some very good teaching, all pupils make very good progress, achieving very well. By age seven, pupils study the effect of heat on materials and how it changes them. They construct simple electrical circuits effectively and record their work well. By age eleven, pupils are very confident in all aspects of science. They write and speak well with very good use of scientific vocabulary. They are particularly strong in Experimental and Investigative Science, hypothesising, planning and carrying out tests very effectively. They study the properties of mirrors and their uses in kaleidoscopes and carry out high quality research into various projects, including springs and magnets.
9. The school has set targets of 93 per cent of pupils to achieve at least level 4 in English and mathematics at age 11. At first glance these might seem less challenging than the achievements in 1999. However, that would be a superficial analysis, as these targets take account of one pupil with special educational needs who the school knows will not achieve the level 4. These targets are, therefore sufficiently challenging and pupils are well on course to achieve them.
10. In information and communication technology, standards for pupils aged seven are in line with what is expected nationally and all pupils, including those with special educational needs, make satisfactory progress. By age eleven, standards present a mixed picture, with communicating and handling data developing well and pupils making satisfactory progress. However, opportunities for controlling, monitoring and modelling are poor and statutory requirements for the subject are not met in full. At age seven, pupils load computers with a graphics program to illustrate their stories, many saving and printing their work. Higher attaining pupils change font and use full stops and capital letters. At age eleven, most pupils change colour, size and font confidently, drawing pictures to illustrate their book reviews on horror stories. They produce pie diagrams and block graphs to record running times and experiments in science and higher attaining pupils are familiar with more advanced editing such as positioning text in their work. In controlling, monitoring and modelling, pupils' progress is impeded by a lack of suitable equipment, including up-to-date computer technology. Progress in Key Stage 2, overall, is unsatisfactory.
11. In design and technology in Key Stage 1 and in art, geography, music and physical education throughout the school, pupils are achieving at levels expected for their age. There is insufficient evidence to make judgements about standards in design and technology in Key Stage 2. In history in Year 2, standards are broadly appropriate for pupils' ages, except for higher attaining pupils, where work is insufficiently challenging. In Year 6 in history, pupils produce work that is of a standard better than would be expected for this age group. In their work throughout the school, there were no significant differences between that of boys or girls. At the parents' meeting, parents were very happy with the standards in the school.

Pupils' attitudes, values and personal development

12. When children first go to school, they quickly settle into the day to day life of the classroom routines and school generally. In lessons, they listen attentively and answer questions with enthusiasm. They are polite and well behaved. Their first introduction to school, as under-fives, lays a good foundation for the development of good attitudes to learning and positive values, which they develop as they progress through the school. These attitudes are reinforced by the quality of teaching which has a positive impact on learning and contributes effectively to their general level of confidence. Pupils are enthusiastic about their lessons, take pride in their work and are eager to discuss their projects. The school functions as an orderly and caring community with all of the adults providing very effective role models for the pupils. Relationships are good and there is mutual respect between pupils and adults.

13. Behaviour throughout the school is good. Pupils have a sense of ownership of the rules of behaviour, having helped to create their own class rules, for example, and having made constructive suggestions about the equitable use of the playground. Consequently, pupils behave well in class and during break times, including lunch-times. They move about the school in a sensible and orderly manner. When the few incidents of inappropriate behaviour occur, they are dealt with fairly and resolved quickly. No one at the school can remember there ever having been any exclusions.
14. Pupils co-operate or work independently, taking responsibility for their own and other pupils' learning as much as they can. They respond well to questions and join eagerly in discussions. Pupils with special educational needs have very positive attitudes to their learning and make very good relationships with the range of people who support them, including parents and the school's own support staff. Their behaviour is usually very good.
15. Throughout the school, pupils are encouraged to take responsibility and to use their initiative without being asked. For example, during the inspection, older boys were seen helping younger children with their food at lunch-time.
16. Attendance is above the national average. Punctuality at the start of the day and in the lessons is good. Since the last report, the school has maintained its high standards for pupils' attitudes, values and personal development.

HOW WELL ARE PUPILS TAUGHT?

17. At the last inspection, teaching was satisfactory or better in 91 per cent of lessons, with no teaching that was very good or better. Teaching was unsatisfactory in 9 per cent of lessons, mainly for the under fives. Findings from this inspection show that teaching is much better and is now good, overall. It is very good for the under-fives and is good in both key stages. Most classes consist of mixed age groups. In general, teachers meet the needs of the different ages well and plan on a two-year cycle. The weaknesses identified in the last inspection report have mostly been successfully addressed. Teachers use planned objectives clearly linked to the programmes of study of the National Curriculum where appropriate and use on-going assessment well to inform short-term planning, especially through good questioning. Teachers are now supported in their planning by schemes of work, some of which are being further developed. The quality of marking varies, as the marking policy is not followed consistently throughout the school. Generally, it is not very helpful or informative, consisting of the occasional tick or cross, with bland comments that do not give a clear steer on how to improve their work. The most significant improvement since the last inspection, however, has been in the teaching for the under-fives.
18. In the lessons seen, for the under-fives, teaching varied from good to excellent and is very good, overall. The teacher, on the Graduate Teacher Scheme, has outstanding subject knowledge of the needs of the under-fives and high expectations of all of the children to achieve their best. This is seen, for example, in the ability to stretch the higher attaining children, so that some have progressed to studying within the National Curriculum at level 1. Teaching is very good in most areas of learning except in physical development where it is sound. In personal and social development, very good planning ensures that a wide range of stimulating activities is provided. The teaching of language and literacy and mathematics is particularly well organised with very clear learning objectives. The teaching of knowledge and understanding is very good, planning for practical investigations and activities being of a high order. There is a good range of opportunities for children to develop their creativity and teaching is very good. Regular opportunities are given for outdoor play, but children's physical development is restricted by the absence of large play equipment which, although on order, is not yet in the school. Teaching, overall, is sound. In all lessons, the teacher works very well with the classroom assistant who, under her direction, makes a very valuable contribution to the children's progress.
19. In Key Stage 1, teaching is good or better in 50 per cent of lessons and is very good in 30 per cent of lessons. In Key Stage 2, teaching is better, with 64 per cent being good or better and 36 per cent being very good. However, 4 per cent, one lesson, was unsatisfactory in this Key

Stage. In this geography lesson, although the teacher had good subject knowledge, there were difficulties managing the class, mainly because the seating arrangements were unsatisfactory. A significant number of pupils were off task and, therefore, little meaningful learning took place.

20. Teaching in English is good, overall, in both key stages. Teachers have introduced the Literacy Hour well and have good command of the literacy strategy. They have very good relationships with their pupils, engendering confidence in discussions and enjoyment in learning. Lessons are well planned, activities are well organised and move at a good pace. In the best lessons, good questioning is used to determine their level of understanding at the beginning of the lesson "*What do you think this is about?*" (the teacher in Year 2 is pointing to a picture of Giants at the start of the Literacy Hour). In response to good questioning, the children feel that they are being suitably challenged and answer eagerly and confidently. All pupils are very well involved in their learning, as teachers match the work to the needs of all groups in their class. In mathematics, lessons are well planned and basic skills are very well taught through the numeracy strategy. In the best lessons, learning is very effective as the tasks set by teachers motivate and challenge pupils very well. When pupils give a wrong answer, the teacher gives good encouragement and plenty of effective support for their learning, asking them what strategies were used to work out fractions and explaining to them how to work out the problems. In science, teaching is good, overall, in Key Stage 1 and very good in Key Stage 2. Teachers are confident in their knowledge and understanding of the subject, enabling them to give interesting presentations that attract and maintain pupils' interest and concentration. These lessons contain good questioning, assuring the teachers that pupils are ready to move on to the next steps and are not proceeding with shaky concepts. A good feature of science teaching throughout the school is strong emphasis on experimental and investigative work. Geography teaching is satisfactory, overall, but a lack of atlases in Key Stage 2, restricts pupils' progress. Pupils with special educational needs, on the other hand receive good support and make good progress in geography. The teaching of music is not as good as at the last inspection. Whilst satisfactory, teachers rely heavily on tape recordings of lessons and do not have the benefit of a visiting music specialist, whose services the school could not secure, to raise the standard above the ordinary. In art and physical education, teaching is satisfactory, overall.
21. There is insufficient evidence to comment on the quality of teaching in design and technology and history. In information and communication technology (ICT), whilst no direct teaching of the subject was observed, it is clear that teachers lack confidence in ICT and their planning lacks sufficient emphasis on the skills and knowledge that need to be taught. The need for further professional development has appropriately been identified in the school's development plan.
22. The teaching of pupils with special educational needs, overall, is good. Pupils are well supported both by teachers and classroom assistants, who provide effective support on an individual and small group basis. Teachers have good regard to the targets in pupils' well-written individual education plans. Higher attaining pupils generally have their needs met well, although work in pupils' books indicates that higher attainers are not sufficiently stretched in history in Year 2.
23. Homework is generally used appropriately to reinforce learning. In response to the questionnaire, the vast majority of parents were very pleased with the quality of teaching.

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

24. The curriculum is broad and balanced and meets statutory curricular requirements with the exception of Information and Communication Technology (ICT) in Key Stage 2, as control, modelling and monitoring are not taught and there is insufficient time allowed for the subject in this key stage. Pupils' library retrieval skills and provision to enrich pupils' multicultural awareness could be improved, for example by a wider range of appropriate library books. Opportunities for pupils to extend and broaden their range of writing could be developed. Sex education is taught appropriately. Drugs awareness is promoted in co-operation with the police initiative "Getting it Right". The teaching time allowed for the curriculum is now appropriate in Key Stage 2, as is the balance between subjects, with the exception of ICT.
25. The provision for pupils under five is very good, supporting children well to make good progress. Curriculum planning for this age group is good and covers all the areas of learning. The curriculum for the under-fives gives all the children access to planned experiences and opportunities and ensures that they progress to achieve the desirable learning outcomes by the time they are five. Some achieve beyond. Priority is given to developing pupils' literacy and numeracy skills and opportunities to promote these skills are very good. Pupils' progress in physical development, whilst satisfactory, will be better still when the new outdoor play equipment on order, is installed.
26. Pupils' personal development, overall, is satisfactory, but is supported well by the social and moral provision in the school. Spiritual development is satisfactory. This aspect has not improved significantly since the last inspection. The curriculum is not promoting pupils' spiritual development purposefully, and spirituality does not permeate the curriculum as much as might be expected in areas such as music, poetry, art and drama. Acts of collective worship are well planned and one of these, during the inspection, provided an impressive spiritual moment when, preceded by a prayer, the Millennium Candle was lit and the whole school was bathed in quiet reflection. But moments for such reflection and wonder during the school day are few. More use could be made of the excellent school location, for example, in appreciating the beauty of the natural environment, or in sketching. Good provision is made for pupils' moral and social development. Pupils work well together and lunch-time is a reasonably civilised experience, when older pupils sit with, and help the younger pupils. Satisfactory provision is made for children's cultural development, but this is impeded by a narrow range and organisation of books in the library. These do not enrich and broaden the pupils' understanding and awareness of the wider multicultural world; nor are there sufficient opportunities for pupils to appreciate the richness of others' cultures and their values and beliefs, for example, by visits and visitors linked to enhancing this curriculum area. Pupils are actively taught the difference between right and wrong and this is reflected in their good behaviour and respect for individuals and property. All adults who work in the school provide good role models and, together with their good relationships and good example, enhance pupils' moral development effectively.
27. There are opportunities for the pupils to contribute to the local community, for example, in support of the local elderly people and the Dogmersfield Flower Show. The school has satisfactory links with local Secondary Schools to which the pupils transfer at the age of eleven. Overall, pupils are prepared academically and socially for the next stage of their education.
28. Curriculum planning is good and has developed well since the last inspection. It is supported by the Schemes of Work from the Qualifications and Curriculum Authority (QCA) and the National Literacy and National Numeracy Projects. Provision in English and mathematics has been strengthened by the introduction of the National Strategies, both of which the school has implemented successfully. An effective homework policy and a home school agreement are in place. Pupils apply their word processing skills well across most subjects.
29. The school's equal opportunities policy and aims and objectives are reflected well in its curriculum and organisation, including the grouping of pupils of different attainment, generally providing equality of access and opportunity for all pupils. Children with special educational needs are identified early and good provision is made for improving their learning skills, so that they can keep up with their peers and grow in self-esteem and confidence. When appropriate,

these pupils are supported effectively in small groups outside the classroom, for example, during group activities in the literacy hour. The requirements of the Code of Practice for pupils with special educational needs are implemented effectively.

30. Good provision is made for out of school activities for pupils in Key Stage 2. Sporting activities include rounders, netball, and football. French lessons during the lunch period and recorder clubs further enhance the opportunities for pupils to learn. There is a residential field trip to the Cotswolds for pupils in Years 5 and 6 to develop their practical skills in geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school promotes a high level of care for its pupils. Steps taken to ensure pupils' welfare include good arrangements for child protection. The health and safety policy is supported by an effective recorded risk management procedure. The school is in the process of extending awareness of health and safety among all members of staff to ensure that best practice is in place.
32. Provision for pupils with special educational needs is effective. Although there are no pupils with significant physical disabilities, the school's redesign and ongoing building programme ensures that it would be appropriately accessible to such pupils should the need arise.
33. With the exception of ICT, the school has very good arrangements for assessing and monitoring pupils' academic performance and progress, including a very comprehensive system introduced in recent years. Spelling, reading and mathematics scores are tracked on an ongoing basis and this aids the school in its clear identification of pupils' progress and ongoing curricular needs. Assessment processes have been further refined over the past two years. The headteacher records baseline scores very clearly and, from these, predictions for end of Key Stage 1 test results are made. Progress towards the targets is monitored on an ongoing basis. This is a very effective tool, enabling teachers to monitor progress effectively and to react appropriately where satisfactory progress is not being made. It also allows higher attaining pupils to be readily identified. The intention is to continue this target setting into Key Stage 2 as children progress through the school. The headteacher regularly reports to Governors on assessment issues and Governors are actively involved in monitoring progress within the School. For example, the Literacy Governor was actively involved in the recent school initiative with regard to the development of Handwriting. Monitoring of personal development is good. Informally, teachers know their pupils well and this contributes to the good personal support provided for pupils.
34. The school has sound procedures for promoting good attendance. No cases of persistent absence or lateness have occurred in recent times. Parents value the prompt telephone calls from school if an unexplained absence occurs.
35. Staff deal with the relatively rare cases of behavioural problems well. There is a clear code of conduct, including provision for inappropriate behaviour, such as bullying. Parents, teachers and pupils believe that the school deals fairly and expediently with occurrences of oppressive behaviour. During the inspection, no cases of bullying were observed.
36. The school has continued to maintain and improve the good standards of care for pupils and the school community. Since the last report, the outside toilets have been replaced. Some progress has been made to improve road safety by introducing car sharing to minimise car-parking hazards. The school is also working with the local community in an attempt to introduce road-calming measures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The effectiveness of the school's links with parents is good. It successfully achieves the aims in its Mission Statement of: *"Children, staff and parents working together in a caring, Christian community; where all children are valued and enabled to achieve their full potential."* Most parents at the pre-inspection meeting and during the inspection reported that their children attend a very good school where the staff care greatly for them.
38. The impact of parents' involvement with the school is good. A significant number of parents and helpers act as volunteers in the school, working closely with the teachers and giving effective support in many ways, including helping with information technology, science and football. The school association works hard to provide valuable extra funds to support the school budget. Some major projects have been funded or partly funded by parents, such as the building extension.
39. Parents are kept informed of their children's progress through a formal meeting each year. In addition, parents are invited to attend a meeting after the annual report on progress has been delivered. Good use is made of reading diaries, although some parents were concerned that they did not get enough feed-back from teachers in the diaries. On the other hand, there were many letters to the inspectors received from parents, noting how hard the teachers strive to help each child to do their best and how much their child has developed. In the questionnaire, twenty per cent of parents, about 13, were not happy with how well the school keeps them informed about their child's progress. Inspection found that school reports are comprehensive and the school clearly identifies targets to inform parents how to support their child's progress; arrangements for keeping parents informed are comparable with those of other schools.
40. At the meeting with parents and when interviewed, they all spoke highly of the quality of relationships between themselves and the staff and expressed appreciation of the approachability and openness of staff. This contrasted with 21 per cent of parents who were less happy about how closely the school works with parents. Parents who spoke to inspectors during the inspection visit the school regularly and this clearly improves relationships. Not all parents are able to visit so frequently because of their other commitments.
41. The contribution of parents to children's learning at school and at home is very good. Effective procedures are in place for taking parents' views into consideration, and keeping them informed about the curriculum. Since the last report, the support from parents has strengthened.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher is effective, provides clear educational direction for the school and is committed to raising standards, whilst providing good equal opportunities for its pupils to develop as individuals. Her statement that: *"We aim to offer a caring environment, where we really do know all our children very well and cater for them as individuals,"* is fulfilled well in practice. Since the last inspection, when she had not been in post long, she has adopted a collegiate management style, supporting staff well and taking the staff with her. She has managed to maintain staff morale well through a potentially very disruptive period with the building work on a small site. This ensured that there was minimal disruption to pupils' learning. She is well supported by the whole staff, working effectively as a dedicated team and providing good role models to pupils. She is justified in saying: *"team work now ensures that we have joint aims and a shared commitment to making improvements."* Subject co-ordinators are involved with the whole staff in preparing policies and schemes of work, but their management roles are underdeveloped due to lack of opportunity to monitor and evaluate pupils' attainment and progress in learning in the subjects for which they have responsibility. This limits their effectiveness in raising standards in teaching and learning. This deficiency is partly compensated by the headteacher who visits classrooms on a regular basis to monitor teaching and improve classroom performance. Test results are carefully analysed and teachers regularly monitor standards achieved by all pupils. As the headteacher is the mathematics co-ordinator she covers this subject effectively. However, the co-ordinators for English and science do not have the same opportunities. In a small school, the scope for co-ordinators to

monitor regularly all the subjects for which they have responsibility is limited, but it is time to cover the core subjects and enhance their management responsibilities.

43. The governors provide very good support to the headteacher and staff. They are very well informed, and have a clear understanding of the strengths and weaknesses of the school. They regularly monitor and evaluate the effectiveness of their initiatives on the standards achieved. Statutory requirements are met in all respects, except in ICT, where statutory curricular requirements are not fully met. However, together with the headteacher, they have identified this as a major item for development, with the new building in the next phase of development giving the opportunity to provide a dedicated ICT area. The governors are committed to raising standards further and have nominated governors for literacy, numeracy, higher attaining pupils and those with special educational needs. There are regular presentations by staff on different aspects of the curriculum, showing the extent of their commitment. They have set up a number of committees, with clear written terms of reference, to help them discharge their duties effectively. The headteacher and governors have successfully identified the school's priorities in the strategic plan, which has significantly improved since the previous inspection. It now contains appropriate detail on costings and success criteria to judge its effectiveness.
44. The high quality administrative officer and her assistant ensure that day to day administration is very efficient and office routines run very smoothly, providing a friendly contact with parents and visitors to the school. There is appropriate use of new technology for financial control and school administrative work, but the school would benefit from the use of a fax machine.
45. The teaching staff is well qualified, with sufficient numbers and experience to meet the needs of the curriculum and the demands of teaching largely mixed-age classes. The licensed teacher receives good support from the headteacher and external mentor and is a very effective member of the staff. Appraisal procedures are satisfactory and appropriately identify teachers' training needs and areas for further professional development. The support staff is highly valued and works in effective partnership with teachers.
46. Accommodation has greatly improved since the previous inspection. The new resource room, computer area and three new classrooms planned for this year will greatly improve the opportunities provided in curriculum areas such as information technology, art and design and technology and a library area to replace the current unsatisfactory provision. However, there are no plans to provide a school hall to improve provision for physical education. The school has as appropriate quantity and range of learning resources except in ICT, geography and non-fiction books, which are narrow in range and of poor quality.
47. Staff and parents give their time freely to provide a wide range of extra curricular activities, which are well supported by pupils. Parents are consulted and their views valued by such recent initiatives as the home/school agreement.
48. The governors link decisions on spending to educational priorities well and apply the principles of best value effectively. For example, together with the headteacher, they take appropriate advice regarding contractors and suppliers and gaining tenders on larger items of expenditure. The school makes good use of specific grants and additional funds provided for school improvement and for pupils with special educational needs. The planned underspend in the budget represents funding for part of the governors' contribution to the building works.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. To raise standards and improve the quality of education, the headteacher, staff and governors should:

i. **raise pupils' attainment in information and communication technology by:**

- improving teachers' knowledge and expertise in the subject to ensure that the full programme of study is taught in Key Stage 2 (*paragraphs 10,21,93*);
- updating old equipment (*paragraphs 45,90,92*);
- providing sufficient teaching time for the subject (*paragraphs 24,93*);
- developing assessment procedures and recording pupils' progress in the subject to direct teachers' planning (*paragraphs 32,93*).

The full programme of study of the National Curriculum is not taught in Key Stage 2 and, therefore, statutory curricular requirements are not met. The school has identified the need to improve the subject in its development plan and includes an ICT area in the next phase of building.

ii. **provide more opportunities for pupils to improve their writing throughout the school, by planning and drafting longer pieces of writing in a wider range of styles** (*paragraphs 4,5,6,58,63*).

The need to develop extended writing is acknowledged in the school's development plan for 2000/2001.

iii. **improve the library area to make it more inviting and accessible to pupils and update and improve the range of non-fiction books** (*paragraphs 25,45,61,64*).

There is provision in phase 2 of the building programme for a new library area.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- lack of emphasis on developing pupils' multi-cultural awareness and appropriate books to encourage this (*paragraphs 26, 83*);
- the quality of marking is inconsistent (*paragraphs 17, 65, 71*);
- the co-ordinators for English and science do not have the opportunity to monitor teaching and learning in their subjects (*paragraph 42*);
- the curriculum does not promote pupils' spiritual development purposefully (*paragraph 26*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	31	31	31	4	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)	93
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
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	Year	Boys	Girls	Total
	1999	8	3	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	3	3	3
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (75)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	4
	Girls	3	3	3
	Total	8	7	7
Percentage of pupils at NC level 2 or above	School	73 (92)	64 (100)	64 (64)
	National	81 (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	Year	Boys	Girls	Total
	1999	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (63)	100 (63)	100 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (63)	100 (54)	100 (63)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	23.25
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	63

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	194436
Total expenditure	189886
Expenditure per pupil	2288
Balance brought forward from previous year	26374
Balance carried forward to next year	30924

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	47	9	0	0
My child is making good progress in school.	35	52	11	3	0
Behaviour in the school is good.	32	61	8	0	0
My child gets the right amount of work to do at home.	24	56	9	6	0
The teaching is good.	44	47	6	2	2
I am kept well informed about how my child is getting on.	30	50	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	48	47	2	3	0
The school expects my child to work hard and achieve his or her best.	41	50	5	3	2
The school works closely with parents.	26	53	18	3	0
The school is well led and managed.	32	32	20	6	6
The school is helping my child become mature and responsible.	45	44	8	2	0
The school provides an interesting range of activities outside lessons.	23	45	15	15	2

Summary of parents' and carers' responses

Twenty three parents attended the meeting and were much more positive than the returns from the questionnaire indicate. Inspectors found that information about pupils' progress, including parents' evenings, is similar to that in other schools and that relationships with most parents are good, particularly for those who can get to the school regularly. At the meeting, all parents were very positive about how well the school is led and managed, a view with which inspectors agree. They found that there is a good range of outside activities, although all are reserved for pupils in Key Stage 2.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

50. Children enter the reception class at the beginning of the school year in which they reach the age of five. The school uses the local education authority baseline scheme for assessment on entry, using it to establish targets and tracks each child's progress effectively. Attainment on entry fluctuates more than usual because of the small size of the cohorts, but is typically above average. Children share this class with pupils in Year 1.
51. In the reception class, children make very good progress and, by the age of five, many have reached the standards prescribed in the national document "Desirable Learning Outcomes" in most areas of learning and are working within Level 1 of the National Curriculum. In addition, children are given regular opportunities to engage in active learning and play is very well structured to include opportunities for all of them to have a balance between natural objects and activities as varied as jigsaws and computers, well balanced with role play and creative play. These findings represent a significant improvement in provision for the under fives since the last inspection when the quality of teaching was unsatisfactory and there was no appropriate curriculum for this age group. However, the reception teacher has been in post only since last September, so most pupils in the school have not had the benefit of the current, good provision.

Personal and social development

52. Children make very good progress in their personal and social development. They quickly settle into the daily life of the school and to classroom routines. When it is time for registration, they sit quietly on the mat, whilst the teacher says '*good morning*' to each child and they respond politely. Children are eager to solve a variety of problems with their teacher, based on register information, and they are supported in this by a large cloth number line which aids their understanding. In lessons, they listen attentively and answer questions enthusiastically. Pupils play well together. For example, in their role-play, they make decisions as to the clothes they require as an Emperor. Teaching is very good and planning ensures that a wide range of stimulating activities is provided. With an appropriate balance of adult-led and independent activities, children gain in confidence by working on their own as well as with the teacher or classroom assistant. By the age of five, they have achieved successfully the learning outcomes in this area.

Language and literacy

53. Children make very good progress in language and literacy and, by the age of five, all have achieved the desirable learning outcomes and many are achieving beyond. They develop very good skills in speaking and listening, asking questions clearly and confidently and following instructions very well. They enjoy the opportunity to ask questions and to offer their thoughts. For example, when children placed up to eight people in the Emperor's model train, which was divided in two parts, one child said, "*you could put three in one part and five in the other.*" Another then retorted "*or two and six*". In reading, children make very good progress in the house where the Emperor lives, being readily able to read their own names on the suitcases they had packed. They make a shopping list using clothes words mounted in the Emperor's house. These shopping lists are then taken to the tailor. In this activity, the help of the classroom assistant supports children's knowledge of phonemes well. Children show an interest in books and are very interested in the introductory session of the Literacy Hour which they share, with the pupils in Year 1. Teaching is very good and is well organised and managed with clear learning objectives. The teacher has a very secure understanding of the needs of young children, using language well and effective questioning, to extend children's vocabulary.

Mathematics

54. Children make very good progress in their mathematical understanding, overall, and have comfortably achieved the desirable learning outcomes by the age of five, with many achieving beyond. They are supported in this by the teacher's very active approach to teaching and learning. For example, children's mathematical understanding is developed effectively through creative play, such as making a square wheel house with a mechanical piece of plastic apparatus to make 3D shapes. Number concepts are established through the mental addition to 12, with teacher-directed play, using a model of the Emperor's Train. Recording is by tallying. More use could be made of the classroom assistant in the plenary sessions in this mixed aged class, to ensure that some of the work at this stage is not too challenging for some of the under-fives. Teaching is very good, overall. Activities are well planned and organised and are inter-linked effectively to play situations.

Knowledge and understanding of the world

55. Progress in knowledge and understanding of the world is very good and is of a standard generally above that expected for children aged five. They use construction kits well and make their own models of moving toys. Children use the computer, the mouse and the keyboard with great confidence, and explain very clearly how to use the programme and what the different elements are for – "if you press the eye, the picture will start to move" – "if you press the ear the computer will talk to you." Teaching is very good and practical investigations and activities are planned well, developing very effectively children's knowledge and understanding of the world around them.

Creative development

56. In creative development, progress is very good and all pupils have achieved the desirable outcomes by the age of five. Many are achieving beyond. Very good opportunities exist for children to explore colour and texture through imaginative play, for example when they visit the tailor to select clothing. They respond very well to what they see, hear, touch and feel through art activities, stories and songs. They work very effectively with a range of media, for example, through varying textures of paper, paint, crayons and coloured pencils. They are confident and enjoy taking part in singing games such as "The Grand Old Duke of York". An area of the classroom has been developed since the last inspection and has been set aside for creative activities. Teaching, overall, is very good.

Physical development

57. Progress in physical development is satisfactory. Children move confidently and run and jump with a good awareness of space. Regular opportunities are given for outdoor play, such as the *Dusty Bluebell* game in the playground, with the support of the classroom assistant. However, during the inspection there was no evidence of small or large equipment being used outside to develop gross motor skills. This deficiency is being addressed and the equipment has been on order for some time. Children are encouraged to improve their fine motor and manipulative skills with an appropriate range of activities. For example, they use pencils, brushes and scissors effectively and with increasing dexterity. Playground games are used to support the development and understanding of prepositions: *in*, *out* and *under*. Teaching is sound, overall.
58. In addition to the generally very good teaching, there is positive, effective support by the classroom assistant who makes a valuable contribution to the very good progress made by children in the reception class. Under the direction of the teacher, she helps to provide a calm, happy and stimulating environment, which is very conducive to learning.

ENGLISH

59. In the 1999 National Curriculum Tests in reading at age seven, an above average proportion of pupils achieved the standard expected and an above average proportion also achieved the higher Level 3. In writing, an above average proportion achieved the standard expected for seven-year-olds, but the proportion achieving the higher levels was below average. Only 10 pupils were entered for these tests and there was a disproportionately high number of pupils with special educational needs in this cohort. The small size of the cohort leads to large fluctuations in results, reflecting variations in abilities of the intakes and makes comparisons with national results or similar schools misleading. It would, for example, disadvantage the school to compare its results in reading and writing with similar schools. In the National Curriculum tests in English at age eleven, the cohort was even smaller and there were only seven pupils entered. None had special educational needs. All pupils achieved the expected standard and a well above average proportion achieved the higher levels. If these results are compared with similar schools they appear very favourable. Inspection evidence indicates that by age seven and eleven, the standards of the majority of pupils are very good in speaking and listening, are good in reading and are in line with national expectations in writing. Much writing is good, but, generally, there are insufficient opportunities for pupils to write their stories and ideas at length. However, these findings show that substantial improvement has been made since the last report
60. In assemblies and when answering in class, pupils speak clearly in Standard English. They read aloud together with expression in the introductory sessions to the Literacy Hour. Pupils are given many well-planned opportunities to speak and read in assemblies. For instance, children read a good poem written by the class in rhyming couplets. The provision of such opportunities has a positive impact on developing their speaking skills. Progress in speaking and listening is good, as are cross-curricular opportunities for pupils to develop these skills in other subjects. In science, in Key Stage 1, pupils' listening skills are encouraged as they try to identify bird sounds in the school grounds.
61. By age eleven, the high standards in speaking and listening are maintained, as pupils benefit from the many good opportunities to practise these skills. In an achievement assembly, they described very effectively the problems they had encountered when making a kaleidoscope. In science, two boys describe very confidently the results of their researches on their topics and, in history, girls told the class very clearly about the food the Aztecs would have eaten, giving samples. All pupils pay careful attention to the class teacher during the Literacy Hour. Most pupils join in class discussions confidently and wait politely for their turn, answering eagerly and with confidence. Their response is encouraged through the use of the teachers' good questioning that probes and challenges. In Year 2, the teacher points to the word "*suspend*" asking: "*what does this mean?*" The pupils think for a moment then one girl asks "*Does it mean hanging?*" another says "*it could mean dangle*". This good questioning helps to extend the pupils learning effectively.
62. By age seven, pupils read independently and fluently. They are able to predict and to talk about the characters and the plot, but they are not able to use the non-fiction library or the classification chart to help them locate books. By age eleven, most pupils read longer texts with good concentration, reading aloud fluently and accurately. They are able to retell the main events of the plot and most explain characters' actions and show good comprehension skills. Pupils of all attainment levels make good progress. The majority of pupils are able to use the Dewey classification chart in the library to locate the reference number of a non-fiction book. However, even the higher attaining pupils are unable to locate a book on the requested subject because of the ineffective organisation of the library. Many books are well over ten years old, are uninviting and lack pupil appeal.
63. Progress in reading is good for pupils with special educational needs, because it is directed by very good individual education plans, careful monitoring and lively teaching. For example, during the group work part of the literacy hour, teaching maintained a very good pace through the classroom assistant, who is also a qualified teacher. Pupils' interest was maintained and concentration levels were high. Pupils explained clearly the meaning of sequencing: "*it means*

putting sentences in order." Sessions such as these, give very good support to pupils and ensure that the level of work is well matched to their needs.

64. Overall, standards in writing are satisfactory by the age of seven and there has been good attention given to the National Literacy Strategy. There has been marked improvement in handwriting from the Autumn term, when pupils' work was often untidy and printed, to the Spring term, when the handwriting was well above what is expected nationally and in a very good cursive style. This reflects the emphasis on handwriting in the school development plan. However, opportunities for extended writing have been limited, with pupils starting to write during the group work session of the Literacy Hour and then finishing this off later.
65. By age eleven, standards in writing are broadly in line with national expectations, overall. Again, very good progress has been made with handwriting, although pens are used inconsistently even by the age of eleven. Pupils' written work indicates that the opportunities within school for extended writing could be given more frequently and build on the good examples of shorter pieces seen. Recently, pupils have made good progress in writing, increasingly using more complex sentences and responding well to increasingly challenging tasks. Pupils, including those with higher attainment, write good stories when challenged, but little evidence was seen of planning and drafting longer pieces for an extended range of readers in a range of styles, for example, writing stories for the younger pupils and autobiographical accounts. But these pupils write a concluding sentence that makes a direct appeal to the reader. *"Next thing I knew was Dad congratulating me and calling the local paper but more about that tomorrow"*. Good attention has been given to the National Literacy Strategy, which has encouraged a structured approach to spelling and pupils are making good progress in this aspect of their written work. Word processing skills are used effectively. Pupils with special educational needs make good progress and show a much clearer structure in their writing and a more consistent use of full stops.
66. The quality of teaching in both key stages is good. The very good relationships between teachers and pupils engender pupils' confidence in discussions and their enjoyment of the subject. Lessons are well planned, with clear objectives and activities are, generally, well organised. The quality of explanations by teachers demonstrates their good knowledge of the subject. Teachers set good models for language, reading aloud expressively and in writing clearly on the whiteboard. Tasks are well matched to the needs of each group in lessons. Teachers regularly mark pupils work and give good encouragement. Marking could be improved still further by all teachers setting pupils clear targets to identify to the pupils what is required to move them on to the next stage. Teachers have met recently to analyse samples of pupils' work, annotating it with a level and giving a reason given why it is at that level. Annotation could be extended to say what is required to move the child onto the next level. As a result, however, teachers' judgements of standards are consistent.
67. Other factors that influence pupils' learning and achievement in English are their good behaviour and attitudes to the subject. Many pupils enjoy reading and develop their skills at home. Behaviour in lessons is generally good. Pupils in both key stages settle to work quickly and stay on task. Pupils take a pride in their finished work and are proud to see it attractively displayed around the school.
68. The co-ordinator, the supportive literacy governor and staff have worked very hard to implement the National Literacy Strategy and to improve spelling and handwriting. They have been well supported in this by a Literacy Consultant and LEA Inspector. All classes have a literacy hour in their timetable each day and teachers follow the recommended structure closely. Research and retrieval skills are limited owing to the deficiencies in the library with its limited range, inaccessibility and the age of many of the books. Pupils' literacy skills support learning well in other subjects in Key Stage 2, for example in science and history. Teaching is monitored effectively by the headteacher.

MATHEMATICS

69. In the 1999 National Curriculum tests, all pupils reached the expected standard for eleven-year-olds and a very high proportion achieved the higher Level 5. However, there were only seven pupils in the cohort, none with special educational needs and comparisons of results with, for example, those of similar schools, against which they are very favourable, are unreliable. Inspection finds that the attainment of pupils aged eleven is above average. It is not quite as good as the test results would suggest because the cohort is much larger than last year and has two pupils with special educational needs. In the 1999 National Curriculum tests for pupils aged seven, all pupils in this group of 11 reached the expected standard and this was, therefore, well above the performance of most schools. A very high proportion also achieved a level beyond the expected standard. This performance would broadly reflect that of similar schools, but the small size of the cohort would make such a comparison unreliable and should be treated with caution. Inspection findings show that the attainment of pupils aged seven is above average. Inspection findings and test results show no significant gender differences in attainment. Since the last inspection, there has been a significant improvement in standards of attainment in mathematics, which were then judged to be average, with less developed opportunities for investigative work. All attainment targets are now well covered, including many opportunities for using and applying mathematics, which contribute greatly to pupils' standards of attainment throughout the school.
70. Younger pupils are developing good mental strategies, practising their number bonds regularly and learning their tables at home. By the age of seven, pupils add and subtract two digit numbers confidently and measure length, mass and capacity with an acceptable degree of accuracy, using standard and non-standard units. Higher attaining pupils work successfully with larger numbers and learn to estimate and check their answers effectively. Most pupils have a good understanding of simple fractions and are able to use decimal notation in simple money calculations. They correctly identify the properties of two-dimensional shapes, drawing symmetrical patterns. They successfully collect data on plants and animals found in the environment to produce their own graphs. In Key Stage 2, standards in numeracy are good. Pupils learn the correct mathematical language and discuss problems clearly. By the age of eleven, most pupils demonstrate a good mental recall of multiplication facts. Higher attaining pupils apply their understanding of number operations effectively to solve very complex problems through mathematical investigations. They find patterns in number squares successfully and, occasionally, identify the formula used in the pattern. Most pupils handle and interpret data confidently to find the median when recording daily temperatures on a line graph. They have a good understanding of the properties of three-dimensional shapes and explore rotational symmetry, creating designs of regular and irregular shapes.
71. All pupils, including those with special educational needs, have positive attitudes and are keen to succeed. Most pupils listen well and are eager to answer questions. They enjoy mathematics lessons and are keen to solve problems and complete tasks, particularly during investigations. Most pupils' behaviour in the classroom is good, which has a positive impact on standards achieved. Pupils are conscientious both when working alone and in groups and have respect for their teachers and others.
72. The quality of teaching has improved significantly since the last inspection, where it was reported to rely too heavily on commercial worksheets. During this inspection, the quality of teaching, overall, was good, with some very good lessons. Lessons are well planned to meet the full range of attainments in classes, ensuring that all pupils, including those with special educational needs, make good progress in their learning in mathematics lessons. Classroom assistants also give good support to pupils with special educational needs. Teachers have good subject knowledge and most teachers manage their pupils well. Planning has significantly improved since the last inspection where it led to work which was reported as being boring and repetitive. Lessons are now planned well and basic skills are very well taught, based on the numeracy strategy. In the best lessons, learning is very effective, because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Marking is satisfactory, although it is often too bland to be very helpful. Homework is regularly set and has a positive effect on pupils' learning of multiplication tables.

73. Assessment procedures are good and appropriate targets have been set for individual pupils to help them reach their full potential. The co-ordinator is also the headteacher and has given good support in implementing effective practice in the teaching of the numeracy strategy. She challenges higher attaining pupils in Year 5 and 6 effectively, by withdrawing them for mathematical investigations. She has good opportunities to monitor the teaching and learning of pupils in lessons and has purchased a good range of quality resources to support learning. Numeracy skills are promoted appropriately in curriculum subjects such as science, geography and design and technology. However, insufficient use is made of information technology to support pupils' learning.

SCIENCE

74. The 1999 National Curriculum teacher assessments showed that, at age seven, pupils' attainments were very low at the expected level, but very high at Level 3. These results are unreliable, however, as the teacher had only recently taken charge of the class and was unfamiliar with the assessment process. By age eleven, the results of the National Curriculum tests in 1999 showed that the proportion of pupils reaching both the expected and higher levels was high, if they were compared with the national average or with similar schools. However, this particularly small cohort of pupils, with no pupils with special educational needs, would make such a comparison misleading. Despite this caveat, there has been a general upward trend in standards since 1996, for pupils aged eleven. Inspection findings confirm these good standards. By age seven, evidence from work in pupils' books shows that standards, overall, are above the national average. At age eleven, standards are well above the national average. At the last inspection, standards in both key stages were broadly in line with national expectations.
75. In the one lesson seen in Key Stage 1, pupils in Year 2 conduct *Experimental and Investigative Science* in studying *Life Processes and Living Things*. They explore the grounds of the school, the objective being for the class to identify different plants and animals and to record their findings, presenting the results in a simple table. Before the walk, they hypothesise about where they are most likely to find small creatures. The pupils use scientific vocabulary well, one child responding positively to a challenging question from the teacher, describing the metamorphosis of the chrysalis saying: "it emerged out of its cocoon and became a butterfly". All pupils, including those with special educational needs, make good progress in developing their listening and observational skills, although these could have been heightened still further if pupils had been allowed to use magnifying glasses. Work in pupils' books reveals that a wide range is covered and the quality is above average, although the quantity of work is less than would be expected. A girl in Year 2 describes clearly how heat changes materials: "The cakes were different when they came out of the oven. They were spongy and could not change back to eggs, margarine, sugar and flour." In *Physical Processes* pupils record well their work in constructing various electrical circuits. Their work shows evidence of good progress for pupils of all attainments over time. In the lesson seen, pupils listened well and enjoyed the activities. When walking around the grounds they are excited and interested and respond positively to the teacher's directions about behaviour.
76. In Year 4, pupils make careful recordings of their experiments in observing the changes that occur when some solids, such as coffee, salt and powder paint are added to water. They record their observations well in tables, making appropriate comparisons between the different effects of the solids. Standards are good. In this lesson, all pupils respond very positively to the outstandingly good teaching and make very good progress. By age eleven, pupils' knowledge and understanding of *Life Processes and Living Things*, *Materials and their Properties*, and *Physical Processes* is well above average. Their written work is impressive, with very secure use of scientific language. One pupil writes that "Photosynthesis means using light to make food". Another, in writing about friction, notes confidently that "it is difficult to walk through water in a swimming pool because water resistance is pushing against you." This year group is particularly strong in *Experimental and Investigative Science*, whether in studying the properties of mirrors and their use in kaleidoscopes, or in carrying out detailed research on forces such as springs and magnets. Pupils handle equipment safely and evaluate scientific evidence effectively, drawing appropriate scientific conclusions. All pupils, including those with special educational needs, make very good progress. Two pupils gave very clear, detailed

presentations, almost mini-dissertations, of very high quality to their class on the results of their thorough investigations and research, much of it conducted outside of school. One pupil concluded his wide ranging exposition, in which he showed a very good understanding of a variety of springs and their uses, by convincingly saying, *“in spite of the electronic age, the spring is still an important device.”* Another pupil gave an equally thorough presentation about the range of magnets; from simple magnets used in compasses, to sophisticated electro-magnets used effectively on some high speed train systems, concluding: *“Magnets are used on the train and track which repel each other, so the train floats over the track, reducing noise, friction, vibration and increasing speed.”*

77. Pupils enjoy their science lessons, responding very well to some very good teaching. One child in Year 4 says spontaneously, *“I like Science ”* whilst many of her classmates nod in agreement. They work purposefully, staying on task. In Year 6, pupils are fully involved in the activities, working well in groups. In all classes, behaviour is good; pupils enjoy acquiring new knowledge in their science lessons, especially the practical activities and this enjoyment of their learning creates a very positive ethos.
78. The quality of teaching is good, overall, in Key Stage 1 and very good in Key Stage 2. Teachers have good knowledge and understanding of the subject, enabling them to be confident and secure in how they present the lessons. For example, the lesson objectives are made very clear to the class and good questioning assures the teachers that pupils have understood and remembered the concepts learnt in the previous lesson, and are ready to move on to the next steps. *“Today we are going to learn about the properties of mirrors. What do I mean by that?”* These lessons are very well planned, ensuring that children of all attainment levels have their needs met and make good progress. There is good emphasis on experimental and investigative work to support their previous learning. The pace of these lessons is well measured, ensuring that pupils’ concentration and interest are maintained throughout. Experimental work is monitored well and teachers assess progress thoroughly, calling the class together at appropriate moments, either to use particularly good work as an illustration for a teaching point or when it is clear that there are misunderstandings that need correcting. Sufficient time is left towards the end of the lesson to review what has been learned, enabling the pupils to respond to further questioning and to explain the results of their investigations.
79. The subject is well led by the co-ordinator, with good knowledge and understanding of the subject. She has kept herself up to date, attending courses regularly. This knowledge is disseminated to the other teachers, improving their subject knowledge and having a positive impact in raising standards. However, she does not have the opportunity to monitor teaching. Examples of pupils’ work, assessed by class teachers, have been assembled, but these have not been moderated by the co-ordinator to ensure accuracy and to avoid inaccuracies in assessment as happened last year. Resources for science, overall, are adequate, but there is a lack of technology software for the subject.

ART and DESIGN AND TECHNOLOGY

80. During the inspection, it was possible to see two art lessons but no lessons in design and technology. This provides insufficient evidence to make judgements about the quality of teaching in design and technology. From the limited evidence seen in art, teachers have secure knowledge of the subject and prepare their lessons well. They maintain a satisfactory pace throughout the lessons and use resources well. Judgements about standards in art are based, in addition to the lessons seen, on information from other sources, including policy documents, discussion with staff and pupils and examination of past and present work, including display. Design and technology was not being taught during the term of the inspection and there were insufficient samples of work to make an overall evaluation of standards of achievement in the subject, although it is clear that design and technology is taught. The analysis of pupils’ work indicates that performance in art is consistent with that expected for their age. These standards are similar to those reported at the last inspection.
81. Younger pupils design and make their own hand puppets using a template. They successfully cut out the costume, stitch the felt together and use different materials to decorate their

puppets. Older pupils design and make a Sukkah, where they use boxes and natural materials as part of a topic on Jewish festivals. They design and make mini greenhouses as part of their science topic using Tekko sticks and joins. By the age of eleven, pupils have developed sufficient skills to successfully enter and win a Business in Partnership challenge competition to design and make their own suspension bridge.

82. In art, in Year 1, pupils develop an awareness of texture and can draw their own toy animals accurately, using wax crayons. They mix colours to paint their own pictures effectively. As part of a topic on the Chinese New Year they make authentic dragons from clay and paint the main features. They use various materials such as tissue and shiny paper to make a collage of the Great Fire of London and effectively represent fire with their sponge paintings. Good use is made of the art linked programs on the computer to illustrate their stories. Pupils in Year 6 study the work and make attractive copies of famous impressionists such as Renoir, Monet and Gauguin, using solid and powder paints. Many pupils demonstrate good skills in line and tone in their sketchbooks where they draw exaggerated features in a caricature of each other.
83. In the art lessons, pupils' attitudes are good: they are keen to produce pleasing results and work conscientiously throughout. They share tools and materials well and enjoy discussing what they are doing with other members of the group. They sit quietly awaiting instructions and, throughout activities, pupils' behaviour is good, which has a positive effect on their learning. Since the last inspection, new schemes of work have been introduced to help teachers plan their work, but these need to be developed to support the nurturing of skills in art and design and technology. Portfolios of work have yet to be developed to show pupils' progress effectively. The lack of teaching space and storage limits the opportunities provided to support pupils' learning. There are few organised outside visits or invited visitors to give first hand experiences to enrich the curriculum, limiting the opportunities for pupils to learn both about their own culture and that of the richness of other cultures. The co-ordinator is enthusiastic and shares her expertise effectively in teaching older pupils art. However, she has no opportunity to monitor teaching and learning across the school. There are good cross curricular links established in many curriculum subjects, but insufficient use is made of the potential of information and communication technology to support pupils' learning in art and design and technology.

GEOGRAPHY

84. Lessons were seen in Years 2 and 6 and pupils' attainment is broadly in line with the standards expected for their ages. This represents an improvement in the subject since the last inspection when attainment was unsatisfactory in both key stages. Evidence from lessons, displays and written work indicates that pupils in Year 2 have a good understanding of the local environment. They contrast the features of Dogmersfield and Odiham and express opinions on the features that they find attractive and unattractive in both of these places. Simple mapping skills are developed. For example, pupils cut out coloured card and paper to represent the main landmarks in the village, church, garage, school and superimpose these onto an outline drawing of the village. The written work in this year group includes activity sheets and free writing, indicating that the pupils are being given the opportunity to communicate ideas in a varied way.
85. By age eleven, pupils compare and contrast Avignon with their own locality effectively. Pupils' previous work shows that an extensive use is made of worksheets for pupils of all attainment levels which are limited in scope. For example, a series of exercises on temperature observations did not give opportunities for these pupils to interpret these observations. A residential field trip to the Cotswolds significantly enhances provision for geography and ensures that pupils are given a worthwhile practical introduction to the subject. For example, pupils are given opportunities to carry out fieldwork, including the use of appropriate measuring instruments and techniques.
86. The quality of teaching is satisfactory, overall. Lessons are well planned and whilst clear objectives are identified in lesson plans, teachers do not consistently share these objectives with their pupils. In Year 2, the teacher monitors the work of her class well, as they identify the main landmarks on their maps of the village. On occasion, her helpful prompting almost

amounts to over-direction, not giving the pupils, who enjoy the lesson, sufficient time to make their own judgements. In Year 6, the teacher displayed good subject knowledge, but the management of the class was unsatisfactory as the seating arrangements did not allow all of the pupils to see the atlas she had brought from home and many lost concentration in this lesson. Opportunities for the children to use and deduce information from globes, plans and maps of different scales are restricted in Key Stage 2 by the lack of atlases. Pupils with special educational needs are provided with good support and, over time, make good progress.

87. Teachers use the Scheme of Work from the Qualifications and Curriculum Authority to guide planning and to ensure continuity in pupils' learning. This represents a significant improvement since the last inspection when the absence of suitable documents to guide planning was a key issue. Further development would be established if the co-ordinator was able to use more of her management time for geography, supporting and monitoring work in the classroom.

HISTORY

88. During the inspection, there were no lessons seen except for a brief presentation on their topics by pupils in Years 5 and 6. Judgements about standards, therefore, are mainly based on an analysis of pupils' work, display and discussions with staff and pupils. There is insufficient evidence to make judgements about teaching. In Year 2, pupils' work is of a standard broadly reflecting what is appropriate for their ages. The work of higher attaining pupils shows them to be generally achieving below the standard expected. Pupils of lower and average attainment make satisfactory progress, but higher attaining pupils do not make the progress expected, because much of the work in this class is undemanding and does not build upon their previous learning. Pupils study house architecture in the seventeenth century as part of their topic on the *Great Fire of London*. They trace the changes in street architecture from 1666 to the present day, through comparing pictures of the same town centre, then and now, the only constant being the parish church. Work progresses to the *Victorians* and compares life then with modern times. Written description, in all of this work, is less than expected, especially for higher attaining pupils. For example, there is no detailed narrative giving reasons for the *Great Fire* and there is an over-reliance on colouring pictures. Standards are generally lower for pupils aged seven, than those reported at the last inspection.
89. In Years 3 and 4, pupils continue to study the Victorians, in the context of the British Empire. Work ranges from the study of Victorian toys and games to Victorian schools. The standard of the work of pupils of all attainment levels broadly reflects that expected for their age and all pupils, including those with special educational needs, make sound progress. By age eleven, standards of attainment have improved considerably and are better than what would normally be expected, for pupils' ages, overall. Work in pupils' portfolios about the *Early Explorers and the Aztecs*, shows high quality accounts of this period, with a good sense of chronology, extremely well presented. Much of the work is word-processed very well, particularly by the higher attaining group of pupils that have developed good research skills. Others' research skills are less well developed, in terms of selecting and editing the material. For example, it is clear that some work has been taken directly from a software programme, with no attempt at editing. There is clear evidence of progress in learning in terms of general presentation, including handwriting and general use of English grammar throughout.
90. From discussions with pupils in this class and in listening to their presentations to the rest of the class, it is clear that pupils enjoy history and are fully involved in their learning. The good standards reported in Year 6 in the last report have been maintained.

INFORMATION and COMMUNICATION TECHNOLOGY

91. Pupils' attainment in information technology is below nationally expected levels by the time the pupils leave the school at the age of eleven. Pupils' attainment by the age of seven is similar to the expected levels. Only one direct teaching lesson was time-tabled during the week of inspection and, therefore, there is insufficient evidence to make judgements about the quality of teaching. Evidence of standards of achievement and provision for the subject was largely gained from scrutiny of pupils' work, discussion with teachers and pupils and inspection of

teachers' planning. Standards, at the time of the last inspection, were reported as being satisfactory. Standards in Key Stage 2, are currently below those expected, because resources are unsatisfactory, pupils' experiences are too narrow and they are given insufficient opportunities to use computers.

92. Pupils are introduced to computers at an early age and, by the end of Key Stage 1, all pupils including those with special educational needs make satisfactory progress in their learning. These pupils use the mouse and basic keyboard to develop their word processing skills, where higher attaining pupils share their expertise with other pupils. Pupils can load computers with a graphics program 'splosh' to illustrate their stories, where many can save and print their work. Higher attaining pupils are able to change font and use full stops and capital letters appropriately. They control devices such as a programmable toy, by giving it instructions to move in given directions over chosen distances.
93. By the age of eleven, pupils' skills in communicating and handling information have developed well. Most pupils can change colour, size and font confidently and draw pictures to illustrate their book reviews on horror stories. Higher attaining pupils use more advanced editing such as positioning text in their work. Pupils have appropriate opportunities for data handling by producing pie diagrams and block graphs to record running times and experiments in science. However, their use and understanding of databases and spreadsheets are limited. Currently all requirements of the National Curriculum programmes of study are not met. Pupils have no opportunity to access equipment for control, monitoring and modelling. Many computers are outdated and not compatible with each other. Only one computer is currently linked to the Internet and this restricts opportunities to enhance pupils' learning. Pupils are able to retrieve information about topics studied, such as the early Explorers and the Aztecs, but their opportunities to develop the capacity for personal study are limited. Pupils have some knowledge and understanding of the use and function of technology in the wider world, but this is mainly gained through their experiences outside school. However, the school has recently purchased a digital camera, enabling pupils to take photographs of the school and themselves, which they can enlarge and print.
94. In general, teachers lack confidence in teaching information technology and the headteacher has identified the need for further training to raise teachers' confidence and subject knowledge. When using computers, too many pupils waste time waiting to use machines and the lack of teachers' intervention limits pupils' progress. A commercial scheme of work has recently been introduced, but, currently, is not used effectively to develop pupils' skills and, therefore, has yet to have an impact on pupils' learning. There is too little detail in teachers' planning on what skills and knowledge will be taught and insufficient planned teaching time on the timetable. Assessment procedures, need to be developed and records kept so as to become an effective tool in directing teachers' planning. Such factors prevent pupils making satisfactory progress, overall, in their learning of information technology.
95. In discussions during the inspection, pupils had positive attitudes to information technology. They talk enthusiastically about their present and past work and explain clearly what they can do. Many pupils have computers at home and help their classmates with their work. Pupils work well together when sharing machines and show respect for each other. The school has rightly identified, in the school improvement plan, the urgent need for the subject to be developed. At the last inspection, standards were considered to be satisfactory with some evidence of control technology being taught in Key Stage 2. However, standards in the subject have risen significantly since then and the school has not kept pace with the improvement in national standards.

MUSIC

96. In the lessons seen and on other occasions when music was in evidence, such as during assemblies, standards are broadly in line with those expected for pupils' ages. In the last inspection report, standards were described as good. This is because the school then, and until recently, benefited from the expertise of a visiting music specialist. This year, it has not been possible to secure her services and standards, in consequence have slipped.

97. This is most noticeable in singing, on which most of the emphasis in music is placed. During the inspection it was possible to compare the singing potential of the pupils in Year 6, for example, with their singing performance in general class music. One music session was taken by a music specialist from the local education authority music services, in preparation for a local music festival involving a number of local schools. In exchange for taking part in the festival, the school was entitled to this one preparatory session. In this session, pupils' singing was very good, having been given a warm-up session before starting. When singing, they are made to stand and not slouch and sing African songs in two parts well, responding well to the visiting teacher's enthusiasm and animation. In the lessons seen and in one assembly, on the other hand, the contrast in performance was quite marked, with standards being no better than those normally expected.
98. In the lessons seen, pupils sang accurately and with a reasonable sense of rhythm, but without much expression. In Year 2, they listen well to instructions, both from the class teacher and the instructor on the tape recorded music programme. They sing *There were two little Frogs* with gusto, but their performance does not match their enthusiasm, as they are seated and most have a tendency to slouch, inhibiting the quality of their singing. In Years 3 and 4, pupils sing to a BBC tape of *Heave Men of Israel*, miming the actions of heaving and sawing, well. Singing is in line with standards expected for these pupils' ages. The music co-ordinator teaches the descant and treble recorder out of school hours and, at assembly, a small group of older pupils played Beethoven's *Ode to Joy* in two parts. The school listened attentively and applauded the good performance generously.
99. Teaching is satisfactory, but the teachers do not have the expertise to raise the level of performance above the expected standard. They do not warm pupils up or give voice exercises before singing. Otherwise they plan the lessons well, within a limited focus and give clear instructions, but tend to rely on recorded material and often remain static when teaching, not building on the pupils' previous experience of the subject, including experiences outside of school.
100. The curriculum is enhanced by a visiting instrumentalist who teaches the keyboard and violin to small groups. Resources for music are adequate, with a reasonable range of tuned and untuned percussion instruments. There is a soft-ware package for use with the computer to develop pupils' skills in composition, but this was not observed being used during the inspection.

PHYSICAL EDUCATION

101. Lessons were seen in Year 2 and in the class with Year 3 and 4 pupils. In all lessons, standards match those expected for these pupils' ages. Overall, the progress of these pupils, including those with special educational needs, is sound. In gymnastics, pupils use the playground and control their movements appropriately, finding ways of making curved, straight and zig-zag pathways at different speeds and in different directions, remembering the correct sequences. They show appropriate use of space and awareness of others. In another lesson in the village hall, pupils move in time to recorded music. They practise the *Circle Dance*, using body movements and clapping in time to the music and using space effectively. In the class with pupils in Years 3 and 4, they work co-operatively, practising a sequence of movements appropriately in the playground. Team games enable pupils to develop their skills of co-operation still further, pupils of all abilities, including those with special educational needs, having good opportunities to practise their skills, enabling them to make satisfactory progress. In swimming, by the time they leave the school, most pupils have achieved the expected standard.
102. Pupils' attitudes are good. They respond immediately to the teachers' commands and participate enthusiastically in all activities. They co-operate well with others and thoroughly enjoy their lessons.
103. Teaching is satisfactory. Objectives are identified in lesson plans, but are not consistently made clear to the pupils, explaining the purpose of an activity. For example, the requirement

for pupils to be taught that changes happen in their bodies when they exercise was identified in the lesson planning, but not in practice. Teachers manage their classes well.

104. Despite the efforts of the Governing Body, the subject is inhibited in the school by the lack of a school hall, incorporating the full range of large gymnastic equipment. Additional adults are required for supervision when using off site facilities and teaching time is lost due to the time taken travelling to and from the village, using significant resources. The school will benefit from the use of a field next to the school, which it is about to lease and which, at the time of inspection, was being prepared as a football pitch. The curriculum is enhanced by extra-curricular activities such as rounders, netball and football, and competitions against other schools , including cross-country runs.