

INSPECTION REPORT

BEENHAM PRIMARY SCHOOL

Beenham

Reading

LEA area: Berkshire

Unique reference number: 109802

Headteacher: Mrs Carole Scott

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 11th – 15th June 2001

Inspection number: 190881

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Beenham Reading Berkshire |
| Postcode: | RG7 5NN |
| Telephone number: | 0118 9713397 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs Sandra Nicholls |
| Date of previous inspection: | 09/12/1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|--|--|
| 23196 | Sue Chesters | Registered inspector | Children Under Five Special education needs English Geography History Music Physical education | What sort of school is it? How high are standards? Interpretation of results How well is the school led and managed? |
| 13746 | David Russell | Lay inspector | | How high are standards? Attitudes, values and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 22509 | Judith Clarke | Team inspector | Equal opportunities English as an additional language Mathematics Science Information and communication technology Art and design Design and technology Religious education | How well are pupils taught? How good are curricular and other opportunities? Learning opportunities Provision for spiritual, moral, social and cultural development |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beenham Primary School is in the village of Beenham to the south west of Reading in the county of West Berkshire. It is smaller than most primary schools, having 97 pupils (54 boys and 43 girls) compared with the average size nationally of 243 pupils. This is a slight increase since the time of the last inspection. Children start school in the reception class in the term in which they are five. They have a wide range of abilities at that age but most have levels of attainment which are expected of the age group. However, there is a significant proportion which has poor personal, social, emotional and communication skills. The majority of pupils are of white ethnic origin. There are no pupils for whom English is an additional language or who are at an early stage of language acquisition. There are six pupils (six per cent) eligible for free school meals; this is below the national average. There are 23 pupils on the register for special educational needs, which is broadly average. Five pupils have a statement of special educational need; this is above the national average.

HOW GOOD THE SCHOOL IS

This is a good, effective school of which parents and the community are justly proud. It achieves average standards in all subjects. It is a warm and welcoming community in which pupils learn happily. It is very well led and managed by the dedicated and enthusiastic headteacher. The pupils are taught well. The committed hard-working staff and knowledgeable governing body ably support her. They constantly strive to meet the school's aims and to raise standards. The school gives good value for money.

What the school does well

- The quality of teaching and learning are consistently good in all subjects and at all key stages. This results in pupils achieving well and making good progress in English, particularly with their reading, speaking and listening skills.
- The leadership and management of the school by headteacher, staff and governing body are very professional and show a very clear vision for the future of the school. The school reflects very well its worthwhile aims, in all of its work.
- It makes very good provision for pupils with special educational needs, enabling them to make very good progress and work alongside their peers in all lessons.
- Pupils have excellent attitudes to school and show an outstanding enthusiasm, interest and involvement in all of the activities provided.
- It has a good curriculum for all key stages and very good equality of access and opportunity for all. It provides very good extra-curricular opportunities.
- The school provides very well for pupils' moral and personal development. It provides outstandingly well for pupils' social development.

What could be improved

- Standards in writing, which, while improving, could be making more impact on other subjects.
- The outdoor play area and equipment for the children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Since then, it has made considerable improvements and addressed, very well, the issues raised in the report of that time. There are now very good procedures for assessing pupils' attainment and progress and the information gathered is put to good use in planning future learning. Planning now includes clear learning objectives that can be easily assessed. Day-to-day assessment is used more consistently to identify what pupils need to learn next. There are now schemes of work, matching National Curriculum requirements, in all subjects. These give clear guidance on progression from year to year. They have been tailored effectively to meet the school's needs but have not yet run a full cycle, and so have not been reviewed to evaluate their effect on learning. In addition, significant improvements have been made in the role delegated to the subject leaders. All leaders manage their subjects very efficiently and monitor planning and teaching throughout the school. This is beginning to have a beneficial effect on pupils' learning, and standards are rising. The school has successfully implemented the National Literacy and Numeracy Strategies and these are having a positive impact on standards. Improvements have been made to

the accommodation, including the addition of an information and communication technology suite and a new staffroom. The school provides a very pleasant and stimulating learning environment.

STANDARDS

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

| Performance in: | Compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | All schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | C | B | B | C | well above average A above average B average C below average D well below average E |
| Mathematics | E | E | A | B | |
| Science | D | C | C | D | |

Similar schools are those with up to eight per cent of pupils entitled to free school meals.

Standards of the seven-year-olds have fluctuated over the past four years but there has been a steady improvement in standards for 11-year-olds. This upward trend is shown in the table above and mirrors the national picture. The fluctuation in the standards of seven-year-olds is due, in part, to the varying numbers of pupils with special educational needs in each year group. For example, one year group, which is a smaller cohort than usual, also has 57 per cent of its pupils having special educational needs. This inevitably has a detrimental effect on the results in national tests. Some dip in standards is also attributable to changes of staffing in recent years. The school has recognised these issues and has taken steps to address them.

In the year 2000 national tests for eleven-year-olds, results in English were above average, well above average in mathematics and in line with national averages in science. When compared with similar schools, these results were in line with the average in English, above average in mathematics but below average in science. The small size of each year group does mean that these statistics should be interpreted with care. There is no significant difference between the performance of boys and girls. The school sets itself realistic targets and pupils are on track to exceed them this year. The indications are that results in this year's national tests at Key Stage 2 are well above average in English, mathematics and science. The school aims to raise standards even higher.

Inspection findings show that, for the current group of pupils in Year 2, standards in English, mathematics and science are in line with national averages. Pupils in Year 6, attain average standards in English, mathematics and science. However, in English their reading skills are above average and their speaking and listening skills are well above average. In mathematics, their ability to use and apply their number skills and investigate mathematical patterns is above average. In all other subjects standards are in line with the expectations of the National Curriculum for seven and eleven-year-olds. Standards in religious education meet the expectations of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils have excellent attitudes to school. They concentrate very well and maintain outstanding interest in all that they do. They enjoy school and work very hard in lessons. |
| Behaviour, in and out of classrooms | Pupils behave very well in lessons and around the school. They are very polite and welcoming. |
| Personal development and relationships | Personal development is very good. The staff provide very good role models and this contributes very positively to the very good quality of the relationships in school. |
| Attendance | Good. Pupils enjoy coming to school and are punctual. |

Pupils take great interest in school. They work hard and play hard and are happy. They understand very well the effect of their actions on others and show very great respect for other peoples' feelings, values and beliefs. The older pupils are very mature, show very good initiative and take on personal responsibility very well.

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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

The quality of teaching and learning is good. This contributes well to the good progress pupils make. During the inspection, the quality of teaching was excellent in 13 per cent of lessons seen, very good in 23 per cent, good in 54 per cent and satisfactory in 10 per cent. No unsatisfactory lessons were seen. Very good lessons were seen in all key stages. Excellent lessons were seen in literacy, numeracy, information and communication technology and music. Where teaching is very good or excellent, teachers set high expectations in lessons, particularly of what pupils are expected to achieve and of their behaviour. The purpose of the lesson is made very clear to pupils and effective use is made of resources to support their learning. Work is very well matched to the individual learning needs of pupils. As a result, they make good progress in lessons and make clear gains in new knowledge, skills and understanding. All staff work together very successfully as a team, to ensure that pupils learn well.

The teaching of literacy and numeracy is good throughout the school. As a consequence, pupils learn well and make rapid progress. Their progress accelerates rapidly in Years 5 and 6 as they use the very good basic skills which they have learned in earlier year groups. Teachers very efficiently teach pupils the basic skills required to succeed in all subjects, with the result that most pupils develop their key learning skills very effectively. Teachers use information and communication technology efficiently to support pupils' learning in all subjects where appropriate, with particularly effective links in mathematics and English. Teaching is consistently good in the Foundation Stage and makes a strong contribution to the rapid progress that children make in their learning and to their being happy, secure and confident. Pupils with special educational needs receive good teaching and a good level of very good quality support from learning support assistants. Hence, they make very good progress and achieve the targets set for them in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and relevance of the curriculum for all key stages is good. There is a particularly good range of activities offered to pupils outside of lessons. The school provides very good opportunities for personal, social and health education. |
| Provision for pupils with special educational needs | Very good. Pupils are very well supported and make very good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school provides very good opportunities for pupils' spiritual, moral, social and cultural development. Social aspects of the curriculum are excellent. The school approaches moral issues very successfully. Teachers constantly and consistently guide pupils over moral questions. |
| How well the school cares for its pupils | The school understands its pupils very well. All staff know the pupils very well and care for them in a very sensitive and supportive way. |

The school uses its pleasant grounds very effectively as a learning resource, for example, in science, physical education and art. It arranges a number of good quality visits for all of its pupils and regularly invites visitors into the school to work with the pupils. It has very good links with the community and with parents, all of whom actively contribute to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good, professional leadership. The very dedicated and hard-working staff ably support her. They share a clear vision for the future of the school and are committed to raising standards even further. |
| How well the governors fulfil their responsibilities | Governors are loyal, knowledgeable and supportive. They are fully involved in long-term planning and financial management. The governing body act as a very effective critical friend to the school. They use their very good range of specialist expertise very successfully to promote all of the work of the school. |
| The school's evaluation of its performance | The school monitors all of its work very well indeed. |
| The strategic use of resources | Financial management is very efficient. The school applies the principles of best value in an outstanding way. |

The school has very worthwhile aims and values, which direct its work. It evaluates its performance very efficiently and takes most appropriate action to ensure that teaching and learning are good. There are sufficient well-qualified staff to meet the demands of the curriculum. Learning resources are adequate. The accommodation is satisfactory and is used very well. It is bright, pleasant and provides a stimulating working environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school. • Children make good progress. • Their children behave well and become mature and responsible. • Teaching is good. • They feel comfortable about approaching the school with questions or problems. • The school provides an interesting range of activities outside lessons. | <ul style="list-style-type: none"> • A small number do not feel that their children are given the right amount of homework. • A few parents feel the school does not keep them well informed about their children's progress. • A few parents feel the school is not well led and managed and does not work closely with parents. |

Thirty-one parents attended the meeting with the registered inspector before the inspection and 51 questionnaires were returned. The inspectors agree with the positive views expressed by parents at the pre-inspection meeting and through the returned questionnaires. With regard to the issue of homework, the inspectors judge that the amount of homework given is appropriate and it supports well the work in lessons. They do not agree with the issue of the information provided to parents. The written reports sent to parents giving information about their children's attainment and progress are very informative and of very good quality. The school also gives many other opportunities for parents to discuss their children's work. Inspectors do not agree that the school is not well led and managed nor that it does not work closely with parents. Both aspects are judged to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards were in line with national averages in English, mathematics and science at the end of Year 2. In Year 6, standards in English were in line with the average and in mathematics and science they were above average. Standards at both key stages in speaking and listening were above average. In all other subjects, attainment was in line with the expectations of the National Curriculum at both key stages; apart from music and information and communication technology, where it was above.

2. Since then, standards have been maintained in most subjects. In English, overall standards are in line the national average. This is because writing skills are not well developed, although standards of reading for both seven and eleven-year-olds are above average. Speaking and listening skills for both ages are well above average. This shows a clear improvement since the time of the last inspection.

3. However, there appears to be a dip in standards in some subjects, such as music and information and communication technology. This is mostly due to the varying numbers of pupils with special educational needs in the small year groups. It also reflects the changing expectations of the National Curriculum over the past four years. The emphasis placed on literacy and numeracy in this time has been at the expense of subjects such as history, geography, music and physical education. Thus, while the school has spent time implementing successfully the National Literacy and Numeracy Strategies, less emphasis has been placed on other subjects.

4. Schemes of work, which have been introduced for all subjects, give good guidance to teachers in what to teach in each year group. This has focused teachers' planning on each stage of the pupils' development. This, in turn, is having a positive impact on the quality of learning and, consequently, pupils make good progress. The school has also implemented the National Literacy and Numeracy Strategies fully and efficiently. These are beginning to have a noticeably positive affect in supporting standards in English and mathematics.

5. In lessons seen during the inspection, no significant differences were observed in the performances of girls and boys. Pupils with special educational needs make very good progress and achieve well, in relation to the targets set for them in their individual education plans. All pupils achieve well. By the age of 11, when pupils begin to use the good level of basic literacy and numeracy skills that they have acquired, in all subjects, progress accelerates and achievement is very good.

Foundation Stage¹

6. Children enter the reception class with a wide range of ability. Most have levels of attainment, across all areas of learning, which are average for the age group. However, a significant number of children have below average personal, social, emotional and communication skills, when they start school. This is confirmed by the initial assessments conducted with these young children. They make rapid progress in the reception class; particularly in their communication skills and their personal, social and emotional development. This is because of the good teaching in these areas of learning and because of the importance placed, by all staff, on using language correctly and on working and

¹ The new curriculum for children under six, which started in September 2000, which replaces the Desirable Learning Outcomes.

playing well together. The majority of the children are on course to achieve the goals set for the end of the Foundation Stage.

Years 1 and 2

7. Results in the Year 2000 national tests show that standards for the seven-year-olds were well below average in reading and mathematics and very low in writing. When compared with similar schools, these results were very low, and in the bottom five per cent in the country. There are a number of reasons for this, which the school identified when it predicted that these pupils would not achieve at the national average. This year group is a very small cohort. Therefore, great care should be exercised when looking at the statistical analysis as it does not always give a clear picture. Also, 57 per cent of the pupils in that cohort have special educational needs, which will necessarily effect their attainment. Pupils also experienced some staffing instability whilst in Year 2 and this slowed their progress. The school has gone to considerable lengths to address these problems. As a result, the recent assessments made, and the analysis of the data collated, show that progress for this year group has accelerated. They have made very good gains in their learning this year. They are now slightly above average in reading, above average in their speaking and listening skills and on target to reach national averages in writing by the end of the year. This represents very rapid progress. The indications are that the current Year 2 has reached, and some pupils have exceeded, the national averages in their test results (2001) in reading and writing. In mathematics, test results (2001) are above average. There is no national comparative data available yet, but these results point towards an improvement in standards. Teacher assessments also show that pupils have attained average levels in science.

8. Inspection findings show that, for the current group of pupils in Year 2, standards in English are average. The majority of pupils start school with average communication skills. They make good progress and, by Year 2, they reach standards above those expected for the age group in speaking and listening. They also read well and many have reading ages above their chronological age. However, their writing skills are under-developed and this brings down the overall standard of the subject. The majority of pupils listen for a reasonable length of time. They speak in well-formed sentences, answer questions clearly and begin to use a good range of vocabulary. The school places great importance on reading. Pupils enjoy books and begin to talk about them with understanding. The school inculcates a love of reading in the pupils and parents support this by reading with their children at home. The more able pupils read confidently from books that they know texts and use different methods to tackle unknown words. Pupils' writing skills are mostly underdeveloped. Some pupils write well. They begin to use full stops accurately and to spell regular words correctly. Some pupils precisely use extended vocabulary in their writing, but the majority do not.

9. In mathematics, the pupils aged seven achieve well and more able pupils attain levels above the expectations of the age group. Many pupils discuss their mathematics confidently, recognise patterns in numbers and understand place value. In science, attainment is satisfactory. Pupils develop sound understanding across all aspects of the science curriculum, through practical investigation and exploration. By the age of seven, in all other subjects, pupils achieve at the levels expected. They reach the expectations of the locally agreed syllabus in religious education.

Years 3 - 6

10. The rate of improvement in the national tests for 11-year-olds over the past four years has fluctuated but shows an upward trend overall. This is in line with the national trend. The fluctuations have been caused by the larger than usual number of pupils with special

educational needs in some year groups. The results achieved by 11-year-olds in the year 2000 were above average in English, well above average in mathematics and in line with the average in science. When compared with similar schools, these results are in line with the average in English, above average in mathematics and below average in science. The indications are that the results, in the national tests for eleven-year-olds this year (2001), are well above average. Pupils are on course to exceed their predicted targets this year. The percentage of pupils achieving the average level, Level 4 in English, mathematics and science (2001) is above average. The proportion of pupils reaching the higher level, Level 5, particularly in English, is also above average. As yet, there is no national data available for comparison, but this points to a considerable improvement in standards. There is no significant difference in the performance between boys and girls. In all other subjects, standards are in line with the expectations of the National Curriculum. Pupils reach the expectations of the locally agreed syllabus in religious education.

11. Standards of speaking and listening are very good by the time the pupils leave the school at the end of Year 6. Pupils listen carefully, discuss issues confidently and explain their work fluently. Reading standards are good. Pupils discuss literature in depth and use reading skills well in other subjects. For example, they give clear reasons why they prefer one author but have 'lost interest' in another. Standards in writing are less well developed. Pupils reach average standards. They write for different purposes and include the expected level of grammar. For example, in history, they write descriptively or in reporting style. Most pupils take pride in their work and have regular opportunities to practise their handwriting.

12. In mathematics, pupils in Year 6 work confidently with fractions and decimals to calculate answers to problems. They interpret data from graphs and reach high levels of expertise in investigating mathematical patterns. In science, pupils achieve very well through practical investigation. They study, in depth, different aspects of the science curriculum. They use correct scientific language and record scientific experiments accurately.

13. Pupils in Year 3 make very good progress in all subjects. This progress is maintained in Year 4. In Years 5 and 6 it accelerates as pupils use the good skills that they have acquired, in all subjects of the curriculum.

14. Throughout the school, teachers encourage pupils to use their literacy skills in all subjects. They plan opportunities for pupils to find out information using the library and then write about their findings. For example, pupils in history lessons, use their research skills to find out about how the Ancient Greeks lived and then write accounts of their findings. Numeracy skills are used well in geography and science. For instance, pupils use their knowledge of negative numbers when measuring temperature. Standards in information and communication technology are rising and pupils achieve well. They efficiently use the skills learned as tools in other subjects. For example, they edit and produce final copies of their writing in history and English. They practise mathematical skills through number games on the computer.

15. The school provides very well for pupils with special educational needs, through carefully planned work that matches their changing requirements very well. Teachers identify more able pupils and challenge them sufficiently. The school has identified the need to extend this work.

16. The school's current focus on teaching the basic skills needed for pupils to succeed in the tasks set ensures that the majority of pupils makes good progress and reaches the targets set. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The thorough coverage of the curriculum throughout the school ensures that pupils make good progress during their time in school. This,

together with the clear learning objectives set by teachers in lessons, has a positive effect on raising standards.

Pupils' attitudes, values and personal development

17. Since the last inspection, pupils' attitudes, behaviour and personal development have improved. Pupils' enthusiasm, interest and involvement in their work are excellent. This is clearly noticeable in lessons, at playtime and during out-of-school activities. Pupils definitely enjoy coming to school. They say that they have fun in school. The majority of parents agree with them. Pupils' good punctuality and high attendance levels demonstrate this enjoyment.

18. A number of pupils arrive early at school and a 'before school' club is provided to accommodate these needs. There is also an after school club which is well supported. The school provides very good out-of-school and extra-curricular activities. Many pupils enjoy these and they contribute very well to the pupils' very good social skills evident during the inspection.

19. The younger pupils concentrate intently. They show keen interest in their own and other people's work. For example, they shared feelings and thoughts and talked sensitively about their family, while sketching them. Older pupils are very enthusiastic; particularly in mathematics, sport, music and information and communication technology. For example, during a mathematics lesson, older pupils were so engrossed and committed to their task that they were reluctant to stop for the plenary session. Pupils take every opportunity to use the computers at the start and end of the school day and during wet playtimes. They are eager to complete project work or to practise their computer skills.

20. Class 4 pupils talked, at length, about the importance of their friends and teachers at school. They say that everyone is friendly and helpful. Relationships between staff and pupils are very good. This is very important to everyone. It also has a positive impact on the progress that pupils make. Pupils understand, very well, the way in which their surroundings affect their learning. Adults also appreciate the importance of the environment. For example, funds from the Parents Teacher and Friends Association helped to construct a "Secret Garden". This is a quiet place where pupils can reflect, and be at peace with themselves and their friends.

21. Pupils behave very well in and around school. They are extremely polite and treat visitors with great respect. During discussions with pupils at lunch time, a very young pupil had the patience, politeness and tolerance to avoid interrupting her colleague's conversation before 'airing' her own views about life at the school. Pupils are very easy to talk to and exhibit very high levels of self-discipline and confidence. Any incidences of unacceptable behaviour are dealt with efficiently. Pupils report that they know what to do, and who to talk to, on these occasions. The headteacher keeps records of all incidences involving oppressive behaviour and monitors these regularly.

22. Pupils understand very well how their actions effect other people. They have a high level of respect for other people's feelings, values and beliefs. Problems are brought out into the open and talked through. The concept of 'forgive and forget' is prevalent. Pupils use their initiative very well to get things done. They take on responsibilities readily. There is a school council. Its members take up the views and suggestions of their peers. They make decisions on matters which affect them. They are currently reviewing the systems of issuing weekly performance certificates. The school provides ample opportunities for pupils to become actively involved in the life of the school.

23. The attendance rate at the school is good. It has improved since the time of the last inspection when it was satisfactory. There has been one permanent exclusion in the last year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching is good. During the inspection, in ninety per cent of the lessons observed, the teaching was good or better. In 36 per cent, the quality of teaching was very good or better and in 13 per cent it was excellent. There were no unsatisfactory lessons seen during the inspection. This is an improvement since the last inspection, when some lessons were judged unsatisfactory and the percentages of good, very good and excellent teaching were lower. Weaknesses in teaching then, reflected a poor working pace and activities that were not purposeful and challenging. This is no longer the case. Teaching is now a major strength of the school.

25. The quality of teaching in the Foundation Stage is consistently good. At Key Stage 1, it is satisfactory and three-quarters of the lessons seen were good or better. Indeed, 25 per cent of lessons were very good or excellent. All of the lessons, in Key Stage 2, were good or better, and over half were very good or excellent. Very good lessons were seen in all key stages. Excellent lessons were seen in literacy, numeracy, information and communication technology and music.

26. Teachers work hard to ensure challenge for all pupils in literacy and numeracy lessons. They choose interesting texts and use a wide range of carefully selected big books. Pupils enjoy these and learn well, because they are sure of success. Teachers plan good mental warm-up sessions in numeracy lessons. This enthuses all of the pupils and they clearly focus on improving their mental agility. Teachers plan very good opportunities for pupils to use their literacy and numeracy skills in other subjects. For example, in science lessons the pupils measure accurately and record the results of their experiments. They explain what the results show. They use information and communication technology as a tool to support their work in other subjects. These cross-curricular links are strong and pupils see clearly the relevance of their learning.

27. Pupils with special educational needs receive good teaching and a very good level of support from learning support assistants. Teachers set clear, measurable targets for action. These are reviewed regularly. All staff provide very sensitive and encouraging support that enhances pupils' self-esteem. This good practice enables the pupils with special educational needs to make very good progress and achieve the targets set for them in their individual education plans.

28. The consistently good teaching in the Foundation Stage makes a strong contribution to the rapid progress that children make in the reception class. It also results in happy, secure and confident children. The teacher plans a wide range of practical activities. This involves the children in their learning, and develops and extends them appropriately. Staff teach basic skills well and there is a good emphasis on the teaching of reading, writing and number.

29. Teachers have very good knowledge and understanding of the subjects that they teach. They focus on teaching correct technical terms and appropriate vocabulary in each subject. This is particularly evident in English, mathematics and science, where technical language is used accurately. For example, in a very good literacy lesson, the pupils understood and used the terms 'metaphors', 'rhyming couplets' and 'phrases' correctly. In mathematics, the pupils in Years 5 and 6 learn about 'digital roots', whilst in science the pupils enjoyed learning the correct names for the different shapes and forms of green leaves.

30. The teachers challenge all pupils very well and ensure that they are fully involved in lessons. Pupils enjoy this and respond well to the challenges offered. For example, in an excellent mathematics lesson in Year 5 and 6, the class teacher ensured that all children succeeded well through the very interesting task set. Pupils were highly motivated and worked independently very well throughout the session. They really enjoyed the challenge of finding the digital roots and allied shape patterns of a series of numbers. The productivity and pace of learning in this session was stunning and made a very strong impact upon the children's learning.

31. Teachers plan thoroughly. They use the structured frameworks of the Literacy and Numeracy Strategies closely. This is a strength of their work. At the beginning of the session, they share what it is that they want the pupils to learn. They return to those objectives in the plenary sessions, to remind the pupils what they have learnt. Consequently, pupils are very aware of their learning. They know exactly what they are to do and, subsequently, how well they have done it. Teachers plan opportunities for pupils to use the skills learned in one subject as tools to develop other subjects. For example, Class 3 took photographs of each other holding clay tiles that they had made in art. These images were then used to create a document on the computer to explain how they had created the tile.

32. Teachers expect pupils to work hard and behave well. Consequently, pupils do work extremely hard, and with enthusiasm, and do behave very well. Teachers question pupils skilfully. They praise and encourage them constantly and consistently. Thus, pupils respond well to the challenges set for them. They are comfortable in their learning and achieve well. Teachers plan good opportunities for pupils to work independently. The pupils respond well to this and enjoy working on their own topics. Staff also encourage the pupils to work together for some activities. As a result, pupils collaborate and co-operate well in groups. They listen carefully to each other and share their ideas well. They work together well in teams to complete tasks and organise their activities efficiently. In Class 1, the pupils so enjoyed listening to each other's work that they spontaneously applauded each other's achievements. Relationships are very good. This adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel valued and this helps their personal development.

33. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well and give pupils good advice when it is needed. Teachers assess their lessons efficiently and use this information to inform their future work. This was seen in Class 3, when the teacher worked with a group of pupils in a mathematics lesson to consolidate the previous day's learning, since assessment had shown that their knowledge was not secure. The teachers mark the pupils in a supportive manner, but they do not always indicate what it is that the pupils need to do to improve. Homework is used well to supplement and support work done in class.

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

34. The quality and range of the learning experiences provided by the school are good. They are broadly based, well balanced and relevant to the pupils. All subjects meet statutory requirements. The school's religious education syllabus closely follows the guidance of the locally agreed syllabus. In the previous inspection, the school was asked to ensure that the schemes of work matched the National Curriculum programmes of study and to make sure that the teachers had clear guidance to show them what they needed to teach each year group. The school has made good progress with this. All subjects now have

policies and clear schemes of work which comply with Curriculum 2000. Currently, these schemes are half way through their first cycle and are due to be reviewed when this is complete. The school has endeavoured to maintain a good curriculum, which will excite and challenge the pupils.

35. Teachers have successfully implemented the National Strategies for Literacy and Numeracy and use the recommended guidance closely. They have worked hard to improve the pupils' writing skills by identifying specific areas of need. The development of spelling and improvements in handwriting were the first areas identified. The staff considered how they taught writing and the impact of this on pupils' learning. The focus developed from this evaluation is beginning to have an impact. However, the school recognises that there is more to do. The adoption of the National Numeracy Strategy has produced good results, as evidenced in the improved mental mathematical ability of the pupils. Even so, the pupils' problem solving strategies, using money and number, are areas which the school has identified for improvement.

36. The curriculum for the children in the reception year is good. The teacher plans effectively following the guidance of the Early Learning Goals for children in the Foundation Stage. She links this well to Key Stage 1 programmes of study, to cater for the Year 1 pupils who are also in the class. However, at present, there is no secure outdoor area for the reception children to have regular access to outdoor play, nor is there a suitable range of equipment. The school has detailed plans with which to address this issue.

37. The school has identified pupils who are gifted or talented. It provides a suitable curriculum to challenge them successfully. It provides very well for pupils on the school's register of special educational needs. These pupils share good access to a broad, balanced and relevant curriculum. They receive very good quality support, which allows them to work successfully alongside their peers. The school complies with the Code of Practice² for special educational needs and carefully devises programmes of support, tailored to the needs of individuals. This results from parents and class teachers sharing ideas and information, and contributes positively to the very good progress made by all pupils with special educational needs.

38. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. This is noticeably effective in the case of pupils with special educational needs. They integrate well into classroom work and work well with their classmates. The school has begun to monitor, analyse and evaluate the impact of the curriculum on the standards that pupils achieve. This ensures that the planned curriculum meets all pupils' needs and abilities. The school has good relationships with nearby schools. It liaises successfully with the local secondary schools, thus easing the transition to Year 7 for its pupils. It prepares pupils very well for the next stage of their education.

39. There is good provision for pupils who wish to develop and extend their musical expertise. The school enjoys a good working relationship with the Peripatetic Music Service, and many pupils undertake weekly instrumental tuition. The work of the peripatetic teachers, parents and governors makes a valuable contribution to the school's music and is much appreciated. At present, the school utilises the services of an authority advisory teacher for information and communication technology. She comes into the school to advise teachers and to teach pupils in the new computer suite.

² Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

40. Visitors are encouraged to come into school to talk to the pupils. Pupils visit places of educational interest in the immediate and wider community. For example, the pupils in Key Stage 1, have been visited by the school nurse, to celebrate National Nurses Day. The pupils heard about the work of nurses in present day, which they contrasted with the work and times of Florence Nightingale.

41. Pupils are encouraged to maintain a high standard of discipline, courtesy, respect and co-operation for others. Pupils' personal development is successfully addressed through a programme that includes personal, health and sex education. This helps to prepare pupils to play active roles as responsible citizens in the community.

42. The school provides a wide range of extra-curricular activities; particularly so for a small, rural school. Activities include cookery, chess, French, badminton and recorder clubs. Pupils also have many opportunities to play team games, such as kwik cricket, netball, rounders and girls and boys football. Judo coaching is also available. There are educational visits to places of interest; for example, the younger pupils enjoyed their visit to Bournemouth where they studied local history and geography. The older pupils in Year 6 talk with enthusiasm about their residential visit to Rhos-y-Gwaliau and the wide variety of activities experienced there. Booster classes are held for the pupils in Year 6. The pupils report that these lessons give them good opportunities to refresh their learning and help them to make progress.

43. The school provides well for pupils' spiritual development. Pupils explore their thoughts and feelings during school assemblies and in class discussions. There are planned occasions for the pupils to consider their own feelings and the affects of their actions on others. For example, in a Class 1 religious education lesson, the youngest pupils in the school recognised that the father in the story of the prodigal son would be very sad that his son had left home but extremely happy when he came back. The pupils consider themes such as 'respect' and 'tolerance' in assemblies. These themes are carried into lesson and 'Circle Times'³. The pupils are clear that 'self-respect' enables them to know their own qualities and to respect themselves. These ideals give the pupils an inner strength to cope when things trouble them or do not turn out, as they would wish. In conversation, pupils are pleased to talk about their work and their likes and dislikes.

44. Moral development is very well promoted throughout the school. The school rules ask pupils to 'be kind, be safe, respect others, look after our environment and be honest'. These rules provide a caring framework for the whole-school approach, which is consistently applied. This means that pupils are very clear about the expectations of all members of staff. In turn the staff provide very good role models for the pupils. The very good relationships within the school provide a firm basis for the development of moral understanding. In Class 2, the pupils have access to a 'Sorry Corner'. Here, pupils talk through problems that they might have and try to understand each other's points of view. Teachers teach the pupils right from wrong. Consequently, even the very youngest children have a clear understanding of what is expected of them.

45. The pupils' social development is excellent. Parents applaud the way in which the school develops the social aspect of their children's lives. They feel that the school helps the pupils to develop as caring, mature individuals who care for and respect each other. Adults promote social values very well. They encourage pupils to care about, and take responsibility for, others. Pupils willingly accept responsibility, for example when helping with the lunchtime arrangements, the school library and the tuck shop. They help with pupils who have hurt themselves, and show considerable care and support for each other. Pupils

³ Circle time: in these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

help to organise school assemblies. They take active parts in lessons, giving out materials and collecting them up at the end of the sessions. The school successfully promotes an atmosphere in which pupils discuss important questions and concerns. The School Council provides an excellent vehicle for the pupils to take their concerns and particular joys to the headteacher.

46. Provision for cultural education is good. The pupils have a good understanding of their own background. They study the work of famous artists in their art lessons. The pupils are prepared for life in a multi-cultural society through their discussions and religious education lessons. They have opportunities to visit places of local geographical and historical interest, for example Bournemouth. The pupils study a wide range of ancient civilisations and gain a good understanding of the life and times in these distant cultures; for example, the pupils study the lives and times of the Ancient Greeks. In the school hall there are pieces of the pupils' artwork, which reflect most effectively the comparisons between the art of Islam and Christianity.

47. The school has built on the strong base at the time of the previous inspection and has made significant improvements in the provision for the pupils' personal, spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. This aspect of school life is now a very strong feature of the school. This represents an improvement since the last inspection. The school addresses all health and safety issues very efficiently. Procedures are well documented and monitored.

49. All members of staff are strongly committed to ensuring that the pupils' welfare is maintained. This includes risk assessments of forthcoming school visits; health and safety conditions of premises and electrical equipment, and control of pupils' medications. This is a very caring school and a systematic approach to safety is evident. All members of staff have received training in first aid. Child protection procedures are very effective. The headteacher is the designated person for child protection and all staff are fully aware of their responsibilities.

50. Procedures for monitoring attendance are informal but effective. The school's high expectation that pupils will attend is, in itself, a sufficient and an effective control. Pupils enjoy coming to school and punctuality is very good. Procedures for marking registers are efficiently carried out by members of staff. School registers are exceptionally neat and suitably annotated with reasons for absence.

51. The school has very high expectations of pupils' good behaviour. There are very good class rules which reflect well the aims of the school. Teachers use the behaviour policy consistently and effectively. The rewards and sanctions, which are available, are accepted and understood by all pupils. The School Council has recently instigated a system, whereby pupils are nominated to receive a certificate for good behaviour or good work during any one week. Pupils like this approach.

52. The school's procedures for monitoring and eliminating oppressive behaviour are very good. Some incidences of unacceptable behaviour or minor bullying do occur from time to time. Procedures are robust enough to deal with these. The procedures for monitoring and supporting pupils' personal development are very good and teachers know individual pupils very well. During lessons, teachers make sure that pupils understand what is expected of them. As a result, pupils develop a systematic approach to problem solving and take

responsibility for their own actions and learning. Teachers facilitate and support this, and closely monitor the impact on attainment.

53. There are very good procedures for assessing pupils' attainment and progress. Teachers make good use of the information collected to guide and direct the school's work. After the previous inspection, the school was asked to strengthen its assessment procedures to ensure that lessons had clear learning objectives and that day-to-day assessments identified what the pupils had to do next. Assessments in the school are now very thorough. The school has a wide range of detailed information, which it uses well to identify patterns of learning and trends of attainment throughout the school. This information is also used to identify areas where improvements need to be made. Individual pupil progress is tracked carefully and provides a very clear picture of the pupil's strengths and areas for development. The attainment and progress of boys and girls, and those pupils who have their birthdays in the summer months, (which means that they only spend one term in the reception class whilst other children may spend three), are all assessed and specific pupils are targeted for extra support. The detailed and significant amounts of information gathered over the past four years enable the school to identify clearly and accurately trends and patterns of achievement. The children in the reception class are assessed as they start their time in school. These assessments enable the teacher to plan the work carefully for the children in her class.

54. The end of Key Stage 1 test results and the significant testing arrangements for each year group enable the teachers to effectively build on pupils' previous learning. The detailed information that the school gathers is used effectively by the teachers, as they group the pupils in their class. Specific programmes of support and learning are implemented to ensure that the pupils make the maximum gains from their lessons and that they achieve well. Individual class teachers keep thorough and detailed information on the progress that the pupils make in all subjects. The class teachers use this information effectively to plan their lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Most parents have good, positive views of the school. Parental involvement in school life has improved since the last inspection. It is now very strong and contributes very well to school and community life. Parents like the fact that the school provides a caring environment, high standards of teaching, high expectations of pupils' behaviour and gives equal opportunities to all.

56. However, a few parents indicated in their returned questionnaires that they were not happy with some aspects of school life. In particular, some parents disagreed that the school was well led and managed. A similar number indicated they were not kept well informed about the progress that their children make nor did they feel that the school works closely with parents.

57. During the inspection the inspectors looked closely at these areas of school life. They found no evidence to support these views. The school is very well managed. There is very effective leadership from the headteacher and governors. The written reports of pupils' progress sent to parents give good, explicit progress comments and highlight targets for improvement. These reports are of a very good quality and professionally presented. There are close working relationships with parents who choose to avail themselves of the opportunities. Many parents help around the school and on school visits. They are involved in fund raising and organising school events. These, and the many other contributions made by parents to school life, make a major impact on the quality of education provided. The

school has an open-door policy giving parents access to staff at the beginning and end of each school day.

58. The school produces a range of well-presented pamphlets. These give a good deal of information about a variety of topics; such as, homework, stages of development in writing, sex and relationships education and reading together. The prospectus is very well presented and contains a vast range of subject material. It is an extremely useful document for parents of new pupils and meets statutory requirements. Similarly, the annual governors' report to parents is thorough and conveys meaningful messages about events during the school's academic year.

59. However, the newsletters sent to parents contain only limited information on the work children do in school at various stages of the year for each class. The school recognises this and acknowledges that it is an area for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school are very good. This is an improvement since the time of the last inspection when leadership and management were judged to be good. The headteacher has a very clear vision for the school and provides very efficient and sensitive leadership. The dedicated and hard-working staff support her very well. Through her commitment and her manifest professional skills, the headteacher has secured the respect of governors, staff, parents and pupils. By sharing her vision and delegating responsibility, she is developing a highly motivated, professional team, who have a growing awareness of the strengths and weaknesses of the school. The subject co-ordinators manage their subjects very efficiently and monitor planning and teaching throughout the school. This is beginning to have a beneficial effect on pupils' learning and standards are rising. There is a very good commitment towards raising standards even further and there is a good capability to succeed. The school has explicit aims and values that are reflected in its daily life and work. These include a strong commitment to the social and educational inclusion for pupils of all abilities and circumstances.

61. The effectiveness of the governing body in fulfilling its responsibilities is very good. The governors' long-term over-view of the school is very good. They understand its strengths and weaknesses and are involved in planning for its future. Governors are enthusiastic and have undertaken training for their role. They use the very good range of specialist expertise which they possess, very successfully, to promote all of the work of the school. They have established strategies that enable them to monitor and evaluate the performance of the school against agreed objectives and to take effective action when needed.

62. The school development plan is fully costed and is a very effective working document that provides a clear perspective on educational priorities. The criteria for monitoring progress against the established priorities are clearly defined. The procedures for monitoring and evaluating the quality of teaching, the curriculum and the attainment of pupils are very good. Planning procedures are dynamic and consistently respond to the needs of pupils and the demands of the curriculum. For example, plans to upgrade and secure an area for structured play for the children in the Foundation Stage and to review the library facilities are integral parts of the building and refurbishment programme.

63. The arrangements for day-to-day administration and financial control are very good. The school administrator is appropriately trained to make good use of new technology. Financial and administrative systems are very effective and support the smooth running of the school. The minor issues raised in the last financial audit, have been successfully addressed. Regular budget reports enable the senior management and governors to monitor and control

expenditure. Specific grants are effectively used for their dedicated purposes. The special educational needs provision is very effective and very well managed. The best principles of comparison, challenge, consultation and competition are outstandingly efficient. The school uses new technology effectively to support teaching and learning, and to record and analyse pupils' records.

64. The match of teachers and support staff to the requirements of the national curriculum is satisfactory. Teachers, learning support assistants and ancillary staff are well qualified and experienced. They are very effectively managed and deployed. The procedures for appraisal and performance management are established. They comply with the latest statutory requirements. Opportunities provided for the professional development of all staff are good. There are very effective induction and support procedures for new staff. Newly qualified teachers receive excellent support from a mentor and have a structured induction programme, with appropriate and protected non-contact time.

65. The accommodation is satisfactory. Its use is well planned and managed to provide some degree of flexibility for grouping pupils for different activities. The classroom for the Foundation Stage is spacious and fully meet the needs of the number of pupils on roll. However, the area and equipment for outdoor structured play are inadequate. Also, the Year 2 classroom is small and inhibits practical learning activities. The school has identified these areas of need and is addressing them through an imminent building project. The accommodation is bright, pleasant and exceptionally clean. It is a credit to the cleaning staff. Learning resources are adequate and fully meet the needs of the National Curriculum. They are of good quality, used very well and stored carefully.

66. There is a new and well-arranged information and communications technology suite. The library is well stocked with good quality books. It is used very well and enjoyed by pupils and staff. However, it is a little cramped and a whole class does not fit into the area comfortably. A review of the space available and the use of the library is underway. Good quality displays in classrooms and throughout the school, provide a stimulating learning environment. The school is located on a pleasant landscaped site. It has an exciting 'secret garden' and an enclosed pond. The grounds are well maintained and are comparatively free of litter and graffiti. The hard surfaced and grassed areas provide adequate facilities for physical education, organised games and play.

67. This is an effective school that provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. There are no major issues. However, in order to improve the quality of education provided the headteacher, staff and governors should consider how to raise standards by:

(1) continuing the focus on writing throughout the school;
(paragraphs 2, 7, 8, 11, 35, 77, 81, 82)

(2) completing the outdoor play area for the children in the Foundation Stage.
(paragraphs 36, 62, 65, 70, 75)

69. In addition, the governors may wish to include the following less significant but nevertheless important areas in their action plan:

(i) to consider reviewing the marking policy so that teachers indicate on pupils' work what it is they need to do to improve;
(paragraph 33)

(ii) to consider including curriculum information in parents' letters to inform them what their children will be learning each term.
(paragraph 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 30 |
| Number of discussions with staff, governors, other adults and pupils | 22 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 13% | 23% | 54% | 10% | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 97 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 6 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 5 |
| Number of pupils on the school's special educational needs register | N/A | 23 |

| 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 | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.3 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 |
|--|------|------|-------|-------|
| | | 2000 | 8 | 4 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 4 | 7 |
| | Girls | 2 | 1 | 2 |
| | Total | 8 | 5 | 9 |
| Percentage of pupils at NC level 2 or above | School | 67 (93) | 42 (79) | 75 (93) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 7 | 8 |
| | Girls | 2 | 2 | 3 |
| | Total | 8 | 9 | 11 |
| Percentage of pupils at NC level 2 or above | School | 67 (93) | 75 (93) | 92 (100) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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 |
|--|------|------|-------|-------|
| | | 2000 | 7 | 10 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 6 | 6 |
| | Girls | 8 | 7 | 9 |
| | Total | 13 | 13 | 15 |
| Percentage of pupils at NC level 4 or above | School | 76 (69) | 76 (62) | 88 (77) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 6 | 6 |
| | Girls | 9 | 7 | 9 |
| | Total | 14 | 13 | 15 |
| Percentage of pupils at NC level 4 or above | School | 82 (69) | 76 (77) | 88 (77) |
| | National | 70 (68) | 72 (69) | 80 (75) |

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 | 6 |

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 | 1 | 1 |
| 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) | 4.6 |
| Number of pupils per qualified teacher | 21 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 80 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |

| | |
|---|-----|
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | N/A |
|--------------------------------|-----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 279059 |
| Total expenditure | 290594 |
| Expenditure per pupil | 2995 |
| Balance brought forward from previous year | 16996 |
| Balance carried forward to next year | 5461 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 92 |
| Number of questionnaires returned | 51 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 35 | 2 | 0 | 0 |
| My child is making good progress in school. | 51 | 45 | 4 | 0 | 0 |
| Behaviour in the school is good. | 43 | 51 | 4 | 0 | 2 |
| My child gets the right amount of work to do at home. | 33 | 51 | 14 | 0 | 2 |
| The teaching is good. | 51 | 45 | 2 | 2 | 0 |
| I am kept well informed about how my child is getting on. | 53 | 20 | 24 | 1 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 53 | 35 | 6 | 6 | 0 |
| The school expects my child to work hard and achieve his or her best. | 53 | 33 | 12 | 0 | 2 |
| The school works closely with parents. | 39 | 39 | 20 | 2 | 0 |
| The school is well led and managed. | 47 | 33 | 16 | 2 | 2 |
| The school is helping my child become mature and responsible. | 55 | 41 | 4 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 59 | 39 | 2 | 0 | 0 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children enter the reception class at the beginning of the term in which they are five. They settle quickly into school routines alongside the Year 1 pupils. However, a significant number have under-developed personal, social, emotional and communication skills. They make rapid progress, particularly in their personal skills in their first weeks at school. The curriculum for these children is good. They are taught well in all areas of learning, and they continue to make good progress throughout the Foundation Stage. Opportunities for the children in this group have improved since the time of the last inspection. The classroom has been altered to give more opportunities for practical activities to take place. The new Foundation Stage curriculum has been successfully implemented and tailored very well to the needs of the dual reception and Year 1 class. However, the facilities for outside structured play are limited and there is no discreet secure area in which the reception children can play as an extension to the classroom activities. The school has recognised this deficiency and has already begun a project to address the issue.

Personal, social and emotional development

71. Many children enter the reception class with immature skills in personal, social and emotional development. By the time they join Year 1, the majority achieves the Early Learning Goals in this area. This shows rapid progress and good achievement, and is a direct result of the good teaching in the reception class. All staff promote children's personal and social behaviour very well, throughout all areas of the curriculum. Staff provide consistent, positive and encouraging role models, treating children politely and courteously. As a result, children trust staff and feel confident about what they can achieve. Children have a good understanding of what is right and wrong because staff give them very good advice and guidance. Staff encourage them to make their own decisions and to take responsibility for their actions. Consequently, children become sensible members of the school community and quickly learn to work and play together.

Communication, language and literacy

72. In the reception class, the children enjoy listening to stories and readily share books with each other and with adults. All the adults use talk to good effect and listen carefully to the children. They place great emphasis on the correct use of language and focus on the vocabulary that they want the children to learn. This emphasises to the children the importance of communicating well. The teaching in this area of learning is good and gives children a good basis for reading. Staff provide stimulating opportunities for children to recognise the values of reading and writing. By the start of Year 1, all of the children reach the goals set for the Foundation Stage. They begin to use sounds successfully and learn the meaning of new words. For example, they experiment with new words in role-play situations in the 'beach shop'. They build on their knowledge of initial sounds. They use this knowledge well to attempt to work out the meaning of new words in a variety of texts. They write with increasing dexterity. Staff use elements the Literacy Strategy effectively to teach reading and writing skills. Books are readily available and constantly used. Children enjoy practising their writing skills regularly.

Mathematical development

73. The teaching in this area is good. The strength lies in the way in which staff use counting and number, during the daily routines and throughout various activities. As a result,

children are interested in number and shape and use language associated with size and position correctly. Children count to ten and beyond, in a number of contexts and do so with increasing accuracy. They learn to use vocabulary such as 'estimate' correctly and take pleasure in 'trying the word out'. They enjoy practical activities; such as counting in 2s and experimenting with numbers to 10. Staff plan a variety of interesting activities to challenge all ability groups, thus ensuring that all children make good progress. Teaching is good and by the time children enter Year 1, the majority reaches, and some exceed, the goals set for this area of learning.

Knowledge and understanding of the world

74. Children begin the Foundation Stage with average experience and understanding of the world around them. They make rapid progress because of the wide variety of good opportunities that staff plan for this area of learning. Teaching in this area is good, and consequently, the children achieve the goals set by Year 1. As they increase their general knowledge, children build on their understanding of the world. They recognise that plants and animals grow and need food. They understand more about the place in which they live; for example, by learning their address and talking about their route to school. Children use computers with increasing confidence and learn to program robotic toys. They explore the properties of a variety of materials, such as salt-dough and wet sand. Adults support the children well in the investigation of their surroundings and this contributes well to the good progress made by the majority of children.

Physical development

75. The lack of a secure outdoor play area and suitable equipment restricts children's physical development but teaching is nevertheless good. However, staff use the apparatus in the hall for the children's physical education lessons and the playground for practical explorative activities. By the start of Year 1, children reach the goals set for this area of learning. They run, jump, balance and climb satisfactorily and begin to demonstrate an awareness of the needs of others in the space around them. Children have access to, and use proficiently, a suitably wide range of tools, such as pencils, crayons and scissors, to make pictures and models.

Creative development

76. Children start school with average experiences. The quality of teaching is good and teachers plan well to enable children to experiment with a wide range of media. Thus, children make rapid progress and, by Year 1, the majority reaches the goals set. Children use paints, crayons and pastels to produce different effects. For example, they produce flags, designing their own patterns, then cutting them out and sticking them onto dowling to make a colourful display. They learn a good variety of rhymes and songs and have access to instruments on which to try out their musical ideas.

ENGLISH

77. Standards for the seven-and 11-year-olds have been maintained since the last inspection. They remain in line with the expectations of the National Curriculum, although rising rapidly. Generally writing is not as well developed as the other aspects of the subject. The pupils' speaking and listening skills are very good by the age of 11. This is an improvement since the time of the last inspection, when they were good. Reading has also improved since that time and many pupils in the current Year 6 read at levels well above average. Their research and referencing skills are also above average. In lessons, the vast majority of pupils learn well and make good progress. Over time, pupils, including those with

special educational needs, make good progress. During the inspection, good teaching resulted in pupils learning well and achieving good standards, particularly in speaking, listening and reading.

78. Throughout the school, pupils use their speaking and listening skills very well. The youngest pupils start school with an average level of vocabulary and listen satisfactorily. The teachers encourage them to answer questions using complete sentences and correct vocabulary. This results in the pupils quickly and confidently joining in class discussions. Teachers expect the pupils to listen to what is said to them. Consequently, the pupils understand what they are to do and concentrate hard in their lessons. These skills increase and improve as the pupils get older and, by the age of eleven, the vast majority can involve themselves in debates and can explore orally the main issues of stories, retelling them in their own words. For example, in one lesson, pupils read a story from another culture and then retold it, to a partner, in their own words. Their partner had to check they had included the relevant facts in an interesting way. The whole class did this very well; one boy even retelling the story from the view point of the main character and giving it a different and very intriguing slant.

79. The school inculcates a love of reading in its pupils. As a result, many pupils, throughout the school, read at above average levels. Pupils use the library very well, both to find information and for pleasure. They thoroughly enjoy exploring the shelves for a book. Older pupils help the younger ones find books that will interest them. This sharing of ideas and their own experiences and knowledge of books and authors promotes very good reading attitudes. One pupil described reading as 'cool' and, because the school has managed to foster this impression, there is a good culture for reading. Younger pupils enjoy sharing books with adults. They quickly learn key words and begin to read for themselves. Average and below average pupils have a good grasp of letter sounds, and this helps them to tackle words that are unfamiliar to them.

80. Older pupils become adept at finding the information that they need from a variety of sources. They read competently, using good skills of skimming and scanning to access information quickly. The reading skills of the average and above-average pupils are sufficiently well developed to enable them to cope with most texts. Less able pupils achieve satisfactorily with their reading because they receive good support from teachers and support staff. Each class has reading time every day, during which everyone in class reads (E.R.I.C.). These are good, worthwhile sessions and pupils use them very effectively to improve their reading skills. An excellent Year 5 and 6 session was observed when pupils were all absorbed in their reading tasks. They all had their own objectives and enjoyed finding the answers to a series of questions from the texts.

81. Writing is not quite such a positive picture. Standards, seen during the inspection, and in the scrutiny of pupils' work, are average. Younger pupils begin to write in a legible, well-formed style, using capital letters and full stops correctly. They learn to take notes. For example, Year 2 pupils used notes taken in a previous lesson to produce their own sentences. Year 1 pupils, write for different purposes. For example, they write letters and imaginative stories. The more able pupils write sentences spelling words phonetically. By Year 3, pupils mostly spell more complex words accurately and become more adventurous in their use of vocabulary. They make good progress and, by the age of 11, pupils write using more complex grammar and sentence structures. Some good standards of work were seen in lessons and many pupils, particularly the more able, achieve very well. In a lesson in Year 5 and 6, pupils conveyed moods and feelings in poetry very descriptively, through careful choice of words and phrases. One pupil portrayed a storm as a 'howl of a giant in pain' and another expressed it as a 'gentle fall of petals becoming the beat of war drums'. However, the majority of work does not show this level of sophistication. The school has

identified the need to improve writing skills and is already working on a programme to raise standards based on the literacy strategy.

82. Standards of handwriting in pupils' handwriting books are good. Younger pupils regularly practise forming their letters correctly. Teachers encourage older pupils to develop their own personal style. However, standards in workbooks in other subjects are not consistently good. The majority of pupils take great pride in their work. They enjoy the honour of being allowed to use a fountain pen once they achieve a certain level of writing. These factors impact positively and standards show an upward trend; but this is not yet secure.

83. The quality of teaching and learning is good. Teachers plan and organise their lessons well. They have good subject knowledge and use the National Strategy well to promote good learning. Very occasionally the plenary session is protracted or omitted altogether. This limits the opportunities for pupils to share what they have learned with each other, or to evaluate how well they have done. Teachers explain very clearly at the beginning of each lesson what they want pupils to learn. As a result, all pupils understand exactly what they are to do and know what is expected of them. Relationships, throughout the school are very good. All staff are very good role models and work together as a very good team. The pupils respect the staff and want to please them. They are happy and confident in lessons and therefore learn comfortably. They are not afraid to ask when they are not sure. Neither are they afraid to make mistakes, accepting readily that this is part of the learning process.

84. Teachers plan good opportunities for pupils to practise their literacy skills in other subjects. For example, they encourage pupils to evaluate their own, and other people's, work in plenary sessions in most subjects. Pupils enjoy this and used their speaking and listening skills well to comment on, and listen to, critical evaluations of the work that they have done. Pupils use a Literacy Strategy technique effectively in Year 3 and 4 lesson. They told the story of Abraham using a comic strip format which involved matching and sequencing pictures and captions to complete the story.

85. The management of English is good. The literacy leader has clear data and evidence recorded tracking pupils' attainment and progress. Resources are adequate for the current curriculum. They are used well, neatly stored and easily accessible. There is a pleasant, although slightly cramped, library which the pupils enjoy using. It is satisfactorily stocked with a good selection of fiction and non-fiction books. These are well presented and catalogued.

MATHEMATICS

86. By the ages of seven and 11, pupils attain the standards expected of them in numeracy and in all areas of mathematics. The results of the National Curriculum tests for 11-year-olds showed that the pupils' performance was well above the national average. Pupils achieve well in mathematics, with individuals at the age of seven and 11 achieving standards above, and in some cases, well above those expected. The indications are that results in this year's national tests for eleven-year-olds are well above average. However, the school is not complacent and has identified areas for further improvement. These areas reflect the pupils' problem solving strategies in their number and money work. In the last inspection, standards in mathematics were judged in line with national averages at the age of seven and above this level at the age of 11. Taking into account the small year group sizes; this was a similar position to that at present. There is no marked difference between the attainment of boys and girls. Pupils with special educational needs are provided with work well matched to their levels of ability. In this way, all pupils make good progress and achieve well.

87. In the lessons observed during the inspection, the quality of teaching was at least good and some was very good or excellent. A good feature of the teaching is the confident way in which the teachers have adopted the National Numeracy Strategy. They ensure that the mental activities at the start of the lessons include all pupils in the class. All are challenged and achieve well. The teachers make sure that they use resources and methods to include all the pupils, so that each is stretched and involved. Pupils who have special educational needs receive good support from the learning support assistants.

88. The subject leader has made a thorough analysis of the pupils' achievements in mathematics and has highlighted areas for particular improvement. The pupils' strategies for solving money and number problems have been identified as an area for improvement. The school feels that the pupils' mental mathematical strategies are developing well as a direct result of the added emphasis on the mental arithmetic session at the beginning of each lesson. The additional focus on problem solving strategies is beginning to pay dividends. In the good lesson observed in Class 3, the pupils were given clear help to understand the processes which they needed to go through to solve the particular problems. The pupils were encouraged to read the question carefully; plan the operation needed, work through the number operation and then check that their answer matched the question asked. In this way, the pupils were given a clear strategy for success.

89. In an excellent lesson in Class 4, the teacher ensured an effective and productive lesson by constantly challenging the pupils and by setting challenging time limits for the pupils' work. As a result, the pupils made very good progress and their learning on the subject of digital roots moved rapidly forwards. At the end of the session, the pupils did not want to stop to gather their ideas together, they preferred to carry on with their tasks. The atmosphere within the class was one of intense concentration, with one pupil exclaiming out loud as he evaluated the result of the first completed root. The high levels of discussion, active involvement of all pupils at appropriate levels and high levels of interest and motivation ensured that the pupils matched the teacher's very high expectations.

90. In a very good lesson in Class 1, the teacher used the puppet W.A.L.T., (What Are we Learning Today), to talk to the class. The pupils enjoyed this interaction and were totally clear about their learning. This meant that the pupils knew what they had to do and estimated carefully the number of items present on their work sheet. As the session progressed the pupils became progressively more accurate. The teacher's good attention to detail, calm, purposeful approach to learning, good levels of praise and support ensured that the pupils achieved well and gained confidence in their work. Pupils who found the task difficult were well supported by the class teacher and the learning support assistant. Those who achieved very well and finished the task were given extension work to further their skills and levels of understanding.

91. The school has very good procedures for assessing and monitoring pupils' achievements in mathematics. This information is used well by the teachers to organise and plan their work. The very good relationships that the pupils have with their teachers help to create a productive working atmosphere, in which the pupils are supported in their work and helped to achieve well. The teachers praise the pupils for their efforts and this encourages them to ask for help and volunteer answers, confident in their own ability. Pupils recognised by the school as being more able in mathematics, are given work that is suitably challenging.

92. Teachers encourage the pupils to use mathematical skills in other subject areas, for example science, design and technology and information and communication technology. For example, in Class 2, two the pupils estimated how many moves were needed to make the programmable floor robot move along a given pathway.

93. The subject leader has a clear understanding of the strengths and areas for development of the subject throughout the school. The monitoring of teaching and learning has been thoroughly addressed and areas of strengths and weaknesses identified. Resources are good and are stored appropriately.

SCIENCE

94. Pupil's attainment in science is in line with the national average at the age of seven and 11. This is a similar position to the 2000 national test results at the ages of seven and 11. However, with the implementation of the new scheme of work, the impact of the new support materials and the further development of assessment procedures, the school expects the pupils' attainment to rise. The indications are that this year's results in the national tests for eleven-year-olds are above average. The assessment procedures, although untried, have the potential to be as thorough as those for English and mathematics. The improvement of assessment procedures in the school enables the teacher to target their lessons better. Further gains and improvements in recording experiments also helps teachers to raise pupils' standards. At the time of the previous inspection, standards in science were average for pupils aged seven and above average at the age of 11. Taking into account the small year group, standards on the whole have remained similar.

95. In all classes, there is no significant difference between the performances of boys and girls. The pupils with special educational needs are supported effectively by their class teachers and the learning support staff. They work alongside the other pupils in the class and they make very good progress in developing their scientific skills, in relation to their abilities. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their experiments. All areas of science are given appropriate coverage and the pupils are given many opportunities to consolidate and extend their learning.

96. During the inspection only a few science lessons were observed. The quality of teaching in these lessons was good. The teachers plan their lessons well. They teach an appropriate mix of scientific investigations and knowledge and understanding of the subject. They use the school grounds very effectively to give pupils first-hand experiences. The pupils also use the school library to find out factual information to support their investigations. For example, pupils in Class 4, in their studies of leaf shapes, investigated the wide range of leaf shapes that could be found in the school grounds and then identified the particular leaf types of given species of trees, from information books in the school library.

97. The satisfactory standards in Classes 1 and 2 result from good teaching. In each class, teaching promotes good observational skills and practical activities. For example, in Class 2, pupils observed frog spawn turning into tadpoles. They talked about the cycle of the frogs' development. The pupils effectively linked this understanding of growth to their experiments concerned with the growth of seeds. The pupils knew that ideal circumstances were needed to grow their seeds and this requirement was also evident in the growth of their tadpoles. The pupils were quite clear about what their seeds needed for growth. They were sure that the seeds grown in the compost would be the best. They considered that the paper on which some of the seeds were being grown would not support good growth because it did not allow the plant to take up water properly.

98. The teachers plan their lessons well and ensure that the pupils are fully involved in their learning. This ensures that they learn well. For example, in Class 3, the pupils were all fully involved in the lesson on habitats. The teacher had organised the lesson well, so that each pupil took an active part. The pupils knew that they were to look for mini- and micro-habitats

in the school grounds. They looked carefully at a number of different areas considering whether they were indeed mini- or micro-habitats. At the end of the session any pupils who were still unsure of the terminology, were very well supported as other pupils fed back their findings. In this way, any misconceptions that the pupils had were speedily dealt with. In this class, the pupils are beginning to understand the need to ensure that their tests are fair. For example, in their design and technology lesson, the pupils were designing a strong bridge using paper. The pupils were clear about the way in which the bridges must be tested and how each model must be treated in exactly the same way. Thus, the pupils applied their learning in another context, reinforcing their scientific learning well.

99. Pupils successfully develop and refine their skills in observing, recording and explaining their observations. They extend their scientific knowledge in a range of interesting contexts. For example, in Class 3, the pupils experimented with celery, watching carefully as the split stem took up coloured water. The pupils discussed what might happen at the beginning of the investigation and then explained their results. They commented on whether it was what they had anticipated, or not. Teachers encourage the pupils to use the correct scientific terms and vocabulary in their work. Class 3 used the terms 'attract' and 'repel' accurately, as they experimented with magnets. In Class 4, the pupils recorded their findings with accuracy. For example, in their experiments to find the elasticity of elastic bands, they recognised the need to measure and record their findings correctly. Completed measurements were then recorded clearly on a chart. Teachers encourage pupils to write their explanations but it is clear that some of the pupils find recording their work difficult.

100. In Class 4, the pupils extend and develop their scientific enquiry skills and learn about a wide range of subjects. Pupils use computers to create databases and to work out branching keys so that they can plot a range of different types of leaves. Their teacher ensures that the pupils are fully involved in their work and all consider the findings of their investigations carefully. Pupils work well collaboratively and allocate tasks efficiently. They consider other people's points of view well.

101. The co-ordination of the subject is good. The subject leader works hard to encourage and support other teachers. She has introduced a new scheme of work and support materials for the school. The scheme has yet to run its full cycle and at the end of the cycle it is to be evaluated. The subject leader has observed teachers teaching science and has discussed strengths and areas for development with colleagues. There is a good range of resources and the school regularly uses its grounds for investigation and enquiry.

ART AND DESIGN

102. Pupils' standards are average at the age of seven and 11. Judgements have been based upon interviews with the pupils, observations of the pupils' work and an interview with the subject leader, as only one lesson was observed during the inspection. The overall standards in art are similar to those at the time of the last inspection. The scheme of work for art is a thorough document and ensures that art is taught not only to develop the pupils' artistic skills but also to support their work in other subjects. For example, the pupils look at the patterns on Islamic prayer mats as part of their religious education lessons and use this knowledge to draw illustrations of prayer mats.

103. By the age of seven, pupils use a range of media to record their observations. In Class 1 the pupils use pastels and pencils to record their observations of different fruits. While in Class 2, the pupils draw a range of fruits and seeds. In both classes, the pupils paint pictures of characters from the books that they have read during their literacy lessons. In Class 1, the pupils have painted aliens while in Class 2, they painted portraits of 'Oscar'. Their finished pictures showed good progress in the development of skills, with a clear

understanding of the use of colour. The completed pictures showed how much the pupils had enjoyed their stories.

104. By the age of 11, pupils build upon the skills and techniques acquired when they were younger and develop a critical awareness of their own and others' work. They speak knowledgeably about artists and their work. They talk about the landscapes that they are studying at present and the work of a number of different painters that they have studied, with Constable being particularly admired. The pupils worked on their own landscapes during the lesson observed. They talked about the proportions of land and sky and the balance of the picture as they worked. The pupils work hard during their lessons to create their own landscapes. Their attitudes to their work and behaviour are exemplary. They recognise that their initial sketches are to try out their ideas and that, when they come to work on their final draft, they will be able to rectify their mistakes. The pupils in Class 3 have observed patterns in the environment and then worked on these patterns as they created clay tiles. They were particularly pleased with the finished products. Pupils are given opportunities to use a wide range of materials and techniques. They make clay tiles, paint, draw and use a variety of pastels. They choose their materials with care and show good levels of application in their work. Observation skills are well developed and, in Class 3, the pupils have painted some good portraits.

105. The enthusiastic subject leader monitors pupils' work throughout the school and has observed the teachers' art lessons. She gives good support to staff and has clear ideas for the development of the subject. She plans to develop further the use of visiting artists to work with the pupils in school. Resources are of good quality and are used effectively.

DESIGN AND TECHNOLOGY

106. Standards in design and technology are average at the age of seven and 11. This is a similar position to that at the time of the previous inspection. The school has maintained its standards in this subject and the pupils report that they enjoy the units of work completed in their lessons. They say that they have good opportunities to develop and refine their designing and making skills. The school tries to allow a block of time for the pupils' design and technology learning, so that the pupils have an appropriate length of time to plan their designs, make their artefacts and then evaluate their results. The teachers feel that this generates a more productive session in which the pupils develop a good feel for the whole design and evaluation process. Judgements have been based upon interviews with the pupils, observations of the pupils' work and an interview with the subject leader, as only one lesson was observed during the inspection.

107. By the age of seven, pupils have opportunities to investigate a range of materials and construction kits, as they design, plan and make their models and artefacts. They use tools sensibly and cut and stick with care and consideration. Class 1 used the instruments Class 4 had made for them to accompany the story of 'The Bear Hunt'. Thus showing the durability of the work done. In Class 2, the pupils made a wind up toy of 'Incy Wincy Spider' busy climbing up the waterspout. The spiders were pulled up the spout with the aid of a winding mechanism. The pupils in Class 2 have designed and made their own model vehicles from recycled materials. Police cars seemed to be a particular favourite. The digital camera was used well to allow the pupils to show the careful evaluation of their models.

108. By the age of 11, pupils develop their designing and making skills and their evaluation skills become more considered. The pupils talk about the different projects they have completed and how they had to consider carefully the materials used. In Class 3, the pupils have worked on a number of design problems, designing and making a chair and a helpful robot. They have used split pins to create jointed animals and characters. They

have created crocodiles from rectangular pieces of card and moving animals, with joints made by the careful use of the split pins. In the lesson observed in Class 3, the pupils were set the challenge of designing and making a strong bridge. This bridge had to be free-standing and able to carry as many toy cars as possible. The pupils worked well in their groups; they listened to each other's suggestions and set about the task enthusiastically. At the end of the session, their bridges were tested. The pupils talked about what they had set out to do, the problems they had encountered and how they had overcome them. They demonstrated good levels of expertise, clearly identifying what they had tried to do and why they had strengthened their bridges in particular ways. In Class 4, the pupils have made masks of characters from stories that they have read. The older pupils also made models of moving toys. Their planning and designing sheets reflected the care and consideration they gave to thinking about how to make their models. The photographs of this session showed the wide range of tools and materials that the pupils had used to complete their designs

109. The subject leader is enthusiastic and has good ideas for the further development of the subject. The new scheme of work is to be evaluated at the end of this cycle. An embryonic assessment procedure is being trialled. The subject leader monitors teaching in class and ensures that a progression of skills is taught throughout the school.

GEOGRAPHY

110. The last time that the school was inspected, standards were average at both key stages. Standards have been maintained and are in line with the expectations of the National Curriculum for pupils aged seven and 11. All pupils, including those with special educational needs make good progress. There is now a scheme of work in place. This is currently half way through its first cycle and will be reviewed once completed. This shows an improvement since the last inspection, when there was no clear scheme which gave guidance to teachers.

111. By the age of seven, pupils have a good knowledge of local places. They talk knowledgeably about the village in which they live and can identify their route to school. This is due to the good teaching, which strongly emphasises field work. Teachers use the grounds successfully as an outdoor classroom. This encourages pupils to take an interest in their locality, and to compare it with other areas when they make visits. For example, they compare their village surroundings with Bournemouth, after a trip to the seaside. Older pupils extend this work well, by studying how they can improve the environment. They discuss trees as physical features and how they are useful windbreaks, as well as a good commercial asset. They study climates around the world and compare the Indian village of Chembakoli with their own village, finding many similarities and differences.

112. The quality of teaching is good. Teachers plan many practical opportunities for pupils to be actively involved in their learning. Pupils enjoy this and speak enthusiastically about their visits and their work. Teachers make good links to other subjects so that pupils learn in a 'joined up' and meaningful way. Consequently, pupils relate their work in history or religious education to their work in geography and make sense of their learning. They also use their mathematical and information and communication technology skills well, as tools to record geographical information and make comparisons about climates and other features. For instance, they use their mathematical skills of tallying and their computer skills, to produce graphs with which to present their work on a village traffic survey.

113. The subject leader manages the subject well. Assessment opportunities are identified in teachers' planning and pupils' progress and attainment is tracked efficiently. Resources are good and are greatly enhanced by the good use of the pleasant grounds.

HISTORY

114. Standards have been maintained since the time of the last inspection when they were average. They remain in line for seven- and 11-year-olds. All pupils, including those with special educational needs, make satisfactory progress.

115. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past, for example by studying what life was like for Florence Nightingale. Teachers have secure subject knowledge and pitch their lessons at a suitable level for the pupils. Thus pupils gain good understanding of 'now' and 'then' and how life used to be. For example, in Year 3, a well planned lesson allowed pupils to participate by using their own experiences. Pupils discussed holidays in 'olden' times showing good understanding of the differences from and similarities with holidays to-day.

116. This work is taken forward well in Key Stage 2. By the age of 11, pupils have a good knowledge of chronology and use time-lines well to place events in history. For example, Years 3 and 4 have developed a time-line displaying key dates from Ancient Greek times, through the Viking invasion era and Tudor times to World War II. Pupils talk knowledgeably about the Ancient Egyptians and the Tudors. They discuss logically, and give good reasons, why people leave their own country to invade another.

117. The quality of teaching is good throughout the school. Teachers plan lessons well and make the subject come alive. Consequently, pupils are interested and want to learn about the past and relate it to life today. They say that they enjoy their lessons and are eager to discuss what they have learned. Teachers give pupils plenty of very good opportunities to use their literacy skills well. For example, pupils in Years 5 and 6 used their speaking and listening skills very well to describe and discuss very effectively how the pentathlon event worked in the Ancient Olympics. They use their writing skills very well, as for example when writing the diary of John Brunton, describing his life in India.

118. The subject is well led. There is now a scheme of work in place. This is half way through its first cycle. It gives good guidance to teachers and provides a good structure which is helpful in planning lessons. Assessment of pupils' attainment and progress is in the early stages of development. Resources are adequate to meet the current curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in the previous inspection were judged to be above the levels expected for pupils at the age of seven and eleven. The pupils achieved well. However, expectations in information and communication technology have moved on significantly from this time. Standards in the school are now judged to be at the levels expected for pupils at the age of seven and 11. It is not appropriate to compare the judgements of the two inspections. Facilities within the school are now more advanced than they were at the time of the previous inspection. The school now has access to a computer suite and the computers available for the pupils are new and up to date. The pupils' rate of progress is very good, as they work with increasing confidence with the new computers. The use of the digital camera has made a considerable impact upon the work of the school. This better provision enables the pupils to have more opportunities to learn about the computers and to practise their skills as they study other subjects. The teachers and support staff have also become more confident in using computers. The school is due to be connected to the Internet at the beginning of the next academic year.

120. By the age of seven, the pupils attain average standards, as the result of the thorough teaching that they receive. There are good opportunities for pupils to learn new skills and to consolidate their understanding. The teachers work effectively to ensure that the pupils are independent in their use of the computers. The pupils switch on the computers and use their own passwords to log on. In Class 2, the pupils work through a complex sequence to plan a pathway for a robot that busily bursts balloons as it travels. In Class 2 pupils program a floor robot to follow a set pathway. This involved the robot making a 90-degree turn. The pupils worked hard with their task. As a result of excellent teaching and very good levels of co-operation, they achieved the task well and made rapid progress in the lesson.

121. By the age of 11, the pupils attain average standards as the result of secure teaching and good opportunities to practise and use their skills in a wide range of subjects. In Class 3, the pupils import images from the digital camera into a Word document and add pieces of text to explain the photographs. The pupils use a range of fonts and font sizes and enjoy using texts of different colours. The digital camera is widely used throughout the school to capture many significant moments. The pupils particularly enjoy using this tool. Discussions with pupils in Class 4 show that the pupils work on the computers often. Indeed, in the mornings, the computer suite is very busy as pupils work on a range of programs. The older pupils work on their individual topics. The pupils demonstrate good levels of expertise, importing clip art into their work and word processing their drafted writings. Some of the pupils enjoy using images from the digital camera and adding humorous captions in speech bubbles. The pupils in Year 6 are currently working with the local authority advisory teacher to create a Power Point presentation to animate their work.

122. The quality of teaching is good. The teachers have worked hard since the previous inspection to improve their own skills. They plan their lessons carefully. Time in the computer suite is used well. The school has elected to teach information and communication technology in single year groups. All the National Curriculum requirements are met and the subject is used effectively across the curriculum. There are many displays of pupils' work throughout the school recorded by the digital camera. There are also examples of graphs, pamphlets and poems completed by pupils using computers.

123. The subject is well led. The subject leader supports all staff very effectively. The teachers use the computers to plan their lessons and to help their administration. For example, pupils' individual education plans are produced and saved on the computer. The subject is used well to enhance all aspects of the work and life of the school.

MUSIC

124. Good quality music plays an essential part in the life of the school and makes a major contribution to the spiritual development of the pupils. Well-chosen music is used particularly effectively in assemblies and, in some classes, to settle pupils into their work. This contributes very effectively to the pleasant and purposeful working ethos of the school. Standards have been maintained since the last inspection. They are in line with the expectations of the National Curriculum throughout the school. Standards achieved in singing are good.

125. During recent years, music teaching has taken a lower profile in schools as literacy and numeracy have become better established. This has necessarily affected the potential for improvement in standards. However, in this school, music plays an increasingly important part in school life and the pupils and teachers enjoy the musical interludes that they share. Many pupils take up the opportunities offered to learn to play instruments, such as recorders, violins and cellos. The school encourages these pupils to share their talents

with everyone in assemblies and concerts. There is a very good choir which older pupils enjoy. They sing very well, with accuracy and gusto. They sing in festivals and in major choir events, such as one in the Albert Hall with 2000 other children. The school enjoys and celebrates this success with all of its community.

126. The school covers the listening and appraising and performing elements of the subject well, enabling pupils to reach satisfactory standards consistently. Teachers and governors are enthusiastic. Several share their good subject knowledge and expertise very effectively with less confident staff. Thus, pupils receive a wide range of musical experiences and learn well. The quality of teaching is good. Pupils make good progress in developing their musical skills. Teachers adopt an enthusiastic approach and encourage pupils to participate fully in lessons. They work with pupils to develop listening and performing skills, encouraging pupils to co-operate, persevere and enjoy their work. Pupils respond well to the good levels of teaching, and enjoy lessons.

127. Throughout the school pupils sing well. Younger pupils sing a good variety of songs and rhymes. They enjoy familiar tunes and words. Older pupils sing more complex songs and use a good variety of instruments to accompany themselves. In an excellent music lesson, pupils widened their repertoire and understanding of the characteristics of musical chants and rhythm very effectively. They used a variety of methods to represent the main beat in the chants "One, two, three, mother caught a flea" and "Quick, quick – the cat's been sick!" Pupils clapped out the strong beat to keep the rhythm going and the adapted ball bouncing games to fit the chants' rhythms. This was an exciting, complicated and very active lesson which could so easily have deteriorated into chaos. The teacher's superb control and very high expectations of what she wanted the class to achieve meant that the learning was excellent. The lesson was great fun and the pupils attained well.

128. The subject leader manages the subject well. She has a clear view of how she would like music to develop. Resources are adequate for the current curriculum. They are used well and carefully stored to be easily accessible. The subject makes a good contribution to pupils' cultural and spiritual development because they listen to music from other traditions and they use, and become familiar with, instruments from around the world.

PHYSICAL EDUCATION

129. By the ages of seven and 11, pupils reach the standards expected of them. A significant number achieve good standards in games. This is a similar picture to that at the time of the last inspection. There is no difference in the standards between boys and girls. During their time in the school, the vast majority of pupils, including those with special educational needs, achieves well. Most pupils start school with average physical skills. By the time they leave the school aged 11, their attainment is in line with, and in some aspects above, the expectations of the National Curriculum. Over time they make good progress in all aspects of physical education.

130. Pupils work enthusiastically in lessons; for example they work hard learning to throw and catch balls accurately. They begin to use space efficiently, although younger pupils have to be reminded to use all of the space available to them. They thoroughly enjoy their work and begin to co-operate in pairs and groups well. They show increasingly improved balance and accuracy when controlling large and small balls.

131. Teachers plan a wide variety of activities for older pupils. They offer chances for pupils to play a good variety of team games and do gymnastics and also to take part in more adventurous sports. For example, Year 5 and 6 develop their orienteering skills by photomapping. Pupils have to recognise, from a photograph, a part of the school ground or

building. They then have to run to this area and find the code hidden there, before returning to base for the next task. This is not only fun it is challenging and requires them to use a great many physical and mental skills. The teacher facilitated this activity very well. She organised the lesson very carefully, to ensure both challenge and success. The pupils joined in most enthusiastically and several teams worked out good strategies for success. For example, one pair divided the tasks. The faster runner did the running and code finding while his partner thought out the answers to the clues and worked on recognising the places on the photographs. Their strategies worked very well and they succeeded in finding more codes than any other team.

132. The quality of teaching is good throughout the school. The main reason is that teachers teach the basic skills that pupils need to succeed in their work. They demonstrate and explain clearly what pupils need to do to improve their skills, for example “watch the ball until it reaches your hand”. This means that pupils achieve well and that progress in lessons is consistently good. Teachers plan lessons so that pupils build systematically on the skills that they have learned and thus improve their techniques. Activities challenge the pupils. However, they do meet the high expectations of the teachers.

133. The subject is well led. There is a good scheme of work which is tailored to meet the needs of all pupils. Resources are adequate for the current curriculum. They are well used and carefully stored. They are greatly enhanced by the opportunities that the grounds offer for outdoor physical activities.

RELIGIOUS EDUCATION

134. Standards at the age of seven and 11 meet the expectations of the locally agreed syllabus. Standards are similar now to those at the time of the previous inspection. The appropriate standards have been maintained, as the result of an interesting syllabus, which has been relevant to the pupils’ needs and interests.

135. The quality of teaching is good throughout the school. This results in the pupils learning well. Teachers explain clearly to pupils what they expect them to do in each lesson. Teaching is successful because teachers use the pupil’s experiences and feelings as a starting point for their lessons. For example, in the Class 1 lesson about the ‘Prodigal Son’, the pupils understood that the father in the story would be sad that his son had left home and that he would miss him when he was away. They recognised that, when the boy returned, his father would have been overjoyed and would want to have a party so that everyone could be happy. In this way the pupils learn about these important religious stories. They enjoy the stories from the Bible and by the age of seven, have deepened their knowledge of Christianity. They have also had the opportunity to learn about some other religions, for example, Judaism.

136. Teachers have good subject knowledge. They plan their work well. In Class 4, the pupils study the influences of Islam and Christianity in art. They create illustrations of typical patterns from prayer mats and look at the effects of light through stained glass windows, as seen in many Christian churches. The work presented in pupils’ books shows that the teachers deliver a balanced religious education programme. They effectively develop the pupils’ understanding through pertinent questioning. They give opportunities for pupils to articulate their own ideas and thoughts. The pupils in Class 3 considered the faith Abraham showed in God’s words when he packed up his home and moved his family and animals into an uncertain future. They thought about the power of faith and what this really means to Christians. Pupils consider concepts such as trust and faith. They demonstrate good attitudes to their work and this means that they achieve well. In school assemblies the pupils talk about ‘tolerance’ and ‘respect’. Even the youngest pupils are clear that

sometimes they need to be very tolerant of other people. Pupils talk about respect and how it is important for them to respect themselves, before others will respect them. They articulate their feelings, concerns and beliefs in a very mature and measured way. They discuss and reflect what makes them a good friend, and where their personal strengths lie. The pupils study a wide range of world religions and, in this way, begin to develop an understanding of other religions and peoples.

137. The subject is well led. The subject leader has recently matched the school curriculum to the requirements of the newly published locally agreed syllabus. This has meant refocusing the school's work. The syllabus is supplemented with ideas and suggestions from the government-recommended scheme of work. The subject leader has recognised the need to evaluate the scheme of work at the end of a cycle and to purchase additional resources.