

# INSPECTION REPORT

## **SALWAY ASH CE PRIMARY SCHOOL**

Salway Ash, Bridport

LEA area: Dorset

Unique reference number: 113809

Acting Headteacher: Mrs J McNeil

Reporting inspector: Ms A Dawson  
11608

Dates of inspection: 2 – 5 July 2001

Inspection number: 191432

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

## INFORMATION ABOUT THE SCHOOL

|                              |                                  |
|------------------------------|----------------------------------|
| Type of school:              | Primary                          |
| School category:             | Voluntary aided                  |
| Age range of pupils:         | 4 - 11                           |
| Gender of pupils:            | Mixed                            |
| School address:              | Salway Ash<br>Bridport<br>Dorset |
| Postcode:                    | DT6 5JE                          |
| Telephone number:            | 01308 488302                     |
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| Appropriate authority:       | The governing body               |
| Name of chair of governors:  | Mr A Alford                      |
| Date of previous inspection: | 27/01/1997                       |

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## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |             |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|-------------|----------------------|---|--|
| 11608        | Ms A Dawson | Registered inspector | Mathematics, science, art and design, design and technology, music, equal opportunities, English as an additional language.                 | The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; teaching and learning; leadership and management. |
| 19694        | Ms M Kerr   | Lay inspector        |   | Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.   |
| 25509        | Ms J Clarke | Team inspector       | English, information and communication technology, geography, history, physical education, the foundation stage, special educational needs. | Quality and range of opportunities for learning.   |

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## **PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL**

Salway Ash Voluntary Aided Church of England Primary School is smaller than most other primary schools. It is situated on the edge of the village of Salway Ash, to the north of Bridport. It draws its pupils from the surrounding villages of Melplash, Netherbury and Salway Ash. The majority of the pupils attend a nursery or playgroup before they enter the school in the year they become five. Pupils' overall attainments in language and social skills are above average and their mathematical skills are average when they enter the school. There are 89 pupils on roll; of these 44 are girls and 45 are boys which are grouped in four mixed age classes. Nineteen per cent of pupils are on the register for special educational needs, including one pupil with a statement of special educational needs. This is broadly in line with the national average of 23 per cent. There are no pupils eligible for free school meals, which is below the national average. All the pupils are of white European origin and all speak English as their first language. The school has higher than normal movement in pupil numbers this year with 7 pupils joining the school and 11 leaving other than at the normal times, which is higher than average. The characteristics of the school are broadly similar to those previously reported in 1997.

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

This is a good school with a Christian ethos which is evident in the excellent relationships between staff and pupils. It has a commitment to succeed and promotes equality of opportunity very well for all its pupils. Because the quality of teaching is good, pupils achieve well and attain well above average standards in English overall, mathematics, science and well above the expected standard in music by 11 years of age. Pupils' attitudes to their work, and their personal development are very good. The acting headteacher has provided excellent direction for the school to move forward. She is assisted by a supportive governing body. The staff work very well with her as a hardworking team. Together they have moved the school forward rapidly within the last term. The school gives good value for money.

### **What the school does well**

- Pupils make good progress and standards are well above average in pupils' speaking, listening and reading skills, mathematics and science by the age of 11. In art and design pupils attain above the expected standard by the age of seven. In music they attain well above the expected standard by the age of 11.
- The quality of teaching and learning is good throughout the school.
- The acting headteacher has set excellent educational direction for the school and the school is very well led and managed.
- The pupils have very good attitudes to learning. There are excellent relationships between the pupils and staff.
- The school takes good care of the pupils. The pupils' personal development is very good.
- The school provides a rich curriculum for the pupils. There is very good provision for extra-curricular activities and for pupils' spiritual, moral and social development. The very good induction programme for new pupils and their parents into school provides a good start to this aspect of pupils' development.

### **What could be improved**

- There are insufficient opportunities for pupils to further improve their story writing skills.
- There are insufficient opportunities for pupils to use information and communication technology for their writing and to make graphs in order to interpret data.
- There are insufficient reading books, measuring equipment in mathematics, historical resources, large outdoor equipment for pupils under six and teacher reference materials for science.
- The partnership with parents is not strong enough.
- Attendance at 93.6 per cent is below the national average of 95 per cent and is unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

This is a much better school than it was in 1997 when it was last inspected. The issues from the last inspection were addressed except that no clear educational direction was set for the school until the acting headteacher took up a temporary post in the absence of the headteacher due to long-term illness. This has now been resolved. She has worked very well with the staff to point the school in the right direction to achieve the very good improvements that can now be seen. There is very good

improvements in the standards the pupils are attaining and the quality and range of the curriculum. There are very good procedures for the analysis of the strengths and weaknesses of the school. In English and mathematics, there are very good procedures for the assessment of pupils' progress, but assessment procedures are still being developed across the school for other subjects. There is good improvement in the quality and evaluation of teaching and learning. The role of the subject leaders has been strengthened. The provision for pupils with special educational need is improved. There is good improvement in the attitudes, behaviour and personal development of the pupils. The school has successfully implemented the foundation stage of learning for pupils under six, the National Literacy and Numeracy Strategies.

### STANDARDS

The table shows the standards achieved by eleven-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         | A             | C    | B    | D               | well above average A<br>above average B<br>Average C<br>below average D<br>well below average E |
| Mathematics     | A             | C    | D    | E               |   |
| Science         | A             | C    | C    | D               |   |

There was a fall in standards in 1999 and 2000 and the rate of improvement was below the national trend. This is particularly evident when compared with pupils in similar schools, where pupils attained below average standards in English and science and well below average standards in mathematics. There was underachievement by the higher attaining pupils in all the three subjects and by some of the average attaining pupils in mathematics. The main reason for this fall in standards was the lack of educational direction from the headteacher who has had failing health for the last two years and prolonged absences over the last year due to ill health. These results should be treated with caution as the size of the cohort at 15 pupils was small, which diminishes the statistical reliability of the data.

In 2001, the inspection finds that for the current groups of pupils in Year 2 and Year 6, standards are now well above average in English overall, mathematics and science by the ages of seven and 11. The pupils make good progress throughout the school. In English, pupils' listening, speaking and reading skills are well above average throughout the school, while their writing skills are above average. Pupils need to spend more time in developing their skills in writing imaginative stories. In mathematics, pupils' work in number, mental mathematics and their problem-solving skills are a strength. The school is meeting its targets this year in English and exceeding them by six per cent in mathematics. In science, most have good investigative skills and attain well above average standards throughout the school. In music, standards are well above the expected standard by the age of 11. There was too little music observed to make a judgement about standards by the age of seven. In art and design, pupils attain above the expected standards by seven and the expected standards by 11. In design and technology, geography, history, information and communication technology, standards match the national expectations by the ages of seven and 11. In physical education standards match the national expectations by 11. No physical education lessons were observed for pupils aged between six and seven. Pupils in the foundation stage make good progress in all areas of learning and are on course to attain the early learning goals in their mathematical development. In their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, physical and creative development, they are on course to exceed the early learning goals by the end of the reception year. Pupils with special educational needs get good support and make good progress towards their targets.

### PUPILS' ATTITUDES AND VALUES

| Aspect                  | Comment   |
|-------------------------|---|
| Attitudes to the school | Pupils have very good attitudes to learning. They concentrate very well during lessons for long periods of time. They enjoy school and work hard. |

|  |   |
|--|---|
| Behaviour, in and out of classrooms    | Behaviour is very good both in lessons and in and around school. No poor behaviour was seen during the inspection.  |
| Personal development and relationships | Pupils' personal development is very good. They respect the views of others and they play and work happily together. There are excellent relationships between pupils, staff and other adults who work in the school. |
| Attendance                             | Attendance at 93.6 per cent is below the national average of 95 per cent. It is unsatisfactory. This is mainly due to pupils taking holidays in term time.  |

The positive approach towards encouraging very good behaviour, very good attitudes to work and self-respect and respect for others, is central to the school's Christian aims and values. This is a happy community where the pupils' very good attitudes to school are a major contributing factor to their good achievement. When pupils are absent during term, this disrupts their learning.

### 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 is good overall and a major strength of the school. Pupils learn well. Teachers' high expectations of pupils and the excellent relationships within the school, promote the pupils' good achievement. As a result, pupils attain well above average standards in English overall, mathematics, science and well above the expected standards in music by 11. In 36 per cent of lessons teaching is very good and in a further 55 per cent it is good. In the remaining 9 per cent it is satisfactory. There is little difference in the quality of teaching throughout the school. There is good teaching in the foundation stage and the basic skills of reading, writing and mathematics are taught well throughout the school. In subjects, the teaching of English, mathematics and music is very good. Teachers work very well together, sharing their expertise, using time and resources effectively. The teaching support staff as they work throughout the school make a significant contribution to pupils' learning. Teachers plan their lessons well. However, there are insufficient opportunities for the development of story writing and for using information and communication technology to draft and redraft writing and represent data graphically. Teaching is particularly successful in lessons where teachers use the teaching methods that are advocated in the National Literacy and Numeracy Strategies. The pupils with special educational needs are supported well and make good progress. Where teaching is only satisfactory, the teachers' introductions are too long or work is not matched well enough to the attainments of all the pupils. Consequently, it limited pupils' learning. The staff take care to meet the needs of all pupils and fully include them in all aspects of school life.

### OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum             | Good. The curriculum for children under six is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and the pupils learn many subjects. |
| Provision for pupils with special educational needs | Good. Learning difficulties are identified early. The pupils are supported well in classes and make good progress towards their targets.  |



|   |  |
|---|--|
| Provision for pupils with English as an additional language                                 | There are no pupils with English as an additional language.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is very good provision for pupils' personal development. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development.                       |
| How well the school cares for its pupils  | The school takes good care of the pupils. There are very good procedures for promoting good behaviour and the assessment of pupils' progress. There are insufficient procedures for monitoring and improving pupils' attendance. |

The school has a satisfactory partnership with parents. Most parents support their children's learning at home and a small minority support pupils well in school. Parents appreciate that the school takes good care of their children. However, the past lack of communication with parents has led to negative views of the school, which the school is starting to address.

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

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well led and managed. The acting headteacher has set excellent educational direction for the school. The staff work together very well with her and are successfully improving standards.                               |
| How well the governors fulfil their responsibilities             | The governors are supportive of the school. They are working appropriately together to meet the school targets and fulfil their statutory duties.  |
| The school's evaluation of its performance                       | The school evaluates its performance very well and monitors its strengths and weaknesses. The acting headteacher and subject leaders evaluate teaching and learning successfully to improve the quality of education provided.             |
| The strategic use of resources                                   | The school makes good use of the building, time, staff and the budget to help children learn. The accommodation is good and learning resources are satisfactory overall. However, there are shortages in English, mathematics and science. |

There is excellent leadership by the acting headteacher. The strategies for improvement which have recently been implemented will enable the incoming headteacher to move the school forward. There are sufficient staff with an appropriate range of expertise to meet the demands of the curriculum. The accommodation is well maintained and enhanced by the attractive displays of pupils' work. The support staff are well deployed to make a good contribution to pupils' learning. The school seeks to find best value for money and has identified areas for spending to the best use of its budget to raise standards.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

|                           |   |
|---------------------------|---|
| What pleases parents most | What parents would like to see improved |
|---------------------------|---|

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The majority of parents are pleased their children enjoy school and the school expects their children to work hard.</li> <li>• Most parents are pleased that pupils behave well and there are good relationships between pupils and staff.</li> <li>• The majority of parents feel that the school is helping their children to become mature and responsible.</li> <li>• Most feel they can approach the school with questions or problems.</li> </ul> | <ul style="list-style-type: none"> <li>• A minority of parents would like their children to do regular homework which is marked.</li> <li>• A fifth of parents did not believe that the teaching in the school is good</li> <li>• A significant minority of parents believe that they are not kept well informed about how their child is getting on and a few believe that the school does not work closely with them.</li> <li>• Just under a fifth of parents have concern over the leadership and management of the school.</li> <li>• A significant minority of parents believe that the school does not provide an interesting range of extra-curricular activities.</li> </ul> |
|--|---|

The inspectors agree with the positive views held by the parents of the school. On other issues, it was found that the homework is inconsistent in quantity and regularity between classes. Where it is used to extend pupils' learning from their day-to-day work and where it is regularly marked, it has a positive impact on their learning. The quality of teaching is consistently good across the school. The inspectors agree that there should be better communication with parents about the curriculum and the progress of their children. This is recognised by the school. The inspection team found that the issues concerning the leadership of the school have been addressed by the acting headteacher. Overall there is now very good leadership and management of the school. The inspectors believe that the school is providing a very good range of extra curricular activities particularly in music and with the help of parents, in sport.

## **PART B: COMMENTARY**

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

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

1. Since the previous report in 1997, the school has successfully implemented the foundation stage of learning for pupils under six and the National Literacy and Numeracy Strategies. Most pupils achieve well and make good progress in English, science and very good progress in mathematics to attain well above average standards by the ages of seven and 11. There is a strength in music and art and design. In music, there was insufficient evidence to make a judgement on standards for pupils aged six and seven during the inspection. However, pupils' attainment in singing throughout the school as observed during assemblies and in the choir is well above average. Pupils between the ages of seven and 11 attain well above average standards. In art and design, pupils attain above the nationally expected standards by the age of seven. In design and technology, geography, history and physical education pupils attainments matches the national expectations.
2. There is a good picture of improvement in standards since the previous inspection. In English and in mathematics, standards have improved from average to well above average by the age of 11. In science, they have improved from above average to well above average. In music, pupils' attainments previously matched the national expectations, they are now attaining well above them. In art and design, design and

technology and physical education standards remain similar to the national expectations as they were during the previous inspection. In history pupils' attainments were above what was nationally expected at the time of the previous inspection and are now similar to what is nationally expected. The provision for special educational needs has improved since the previous inspection. Previously it was good for pupils aged five to seven and satisfactory for pupils aged seven to 11. It is now good throughout the school. Pupils are now given structured support to help them to improve; for example their spelling or to assist them during lessons. The improvement in standards is partly the result of the structured and cohesive framework that has been adopted for all subjects, which was a weakness in the previous inspection, and to the good quality of teaching and learning. During the past four years, due to the introduction of the National Literacy and Numeracy Strategies, less time has been allocated to the teaching of other subjects. This places a restriction on the possible progress that pupils are able to make in these subjects. The pupils are achieving well in all subjects to reach at least the nationally expected standards. Standards in physical education at 11 are similar to the national expectations. No lessons were observed for pupils aged six to seven so judgements about performance could not be made. In music by the age of 11 and art and design by the age of seven, pupils' attainments exceed the expectations mainly because of the enthusiasm and expertise of the subject leaders. In music the additional time that pupils spend in learning from extra-curricular activities, takes their overall attainment by the age of 11 to well above average.

3. The pupils enter school part-time in the reception year in September of the year in which they are five and after Christmas all start full-time. Most enter with attainments that are generally above those expected in their communication, language and literacy skills and social and emotional development. Their skills in mathematics are those normally expected for pupils of this age. There is some small variation from year to year, according to the overall attainments of the group of pupils entering the school.
4. Pupils in the foundation stage make good progress and achieve well. In their mathematical skills, most are on course to achieve the early learning goals and a minority are on course to exceed them. In their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative and physical development, pupils are on course to exceed the early learning goals by the end of their reception year. The older pupils in Year 1 and Year 2 help the younger reception pupils in their class by demonstrating well the behaviour that is expected of them. This helps the pupils to adapt quickly to their new surroundings. Additionally, the care taken by staff to ensure that pupils are happy and confident learners, helps to raise their attainment in their social and emotional development. Particular care is taken to ensure pupils get a good start to their education on entry to the reception class.
5. Caution must be exercised on making judgements about the attainment of year groups in relation to national norms because the small numbers in each year-group reduces the reliability of statistical data. Where there are ten or less pupils in a year group, the statistics for comparison with national results are omitted. There were 12 pupils aged seven and 15 aged 11, who took the tests in 2000. This means that one pupil in the class of 11 year-olds counts for as much as six per cent. Thus, trends over time must be interpreted carefully taking into account the overall variations between the year groups.
6. In 2000, national results show that pupils attained above average standards in English, average standards in science and below average standards in mathematics

by the age of 11. Taking into account the pupils with special educational needs, the pupils achieved well in English and most achieved satisfactorily in science. However, some higher attaining pupils in English and science and the majority of pupils in mathematics were underachieving by 11. In mathematics, for example, 40 per cent in comparison with the average of 21 per cent did not attain the nationally expected level and only 13 per cent attained a higher level in comparison to the average of 24 per cent. This is also borne out by the comparison of results with pupils from schools with a similar context. This data shows that pupils attained below average standards in English and science and well below average standards in mathematics compared with similar schools.

7. Within the last two years the headteacher has had failing health with prolonged absences last year because of illness, which has hastened his retirement. During this time, the staff lacked direction and focus in their work. Without strong leadership to set the educational direction for the staff the school has not been able to move forward as it should by, for example, analysing its data effectively and using this information to target groups of pupils to raise standards. As a result, even though the staff were working hard, the standards have fallen from 1999 and taking into account the number of pupils with special educational needs, the overall trend for improvement over the five years has been below the national trend. This is particularly evident over the last two years.
8. During the last year, the Local Education Authority (LEA) officers have worked with the staff to provide in-service training in order to raise standards and the quality of leadership. An acting headteacher on secondment from the school improvement team in the LEA who was already working with the staff and governors, took up the post of acting headteacher in the interim period before the newly appointed headteacher takes up her post in September. Because of the in-service training provided by the advisory teachers, the effectiveness of the leadership of the acting headteacher and the teamwork of the staff, there has been a dramatic improvement. The pupils are now achieving well and attaining well above average standards in English overall, mathematics and science by the ages of seven and 11. This is mainly because the acting headteacher has worked with the staff to provide clear educational direction to raise pupils' attainment.
9. The subsequent strategies put into place, such as the tracking system to analyse pupils' progress and the additional teaching from a part-time teacher, have been successful in raising standards, particularly in mathematics. The full impact of these strategies are not yet evident and the school has recognised that further opportunities need to be planned, to develop pupils' standards in story writing, and for pupils to apply their data handling skills in mathematics using information and communication technology. For instance, in pupils' writing their attainment is above average rather than well above average as in other aspects of the English curriculum. Insufficient time is allocated to the development of the skills of story structure, characterisation and use of vocabulary. There are few opportunities for the older pupils to extend the length of their story writing into chapters. There are some missed opportunities for pupils to practise these skills not only in English but, for example, in history and geography.
10. The school is meeting its targets this year in English and exceeding them by approximately 6 per cent in mathematics. The pupils' enthusiasm for learning and wanting to do well, coupled with the good quality teaching and the direction set for improvement are significant factors that contribute to the pupils' good achievement.

11. In information and communication technology, pupils' attainment is in line with the national expectation by the ages of seven and 11. Pupils' achievement and progress is good. The subject is developing well across the curriculum. At Key Stage 1, listening centres and programmable floor robots are used well to support pupils' progress. By the age of 11, pupils enjoy using the Internet to research topics and send messages. However there are too few opportunities for pupils to redraft their work or represent data graphically. Pupils use of graphs for representing data in all subjects is minimal and a weaker area of mathematics. While there is some evidence of them drawing their graphs, they have even less experience of developing and practising their skills using the computers to represent data graphically.
12. In art and design, pupils attain above the expected standards by the age of seven and in music their attainment is well above the expected standard by 11. Pupils' skills in singing are particularly well developed. In design and technology, geography, history and physical education, pupils attain the nationally expected standards by the ages of seven and 11. The expertise of outside specialist teachers for music and voluntary help for coaching in physical education and textile work makes a positive contribution to pupils' attainment.
13. All pupils with special educational needs make good progress in their learning. All staff help, support and encourage these pupils in their work to enable them to succeed well. When taking into account their levels of attainment, it can be seen that these pupils work hard and achieve well. Pupils have good assistance in lessons from the well deployed support staff and when given extra focused support, this has a positive impact upon their levels of attainment. The pupils with special educational needs are fully included in the life and work of the school and they make good progress in all areas of their learning.
14. Pupils' get a good start to their education and make good overall progress during the foundation stage. They go on to make good progress throughout the school. When teaching tends to be very good, for example in English, mathematics and science, pupils' learn at a faster rate. The pupils are achieving well and significantly so in mathematics where their attainments on entry to school are generally lower than English. The school aim of meeting the needs of all its pupils is clearly evident in practice. There is no significant difference in the progress of boys and girls who attain equally well in lessons. There are no pupils identified by the school as being gifted or who are particularly talented. However, the staff know the attainments of all pupils very well and are successfully meeting them. There are some very able musicians who are encouraged to succeed by the school and the visiting music specialists.

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

15. The majority of pupils are keen and eager learners who like school. They say that teachers are fun and no lessons are boring! They participate enthusiastically in the extra curricular activities and particularly enjoy music. The pupils value the contributions made by others, as was observed in a physical education lesson. When a group of three pupils demonstrated their work to the class, they were spontaneous clapped by their classmates. These attitudes which they have towards one another, make a significant contribution to their learning. The praise and encouragement that pupils are given by the staff and peers as well as the good teaching they receive, keeps the pupils interested and involved in their learning. The pupils speak highly of

their school and say that the reason they all get on so well together is because it is a small school where they all mix well with one another. The pupils with special educational needs work very hard during lessons. They enjoy their tasks and with extra support are given good opportunities to succeed. This means that they remain on task and achieve well. The pupils have excellent relationships with the learning support staff, class teachers and focused determination to work hard. Consequently, they have the confidence to express their views and opinions freely.

16. Behaviour around the school and in lessons is very good with the pupils showing respect for other people and their property. There has never been a pupil exclusion from the school. In the playground the supervisors use a system of yellow and red cards to warn pupils about unacceptable behaviour. The pupils will be given two warnings, or yellow cards, but if a third warning is required they will be shown the red card which means that there will be a loss of privilege, decided upon by the head teacher. However, these sanctions are rarely needed. On a bus ride to and from the swimming pool behaviour was impeccable with a happy buzz of conversation and the singing of a quiet spiritual song. In school the pupils move between activities in a calm and orderly way and are polite with one another as well as with adults. They listen carefully whilst others are speaking in lessons and understand the impact that their behaviour can have on others. For example, one pupil said that when unkind words are spoken 'it makes them feel small inside'. There were no incidents of oppressive behaviour seen during the inspection.
17. The very high quality of personal development and relationships within the school was clearly illustrated during a 'circle time'. This is a class discussion where pupils are able to discuss and reflect on moral and social issues that concern them. The pupils were given a thought bubble in one lesson which asked 'Is being first always important?' They were then able to reflect on this by recalling events of the past week. Very perceptive and mature comments were made including, 'it is not the winning, it is the taking part'. The pupils rejoice in the success of others which contributes well to pupils' high self esteem within the school. The pupils are very good at seeing what needs to be done and doing it before they have to be asked. For example, when one pupil cut her finger, another got her some help. On another occasion, when an inspector was talking to a member of staff in a classroom, the school prefect suggested that pupils who wanted to enter the room, should wait. The pupils sat quietly in a line outside the room until it was convenient for them to go into their room. There are excellent relationships within this school where pupils enjoy being helpful and where the older pupils look out for the younger ones. Some of the older pupils have produced a school magazine with some very imaginative articles, reviews and reports as well as competitions. They sell both advertising and the magazines themselves, to contribute towards the cost of production. Extended trips are arranged for pupils in Years 4 and 6. During these visits, pupils learn to become more independent as they organise their belongings and timetables. In Year 6, pupils' social skills are developed well when they make new friends with pupils from their nearby schools also taking part. These pupils will become their classmates when they move to the local secondary school.
18. Attendance, currently at 93.6 per cent is unsatisfactory because it is below the national average of 95 per cent. Pupils are punctual and arrive on time. The below average percentage is mainly due to the high incidence of annual holidays being taken during term time in all classes. This is most evident in the reception and Year 1 class where half the pupils had taken holidays during term time. This high

percentage of absence means that when pupils miss their lessons, it hinders their learning.

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

19. The pupils are taught well. The overall good quality of teaching and learning is a major strength of the school. The major features of why it is so successful are:
- the consistently good planning which meets the needs of the pupils;
  - the well deployed support staff which enables them to work effectively with those pupils needing most help;
  - the good quality of the teachers' questioning which prompts pupils to think deeply about their work and helps them to solve problems;
  - the effective use of the national strategy methods by the staff. Clear learning objectives are set and evaluated at the end of the lessons.
20. There are excellent relationships between the pupils and the staff. This creates pupils who are enthusiastic learners and who are confident in asking questions to further their understanding. The teachers know their pupils well, have high expectations of their achievement and work together well as a team to plan their work.
21. The excellent direction for the improvement in the quality of teaching and learning has been recently and expertly led by the acting headteacher. She has rigorously evaluated the quality of teaching and learning with the subject leaders, in literacy and numeracy lessons. This has included the additional input of other LEA advisory staff. The assessments from these observations are used well to help teachers improve the quality of their teaching and the pupils' learning. Because the acting headteacher is well informed about the effectiveness of teaching methods throughout the school, well-focussed targets for improvement have been set. In the short time she has been in the school, pupils' work and test results in English and mathematics have been analysed and successful strategies have been put into place to raise standards in the weakest areas. For example,
- the appointment of an additional teacher in February has enabled small single year groups to be taught. This has helped to raise standards in mathematics for pupils aged seven to 11;
  - the additional time allocated for science, mathematics and story writing is used well to develop pupils' problem-solving, investigational and writing skills;
  - the improved planning and use of national guidance has helped to ensure pupils' progress in all subjects;
  - the implementation of a marking policy has refined the quality of teachers' marking so that pupils know how to improve their work;
  - the improved teaching methods have promoted that the teachers share the specific learning objectives of the lessons with the pupils at the beginning of each lesson and review progress made towards them by the end.
  - the improved deployment of the support staff and the teamwork of all staff enhance the learning opportunities for all the pupils.
22. There is little variation in the quality of teaching across the school. There were 33 lessons observed. In 36 per cent of lessons, the quality of teaching was very good. In 55 per cent of lessons observed the teaching was good and in the remaining 9 per cent of lessons it was satisfactory. In three lessons observed that were satisfactory, the teachers either misjudged the pace of the lessons or spent too long introducing their lesson, or they did not challenge all the pupils sufficiently. This is a good

improvement since the last inspection as now there is a higher percentage of very good teaching and no unsatisfactory lessons were observed. This improvement reflects the commitment and hard work of the teaching staff to improve the quality of their work. Weaknesses in teaching in the previous inspection were mainly concerned with teachers not setting specific enough lesson objectives and not planning for the consistent development of pupils' knowledge, skills and understanding. For example, the planning for the progression of pupils' skills in information and communication technology and geography were unsatisfactory and these subjects did not meet statutory requirements. This is not the case now. These issues have been addressed and both subjects meet requirements.

23. Teachers plan their lessons well. The quality of planning has improved since the previous inspection. This is because the teachers have adopted the methods used in the National Numeracy and Literacy Strategies, as they plan lessons in other subjects. For example, at the beginning of most lessons, teachers share the learning objectives with the pupils. Similarly at the end of the lesson, the teachers refer back to the learning objectives to ensure that the learning has been secured. This helps pupil to appreciate the relevance of their learning. During discussions, teachers' questioning skills are skilful and challenge pupils to think hard about their work. This is particularly noticeable as staff encourage pupils' problem-solving skills in mathematics, science and design and technology. The teachers value the pupils' suggestions and this has a positive effect of raising the pupils' self-esteem and confidence. The good quality questioning prompting pupils to reflect about their work in art and design and music, was evident in class discussions and made a very good contribution to pupils' spiritual development. The excellent relationships between pupils and teachers encouraged pupils to think and respond freely as they work independently or as part of a small group. The very good quality social interaction as pupils take account of the views and feelings of others reflects the Christian attitudes that are promoted throughout the school. It makes a major contribution to the pupils' social development. Teachers know their subjects well and use well the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. For instance, pupils understand the meaning of 'meander' in geography as they study the path of a river or the meaning of a 'rest' as they read music. When pupils find it difficult to understand term or words, clear explanations are always given.
24. There are strengths in the very good teaching and learning of literacy, numeracy, throughout the school and art and design for pupils aged six and seven and music for pupils aged seven to 11. The basic skills of reading, spelling, handwriting, grammar and mathematics are taught well in all classes and support learning successfully in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments and explain what the results show. In art and design and music, the enthusiasm and commitment of the staff is evident. In music in particular, the subject leader voluntarily gives her own time, outside of lessons, to teach pupils how to play the recorder, sing in the choir and perform in the orchestra. In all these subjects, the subject leaders have particular expertise through training and the enthusiasm to promote their subjects well throughout the school. The Literacy and Numeracy Strategies have been implemented well. Teachers use the national guidance effectively in planning and teaching and pupils learn and achieve well by the time they leave school. However, although the full curriculum is taught, the school has recognised that there are too few opportunities for the pupils to develop their skills in



writing stories at length which include chapters, characterisation, well developed punctuation and the use of adventurous vocabulary.

25. Information and communication technology is developing appropriately to support other areas of the curriculum. However, although there is the expected coverage of the curriculum in most areas, there are insufficient planned opportunities for pupils to use information and communication technology to redraft their writing and to represent their data graphically. Teachers' expectations of the pupils' behaviour and their work are good. The flexible grouping arrangements made throughout the school is successfully contributing to raising standards. For example, mathematics is taught in single year grouping with the help of an additional part-time teacher. The reduced class size allows for more direct one-to-one teaching which is one of the major factors in the improvement in standards in mathematics this year.
26. The pupil with a Statement of Special Educational Need and those pupils on the special educational needs register, are given good support from the experienced teaching and support staff. Teachers are effectively involved in the writing of the individual education plans. Most plans consist of detailed and manageable targets, enabling the staff to fully meet the needs of these pupils. Occasionally, the targets are not specific enough, there is not enough detail for a measurable learning target. However, the targets are not written in collaboration with the parents. This diminishes their impact because parents cannot be fully involved in supporting their children's learning. The successful liaison between the teachers and the support staff and their effective deployment, are significant contributors to the achievement of the pupils with special educational needs. This is a good improvement from the previous inspection.
27. The teaching of the pupils under six is good. Since the previous inspection a new curriculum has been implemented for the foundation stage. The planning appropriately takes into account the Early Learning Goals and the initial stages of the National Curriculum. The coordinator is now working towards improving the quality of assessment of pupils' progress and the further development of the structured activities to raise standards. Individual help is given to make sure that pupils are helped to adjust quickly to the new routines. Other pupils between the ages of five and seven help new entrants to settle into the school routines quickly. This encourages them to become independent and confident in their learning.
28. The quality of day-to-day assessment is satisfactory. It is used well overall in mathematics and English to group pupils. Individual targets have been set for pupils in English which are helping pupils to assess their own performance and work towards improving their work. However, it is its early stages in other subjects. Further detailed target setting and use of assessment is recognised as an area for development across the curriculum. All staff praise pupils for their good work and monitor their progress well, giving them good direction during lessons. A good range of homework is provided including reading, writing, spelling, mathematics and some topic work. However, parents are concerned about the inconsistency in the quality and quality of work and the marking of it. This varies throughout the school. Parents generally support their children at home well with their learning. This learning opportunity is diminished and unfulfilled when the work is not consistently set or marked and there are unclear expectations. There are no pupils identified as gifted or with particular talents. The staff are meeting the needs of all the pupils well. However, there are some pupils who have individual additional music tuition have made very good progress and are achieving very well.

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

29. The curriculum is broadly based and provides for all the National Curriculum subjects including religious education. The quality, range and learning experiences provided by the school for the pupils are good. In all subjects statutory requirements are met. The National Literacy and Numeracy Strategies have been implemented well following the additional support and training from local education advisory teachers. In the previous inspection statutory requirements were not met for information and communication technology and geography for pupils aged between seven and 11. This is no longer the case. The planning of the curriculum was unsatisfactory at the time of the previous inspection as there was no whole school framework to support the teachers in their work. The policies and the schemes of work for all subjects were inadequate and gave insufficient guidance to teachers as they planned the pupils' work. Indeed not all subjects had schemes of work that would ensure full coverage of the National Curriculum.
30. The current position is significantly improved. The progress the acting headteacher and the staff have made, particularly within the last term has been rapid because of the time and efforts that have been put into improving the quality of the curriculum coordination. The policies and schemes of work are to be reviewed and refined annually to ensure a thorough and systematic review to ensure that the school keeps abreast of current initiatives.
31. This curriculum challenges pupils of all abilities. Although the school has not identified pupils that are gifted, there are a significant number of very able pupils. This aspect of the curriculum is identified by the school for further development. The curriculum is both exciting and challenging pupils to learn to how find answers to questions and solutions to problems posed, especially in mathematics and science by using a number of different strategies. The time allocated for each subject has recently been analysed and the school day restructured. Some sessions were shortened successfully to increase the pupils' pace of learning. The time gained was dedicated to raising standards in English, mathematics and science. As a result of the detailed analysis of where pupils needed to improve their work, additional sessions for problem-solving work in mathematics, investigational work in science and story writing, has significantly contributed to pupils improved performance this year. The school has been concerned by the under-achievement of the pupils in mathematics and has supported improvement in this are by employing a part-time mathematics teacher. This focused teaching for small single year groups has undoubtedly helped to raise standards in mathematics for pupils aged seven to 11. However, there are insufficient resources for the foundation stage and aspects of English, mathematics, science and history, which limit pupils' learning opportunities.
32. The curriculum for the children who are taught in the reception class is good. The class teacher has planned to take into account the new Early Learning Goals and the early stages of the National Curriculum.
33. There is very good equality of access and opportunities for all pupils; gender stereotyping is very firmly challenged. Good provision is made for pupils with special needs. They are well supported in classrooms by teachers and teaching assistants. All statutory requirements of the curriculum are met for the pupils with special educational needs and they are well supported to access the full National

Curriculum. Individual education plans are available for all pupils and these indicate the support the pupils need. They are written by the teachers and the special educational needs co-ordinator. However, not all have small measurable targets for the pupils to work towards and this means that some of the pupils' targets are not specific or focused enough. The tasks set in class are generally well matched to pupils' abilities. In classes where the pupils have additional support this has a particularly positive impact upon the pupils' learning. There is at present no policy in the school to identify those pupils who are either gifted or talented but the teachers know the pupils well and cater for their individual needs in the classes. Some pupils with well above the expected standards in their music skills have the opportunities to extend those further. This is with additional tuition and extra-curricular provision such as belonging to a youth orchestra that is well organised by the LEA. Similarly there are no pupils at present in the school whose first language is not English. Educational inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and needs into every activity. For example, the school provides some expensive musical instruments bought by the Parents and Friends Association for all pupils who want to learn.

34. The school provides a caring Christian ethos commensurate with its Christian endowment in an environment conducive to maximum learning where the efforts and achievements of everyone is recognised and valued. Individuals are accepted with their strengths and weaknesses and encouraged to fulfil their own potential in the school's benevolent, guiding community. Pupils' personal development is addressed very well through a programme that includes personal, social and health education, drug awareness and sex education, to prepare pupils to play an active role as citizens and develop their confidence to do so. This is taught throughout the wider curriculum.
35. There is very good provision of extra-curricular activities in this small school and within the capabilities of the staff. These activities enrich the curriculum. They involve many of the teachers who give much of their own time. Music is particularly well represented with a member of staff who teaches the choir, recorders and orchestra. Other activities include, signing for the deaf, football, Kwik cricket, athletics and netball. Some of the supporting activities are carried out successfully with the help of parents. A good number of the boys and girls are involved in activities. Indeed nearly a third of the school are members of the school orchestra. There are many educational visits and visitors to the school. This enhance the pupils' learning well. Recently, for example, older pupils followed the course of the River Brit at West Bay. This brought their geography topic alive.
36. There are well-established links with the nearby 'cluster' of primary schools and the local secondary school. The sharing of in-service training and residential and sporting events enables the schools to maximise their budgets to provide an improved quality of teaching and learning for the pupils. Consequently the pupils, and the staff, especially when there are small numbers of them, do not become socially or educationally isolated. The Year 6 pupils, for instance, during their residential visit in the summer term, make friends with others they will meet when they transfer to the local secondary school in September. These links with other local schools and the opportunities given for pupils to see their new school and meet the teachers before transfer, ease the pupils' concerns about meeting new people when they begin the autumn term at the secondary school.

37. Provision to promote pupils' spiritual education is very good. An outstanding feature of the spirituality of the school is the way that music makes such a profound impact upon the lives of the pupils. Music is played during assemblies and the quality of the pupils' singing both accompanied and unaccompanied is a very spiritual experience for all. Pupils explore their thoughts and feelings through their music lessons, reflecting upon how pieces of music, for example, by Beethoven and Grieg make them feel. There are also occasions for quiet and reflection built into the school day, for example, during assembly when the pupils say the school prayer. The pupils are pleased to talk about their work and their likes and dislikes. Their contributions reflect their individuality. The youngest children in the school are waiting impatiently for the eggs that are incubating to hatch out and are fascinated by the butterflies, flexing their wings as they emerge from their chrysalises.
38. Moral development is very well promoted throughout the school. The school has a carefully structured code of conduct and clear expectations are in place. However, such is the collective responsibility in the school and the high degree of social awareness, that no one can remember when the discipline code was last applied. The pupils are quite clear about their own expectations of themselves and such is the quality of relationships and ethos of the school that all behave and treat each other very well. Members of staff set a very good example for the pupils and the excellent relationships between staff, pupils and other adults are a firm Christian foundation that promotes pupils' moral development very well. Pupils have well planned opportunities to discuss moral and social issues during their class discussions; known as circle times. They demonstrate that pupils clearly understand the difference between right and wrong. The very youngest children in the school have a clear understanding of the expectations placed upon them.
39. Social development is very well promoted. Most parents say that the school is active in helping the pupils to develop as rounded young people who are able to articulate their thoughts and ideas. Pupils take responsibility for others well. They are very aware of the actions of others and willingly support them when they have done well. There are many examples of the pupils valuing each others work. For instance during an art and design lesson one Year 1 pupils commented to a reception child that her work was 'a lot better than the drawing you did last time'. In all classes the pupils spontaneously applaud other pupils' work and contributions. Pupils willingly accept responsibility, for example when distributing materials in lessons, helping in the organisation during school assemblies and in tidying up at the end of lessons. The discussions that are prompted by visitors such as the local clergy and members of the governing body make a valuable contribution to pupils' understanding of social issues. The school takes very good care to include all pupils into all aspects of school life, especially those with special educational needs. The staff and the pupils have very positive attitudes to support all pupils in their learning, whatever their needs.
40. Provision for cultural education is good. The pupils have a good knowledge of the area in which they live. The wide range of educational visits undertaken as part of the pupils' history and geography topics, promote pupils' awareness of their own culture well. For example, they have made local studies of the environment and how it has changed. In history, pupils have a good knowledge and understanding of the Victorians or the ancient civilisations of Egypt and Greece. A clear understanding of their own and others' beliefs is gained through religious education as pupils consider some major world religions. Pupils learn well about the lives and techniques of artists like the Impressionist painters, some more modern aboriginal art or Indian

Mendhi patterns. Music from around the world is demonstrated well in pupils' learning as pupils not only perform but also listen and appraise music. However, there some missed opportunities for pupils to learn about the cultural groups and traditions of our multi-cultural society.

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

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

42. The arrangements for ensuring the welfare, health and safety of the pupils are good. The acting head teacher and staff know the pupils very well and are aware of the signs that would suggest that the well-being of a pupil may be at risk. One of the teaching support assistants is fully trained in first aid whilst all the other staff have done a shorter first response course. All accidents are recorded and parents are notified straight away if their child has a head bump. The school works well with other agencies as necessary. For example, social services and the school nurse, who monitors the pupils and is appropriately involved in the teaching of sex education. The building and grounds are maintained as a safe and healthy environment.
43. Punctuality is good with pupils arriving on time and lessons start promptly. However, the procedures for monitoring and improving attendance are unsatisfactory. The school needs to be attentive to its attendance levels which at 93.6 per cent are below the national average of 95 per cent. Further strategies are needed to encourage parents to take family holidays during the school holidays.
44. Many of the monitoring and support procedures within the school are informal and this is made possible by the small size of the school with staff who know pupils very well. This system works well within the school for the monitoring of behaviour and personal development. The bullying policy was developed with the help of parents and is so effective that the acting head teacher has never seen or been made aware of any bullying. Whilst this is a school where very good behaviour is the norm there is a well structured and effective behaviour and discipline policy which has been developed in collaboration with other local schools.
45. Pupils with special educational needs are supported in their work in the school and are helped to achieve the targets set in their individual education plans. This is achieved by the good support in class and the good levels of support from class teachers and the well deployed teaching assistants.
46. The school has very good procedures for evaluating the academic progress of the pupils in English and mathematics. The initial assessment of the pupils as they enter the school and the subsequent significant testing arrangements for each year group and the analysis of this data provide a very good picture of what pupils can and cannot do. The teachers use this data well when planning work to build on pupils' previous learning. The pupils are carefully tracked and the teachers can identify pupils, or groups of pupils who are achieving well and those that can do better. In the previous inspection, the school was asked to ensure that there were appropriate assessment procedures in place. The school has made very good improvement since then in the core subjects of English and mathematics. Consequently the staff have significantly raised standards in mathematics and to a lesser extent in English this year. Some of the procedures are new and are not yet fully embedded into the work

of the school. There is, still more work to be done in ensuring that the pupils' individual targets are evaluated in English and set in mathematics. In other subjects, the teachers are increasingly using the information that the school gathers to plan work to meet the needs of all the pupils in the class. Each class teacher keeps an appropriate record of information on the progress that the pupils make over all the curriculum areas. The subject leaders have identified in their action plans a programme for the further development of school assessment procedures for their subjects. The pupils' annual reports are clear and well presented, giving parents a clear picture of the strengths of their children and the areas they need to improve. Assemblies are occasions where the school recognises the pupils' personal and academic achievements. The pupils receive certificates to celebrate the effort they have put into their work. These rewards promote the pupils' self-esteem, motivating them to achieve well and set a good example to younger pupils.

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

47. The school has a satisfactory partnership with parents. Teachers go out with pupils at the end of the day so that they are available to talk to parents and the acting head teacher and staff are always willing to meet with parents either informally or with a more formal appointment. News-letters are sent out regularly to keep parents well informed of the wider aspects of school life but there is insufficient information sent out on the curriculum so that parents are not kept informed about what their children are studying. The annual reports on pupils' progress give parents very good information about what has been studied and what has been achieved. The parents of pupils with special educational needs have regular liaison with the school if their children have a special educational need. However, they are not involved as they should be in the agreeing of the individual educational plans of their children.
48. The parents' views of the school as expressed in the questionnaires returned are unusually unsatisfactory. Some of these views are historic and the school has already started to address them.
- A significant minority of parents believe that their children do not get the right amount of work to do at home.
  - The inspectors find that homework varies from class to class both in frequency and in the amount given and that the marking of homework by the staff is not always consistently done. This means that the pupils do not often know how they have got on. The inspectors agree that clearer expectations about the amount and quality of homework should be communicated to the parents.
  - A fifth of parents returning the questionnaire did not believe that the teaching in the school is good.
  - This is not the case. The teaching was consistently good throughout the school. In lessons observed 36 per cent of the teaching was very good.
  - A significant minority of parents believe that they are not kept well informed about how their children are getting on and a few believe that the school does not work closely with them.
  - The inspectors feel that the parents could be better informed about the work that their children do in school and that further opportunities need to be provided to allow parents to be involved more in the life of the school. This is currently being addressed by planning for more meetings with parents to promote their involvement in school life.

- Just under a fifth of parents have concern over the leadership and management of the school.
- The inspection team found that whereas this might have been true in the past it has now been addressed by the school improvement officer who is the acting head teacher. The leadership and management of the school are now very good.
- A significant minority of parents believe that the school does not provide an interesting range of activities outside lessons.
- The inspectors believe that for a small school, there is a very good range of extra curricular activities particularly in music but also, and with the help of parents, in sport.

49. Overall the inspection found that the unsatisfactory perceptions which the parents have of the school are not accurate. They may have arisen because of poor communication in the past but this is now being addressed and was not reflected in the conversations with parents during the inspection. The acting headteacher sent out a questionnaire to parents in order to ascertain their opinions in certain areas. This was supplemented by a meeting and all the opinions were collated and a response made to parents. This ensured that parents know that their suggestions are valued and has already been used to strengthen the parents' involvement in school life. For instance, the assembly time has been changed to early morning. This has encouraged parents to attend collective worship, to listen to their children speak about their work or perform in the school orchestra.

50. A strength of the school is the very good induction programme for new pupils and their parents. The prospectus gives good quality information for prospective parents on all aspects of school life including an outline of the subjects to be studied. The new parents and their children come into school for one afternoon a week over a period of six weeks and share the planned activities together with the reception pupils and their teacher. This enables both parents and children to feel comfortable in the school. This good beginning enables parents to contribute successfully to their children's early learning skills, especially in language and mathematics. The parents encourage their children to become independent by making friends with other children and choosing activities. This promotes their personal, social and emotional development well. It helps the children to make a smooth transition into full time education.

51. Parents commit themselves to become involved in their child's education through the home school agreement, which most have signed. There is considerable involvement in the school life through the Parents and Friends Association (PFA). This association is active in raising substantial funds for the school by organising fun events such as Scottish dancing. The PFA have purchased many resources such as netball kit and physical education resources, musical instruments, books and computer software. A small number of parents give their time willingly to help with school trips and help with extra curricular activities such as the kwik cricket. The help that parents give the school improves its facilities and the learning opportunities of the pupils.

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

52. Since the previous inspection in 1997, there has been an unsettled and difficult time for the school where the headteacher, particularly during the last two years, has had

failing health leading to prolonged absences through illness last year. This has consequently hastened his retirement effective from August this year. Since the previous inspection, an action plan was developed and appropriately acted upon to resolve the key issues. Most of the issues were met. However, clear educational direction for the school was not met until the recent intervention of the Local Education Authority. In the prolonged absences of the headteacher, the staff have worked hard to carry the additional burden of his subject responsibilities, while continuing to implement the government initiatives for literacy, numeracy and the foundation stage of learning. The Local Education advisory teachers and officers have had considerable effective input into the school. They have provided in-service training for the curriculum subjects. Staff have been trained how to manage their subject responsibilities to raise standards and the quality of leadership. Recently, a school improvement officer, already working with the school assumed the responsibility of acting headteacher with the agreement of the governing body in the absence of the headteacher until the newly appointed headteacher is to take up her post this September.

53. The acting headteacher provides excellent educational direction and leadership for the school. The school is being very well managed by her with the teamwork of the committed and hardworking staff. The school has made rapid progress within the last term and is now steering in the right direction. A high priority was set for raising standards in English, mathematics and science and developing the confidence and raising the achievements of individual pupils. The main strengths and weaknesses of the school have been identified and challenging targets have been set for the future. There is a marked improvement in pupils' attainment this year especially in mathematics. This is in line with rising standards in teaching and learning. This is most evident in mathematics with an improvement of 33 per cent of pupils reaching level 4 or level 5 in the national tests this year. The most notable actions taken which has helped to raise standards are:

- The acting headteacher takes the leading role in day-to-day management and works very closely with the staff who share her commitment to improve and succeed. The rigorous and excellent evaluation of teachers' planning and the quality of teaching and learning has facilitated improvements. The teamwork of the staff in improving their lesson planning has resulted in better quality teaching and learning for all pupils.
- The implementation of a tracking system, which charts individual pupil progress in English and mathematics. Together with improved timetable arrangements to provide more teaching time for English, mathematics and science and the employment of an additional teacher for mathematics has enabled the staff to make good use of data and curriculum time to resolve areas of weakness.
- The implementation of performance management targets for teachers and the development of their roles of the subject leaders. This has given staff a clear picture of the strengths and weaknesses of the school. This puts them in a better position to be effective managers of their responsibilities. As they are more informed they have effectively developed action plans for further improvements in their subject areas and offer better informed advice and support to colleagues.
- The improved deployment of the support staff and their involvement in the work of the school. The regular meetings set up with the support staff means they are fully involve in the school development of initiatives and have a forum for expressing



their views. They are better deployed in classes to meet the needs of the pupils needing most help, which helps the pupils to achieve well.

54. The Mission Statement of the school expresses the Christian ethos of the school and it is demonstrated in the excellent relationships that exist. The school is clearly meeting its pastorally and academic aims and is working towards further engaging the support of its parents and their involvement in school life.
55. The governors work appropriately with the school on a day-to-day basis. Many of the governors are either parents or regular visitors and have been active in monitoring the work in progress. The staff and governors are all fully involved in the formulation of the school development plan. The strategic management is profitably improved from the previous inspection. The school development plan has recently been set and is an effective tool, for staff and governors based on raising standards. This is set over the period of one year with a clear agenda to move the school forward when the newly appointed headteacher takes up her post in September. Best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.
56. The school is very aware of issues of educational inclusion and provides very good equality of access and opportunity for all pupils. There is very good management of pupils and the staff ensures that all pupils participate in all school activities. This is demonstrated clearly through the extra-curricular music provision. All boys and girls are encouraged to play an instrument or sing in the choir. Instruments have been bought by the Parents and Friends Association (PFA) to allow all pupils the opportunity to take part. There is an equal distribution of boys and girls in extra-curricular musical activities.
57. The efficient special educational needs co-ordinator has time allocated for the management of this important area of the life and work of the school, which she uses well to maintain the very well organised paperwork. She has a budget allocation and there are a range of additional reading books and support materials for staff and pupils to use. However, an agreement is needed with parents when setting pupils' individual targets so they are better able to help their children at home. A policy to meet the needs of gifted and talented pupils is an identified target for development.
58. The school has sufficient teachers to teach the National Curriculum, the curriculum for the foundation stage and religious education. The teaching staff have a suitable range of qualifications and experience between them. The staff are deployed well to meet the needs of all pupils. The school makes good use of specialist teachers to support the curriculum in music and parents contribute well to extra curricular sporting activities. The new requirements for performance management for teachers have been fully implemented. The teachers have been given very good specific personal targets to work towards within the new framework. The staff carry out their responsibilities well.
59. There is good management of the foundation stage which has recently been implemented. The staff who work with children under six have a good knowledge of the nationally expected Early Learning Goals as well as the beginnings of the National Curriculum. The class teacher has a good grasp of the work and needs of young children and is keen to see a good provision made even better. She has identified a number of crucial areas for improvement and they are the focus of the action plan for the Early Years. They are:

- to develop the Early Years outdoor environment with the provision of large construction and outdoor equipment;
  - to make further specific refinements in planning of learning objectives for all activities;
  - to familiarise the rest of the staff with the early assessments made in the reception class and to provide further opportunities for children to develop their writing skills.
60. Over the last year as the leading teacher in the school, the teacher for the foundation stage has committed herself very well to carry out the leadership role of the headteacher during his absence. This is an exacting task while teaching full time and implementing the new curriculum for the foundation stage. The governors, staff, local advisory service and the parents appreciate her good work during this period. She has maintained effectively the day-to-day management of the school.
61. The teachers evaluate well the planning for their subjects for which they are responsible, and an annual timetable has been agreed for the overall evaluation of teaching and learning on standards in subjects other than English and mathematics. Teachers have the opportunity to attend courses for their personal professional development but have mostly received in-house training for their management responsibilities and current government initiatives from the acting headteacher and local education officers. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics, the foundation stage and are currently receiving training in the use of information and communication technology. The teaching support staff have varying degrees of specialist expertise and training and give the pupils in their care good support. All of them are familiar with the National Literacy and Numeracy Strategies and liaise closely with the teachers to plan lessons. The non-teaching staff feel valued by the teaching staff especially since the acting headteacher has set up regular meetings with them to ensure they are fully involved in the life of the school. This is because the school recognises that their hard work makes an important contribution to the life of the school and pupils' learning. The school is kept to a good standard of cleanliness.
62. The accommodation is good and it allows the curriculum to be taught effectively. The quality of display and the décor and internal environment are good. A hard play and large grassed area with an adventure playground offers good outdoor facilities for play and sports. The field and hedgerows and wildlife pond area are used well as a science resource in the study of plants and mini-beasts. The accommodation for the foundation stage is good. The classroom is large and allows space for work, play and practical activities which leads to a suitable area for the children to use outdoors.
63. Learning resources in most subjects are satisfactory, both in quantity and quality. Since the previous inspection, the school has successfully improved resources for information and communication technology, recently for music and the quality and range of books. However, there are insufficient resources for measures in mathematics, teacher resources in science, reading books in English and resources for history. In the foundation stage, although resources are good overall, there are no large construction toys and outdoor equipment for the children, restricting the development of outdoor activities. The limitations in resources hinder pupils' learning. Resources for all curriculum areas are stored appropriately in the school and are accessible to staff. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.
64. The quality of financial planning is good and there has been good improvement since the last inspection. Spending is analysed and approved by the finance committee

and then is taken to the full governing body. The school has a high income per pupil and has built up some monies to be carried forward. These are to account for the recent additional part time staffing cost and the further purchase of resources that are needed. The specific grants the school receives to support pupils with special educational needs are used very effectively and for the designated purpose. All other monies designated for specific purposes such as staff training are spent appropriately. The day-to-day administration of the school is very good. The school secretary has a very good understanding of both the school and the Local Education Authority systems. She makes a very good contribution to the smooth running of the school. All the points for improvement raised in the latest financial audit report have been resolved.

65. Overall this is a good school. Most pupils achieve well and attainment is well above average in English overall, mathematics, science and well above the national expectation in music by the age of 11. The Christian ethos of the school is evident in excellent relationships between all members of the school community. Pupils have very good attitudes to their work. There is good quality educational provision and the leadership of the school is now very good. The school has improved very well since the previous inspection. Despite having higher than average unit costs which is common to most small schools, good use is currently being made of the available resources and the school is providing good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governors, headteacher and staff should:

(1) Improve pupils' attainment in story writing by:

- providing more opportunities for pupils to write stories across the curriculum taking account of the use of adventurous vocabulary, characterisation, the development of the plot and chapters.

(Paragraphs 9,23,83,86)

(2) Extend pupils' use of information and communication technology in writing and data-handling by:

- identifying contexts in which different applications can be used;
- making sure that all staff are conversant with these applications to give pupils sufficient support and confidence.

(Paragraphs 9,11,24,98,106,125 )

(3) Strengthen the partnership with parents by:

- providing clear guidance on homework;
- providing more information about the pupils' work in school so parents are in a better position to help their children at home;
- encouraging parents to become more closely involved in the work of the school;
- involving parents in the setting of targets for pupils with special educational needs.

(Paragraphs 27,48,92 )

(4) Purchase sufficient reading books and mathematical resources for measures to meet the needs of pupils, teachers' resources to support the science curriculum and large outdoor equipment for pupils in the foundation stage.

(Paragraphs 30,62,77,90,100,107,118 )

The governors as part of their action plan should develop strategies to improve pupils' attendance and punctuality.

(Paragraphs 18,43)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 33 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 12        | 18   | 3            | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 89      |
| Number of full-time pupils known to be eligible for free school meals | 0       |

FTE means full-time equivalent.

| Special educational needs   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 1       |
| Number of pupils on the school's special educational needs register | 17      |

| 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 | 7            |
| Pupils who left the school other than at the usual time of leaving           | 11           |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 6.4 |
| National comparative data | 5.2 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.3 |
| 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 | 7    | 5     | 12    |

| National Curriculum Test/Task Results       |          | Reading  | Writing  | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | -        | -        | -           |
|   | Girls    | -        | -        | -           |
|   | Total    | 12       | 12       | 12          |
| Percentage of pupils at NC level 2 or above | School   | 100 (79) | 100 (84) | 100 (79)    |
|   | National | 83 (82)  | 84 (83)  | 90 (87)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | -        | -           | -        |
|   | Girls    | -        | -           | -        |
|   | Total    | 12       | 12          | 12       |
| Percentage of pupils at NC level 2 or above | School   | 100 (89) | 100 (84)    | 100 (89) |
|   | 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 | 6    | 9     | 15    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -       | -           | -       |
|   | Girls    | -       | -           | -       |
|   | Total    | 13      | 9           | 14      |
| Percentage of pupils at NC level 4 or above | School   | 87 (78) | 60 (72)     | 93 (89) |
|   | National | 75 (70) | 72 (69)     | 85 (78) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -       | -           | -       |
|   | Girls    | -       | -           | -       |
|   | Total    | 13      | 9           | 14      |
| Percentage of pupils at NC level 4 or above | School   | 60 (78) | 87 (72)     | 73 (89) |
|   | National | 70 (68) | 72 (69)     | 79 (75) |

Percentages in brackets refer to the year before the latest reporting year. Where the numbers of pupils' teacher assessments or test results total ten or fewer, these are omitted from the tables.

### **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                           | 79           |
| Any other minority ethnic group | 0            |

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

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

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

### **Teachers and classes**

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 6  |
| Number of pupils per qualified teacher   | 15 |
| Average class size                       | 22 |

#### **Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 52 |

*FTE means full-time equivalent.*

### **Financial information**

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

|  | £       |
|--|---------|
| Total income                               | 220 945 |
| Total expenditure                          | 210 641 |
| Expenditure per pupil                      | 2 315   |
| Balance brought forward from previous year | 12 226  |
| Balance carried forward to next year       | 22 530  |

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

**Questionnaire return rate 78 per cent**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 89 |
| Number of questionnaires returned | 69 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 45             | 52            | 3                | 0                 | 0          |
| My child is making good progress in school.  | 39             | 49            | 10               | 1                 | 1          |
| Behaviour in the school is good.   | 32             | 65            | 3                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 19             | 40            | 32               | 9                 | 0          |
| The teaching is good.  | 32             | 42            | 26               | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 18             | 41            | 27               | 13                | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 37             | 49            | 14               | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 36             | 54            | 7                | 0                 | 3          |
| The school works closely with parents.   | 21             | 55            | 16               | 7                 | 1          |
| The school is well led and managed.  | 10             | 57            | 12               | 9                 | 12         |
| The school is helping my child become mature and responsible.                      | 30             | 52            | 14               | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 9              | 38            | 27               | 9                 | 17         |



## **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**

67. This section of the report focuses on the children under six years of age who are in the reception class. At present there are 16 children in the reception class. The majority of children began school with attainment in all areas of learning that were above that expected of children of their age, except in mathematical development where their attainments are generally what is expected of children of this age. The children make good progress throughout their time in the reception class. In mathematics, most pupils attain the expected early learning goals and a minority exceed them. In all other areas of learning the majority exceed the expectations of the early learning goals, and are working in the lower levels of the National Curriculum by the time they reach Year 1. The children start school part-time in September of the year in which they are five and after Christmas all start full-time. Most children have had some pre-school experience before they start school. The children have a number of visits to the school in the summer before they start school and this staged-introduction to school is welcomed by the parents. The class teacher plans to hold a meeting for parents before the children start school and she rightly feels this will enable the school to foster good links with parents. The positive provision for these young children at the time of the previous inspection has been maintained and the class teacher is hoping that it will soon be improved further.
68. The policy and programme of work is being reviewed in the light of the foundation stage for children aged under six and the recommended early learning goals. Planning is thorough. The children are assessed as soon as they begin school; this assessment is used by the class teacher to plan their work. Children who have special educational needs are identified early and specific work and support are planned for these children. The school gives good support within the classroom for the children with statements of their special educational need.

#### **Personal, social and emotional development**

69. In personal, social and emotional development, by the time they are six most children will attain above the nationally agreed learning goals. Children make good progress in this area of their work because they receive patient, caring and supportive teaching. The children are sociable; they sit and talk about their activities and articulate well their thoughts and ideas. They work hard and aim to achieve well in the tasks the teacher set. They are learning well to take turns, share resources and work sensibly together. For example, they walk sensibly in their pairs on their search of the school grounds for mini-beasts and work together to find and capture them. They treat them with care and release them at the end of the lesson. The class teacher encourages all the children to wait their turn to speak and is insistent with the children who clearly find this difficult. The children are learning successfully how to become increasingly independent. They manage well to undress themselves for physical education and to dress themselves after the session. During the lesson, the children use equipment properly and take care to replace it after use. In other activities the children are developing their language well as they discuss their activities and help each other with their work. The children respond well to the staff; they try hard to listen carefully and follow the instructions and guidance they are given. The children clearly know the school routines well and move about the school confidently.

70. The teaching of personal and social education is particularly good. Members of staff are patient and consistent with the children and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. The children are helped to join in the class activities and all have opportunities to take part in every aspect of school life. The children are encouraged to work in sociable groups and to share and care for one another. When the children work with the other pupils in Key Stage 1 they gain good experiences and gain a clear understanding of the expectations the ethos of the school places upon them. They respond in positive ways to the encouragement given them by the older pupils and are determined to try to improve their work. The patience and care that the staff show results in a calm working environment where the children feel happy and confident and make good gains in their lessons.

### **Communication, language and literacy**

71. In communication, language and literacy by the time they are six the children make good progress as a result of the good teaching they receive and the majority will achieve the goals nationally expected of them and be working within the lower levels of the National Curriculum. Most of the children are fluent and articulate speakers and are able to give their thoughts and ideas on a range of subjects. Some however find it more difficult to listen to the thoughts and ideas of others. Here the teacher is insistent that they must listen to each other and her calm clear approach encourages good listening skills. They enjoy looking at a wide range of books with the children enjoying 'Whatever Next!' by Jill Murphy. The class teacher used the children's evident interest in the story to show them how to make a list of all the articles the teddy needed on his trip to the moon. The children are confident as they read their reading books and talk about what might happen next after a close examination of the illustrations on the page.
72. The children handle books well; the majority of them read simple texts by the end of the reception year. They learn to look carefully at the pictures for clues to the progress of the story. The children take home their reading books and share the stories with their parents and carers which contribute well to the good progress they make with their reading skills. The children make good progress with their writing skills and try hard to form their letters accurately. The more able children write simple sentences unaided.
73. The teaching of language and literacy is good. Staff work hard to improve the children's speaking and listening skills by constant discussions and conversations. Writing has a high priority in the class with the children working on correctly writing down a number of simple words and the class teacher writing lists and ideas to promote good writing skills. Reading is promoted in the class by the careful choice of big books, which are stimulating and interesting for the children. This ensures that they enjoy their learning. The class teacher is carefully evaluating the children's writing skills to set targets for improvement.

### **Mathematical development**

74. In mathematical development most children attain the expected goals for this area of learning by the time they enter Year 1 and a minority exceed them. The children make good progress through the good quality practically based teaching they receive. The children count along with the teacher identifying numbers to 20. Children recognise and name the value of a range of coins. They know a number of shapes and make pictures using squares, circles, oblongs and triangular shapes. The children sequence their events in their day and draw illustrations of the different elements. The class teacher encouraged all the children to think about the passage of the day and what they did first, after they had had their breakfast and in this way the children thought clearly about the passage of time. They recognise the terms long, big, small and short and

apply them in their work. They add groups of articles and are beginning to work on subtraction sums.

75. The teaching of mathematical understanding is good. The class teacher and learning support assistant both take every opportunity to develop the children's understanding of number through carefully planned activities. The practical approach to teaching number and measurements ensures that all the children are fully involved in their learning and keen to contribute. The children's learning is well developed and their progress is built on lesson after lesson.

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

76. In knowledge and understanding, most children exceed the early learning goals expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistently good progress. The staff provide a wide range of activities, which are planned to extend early concepts in science, design and technology, history, geography and information technology. For instance, the children study where they have been for their holidays bringing into school photographs of themselves on holiday. They plant seeds to observe their growth and watch the butterflies as they emerge from their chrysalis state. They wait with eager anticipation the hatching out in the incubator of their hen and duck eggs. They make mini-beast mobiles from paper and are particularly pleased to see their work displayed. The children have good access to jigsaws and a number of construction kits, but they do not have access to any large construction kits or large toys which restrict this aspect of their learning. They experiment with a range of materials and learn to cut, glue and stick. The children use the floor robot and with careful guidance from the class teacher program the robot successfully to move from one child to the next.
77. The teaching of knowledge and understanding of the world is good. The class teacher plans a large range of activities so that the children are fully engaged in their learning. She is however concerned that the children should have more experiences which would enable them to learn better through play and she is active in wishing to improve this area of the children's work.

### **Physical development**

78. In physical development most children attain standards above those expected by the time the end of the reception year. Good teaching in this area enables the children to make good progress. The children use a range of equipment and materials in their work. Their skills develop well. They use a range of equipment as they draw and write. They use construction toys and chalks with good levels of dexterity. Their paintings of seeds, plants and flowers show careful painting with the colours remaining clear. In physical education lessons the children develop and improve their jumping skills. The children enjoyed improving their bunny hops and applauded those children chosen to demonstrate their good work. In this way the teacher showed the children good examples of bunny hops so that the children could see how to improve their own work. The children have access to areas outside the class room but the range of equipment for the teacher to use in this environment is very limited and does not allow her to give the children an exciting range of opportunities with large or wheeled equipment.
79. The teaching of physical development is good. The class teacher provides activities with good levels of individual support to help the children to extend and develop their fine and gross motor skills. The children worked hard during their physical education lessons and try hard to improve and develop their work as a result of good teaching. The class teacher and the learning support assistant work alongside the children well to encourage and help the children to succeed.

### **Creative development**

80. In creative development most children attain standards above those expected in this area of learning by the time they enter Year 1. The children make good progress as they are taught well. The children use chalks and charcoal expressively. They draw pictures of musical instruments using white chalk and charcoal to produce some very effective pieces of work. Indeed, in this session where the pupils in Years 1 and 2 work with the younger children, an older pupil was heard to say to one child, 'You have done well, that is a lot better than you did last time'. With this level of encouragement how could a child possibly fail? In the imaginative role-play areas the children develop their skills of co-operation and communication well as they play with one another in the Garden Centre.
81. The teaching of creative development is good. The class teacher provides a variety of opportunities for the children to develop their creative ideas through painting, drawing, and music. The children's interests are stimulated by good lessons, which generate a high level of interest. The children are encouraged to express their feelings creatively and the class teacher provides a range of opportunities for the children to develop in this area of their learning. The class teacher values the children's work by effectively displaying it for them to see. The result is an attractive and colourful classroom.
82. The children make a very positive start to their education in all areas of learning. They learn to listen carefully to instructions and behave very well. The children concentrate on the activities set for them and persevere with them even if they find them hard. They are particularly engaged by practical activities, which are carefully matched to their individual needs and interest them. They want to learn and are keen to succeed. All children are well provided for and individual needs are addressed. The children quickly settle into the class and develop an understanding of the routines, sequence and pattern of life in school.

## **ENGLISH**

83. Pupil's attainment in English is well above the national average at the age of seven and 11. This is a similar position to the 2000 national test and task results for the pupils at the age of seven and shows an overall improvement for the 11-year-olds in English. Good gains have been made in the pupils' writing skills but there is still more to do throughout the school to raise their attainments to match those in their reading and speaking skills. In these aspects of English, the pupils throughout the school achieve consistently better results than they do in writing. The results in the 2000 national tests for seven-year-olds showed the pupils were well above the national average in reading and writing. Though the higher attaining pupils were not achieving quite as well in writing as they were in reading.
84. By the ages of seven and 11 standards have risen significantly throughout the school since the previous inspection where they were average. The school has worked hard to evaluate its strengths and weaknesses and has used the evaluations well to improve. As a result the attainment of the pupils has risen and by the ages of seven and 11 the current pupils' attainments are well above the national average. Last year the 2000 tests show that attainment at seven and 11 was above the national average. This improvement reflects rising standards in all aspects of English. However, attainment could still be higher in writing. Here pupils attain above average standards compared with their reading and speaking and listening attainments which are well above average. The teachers have already identified targets to improve standards in writing in all classes.

85. Pupils' attainment in speaking is well above average by the ages of seven and 11. There are well planned frequent opportunities available for the pupils to develop their speaking skills. The children enter the school with speaking skills that are above what is normally expected, although their listening skills are not quite so well developed. The teachers work hard to encourage the pupils to listen carefully to the other members of the class and wait their turn to speak. By the ages of six and seven, the pupils are articulate and thoughtful speakers. In Years 3/4 their reasoning is very well developed as they debate on the possibility of building of homes on the flood plain at West Bay. The pupils were able to argue their points very well in the particular role they were given. The older pupils in Year 5/6 talk very well and at length about their work and their perceptions of the school in a clear and informative way.
86. Pupils read fluently and accurately with very good standards demonstrated throughout the school. The enjoyment of reading is promoted very well in the school which results in pupils' very positive attitudes to books and reading. Children in the reception class regularly take books home to share with their parents or carers. They are enthusiastic readers and enjoy the sessions when they read with the class teacher. In Year 2, the pupils talk coherently about the stories they are reading and use a range of strategies such as picture and letter sound clues to tackle difficult words. The older pupils in Years 3/4 show very good fluency and skill in reading. They have a very good understanding of the text and the underlying themes and motives of the characters in the books they read. They discuss which types of books they enjoy reading explaining clearly their reasons for their choices. All of the pupils say they enjoy reading at school and at home. By the age of 11, pupils' continue their good progress in reading skills as they study more difficult texts. They talk knowledgeably about the books they read. Classics such as 'Swallows and Amazons' and 'The Railway Children' being firm favourites. The pupils bring books from home to support their reading. The range, quantity and quality of the reading books in the school are insufficient to support the curriculum for pupils aged between seven and 11. The school has recognised the need to address this deficiency.
87. Standards in writing are above average at the age of seven and 11. At the age of seven pupils write for a wide range of purposes. A cursive style of writing is being taught and the pupils are given many opportunities to write in other subject areas. The most able seven-year-olds write well. They write poems, pamphlets, factual books and stories in response to a wide range of interesting ideas. Pupils use punctuation accurately with some higher attaining pupils using speech marks appropriately. The class teacher is effective in her support of writing and the pupils make many small individual books which give them good levels of interest and challenge. However, the higher attaining pupils are capable of being challenged further to write longer more imaginative stories using correct punctuation with more adventurous vocabulary.
88. In Years 5/6 the pupils writing skills are developing well. This is because of the many opportunities the pupils have to develop and refine their work and the effective way they develop and refine their writing skills. It is also the result of very good teaching, which challenges the pupils. The teachers ensure a careful matching of tasks to the specific and individual needs of the pupils. The pupils write in a range of styles with their stories developing an exciting style with intriguing vocabulary. The school has identified that further opportunities for pupils to develop their story writing school will raise attainment still further. There are insufficient opportunities for some of the average and higher attaining pupils to use their imaginations into writing longer stories, developing a plot and characterisation and chapters. The skills of story writing are taught but pupils do not practise them enough to improve significantly in English lessons or in other subjects such as history and geography.

89. Pupils' attainments in handwriting, spelling, presentation and punctuation are above average. Pupils' handwriting is well developed. In Year 2, pupils start to develop a joined style of handwriting which is then continued throughout the school. Their letters are well formed and spaced. Pupils take pride in presenting their work well. Their spelling of commonly known words is mostly accurate. By age 11, the pupils' writing is neat and well presented. Punctuation is well used and the spelling of complex words is mostly accurate. The pupils have well-developed strategies for using their dictionaries to check spellings as they work. However, there is no clear whole school style of handwriting or a handwriting scheme for the teachers to follow and this means that some pupils find this skill difficult without the clearly defined support of a scheme. This is an aspect for improvement identified by the school within its annual review cycle. Information and communication technology is used well to support the English curriculum. However, there are insufficient opportunities for pupils throughout the school to use the computers to draft and redraft their work.
90. The pupils achieve well. This is because the teachers have high expectations of the pupils, relationships within the school are excellent and the pupils want to learn and are prepared to work very hard. The quality of teaching throughout the school is good and is effective in promoting good learning and good levels of achievement. The teachers have good subject knowledge and this is demonstrated in the way they lead discussions with the pupils about their work. The school has fully implemented the National Literacy Strategy. The teachers share the learning objectives of the lesson with the pupils so that they are clear about what they are learning. In many classes the learning objectives are displayed for the pupils. In this way the pupils gain a clear understanding of the purpose of the lesson. The class teachers have high expectations of the pupils and improvement and encouragement are actively sought. For example, in Years 5/6 the pupils evaluated their own learning at the end of their lesson considering whether they had achieved enough in the lesson and if they had not what they saw they must do to rectify the situation. Pupils with special educational needs are included within the work of the class, their individual written or reading tasks are carefully matched to their individual specific needs. In Years 3/4 the class teacher demonstrated high expectations of the pupils during a literacy lesson in which the pupils wrote a 'Dear Daddy' letter and she gave good levels of praise and encouragement as the pupils worked hard to meet her high expectations of the quality and quantity of work they were expected to produce. All members of staff encourage the pupils to improve their work. The teacher encouraged the Year 2 pupils to think of the layout and format of the factual books they were producing about eggs hatching, and the result was that the pupils produced very individual books of high quality.
91. The teachers are skilled at choosing a wide and stimulating range of source materials for their lessons. There is a wide range of quality big books especially for pupils between the ages of four to seven. However, there are shortages of books for pupils aged seven to 11. For example the Year 5/6 pupils were reading from play scripts in their reading session but the progress and fluidity of the lesson was hampered because the pupils were sharing six books between the whole class, which they found difficult to read individually. At the time of the previous inspection the reading books were considered to be out of date and limited in quantity. This is still the case for pupils aged between seven and 11.
92. The teachers have a comprehensive bank of tracking and assessments, which they are beginning to use to watch pupils' progress throughout the school. In this way the teachers will be able to clearly ensure that tasks are accurately matched to the pupils needs. The marking policy is implemented well as teachers regularly mark the pupils work and make supportive and informative comments. They indicate what pupils do well and how they could improve their work. Some pupils have individual targets to

work towards. Consequently, they are directly involved in evaluating how well they are doing which spurs them onto achieving their targets. The pupils with special educational needs overall have targets that are well matched to their abilities enabling them to make good progress. However, occasionally, the targets lack the specific detail necessary to make them sharp and achievable. The teachers regularly use literacy skills in the support of other curriculum areas for example in history and geography. While the pupils have many opportunities to develop and extend their writing skills, there are limited opportunities for them to practise and develop their creative story writing.

93. The enthusiastic subject leader is newly appointed and is managing the subject well. She has evaluated well the quality of teaching and learning throughout the school, giving feedback to teachers in order to help and to encourage them in their work. She recognises that there is still room for improvement in pupils' story writing skills and has a comprehensive action plan to raise standards. Homework is not set consistently throughout the school and occasionally the work is not marked and the pupils therefore do not see its purpose and gain maximum benefit from it.

### **MATHEMATICS**

94. Pupils' attainment in mathematics is well above the national average at the age of seven and 11. Pupils achieve very well and make good progress in mathematics. This is a much improved position to the 2000 national test results for the pupils at the age of seven and 11 when pupils attained average standards by seven and below average standards by the age of 11.
95. When compared to all schools, the 2000 National Curriculum test results for 11-year-olds were below average. The percentage of pupils achieving the expected level 4 and the higher level five was not high enough. In comparison with schools with pupils from a similar background, the pupils' performance was well below average. Since 1996, the trend for improvement in standards for the majority of pupils by the age of 11 has been below that expected for their age. The 2000 test results for seven-year-olds were average, while the percentage of pupils attaining the higher level 3 was well below average. In comparison with schools with children from a similar background, the pupils' performance was below average.
96. During the last two years, the school has gone through a turbulent time due to the failing health and the prolonged absences of the headteacher over the past year due to illness. Even though national test results must be viewed with caution as only a small number of pupils take the tests each year, the lack of direction and support for staff has contributed to the past underachievement of some pupils.
97. This is not the case now. The current Year 2 and Year 6 are attaining standards that are well above that expected for their age. The vast majority of pupils are attaining the expected levels by the ages of seven and 11 and 50 per cent are attaining at the higher level 5 by 11. As most pupils have average mathematical skills on starting school, these results demonstrate that pupils are achieving very well in relation to their prior attainment and shows very good improvement from the last two years and since the last inspection in 1997 when standards were reported as average for seven and 11 year olds. The main reason for the improvement is the positive leadership by the acting headteacher and the willingness of all staff to work together to put procedures into place to raise the quality of teaching and learning. The successful strategies for improvement have been:
- The successful implementation of the National Numeracy Strategy;
  - The employment of a part-time member of staff so that Key Stage 2 pupils can be taught in smaller groups and in separate year groups;

- The additional time on the weekly timetable for pupils to carry out mathematical investigations;
  - The monitoring of teaching and learning by the subject leader and the acting headteacher;
  - Improved lesson planning to meet the needs of all the pupils and to address areas of weakness;
  - Improved use of support staff.
98. The quality of teaching and learning, which was reported as good during the last inspection is now very good for pupils aged six to 11 from the six lessons observed. Pupils' confidence and attitudes to their learning are very good, which are important factors in the good progress that pupils of all abilities make as they get older. All teachers have a good knowledge and understanding of the National Numeracy Strategy and are using it well to set challenging work to continue to raise standards. For pupils in Key Stage 1, there is strong emphasis placed on developing their problem-solving skills in mathematics through practical activities. This was seen in a very good lesson for pupils in Years 1/2 who were using addition, subtraction multiplication and division to work out solutions to problems involving money. The basic skills are taught well as the pupils effectively develop their skills of recognising and using simple number patterns and relationships. By the time they are seven, most children use a variety of operating and calculation strategies to solve problems. The Key Stage 1 teacher has high expectations of her pupil's performance and her very effective questioning ensured that all pupils were actively involved in the activities. Pupils enjoyed their work, behaved very well and had a high work rate. The younger pupils were supported well by a skilled assistant. Pupils use correct mathematical vocabulary well to talk about what they are doing and are articulate when they explain the methods they used to find the answers to problems. The class teacher monitors her class well, continually challenging and questioning the pupils to make sure all make the progress they should. There are many opportunities for children to develop the skills of working collaboratively to solve problems, which effectively supports their personal and social development. There is a continued emphasis by teachers on investigational work to solve problems for pupils' aged seven to 11. This was seen in a lesson for pupils in Years 3/4, in which they were learning how to recognise the equivalent of a fraction as a decimal. Effective initial discussion and the use of number lines promote pupils recognition of the relationship between fraction and decimals. Pupils in Year 5 solve problems of shape and number and measures in Year 5 as they are challenged to explain why for example angles on a straight line always add up to 180 degrees. In Year 6 pupils investigate number sequences of square and triangular numbers and predict pattern as they find their solutions. Within these activities, the pupils listen very attentively to their teachers, and learn from them and other pupils, whilst explanations are being given. They use mathematical resources and equipment, with care. Many Year 6 pupils say that mathematics is their favourite subject as they enjoy the challenge of solving problems and are working towards solving some problems at level 6.
99. The teachers plan and organise their lessons well and ensure that activities build effectively upon previous knowledge and understanding. Their expectations of pupils are high and they challenge all pupils to achieve as well as they are able in most areas of mathematics. All pupils receive a high percentage of direct teaching because of the way in which teachers and other adults in classrooms work so well together as a team. As a result, by the time they are 11, pupils work with number operations and their ability to solve problems, are strong areas of mathematics. Most children have good mental recall skills, enabling them to respond quickly to number facts, and are competent in



their ability to explain their strategies for working out answers to problems. They show competency in the four rules of number, and have a good knowledge and understanding of fractions and decimals and how to use them to solve problems. As is the case for younger children, there is a well-developed knowledge of related mathematical language to be able to explain what they are doing. In the last report pupils' problem-solving skills were an area for improvement. They are now a strength. Throughout the school, pupils present their work well. The encouraging comment from marking and the direction that is given to pupils by the staff help pupils to identify their strengths and weaknesses and to keep their work neat and tidy. Data handling is the weakest aspect of the subject. Although, the staff cover this aspect of mathematics appropriately, it is not done as frequently as other aspects of mathematics. Teachers make appropriate use of information and communication technology to enhance children's work. The school has identified the need for further application of data-handling skills and information and communication technology for pupils between the ages of seven and 11 to improve standards in this aspect of the subject. Homework is not set consistently throughout the school to extend pupils' learning. When it is not always marked and when parents do not clearly understand how to help their children at home, it diminishes the positive impact that homework can make to pupils' learning.

100. Teachers' planning follows the framework for the National Numeracy Strategy and is effective in ensuring pupils' progress through the school. The progress of pupils with special educational needs is good throughout the school, as a direct result of work being carefully matched to their individual needs. These pupils are given good support by the support staff which enables them to make effective progress towards the individual targets set for them. Pupils show that they are able to make good use of their numeracy skills in other subjects. For example, they learn about direction when they study the points of the compass in geography and they draw tables to classify types of materials in science.
101. The quality and range of the curriculum is good, with the pupils being offered a variety of relevant and interesting activities. Since the last inspection, the school has much improved its systems for assessing and recording individual pupil's attainment and the progress they make, as they get older. These procedures are now very good. The school now analyses assessment information very well to set targets for improvement. The main areas for improvement such as data-handling and refinements to target setting for individual pupils have already been recognised for further development. The leadership of the subject is good. The subject leader is very knowledgeable and passes her enthusiasm for mathematics to the oldest pupils that she teaches. She has recently carried out joint monitoring with the acting headteacher which has enabled her to get a clear view of teaching and learning across the school, in order to raise attainment further. As a result of monitoring, analysing and understanding the school data, she has written a clear action plan for improvement. Homework is inconsistently given and marked and pupils do not benefit as much as they could if the expectations were clearly understood. Although the resources are satisfactory in most areas of the curriculum, the resources for length, mass, capacity, area and time are unsatisfactory both in quality and quantity, which restricts pupils learning in these aspects.

## **SCIENCE**

102. Pupils' attainment in science is well above average by the ages of seven and 11. Pupils achieve well and make good progress in science throughout the school. Pupils aged seven are attaining similar standards indicated by the national teacher assessments in science in 2000, where all pupils attained the expected level 2 and one third attained the higher level 3. By the age of 11, there is some improvement from the

2000 national test results. This year all pupils are attaining the expected standard and approximately one half are attaining or nearly attaining level 5.

103. When compared to all schools, the 2000 National Curriculum test results for 11-year-olds were average. In comparison with schools with pupils from a similar background, the pupils' performance was below average. Since 1996, the trend for improvement in standards for the majority of pupils by the age of 11 has been below that expected for their age. In the 2000 national assessments for seven-year-olds pupils' attainment was high in comparison with schools nationally and in comparison with pupils from a similar background.
104. The national test results must be viewed with caution as only a small number of pupils take the tests each year. The current Year 2 pupils are attaining high standards and Year 6 are attaining standards that are well above average because the subject is well established within the school and the science skills of prediction, investigation, observation, evaluation and recording are well taught. Most of the pupils are work at the higher levels of the curriculum. This shows that the pupils achieve well in relation to their above average skill levels on entry to school. There is good improvement since the last inspection, where standards were above average by the ages of seven and 11.
105. The quality of teaching and learning is good in the two lessons observed. This was also reported as good during the last inspection. The teachers provide many opportunities for pupils to work together on well-structured practical activities to find out for themselves, which enables them to make effective progress in their investigative skills. The well-deployed support staff enables pupils of all abilities to make good progress and achieve well. The progress of pupils with special educational needs is good, as a result of the effective support that they are given. There is suitable use of literacy skills by pupils in their report writing and in their labelled scientific drawings and diagrams. Pupils also show that they are able to make appropriate use of their mathematical skills, as pupils predict and measure accurately how much of a solid will dissolve in water. The teachers prepare their lessons thoroughly, have good subject knowledge and emphasise the importance of learning through structured practical activities. Teachers have high expectations of pupils' behaviour and work. Consequently, the pupils are set challenging and motivating tasks. A notable feature is the way teachers and other adults in classrooms use questioning techniques well to promote pupils' problem-solving skills as they seek solutions to and evaluations of their investigations.
106. By the age of seven, pupils have many opportunities to be involved in practical activities to develop their scientific knowledge and understanding of plants and how they grow. This was evident when they were exploring the school grounds and conservation area to investigate the different plants to be found there. The pupils effectively identify similarities and differences between plants and then made detailed observational drawings to record their findings. The pupils were interested, worked very well together and listened attentively to the teacher. Their findings about the plants were inconclusive in deciding whether there were distinctive features between the pond plants and the land plants they had collected. The work around the conservation area also enables them to observe some differences in habitats for mini-beasts such as the pond creatures and dragonflies that were not found closer to the school. There is strong emphasis given to teaching the pupils the basic skills of carrying out an investigation and the development of scientific vocabulary. Pupils enjoy experimenting and are curious to see their results. Consequently, by the time that they are seven, most pupils show good skills in carrying out successfully a simple, fair test. The teacher of older pupils in Years 3/4 ensures that they are given opportunities to learn how to handle a wider variety of scientific equipment and resources to effectively develop their knowledge and understanding. The basic skills of investigations and the

different ways pupils can record their results were emphasised. Teachers question pupils well during initial discussions to explore and develop pupils' knowledge and understanding of scientific ideas such as the 'reversible' and 'irreversible' properties of mixtures of solids and liquids. For example, in their study of solids, pupils were asked to explain their reasoning for their choices of resources and the methods they used to separate a mixture of sand, rice, peas and paper clips. Pupils worked well in groups to devise and record their investigation and were articulate in their response. They clearly understood how to grade sieves to separate differently sized particles and to use a magnet to attract the paper clips. In discussion they had a good understanding from their past work about the properties of both solids and liquids. They knew that chemical changes could be brought about by heating and cooling and that while some processes were reversible such as heating and cooling, chocolate, for instance, others were not, such as burning wood. Astute observations were made by one pupils who when explaining why some solids behave like liquids stated that 'solids such as sand grains don't change shape. But when the grains move together the overall shape changes which is how sand moves through an egg timer and looks like a liquid'. By the time that they are 11, most pupils show good ability to plan and carry out a fair test independently of the teacher.

107. The curriculum is good, with pupils being able to develop their knowledge, understanding and skills through carefully structured investigative activities. For example, pupils aged six and seven, who are studying life and living processes this term, observe and wonder at butterflies as they emerge from their chrysalises and are very attentive to the chickens' and ducks' eggs in the incubator. They keenly wait for them to hatch out. The pupils have learned effectively that mini-beasts and eggs should be handled very carefully to preserve life and they look after them well. This makes a good contribution to pupils' spiritual development. They take pride in their work, as seen in the good standards of presentation in their books and the way they talk enthusiastically about what they are doing. This is encouraged by the comments from staff as they mark the pupils work which tells them clearly what they have done well and how to improve. Pupils record their findings in a variety of ways. Teachers make their own assessments of pupils' work at the end of each of the units of study from the national guidance that they use. They are able to monitor pupils' progress appropriately through the curriculum. However, occasionally, because the pupils in each class cover the same work, it is not always matched well enough to the attainments of the pupils between the ages of seven to 11. For this age group there is some use of the application of pupils' data-handling skills as they create tables to show differences in evaporation rates of a variety of liquids. However, there are few graphs and bar charts to show pupils' findings. Information and communication technology is underused in the recording of pupils' work.
108. There is good leadership, with the subject leader having a clear view of the subject's strengths and weaknesses, which have enabled her to create a suitable action plan to improve standards. She has outlined the policy and the development of assessment procedures for improvement. The school makes good use of the school grounds and visits to places of interest such as a science museum to provide further learning experiences for pupils. The resources are good overall for pupils but there is a shortage of materials for teachers to help staff plan their work.

### **ART AND DESIGN**

109. Pupils achieve well to attain the standards that are above what is nationally expected for pupils aged seven. Pupils aged 11 attain the nationally expected standards by 11. Only one lesson was observed. This is insufficient evidence to make a judgement of the quality of teaching. Judgements on the curriculum and standards

are based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. Standards were similar at the time of the previous inspection. However, there is good improvement in the leadership of the subject, resources and the quality of the display of pupils' and artists' work.

110. The quality of teaching and learning of the lesson observed was very good. Because the numbers of pupils in the classes are small, teachers take advantage of a flexible grouping arrangement in the open plan area. This gives pupils of all ages the choice of art and design activities. The teaching support staff are well deployed during these lessons, leading and giving good direction to small groups of pupils. In the activity observed, the teacher had planned and prepared the lesson and resources very well. Pupils were encouraged to practise their skills of observational drawing, blending charcoal and chalk to draw musical instruments such as a drum or a violin.
111. By the age of seven, pupils' skills are above those nationally expected. This is mainly because of the very good direction given by the knowledgeable subject leader who constantly monitors pupils as they work, encouraging them to try out new ideas and techniques. Pupils learn about the different styles and techniques of famous artists such as Monet, Chagall and Kandinsky and develop their own style of drawing and painting. For example, pupils draw pictures about their dreams. They show 'dolphins jumping through the air' or 'a rainbow horse' creating bright and well formed images in oil pastels in the style of Chagall.
112. Between the ages of seven to 11 they continue to develop their artistic skills appropriately and make satisfactory progress through the curriculum. Less progress is made because less time is allocated to the subject. Pupils work on all aspect of the curriculum but their drawing skills are above what is expected nationally. This work is accurate and carefully detailed as they draw landscapes and gravestones for their topic; 'a sense of place'. Pupils with special educational needs get good support and make similar progress to other pupils in lessons. Art and design is used satisfactorily to support the development of pupils' skills in information and communication technology. For example, some pupils use the 'dazzle' drawing program to design and make cards, patterns and drawings. It is clear from talking to all pupils that they enjoy their lessons and are eager to learn about other artists' work, learning from their techniques to improve their skills. The pupils are independent in organising their materials and resources. The quality of relationships are excellent and it is particularly noticeable during the lesson observed that pupils are willing to offer help when needed and spontaneously compliment one another on their work. Their involvement and maturity in expressing freely their feelings and emotions makes a very good contribution to pupils' spiritual development. The pupils' knowledge of other artists such as the Impressionist painters or aboriginal art and design helps pupils develop their understanding of other cultures and traditions.
113. Since the previous inspection the school has continued to provide a breadth of experience. The subject is led well. The school has a good scheme of work, compatible with the national guidance. This ensures the overall coverage of the curriculum. The use of an art portfolio is a useful aid to guide and assess the progression of pupils' skills throughout the school. Although teachers assess satisfactorily pupils' progress at the end of each unit of work, the subject leader has an action plan to develop assessment procedures further. The quality and quantity of resources are good and easily accessible. The public display of pupils' work at the local festival demonstrates their good quality work and helps to build pupils' self-esteem.

## **DESIGN AND TECHNOLOGY**

114. All pupils achieve well to attain the standards that are normally expected by the ages of seven and 11. Standards were similar at the time of the previous inspection. Due to timetabling arrangements, there was opportunity to observe only two lessons for pupils aged six and seven. Consequently, there is insufficient evidence on which to make a secure judgement on the overall quality of teaching throughout the school. Judgements on curriculum and standards are based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. Although evidence was very limited during the previous inspection, it is clear that there is good improvement in the curriculum content, teachers' planning and the co-ordination of the subject.
115. The lessons for pupils in Years 1/2 enabled pupils to make good progress in their ability to choose appropriate materials for their designs and to evaluate their work. In Year 1, pupils carefully choose their materials to make Joseph's coat of many colours discriminating carefully in their choice of colours and suitability of fabrics. They follow their original designs well and use resources appropriately to cut and glue their fabric. Other pupils made satisfactory progress in their skills as they worked together in pairs to make a moving toy vehicle. By the age of seven, they are able to choose materials well for the specific purpose of joining wheels and axles onto their construction so it will move. Pupils work very well together discussing and evaluating their work and improving their original designs. All pupils enjoy these practical activities and the challenge of finding suitable materials and joining techniques to make their toys work. The pupils were well behaved and tidy their resources away at the end of the session. Other work for older pupils indicates that pupils developed their skills appropriately as they work with a variety of textiles, wood and cooking ingredients. Older pupils have designed and made biscuits successfully to specific criteria, taking into account the taste, texture and appeal. In general, teachers need to have a higher expectation of the quality of the pupils' finished product. The curriculum is satisfactory, with suitable opportunities for pupils to develop their designing and making skills.
116. There has been good improvement since the last inspection, in that there is now a scheme of work, based on the national guidelines. This supports pupils' continuous development of knowledge, skills and understanding. The co-ordinator effectively supports and advises colleagues and there is a good quantity of good quality resources that are suitably stored.

## **GEOGRAPHY**

117. Standards in geography are what are nationally expected for pupils aged seven and 11. The standards attained by the pupils reflect the varied opportunities available to the pupils and the good use made of the locality to promote learning. The quality of teaching and learning overall is good. As a result the pupils achieve well. The school makes good links with the history curriculum in the study of geographical and historical features in the same topic area. At the time of the previous inspection statutory requirements were not met in geography and standards were at the normally expected levels by the age of seven but below the national expectation by 11. There is good improvement since then. However, the school recognises that there is further work to be done in the assessment of pupils' work. A criticism at the time of the previous inspection was that the educational visits were not linked to the particular area of geography that the pupils were studying. This has been resolved and all educational visits reflect the curriculum area being studied by the pupils.
118. By the age of seven, the pupils have a good understanding of local places. In Year 2, the pupils look closely at features of their locality and make a display of the important features of West Bay, placing the seashore, harbour, shops and houses carefully in the correct places on their map. The pupils know which of the features are made and which are natural. They look carefully at a global range of dolls and toys and

talk about the country they come from, locating their origins correctly on a map of the world. In this way the pupils develop a knowledge of places in the wider world and link them to well known toys and artefacts. For example, the pupils know that boomerangs come from Australia. The appropriate geographical language is used well in discussion as pupils talk about holiday destinations, recognising the need to have a sunny climate and clean water to swim in. In this lesson there was good use made of holiday brochures aiding effectively their decisions. The pupils thought that the clarity of the seawater and sunshine with the absence of clouds were important features. The class teacher used her questioning skills well to promote the pupils' developing understanding of the important considerations of climate and destination.

119. By the age of 11, the pupils study the course of a river from its source to its destination at the sea. The pupils between the ages of seven and 11 are all working on the same topic, making a thorough investigation of the geographical features associated with a river. The pupils in Years 3 and 4 have studied the locality at West Bay and the course of the River Brit as it makes its way to the sea. The class teacher ensured the pupils were able to use the knowledge they had gained in the classroom to good use when they went on an educational visit to walk along the course of the river. The pupils recognised the problems caused by the river as it flows through the town. The pupils understood what the effect of a lot of rain causing the river to swell, coinciding with a high tide, would have upon the buildings in the town. Indeed as part of their English lessons the pupils debated the wisdom of building new homes on the flood plain at West Bay, which is at present a very topical issue in the area. This is a good example how teachers make links between different subject areas such as English and geography to maximise pupils' learning. Map work is a strong feature of the geography in this class. The pupils using tourist maps recognise their limitations, in contrast to the Ordnance Survey maps which they decided were both accurate and detailed. In the Years 5/6 class the pupils' learning is extended effectively as the pupils learn well about the features of rivers in other countries. There was a good use of pupils' research skills as the pupils used the Internet successfully to compare the lengths of world rivers.

120. The co-ordinator is enthusiastically managing the subject well. She is keen to promote the subject throughout the school. She has an action plan and clear ideas for the future. The review of the policy and the scheme of work are outlined for development on the annual timetable. The geography resources in the school are barely adequate, especially for pupils aged seven to 11. The subject is promoted well in the school which is evident in the good quality displays of pupils' work.

## **HISTORY**

121. The pupils' standards in history at the age of seven and 11 are what are normally expected for pupils of this age. At the time of the last inspection the pupils' standards were at the expected standards nationally for seven-year-olds and above the expected standards for 11 year-olds. Although standards have declined for pupils by the age of 11 since the last inspection the drive within the school to improve standards in the core subjects of English, mathematics and science has been very successful. The reduced time spent on other subjects has tended to limit the standards that pupils attain. Additionally, the lack of resources to support historical enquiry within the school has hampered the pupils' progress especially between the ages of seven and 11. During the inspection there were no lessons observed in history and so it is not possible to make a judgement on the quality of teaching throughout the school. Judgements about the standards attained by the pupils have been made by scrutinising the pupils' past work and talking to pupils and teachers.

122. The teachers plan their lessons well to meet the needs of all groups of pupils including those with special educational needs. Clear objectives are set for each lesson and the pupils take pride in presenting their work well. They are clearly informed through the good quality making what has been well written and where improvements need to be made. The pupils' very good attitudes to the subject are evident from their enthusiasm and their interest in finding out about their topics by reading books and researching information on the Internet.
123. By the age of seven, the pupils develop their knowledge and understanding of people in the past and how they lived. They have a good clear understanding that their parents had different experiences on holiday to those they have today. They have learnt that their parents might have gone on holiday by train as the family would not have had a car. They know that Punch and Judy shows were a common feature at the seaside in the past. They study old black and white photographs of holidays at the seaside and recognise that the clothes and hair-styles of the people in the snaps were very different from those of today. The Year 2 pupils studied the life and times of Florence Nightingale, realising the limitations of medicines, knowledge and technology, compared with today. Through stories of people from the past such as Guy Fawkes the pupils learn about important people from the past. Thus pupils gain a good understanding of the differences in the times and the lives of famous people in the past compared with the present.
124. This work is taken forward as the pupils become older and by the age of 11, the pupils have a good knowledge of different periods of British history. They develop an understanding of life during Tudor and Victorian times. The pupils learn well about life during Tudor times and think carefully about the character of King Henry V<sup>111</sup>. They recognised that Henry V<sup>111</sup> was a very determined man who was ruthless as he divorced his wives. His other qualities as a musician were also considered. The pupils studied portraits of the first Princess Elizabeth and observed how thin her waist was, how rich her dress and how very white her face. The pupils used the Internet successfully to research the occupations of a number of people who were present on the Mary Rose as it sank. They study well the Ancient Egyptian and Greek civilisations and the Vikings and settlers who arrived in the British Isles so long ago. From the evidence in pupils' work it is clear that the teachers encourage the pupils' historical enquiry skills by using a wide range of sources and this ensures that they learn and achieve well. After careful examination of these sources the pupils develop an understanding of how people from the past lived. Good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions so that the pupils gain a good understanding and sense of time.
125. The subject is well led. The subject leader is enthusiastic and has an action plan for the development of the subject throughout the school. The policy, scheme of work are to be evaluated at the end of the year. The subject leader has also identified the need to make considerable increases in the range of support materials the teachers have to support the historical enquiry in the topics to be studied, particularly for pupils aged seven to 11.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Standards in information and communication technology are now much better than they were at the time of the last inspection. Standards were then judged to be below the national expectation at the age of seven and well below the national expectation at the age of 11. At present at the ages of seven and 11 the pupils reach standards that are expected nationally. This improved picture is largely due to the drive of the teaching staff to improve the standards of information and communication in the school and the good support and clear school direction provided by the knowledgeable subject leader.

The PFA who have bought software for the school have positively contributed to raising standards. During the inspection a limited number of lessons were observed and the quality of the teaching in all of the lessons was good. The good teaching provided by the teachers enables the pupils to achieve and learn well.

127. By the age of seven the pupils' attainment matches the national expectations as the result of the good teaching that they receive and the good opportunities the pupils have to learn new skills and consolidate their understanding. The teachers have worked successfully to ensure that all the pupils, including those with special educational needs have many opportunities to use the computers. Reception and Year 1 pupils have learned well how to program the floor robot to take a path from one pupil to another. The teacher ensured that all the children had an opportunity to send the robot to another child. The teachers' clear instructions and involvement of all the pupils ensured that all were engaged and learn well. The pupils were clear at the end of the session where they worked to make the robot make half, quarter and full turns, what the next stage of their learning would be. In Year 2 the pupils have used a good range of programs to support their learning of information and communication technology skills and have used these skills in a number of other subject areas. For example, the pupils have fruitfully created pictures using an art program 'Dazzle', planned a village in support of geography, using 'My World', and used 'Textease' well to import clip art pictures and add text. The pupils also use the computer in support of their literacy lessons writing up and printing out poems, stories and amending text. They change the font, size and colour of their text.
128. By the age of 11 the pupils attain average standards as the result of good teaching and good opportunities to practise and use their skills in a wide range of subjects across the curriculum. In Years 3/4 the pupils use the computer in the class to send e-mails to the teacher in the class next door. They create their own message and use the reply button to send their message. The effectiveness of this lesson was diminished because there was only one computer in this classroom and so this lack of equipment meant that only two pupils had an opportunity to send an e-mail in the lesson time. They have used the Internet to research the occupations of those people who perished on the 'Mary Rose' in the Tudor times. The pupils in these classes work well to copy illustrations and pieces of text and import these saved images into word documents. The digital camera is quickly becoming a popular piece of equipment as the pupils use this recent acquisition to support a number of projects in the school. Discussions with Year 5/6 pupils show that the pupils access the Internet and use a number of search engines to find out about specific subjects. In a good lesson in this class the teacher showed the pupils how to save particular website pages that were their favourites, so that they can call up the same page again. The pupils then had time to practise using this valuable tool. The pupils use the word processor to copy out pieces of text and poems. However, they do not use the computers sufficiently to draft and redraft their work or to sort and handle data. The pupils work at home to produce finished word-processed copies of poems started in school makes a good contribution to their learning. All the pupils have a file on the hard drive in which they store their work which enables them to resume unfinished work and to gauge their progress.
129. The teaching and learning is good throughout the school. The teachers have worked hard since the previous inspection to improve their expertise. They have adopted the national guidelines as an aid to planning their lessons. Lesson planning meets the requirements of most aspects of the curriculum and is used appropriately in other subjects. The national guidance is used well to guide teachers' planning. This is regularly evaluated to ensure that there is appropriate coverage of the curriculum. The further use of information and communication technology for data handling and the redrafting of pupils' writing are aspects for further development.



130. The enthusiastic and knowledgeable subject leader has given good support to staff and is managing the subject well to develop pupils' skills. The school has received but not yet spent its National Grid for Learning grant. The teachers are taking part in their national training in information and communication technology and are looking forward to developing their expertise further. The subject leader has identified the development of assessment procedures as the next phase of development.

## **MUSIC**

131. Three lessons were observed for pupils aged between seven and 11. One of them taken by a visiting teacher who was teaching woodwind to a small group of pupils. No lessons could be observed for pupils aged six and seven due to timetable arrangements. Consequently, there is insufficient evidence on which to make a secure judgement on the quality of teaching or on standards overall for pupils aged six and seven. However, it is evident that pupils throughout the school are skilled in singing. By the age of 11, pupils are attaining standards in all aspects of the subject that are well above average and achieving well. There is very good improvement from the previous inspection when standards matched the national expectations by the age of 11.
132. In a good lesson for pupils in Years 3/4, the teacher's expertise enabled her to demonstrate effectively the techniques of listening and appraising Horn Concerto 4 by Mozart. The pupils enjoyed trying to play the horn and listened carefully to the music to distinguish the different instruments and elements of the concerto well. The pupils listened attentively and, in the following discussion, showed good ability to appreciate how mood and emotion can be illustrated in music. One pupil aptly described the sound of the horn, strings and violins as 'hollow'. This led the pupils to make good progress in their skills of appraising and recalling the rhythm and dynamics. They went on to extend their learning in small groups by composing their own tunes using percussion instruments. The activities were challenging and motivating pupils to achieve well. The pupils responded enthusiastically, showing a great deal of enjoyment in what they were doing. In a very good lesson in Years 5/6, pupils demonstrated their singing skills by learning 'Inch Worm' in two part harmony. The excellent relationships evident in the class resulted in most pupils being confident to stand and sing tunefully with a partner by the end of the lesson. A boy would sing the melody while a girl sings the descant. The hearing impaired pupil joined in enthusiastically to sing solo. Pupils spontaneously applauded the efforts of others which raise their self-esteem and encourage them to work hard. Good care is taken by the staff and pupils to include and applaud the efforts of all. Most read simple notation and learn to sing the song quickly because they read music. In school assemblies, the pupils sing harmoniously in two and three parts with obvious enjoyment. The school orchestra which comprises one third of the school, performed very well during a school assembly and is comprised of trumpets, flutes, clarinets, guitars, violins and percussion. They practise after school once a week and recently performed in assembly to the delight of their parents and other pupils and visitors.
133. Provision for music is enhanced by the work of very good quality visiting teachers, who come into school on a regular basis to teach woodwind, brass, and violins and until last term guitar. Pupils who play in the orchestra or sing in the choir are able to take part in a local music festival each year. The music provision for additional instrumental tuition is well organised by the school and taught by specialist teachers from the Local Education Authority. Pupils are able to continue their lessons as they move to their secondary schools. Those who wish to join local orchestras and bands may practise and take their learning further on Saturday mornings.

134. Extra-curricular activities include thriving recorder sessions for Year 2 and Key Stage 2 pupils, an orchestra and a choir which are all run by the subject leader. She has excellent subject knowledge and the subject is excellently led. There is no doubt that her work has a profound impact on the standards of music in the school and the pupils' ability to play an instrument and enjoy music. Because of her commitment to promote the subject during her own time, most pupils read music by the end of Key Stage 2 and belong to the choir or play an instrument and often both. Her aim is to give all pupils the opportunity to learn an instrument and to sing. The pupils' response to music is outstanding. Their enjoyment in singing, playing and performing music makes a great contribution to their spiritual development. The subject leader is able to effectively support and advise her colleagues in their musical activities. The school has very good resources. The Parents and Friends Association have funded a number of musical instruments which enables all pupils to loan and learn an instrument of their choice. The very good teaching scheme, which has recently been purchased, and the well written policy supports the teaching and learning very well, by providing very good guidance and teaching resources for the members of staff who are not music specialists.

### **PHYSICAL EDUCATION**

135. During the inspection it was only possible to observe two games lessons for pupils aged between seven and 11. It is possible to make a judgement about the curriculum by the age of seven as photographs in the subject leader's file gave a view of the kinds of activities and standards achieved by the pupils of this age. The pupils' attainments in physical education match the nationally expected standards by the age of 11. Throughout the school the pupils have well planned curricular opportunities to learn a wide range of skills including gymnastics, games, dance and swimming. The school also provides a wide range of extra-curricular activities that help to promote the development of sporting and social skills. The good teaching and clear development of skills; combined with the enthusiasm of the pupils, ensures that they make good improvements in their work and achieve well. The standards in the pupils' work are similar to those at the time of the previous inspection. The dining tables have now been removed from the school hall and are no longer health and safety hazards.

136. The older pupils are enthusiastic and tried hard in their lesson. They listen carefully to the instructions given and try hard to succeed. Good teaching enables the pupils to learn and develop a wide range of skills. In Years 5/6 the teacher gave precise step-by-step instructions and good individual help, so that all pupils very effectively developed their throwing, catching and striking skills. The pupils are refining well the accuracy of their throws and skills in catching and retrieving the balls. These skills were put to good use when the lesson developed into a game of rounders. Pupils in Years 3/4 develop good skills of throwing, catching and running. They work enthusiastically and were proud to demonstrate their achievements. Time was used well in the lesson as pupils quickly got organised and worked well together. The lesson objectives were clearly shared with the pupils and met at the end of the lesson. The pupils were learning well the games' skills of throwing and catching and the social skills of teamwork. The pupils worked hard in their sessions and show good levels of co-operation and personal development. The teachers take care to ensure that pupils with special educational needs access all parts of the curriculum. Good progress in the lessons is the result of the teachers' good planning, clear instructions and good levels of encouragement for all the pupils.

137. The subject leader gives good support and guidance in this subject and manages the subject well. The policy and scheme of work are due to be reviewed at the end of

the year. Resources for physical education are satisfactory and suitable for all the age ranges of pupils in the school.