

# INSPECTION REPORT

**OKEFORD FITZPAINE CE VA**

**PRIMARY SCHOOL**

Okeford Fitzpaine, Blandford Forum

LEA area: Dorset

Unique reference number: 113810

Headteacher: Mrs E C F Gillett

Reporting inspector: John Carnaghan  
1352

Dates of inspection: 25<sup>th</sup>-27<sup>th</sup> June 2001

Inspection number: 192552

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: The Cross  
Okeford Fitzpaine  
Blandford Forum  
Dorset

Postcode: DT11 0RF

Telephone number: 01258-860350

Fax number: 01258-860530

Appropriate authority: The governing body

Name of chair of governors: Mr R James

Date of previous inspection: 10<sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1352	John Carnaghan	Registered inspector	English, history, geography	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
10173	Catherine Hinds	Lay inspector		Pupil's attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents and carers.
24342	Denise Franklin	Team inspector	Mathematics, information and communication technology, design and technology, art and design, physical education, special educational needs, music, equal opportunities	
8552	Wallis Hart	Team inspector	Provision for the Foundation Stage, science	How good are the curricular and other opportunities offered to pupils?
1038	Sylvia Richardson	Team inspector	English as an additional language	

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

The school was inspected by five inspectors, led by John Carnaghan. This is a summary of the full inspection report, which is available from the school.

### **INFORMATION ABOUT THE SCHOOL**

Okeford Fitzpaine Church of England Voluntary Aided School is a primary school for pupils aged 4-11. Set against a rural background, it is a small school with 87 pupils on roll, who are all of white ethnic background. No pupils at the school have English as an additional language. Forty per cent of pupils have special educational needs, well above the national average. Of these thirty-five pupils, fifteen require the involvement of outside specialists and the majority of these have moderate learning problems. Pupils' who enter the school at the age of four have levels of attainment that are just below what is found nationally. They enter the National Curriculum at the start of Year 1 with attainment that is broadly in line with the national average. There are six pupils from traveller families at the school.

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

Okeford Fitzpaine School is an improving school. It provides a satisfactory standard of education. It has a number of good features. It is making considerable efforts to raise standards. Pupils make satisfactory progress throughout the school, enjoy school and the school encourages their development as confident and mature individuals. Teaching is satisfactory and, in the Foundation Stage, very good. Lessons are well planned but can sometimes lack energy and pace. The curriculum that the school delivers is generally broad and balanced, and the school provides a good range of extra curricular activities. However, the provision that the school makes for the large numbers of pupils with special educational needs, although satisfactory overall, is inconsistent. Work is not always planned to meet the specific requirements of pupils with special educational needs on the occasions when they do not receive adult support. The good leadership of the school by the head teacher promotes improvements in teaching and does much to encourage the positive attitudes and values shown by the pupils. Members of the governing body work hard to support and encourage the school but are, as yet, insufficiently aware of some aspects of the school. The school is a close-knit community, well supported by parents and is an important part of village life. The school provides satisfactory value for money.

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

- The school promotes the growing maturity, positive attitudes and behaviour of the pupils. Adults at the school provide good role models for pupils. The school cares for pupils well.
- Relationships are good throughout the whole school community.
- Good leadership and close teamwork ensure that there is continuing improvement.
- There are good links with parents and the local community; they play a part in many aspects of school life.
- The school provides a good range of extra curricular activities.
- The teaching of pupils under five is very good.
- Provision for pupil's spiritual, moral, social and cultural education is good.

#### **What could be improved**

- Standards in science across the school are too low.
- There are inconsistencies in teaching; ten percent of lessons seen were unsatisfactory or poor. Management of pupils in Key Stage 1 is unsatisfactory, the pace of a large proportion of lessons is too slow and the marking of pupils' work is inconsistent and does not do enough to develop pupils' learning.
- The targets set for pupils with special educational needs are often too vague and this makes it difficult to check on their progress.
- The role of the subject co-ordinators has not been developed sufficiently to enable standards in a number of subject areas to be monitored and raised.
- The school does not do enough to encourage pupils to become more independent learners.

- The governing body does have not sufficient knowledge about all aspects of the school and so is, at times, unable to make informed judgements or give appropriate advice.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time, standards in the core subjects of English, mathematics and science at the age of seven have fallen. The elements in teaching that led to this decline have been addressed by the school. Early indications of Key Stage 1 national tests in 2001 show improvements. By the age of eleven, improvement has been satisfactory overall in English, mathematics and science. The school has addressed all of the key issues raised in the last report. The school now more consistently provides more demanding work and the correct degree of challenge for pupils. Curriculum planning has been given a sharper focus and it is now more effective in bringing about improvements. The school development plan is now a valuable working document, which effectively prioritises actions for the future of the school. Resources in the school have improved. Provision for pupils with special educational needs has improved in all the aspects criticised in the last report. Overall, since the last inspection, the school has made good improvement.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E*	B	C
Mathematics	D	E	C	D
Science	D	C	D	E

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The results of National Curriculum assessments were above national expectations at the end of Key Stage 2 in 2000 in English. In mathematics they were in line with them and in science below them. In National Curriculum tests over the last 4 years, standards have improved in English, mathematics and science at the end of Key Stage 2. At the end of Key Stage 1 in 2000, results were well below national averages in reading and writing and very low in mathematics. The small groups of pupils taking the tests can make comparisons like these with national averages unreliable. At the age of seven no improvements had been made during the period 1997 to 2000. Preliminary results for 2001 show this trend has been reversed. In work seen during the inspection, standards were broadly in line with national expectations in English and mathematics across the school. In science, standards at both Key Stages were below national expectations. This indicates that, overall, recent changes to the teaching of 5 year olds are starting to have a positive impact on standards. Children leave the Foundation stage with standards, which are broadly in line with national averages. In Information and Communications Technology (ICT) and the other subjects of the curriculum standards are broadly in line with what is expected nationally. Pupils' achievement throughout the school is satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like their life at school and enjoy every aspect of it. They join in activities enthusiastically.
Behaviour, in and out of classrooms	Good. Pupils generally behave well and are positive and trustworthy. They play together sensibly.
Personal development and relationships	Good. Staff provide good role models in their courteous relationships with pupils. Pupils help one another across the age range.
Attendance	Good. Above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Satisfactory

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

Teaching in the school is satisfactory with some good and very good elements. Fourteen per cent of lessons seen were very good or excellent, ten per cent were unsatisfactory or worse. This figure represents two lessons, typified by weaknesses in management of pupils. 76 per cent of lessons were satisfactory or good. In English and mathematics, as well as literacy and numeracy, teaching was satisfactory. Teachers have good knowledge and understanding, but some lessons can lack sufficient pace to hold pupils' interest fully. Teachers know their pupils well. Pupils' learning is satisfactory; they mean well but their concentration can falter, when the pace of lessons is too slow. Pupils' knowledge of their own learning is unsatisfactory, overall, because teaching does not emphasise this often enough and marking can be uninformative. It does not always say how pupils could improve their work. The learning of pupils with special educational needs is similar to that of their peers; this is because teachers know pupils so well and the school provides generous adult support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. With minor exceptions, pupils follow a broad and balanced curriculum, which allows all of them to take full opportunity of what is on offer.
Provision for pupils with	Satisfactory. The curriculum is adapted to provide opportunities for

special educational needs	pupils with special educational needs. However, the way that individual educational plans are used is inconsistent and some do not do enough to promote pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is good. Opportunities for cultural education are satisfactory. The school has a strongly Christian ethos.
How well the school cares for its pupils	Support and guidance for pupils in areas of academic and personal development are good, overall. The school's attendance procedures are good.

The school makes efforts to involve parents in the life of the school and these are successful. The quality of information for parents is good. The school uses its strong links with the local community, especially the church, to enhance pupils' education. Assessment procedures for pupils are developing and are starting to influence how the school plans for the future.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides clear leadership and a sense of direction for the school; in this she is fully supported by the staff, with whom she works closely.
How well the governors fulfil their responsibilities	The governing body is a valuable and supportive friend to the school. It has worked successfully to eliminate the school's financial deficit quickly. In other areas it has an imperfect awareness of the schools' strengths and weaknesses. This means that it does not completely fulfil all of its statutory responsibilities.
The school's evaluation of its performance	The close collaboration amongst all who work at the school ensures that there is an ongoing, self-evaluation process. Improvements in assessment mean that the school is developing a suitable range of information to help its future planning.
The strategic use of resources	Financial decisions are closely linked to the schools' identified needs and expenditure is closely monitored. The school prioritises and spends its money wisely.

The head teacher and her staff are making steady improvements in the school. The governing body has an enthusiastic and committed membership, who share the head teachers' vision for the school and support her strongly. The governors and local church play an active role in the positive ethos of the school. Accommodation is much improved since the last inspection. Resources in nearly all subjects are satisfactory and are helping raise attainment. The school provides satisfactory value for money.

#### 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>• They feel comfortable about approaching</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents do not think that</li> </ul>

<p>the school with questions or a problem</p> <ul style="list-style-type: none"> <li>• They believe that teaching is good.</li> <li>• Children like school.</li> <li>• The school has high expectations of the children.</li> <li>• They are well informed about how their children are getting on.</li> <li>• The school is well led and managed.</li> <li>• The school helps to develop children's maturity and responsibility.</li> <li>• The school sets the right amount of homework.</li> </ul>	<p>the school works closely with them.</p>
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Parents are strongly supportive of the school; they have few concerns. Inspection findings support the positive views of the school. The exception is that teaching is satisfactory, overall. Of the area that some parents would like to see improved, the inspection finds that the school works closely with parents.

*The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.*

## **PART B: COMMENTARY**

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

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

1. Children enter the school with levels of attainment, which are below average. Due to their good attitudes, good parental support for their learning and, particularly, very good teaching, they make very good progress during their time in the Reception class. As a result, they enter Year 1 with levels of attainment, which are broadly in line with national averages. Results of Key Stage 2 tests show that, in 2000, pupils performed above the national average in English. In mathematics, their results were broadly in line with the average; in science they were below average. This is largely due to weaknesses in teachers' knowledge and understanding of some elements of the National Curriculum in science. These standards compare less well with those of similar schools in all three areas. They are average in English, below average in mathematics and well below average in science. The group of pupils taking the tests is small each year, as a result there are fluctuations in results over time. It is possible, however, to see a trend of improvement in results over the last four years. In Key Stage 1, in national assessments in 2000, reading and writing results were well below average in comparison with national figures; in mathematics the results were very low in comparison with the national averages. In comparison with similar schools, the results in 2000 were, for all subjects, very low. Preliminary results in the 2001 tests indicate that this trend of below average result has been halted; as yet there are no national averages for comparison. The school's targets are challenging but realistic; they take into account variations resulting from the small groups who sit National Curriculum tests appropriately. Targets have been met in the last two years.

2. Children enter the Foundation Stage with below average levels of attainment. They make very good progress overall, and in some areas are on target to exceed the Early Learning Goals. Standards in communication, language and literacy are in line with the Early Learning Goals. Children write simple sentences using a good vocabulary. They listen and respond well, speaking with confidence and good expression. In mathematical

development, standards are above average. All children can count to ten, many can count higher. They complete simple charts and can answer simple numerical questions, orally. In their personal, social and emotional development, children achieve the expected levels of the Early Learning Goals. They co-operate well, abide faithfully by the class rules and routines and show developing confidence in their conversations with adults. Children have average knowledge and understanding of the world. They have a good knowledge about how babies grow into children and can group living things, logically. They have good familiarity with computers. Children's physical development is in line with expectations. They use small equipment, such as pencils and scissors, safely. They move well, with due consideration for others, nearby. The creative development of pupils is above average. Paintings and models that children do are realistic; they act out scenes with understanding and energy.

3. Pupils' reading standards at the end of both Key Stages are broadly in line with national averages. The support provided by parents and the impact of the implementation of the literacy hour by teachers are raising standards. Most pupils enjoy reading and are confident when they are reading in front of others. By the age of seven, they cheerfully express opinions on what they have read. They read with developing fluency, using punctuation well to enhance the meaning. They use dictionaries easily. By the age of eleven pupils read a range of texts with confidence. They read with growing independence, following their personal interests. Standards of writing are in line with the national average. Year 2 pupils write accurately, and use punctuation appropriately. They write and present work neatly. Pupils know when and how to use questions. Pupils at the age of eleven can write fluent and clear pieces in a number of forms. They are good letter writers but, in their writing, lack a wide vocabulary. Speaking and listening skills are average. By the age of seven they speak confidently and listen and respond well using a wide vocabulary. By the age of eleven, pupils show fluency when answering questions. In speaking they use words more adventurously, particularly in discussion. English standards, overall are in line with expectations.

4. In mathematics, standards at the end of Key Stage 1 are in line with national expectations. They have improved with the implementation of the National Numeracy Strategy and improvements in teaching to Year 1 and 2 pupils. Pupils have a firm grasp of number, they can add and subtract number up to 20 and most can recognise and use money. Higher attaining seven year-old pupils can make 50p using a range of coins. Most pupils can draw up a block graph. At the age of eleven, pupils' standards are also in line with expectations. They work confidently with numbers up to 1000. They add, subtract, multiply and divide with accuracy and show growing understanding of the relationships between fractions, decimals and percentages.

5. Standards in science are below national expectations at the age of seven. Pupils know how to record results of measurements in tables. They are not able to use appropriate scientific language in writing about their investigations. Standards in science are also below national expectations at the age of eleven. Pupils understanding of scientific enquiry is below average; they are unaware of the principles of fair testing. They collect data with accuracy and use the correct scientific terms but are largely unable to relate these to solving problems. Thus, they cannot draw satisfactory conclusions to their investigations.

6. Pupils with special educational needs make satisfactory progress when they are provided with tasks that meet their specific needs, and when adults support them in their lessons. However, for a minority of pupils given the same work as the rest of the pupils in the class, their work is often unfinished and they do not make the same progress as their peers. This is because teachers sometimes set tasks that are too difficult and not sufficiently adapted to all pupils' needs. All pupils who find learning and behaving difficult

have individual education plans, but targets are too general. As a result, individual progress by pupils towards meeting their targets is difficult to establish. Few targets are specific, or can be measured to ensure progress has been made. Some plans still do not include the strategies for achieving the targets, or how success is to be measured. The progress of children with special educational needs in the Foundation Stage is very good; this is because their individual education plans include measurable targets, which are specific to their needs. As a result children understand what they should do to improve and make very good progress towards achieving these targets and their achievement is considerable.

7. In art and design, pupils' standards are in line with national expectations at the ages of seven and eleven. By the age of seven pupils make observational drawings and use oil paints to make attractive self-portraits. By the age of eleven, pupils can design and make Greek pottery, in response to their studies in history. They have a good range of techniques when working with textiles. Standards in design and technology are in line with expectations at the ages of seven and eleven. By the age of seven pupils show competency making simple, yet strong structures using basic materials and can justify their decisions in doing so. At the age of eleven pupils can bake their own bread and make telling comparisons with bread bought from supermarkets. They make a burglar alarm and evaluate its practicality.

8. Standards in information and communications technology (ICT) are broadly in line with what is expected nationally at the end of both key stages. At the age of seven, pupils can use the keyboard and mouse control to do simple word processing and are able to program a floor robot to make simple movements. By the age of eleven, pupils are able to use the Internet with proficiency, undertaking research on chosen topics, such as water. They use databases, for example to record rainfall.

9. In geography, standards are broadly in line with national expectations at the ages of both seven and eleven. At the age of seven, pupils understand simple maps, especially of their own village. They can find Okeford Fitzpaine on a map of the United Kingdom. Pupils at the age of eleven can use a compass and grid references to find places on Ordnance Survey maps. They use atlases well, in undertaking geographical research. In history, standards at the ages of seven and eleven are also in line with national expectations. At the age of seven, pupils know some of the differences between the past and the present. At the age of eleven, pupils use their skills to research some famous figures from the past, such as Mozart. They have good knowledge, based on cross-curricular work, about how people in the past – such as the Ancient Greeks – lived. No physical education lessons were observed during the inspection, due to the nature of the school timetable, and so attainment in this area cannot be reported.

10. The way in which pupils achieve in the school is satisfactory, overall. It is very good in the Foundation Stage due to the consistently high standard of teaching. At the earliest age, all pupils want to give of their best. Pupils' learning in the Reception Year is enhanced because they react with energy and commitment to their work. Teaching in the rest of the school is satisfactory but does not produce the same sense of dynamism and achievement is only satisfactory. Where it is less stimulating pupils achieve less well; they lack a strong commitment to learning and many find it difficult to take initiative and responsibility for their own learning. Thus the majority of pupils lack independence as learners; they rely heavily on teachers to move them forwards. Teachers strive to help, but where teaching is less stimulating, pupils achieve less well. The level of demand for pupils is, at times, not sufficiently adapted to the wide range of needs found in each classroom. While the school does not formally identify gifted and talented pupils, many pupils with previous very high attainment are insufficiently challenged at times and so their achievement is inconsistent. Thanks to more demanding work in other lessons their

achievement is satisfactory, overall. Owing to the good support that they receive traveller children achieve satisfactorily when at the school. There are no significant variations in the achievements of girls and boys. However, behaviour and relationships are generally good and these contribute to the satisfactory level of pupils' achievement in Key Stages 1 and 2.

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

11. The positive attitudes which pupils have towards all aspects of school life is a strength of the school. They enjoy coming to school and talk positively about their lessons and the wide range of other activities available. They settle themselves very willingly, composing themselves well at their tables or on the mats ready to begin work. Even the youngest pupils greeted their teacher eagerly as she took the register. These children's responses were particularly remarkable as the majority of responses were in a variety of European languages and even in Arabic.

12. Pupils have good attitudes to lessons. They listen carefully to the teachers' instructions and questions. They usually work hard throughout the sessions, trying to do their best and enjoying the results of their efforts. Many of the pupils in a Year 1 and 2 class worked diligently to complete structures for model playground equipment, using straws and pipe-cleaners. Their continued enthusiasm and diligence was commendable, considering the lesson occurred at the end of a very hot day. The occasions when pupils' attitudes are unsatisfactory are rare. They are usually linked to the teachers' skill in motivating pupils, and in clarifying expected behaviour. Pupils are not just positive about classroom activities. They take equal pleasure in all other activities available to them. Tubs of colourful flowers enhance the attractiveness of the grounds. These have been carefully planted by the willing volunteers in the gardening club. Parents applaud the positive attitudes of the children and appreciate the school's endeavours to promote and encourage these attitudes. They rightly recognise the positive influence of these on their children's progress.

13. Behaviour, overall, in the school is good. Pupils usually behave well. They show understanding of the school rules and their behaviour is usually good in lessons. Pupils move around the school carefully; even the youngest children are composed and calm as they walk from their classroom to the hall. Break times and lunchtimes are happy occasions where youngsters play energetically and contentedly. Whilst their games are often boisterous, pupils are usually sensible and sensitive to the needs of others. There are only a few pupils who find it difficult to conform to the school's clear code of conduct. The occasional unsatisfactory behaviour of this very small group is not often allowed to upset the learning of others, or spoil the genuinely harmonious atmosphere in the school. The school has not excluded any pupils during the last year. Pupils respond sensibly to the school's good arrangements to provide an atmosphere free from bullying or racial tension. Bullying is rare and pupils feel confident that when it does occur it will be dealt with quickly, carefully and sensitively.

14. Pupils relate well to one another. There are many occasions, both in and out of lessons, where pupils happily co-operate with one another. Good relationships between boys and girls and younger and older pupils are often evident. Young pupils enjoy the piggy-back rides offered by some of the older pupils and barefoot boys and girls happily play together in the sand pit.

15. The school is a friendly community where pupils relate equally well to adults. Whilst pupils are interested and curious about the activities of their elders, they are invariably

polite and respectful. Visitors are warmly welcomed and readily told about life at Okeford Fitzpaine; pupils respond keenly to opportunities to talk about their school.

16. Pupils' personal development is good. When given the opportunity to perform tasks they do so willingly and carefully. The oldest pupils eagerly describe their responsibilities for looking after younger pupils during wet playtimes and decorating the Christmas tree. They are anticipating, with pleasure, their turn to cook lunch for the staff at the end of term. Whilst high levels of initiative are not widespread, pupils are nevertheless keen to organise some activities for themselves. Previous performances by groups of pupils in the annual 'Extravaganza', an entertainment organised by the pupils themselves, have inspired the current pupils to design their own acts. Year 6 girls are avidly practising a song and dance routine, which will surely rival the hugely popular and apparently unforgettable 'Spice Girls' number performed last year by a group of boys.

17. The school works hard to help pupils and parents understand the importance of regular attendance. This, coupled with the positive appetite of the pupils for the school, ensures that attendance levels are good. This approach also ensures that almost all the pupils arrive in good time for school to start promptly.

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

18. The standard of teaching is satisfactory but it has some very good elements, especially in the Foundation Stage where pupils also learn very well. Throughout the school, forty-one per cent of the lessons were good or better, fourteen per cent were very good or better. Forty-nine per cent were satisfactory. Ten per cent of lessons were unsatisfactory or worse. These lessons were particularly characterised by weaknesses in pupil management and a lack of consistent pace. Unsatisfactory teaching in Key Stage 1 left pupils too often not knowing what to next and therefore wasting time because the teacher had not sufficiently challenged the pupils, especially the more able. The best teaching seen was in the Foundation Stage, where all lessons were good or better, Sixty per cent of them were very good or better. Overall this maintains the standards of teaching at the time of the last inspection, with the exception of an improvement in the Foundation Stage.

19. Teachers have good subject knowledge. Literacy and numeracy are well taught in English and mathematics lessons, although opportunities to develop these areas across all the subjects of the curriculum are largely neglected. Teaching of children under five builds well on previous learning. In an imaginary bear hunt, these youngest children learnt a range of new words to describe the scenery through which they 'passed', because the teacher was skilful in drawing on her knowledge of how children learn in order to provide an exciting and worthwhile lesson. Across the school, work is well planned to meet the Early Learning Goals and the National Curriculum and to develop knowledge of the subject progressively.

20. Teaching of phonics and other basic skills is satisfactory, overall. Teachers and classroom assistants have an appropriate knowledge of phonics and the school takes opportunities to stress its development. The National Literacy Strategy teaching objectives have been adopted; lessons have a good balance between the various elements. Reading and writing in literacy lessons builds satisfactorily on skills developed in speaking and listening.

21. Lessons are usually well planned, so they can proceed with little wasted time. Planning usually displays clear learning objectives; although these are not always made

clear to pupils. There is inconsistency in matching work to pupils' learning needs. In some subjects, notably literacy and numeracy, setting arrangements and grouping within sets are undertaken to ensure that all receive the correct degree of challenge and so can progress at the optimum rate. This is not consistent practice, however. For example, in a science lesson, extension work for pupils who had been engaged in measuring their height involved drawing the equipment that they had used. This was unchallenging for pupils of high attainment who had finished their practical tasks quickly; they became bored and their pace of learning declined. Scrutiny of work in other subjects, such as geography, revealed that all pupils in a combined Year 5 and 6 class had done many of the same tasks. This is unsatisfactory. Sometimes, adaptation of tasks is done by varying the amount of support that pupils receive. Support staff are well prepared for lessons, they are fully briefed about lesson plans and participate seamlessly in all aspects of lessons, providing effective support for pupils' learning.

22. Teachers' expectations of pupils are satisfactory; for pupils under five they are very high. Pupils are keen to live up to these. In this small school, teachers know pupils well and are sensitive, so the behavioural expectations set for individuals are appropriate. Teachers praise pupils warmly, engendering positive attitudes. So relationships are good. But the academic expectations set for pupils are sometimes not high enough and there can be insufficient challenge or pace. Pupils in a geography lesson, working on local land use, listened closely to the teacher but found their tasks hard to comprehend and rather pedestrian. As a result, a lesson that had started well, ended with poor consolidation of the understanding that pupils had gained in the introductory discussion.

23. Lessons usually start with lively expositions and discussions; pupils generally enjoy this and work hard, joining in discussions. In Key Stage 1 lessons, pupils find it difficult to move on to individual work with the same degree of commitment. This is partly because work is not always planned well enough to meet their individual needs. When there is no classroom support pupils experience difficulties. However, the support that groups of pupils receive from support assistants is well adapted to their needs. So, when support is available, all pupils are able to participate fully in lessons. Classrooms are well laid out, so that teachers and pupils can communicate freely. Lessons in the Foundation Stage and in Key Stage 2 are usually better adapted to meet all pupils' needs.

24. Teachers' management of pupils is satisfactory, overall. In Key Stage 1 it is unsatisfactory. Teachers are calm; they rarely raise their voices and exercise their authority courteously at all times. As a result relationships with pupils are warm and constructive. In Key Stage 1, pupils are more challenging and they are corrected so often in lessons that the continuity and pace of their learning can suffer. Pupils usually behave well and respond well to firm handling. However, they lack independence, so that time is wasted in lessons when they switch from task to task. Pupils tend to ask unnecessary questions. However, teachers engage pupils of all ages and abilities in lessons by questioning and challenging them. All pupils' contributions are greatly valued by teachers.

25. The pace of lessons is often too slow. Pupils are unused to tackling tasks at good speed. Teachers rarely set deadlines so, in an hour's session, the pace of learning can decline towards the end. The way in which the school uses support staff is very good. Teachers and support staff work as close-knit teams. There is effective briefing, so that, in the course of lessons, support staff know what is expected of them. The contributions they make to pupils' learning are a strong contributory element in the quality of teaching in the school. The use of ICT in lessons is satisfactory; there is evidence of ICT being used in a number of subjects. For example, it is used in the Foundation Stage by children to print off a picture, for which they can then write a title.



26. Lessons are inconsistent in providing effective closing sessions. Frequently, these sessions are used so pupils can tell their peers what they have done. This provides good opportunities for informal assessment. However, in most lessons, pupils are not reminded of what they have learned nor are targets set for future learning. Pupils, therefore have insufficient knowledge of their own learning. Marking of books is satisfactory, overall but is inconsistent. It provides some comments about pupils' work but it does too little to develop clear dialogue with pupils and consistently set targets for improvement. In science, for example, marking does not set pupils targets to indicate how they could improve their work.

27. Pupils and parents participate fully in the home school reading arrangements. Homework expectations are communicated to parents. Appropriate homework is set regularly and supports pupils' class work. For example, in geography, the pupils collected data about the use of water in their homes and then shared their findings in a lesson. Teachers and parents of the children under five work well together to support pupils learning at home. Parents value highly the spoken and written guidance provided by the teacher. Homework is usefully set to reinforce learning, such as spellings for a test or to lead in to the next area of study.

28. Most pupils with special educational needs are appropriately supported by ancillary welfare assistants. In the Foundation Stage, children are very well supported by the teacher and are given tasks that are very well planned to meet their specific needs. Teachers, throughout the school, plan and review the targets on the individual education plans. These are satisfactorily monitored by the co-ordinator. When a range of tasks is planned to meet the needs of the different ability groups within the class, then they are appropriate to meet the needs of pupils who find learning difficult. However this is inconsistent and consideration is not always made to ensure their specific needs are met. Evidence of this was found in samples of pupils' work, where some pupils, who find learning difficult, were unable to complete their tasks.

29. Pupils' learning is satisfactory, overall. It is very good in the Foundation Stage. This is helped because pupils usually behave well. However, although they relate very well to one another and their teachers, pupils do not show a very strong work ethic or concentrate well. They rely on their teachers to energise them and teachers work hard with pupils to ensure that they make strong efforts in all phases of lessons. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford. This can be detrimental to their concentration as they tend to talk too much. A Key Stage 2 physical education lesson was seriously hampered by inappropriate behaviour; because the teacher had difficulty containing these attitudes and little learning took place.

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

30. Improvements since the last inspection, when the management of the curriculum was a key issue, has been satisfactory. The school's curricular aims are clearly stated. Planning is now good but its impact to promote the systematic acquisition of knowledge and skills is only just being felt for example in science. Plans are clearly linked to the National Curriculum and are regularly and effectively monitored by the head teacher. The provision for pupils with special educational needs, target setting and the provision for the under fives has seen satisfactory improvement. However, the monitoring of pupils' progress and the quality of accurately marked pupils' work samples, require further improvement.

31. The school provides an appropriate curriculum for the needs and ages of all its pupils. However, provision to support pupil's progress is satisfactory rather than good because recently introduced and effective learning plans have only just begun to have a positive effect. There is coverage of the National Curriculum in all subjects except physical education, where pupils do not have swimming lessons. Despite the good efforts of the governing body and the local community in arranging swimming after school, the present arrangements are unsatisfactory. The personal development of pupils is well provided for both within school time and after school. The governors and members of the local community are closely involved in the after school clubs. The curriculum for the Foundation Stage is well balanced by the provision of a good range of exciting activities, which include purposeful play and challenging adult and pupil interactions. Recently introduced plans to improve the opportunities for purposeful play are taking effect quickly largely because of the small size of the class.

32. In the Foundation Stage and both key stages the curriculum is broad, reasonably well balanced and relevant. The nominal time allocation for English is satisfactorily enhanced by additional activities such as; guided reading, once a month writing tasks and spelling. Circle time well used. In Key Stage 2, it is used when important issues are identified; this represents good use of time. However, some time is lost through unnecessary repetition of work and a lack of challenge for pupils of higher attainment.

33. Extra curricular provision is wide ranging and good quality. Pupils voluntarily engage in competitive sports with other schools, study French after school and approach field trips and residential visits with considerable enthusiasm. The involvement of parents in these activities is also good because the pupils attend regularly and enjoy their learning. Activities such as swimming and basketball are run by qualified coaches and attract much community interest. They prepare the pupils well for the future. The school is well in tune with the electronic age and pupils are gain in the use of video conferencing.

34. The school has in place sound learning programmes to support pupils' achievements in literacy, numeracy and information and communications technology (ICT). The impact of these programmes is reflected in the steady improvement over the past five years. The school population is growing and incoming pupils are very well integrated into the school community. All pupils have access to a wide range of activities.

35. Provision for pupils with special educational needs is satisfactory and has improved since the previous inspection. The school is fully committed to inclusion and ancillary welfare assistants provide good support for the pupils in the classroom. This has a positive impact on pupils' progress. During literacy and numeracy lessons, pupils are often grouped according to their ability and tasks are appropriately planned to meet their needs. Some pupils are given additional support by the Literacy and Numeracy Support Service and they have programmes to meet their specific needs.

36. The school's provision for personal, social and health education is satisfactory. The curriculum provides pupils in Key Stage 1 with appropriate activities to improve their awareness of the dangers of harmful substances and to learn about healthy life styles. In Key Stage 2 pupils also receive some good guidance, but specific activities about harmful substances is not yet included. Year 6 pupils currently receive additional guidance about relationships and reproduction. The governors approve this programme of study.

37. Involvement of the local community and links with other schools are both good. The good relationships between parents and teachers in the playground at the beginning and end of each day involve exchanges about pupils' progress and agreement about what needs to be done in the best interests of the pupils. The parents also raise funds, which are

well used to improve pupils learning. The homework diary is used to improve communication effectively. Parents read and value the comments about learning progress in the books, which even the youngest pupils take home. The school has good links with other local schools.

38. The school makes good provision for spiritual development. In the assemblies the pupils when required are silent, thoughtful and reflective and respond well to suggestions, such as that listening to God is worthwhile. They are given opportunities to pray and the majority respond appropriately and allow others to the freedom to do the same. In assemblies, pupils sing the hymn quietly and tunefully, with a degree of spirituality. They use the time allocated for reflection well. In some of the work displayed it was clear that pupils had given serious consideration to life after death and listed a number of ways of controlling emotion or searching for meaning, for example through sharing thoughts and listening to music.

39. Provision for moral development is good. Pupils distinguish well between right and wrong. They behave well in class and around the school. Pupils take very seriously the school's system of rewards and sanctions, which clearly continues to have a good effect on the tone of the school. They use circle time effectively and responsibly to discuss what should be done when things go wrong.

40. Provision for social development in the school is also good. Older pupils take care of the younger ones. Older pupils are not abashed to speak spontaneously before the whole school and they organise their own theatrical productions. All pupils listen carefully in whole school assemblies and refrain from fidgeting. The two pupils, who arrived late for assembly, apologised politely before taking their seats. All pupils respond well when required, whether to be thoughtful or to be silent or both. They are generally courteous and polite and are at ease in this happy and caring community.

41. Provision to raise awareness of pupils' cultural traditions and those of other cultures is satisfactory. Pupils read about other cultures and religions, in subjects planned by the school. Key Stage 1 pupils use models of people with differing dress and skin colours in their design and technology projects. They meet pupils from a range of different backgrounds when they work co-operatively with other local schools. The range of books, currently being read by Years 5 and 6, includes good quality texts which inform the reader about African and Caribbean culture and Asian cooking.

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

42. The school has good arrangements for caring for its pupils. There are suitable arrangements for ensuring that pupils are safe in school. Clear policies exist and the systems in practice match these policies. The playground is now secure, an improvement since the previous inspection. Effective child protection procedures are in place and the school is ensuring that all discrete documentation is secure in locked files. Children who are sick or injured are looked after very well, staff reading gently to them as they await their parents.

43. This caring attitude of staff is of benefit to the welfare of all the pupils. Parents are justifiably very appreciative of the caring nature of school life. Class teachers know their pupils well and are alert to any changes in the pupils' demeanour. Relationships between all members of the school community are good. This harmony ensures fast easy and relaxed communication between all adults in the school.

44. Support staff make positive contributions to both pupils' welfare and their learning in school. Classroom assistants work well with the pupils and their approach is caring and professional. The general office runs very smoothly and this efficient administration ensures that information about pupils' needs is passed on quickly and effectively. The school is kept clean and in good condition. This both ensures a safe and healthy environment for the pupils and successfully stimulates all pupils to care for their surroundings. Staff who care for the pupils at lunchtime are cheerful and capable whilst tending the pupils' needs. Their contribution would be more significant if they increased their involvement with the children in all parts of the play area.

45. Arrangements to promote regular attendance are good. Registrations are used successfully to check attendance and to settle the pupils for the day ahead.

46. Most staff are consistent in their application of the school's good arrangements for ensuring that the pupils behave well. Good behaviour is recognised and praised and teachers usually give prompt indication to those pupils whose behaviour is inappropriate. Rewards in the form of squares and certificates are used regularly and consistently to motivate pupils to work hard and behave well. Only a very few pupils experience difficulty conforming to the school's expectations of correct behaviour. Sanctions and support plans are carefully used to encourage these pupils to improve their behaviour. The school has never needed to exclude a pupil.

47. Overall, the procedures for the assessment of pupils' attainment and progress are satisfactory. Very good practice occurs however in the Foundation Stage. Here, the teacher carefully and regularly considers each pupil's performance in all the required areas. The results are accurately measured against past achievement and are used to predict, plan and support future learning. Assessment procedures in literacy and numeracy are used effectively to identify pupils who find learning difficult. The head teacher carefully tracks individual pupil's achievement in a range of annual tests, and identifies those who are not making sufficient progress in their learning. These pupils are carefully monitored. The school has good links with other agencies such as educational psychologists, literacy and numeracy support service and the behavioural support service. Provision for pupils with statements of special educational needs is good, because the ancillary welfare assistants provide the pupils with good support to enable them to have equal access to a broad and balanced curriculum.

48. Marking is not yet used sufficiently carefully and regularly in the school to identify and measure work done in lessons or at home.

49. Pupils are given sound guidance with their work. Staff encourage pupils to try harder. They do this because they know their individual pupils well, and have a good informal understanding of the pupils' individual strengths and weaknesses. The oldest pupils are carefully set targets for improvement in mathematics. These targets are recorded in pupils' work-books and on the classroom walls. Here the teacher identifies areas for improvements across all subjects and performance against these is both measured and shared with all the children. This successful system is not yet used in other subjects or other classes apart from in the reception class. Some simple targets are set in literacy by the use of stickers in exercise books.

50. Good guidance is given to pupils about their development as individuals. Incidents of unsatisfactory behaviour are carefully monitored. The school checks the use of the rewards procedures both to ensure parity and to recognise improvement in the attitude and effort of individual pupils. Annual reports to parents identify clearly the characteristics of individual children and suggest areas for further development.

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

51. The vast majority of parents are very supportive of the school. Parents recognise and applaud the school's strengths and praise recent improvements. The concerns about the way the school works with parents, expressed by a few parents, are unjustified. The school seeks to work closely with parents and is successful in achieving a good partnership.

52. The school welcomes and embraces parents, and members of staff are open in their approach. They commit significant time and energy to communicating with parents, listening carefully to their queries and diligently following up concerns. All class teachers produce half-termly information sheets. These give parents a good picture of what their child will be experiencing in the weeks ahead.

53. Parental involvement for pupils with special educational needs is satisfactory, particularly for those pupils with statements of special needs. Parents are kept fully informed and are invited to meet the teachers to discuss the targets on the individual education plans. This was an issue from the previous inspection, which has satisfactorily been addressed.

54. Information about individual pupils is good; annual reporting systems are efficiently organised. Parents can meet teachers every term to talk about their child's progress. Teachers provide good annual reports. These contain a reasonably detailed range of information about what each pupil can and cannot do in specific subject areas. The coverage in English, mathematics and science is very good. Here, parents can read precise information about specific strengths and weaknesses in the particular topics covered that year, written in language that is easily understood. Reports also give some indication of what the child needs to do next to improve, particularly in terms of personal development. Parents rightly commented that the reports are correct images of the child and could not apply to any other child.

55. The school actively encourages parents to involve themselves in the life of the school. A few parents offer help in the classroom, help which is both valued and valuable. This recognition also applies to the support given to extra-curricular sporting activities. Parents are energetic in their support of school trips, sufficient volunteers are always forthcoming. Many are already anticipating helping with the whole school outing to the beach. The school benefits both financially and socially from the energetic and enthusiastic parents and friends association, which runs a wide range of successful activities.

56. Parents are helped to involve themselves in their children's learning by the regular use made of home-school reading cards with the younger pupils and homework diaries with the older pupils. Parents are also encouraged to support their pupils learning through the provision of resources from home such as relics from the past. Overall this valuable partnership with parents ensures that parents understand and can participate in their child's education.

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

57. The headteacher provides good leadership. Since she has arrived at the school she has, together with members of the governing body, taken action, which is starting to have a positive effect on raising standards. The headteacher has concentrated particularly on improving standards of teaching. In this she has had success. Since her appointment, the

headteacher has brought a positive vision to the school and worked very hard to ensure that staff are able to translate that into an improved quality of teaching and learning. The school is clearly moving forwards and the capacity to succeed is good.

58. The headteacher has done much to move the school forwards. However, she has not delegated management responsibilities sufficiently to other teachers. This is particularly true of the co-ordination of the subjects. Currently, the headteacher has too many areas of curriculum responsibility; she is heavily burdened and the demands made by this are counter-productive. There are plans to delegate a number of these areas at an appropriate time, when new staff arrive in the near future.

59. The governing body of the school is committed to the head teacher's vision for the future of the school and supportive of school improvements. It works hard to ensure progress and has had a notable success in reducing the school's financial deficit to nil in a brief period. It has sensibly agreed with the head teacher that the number of teachers in the school should not be allowed to fall, despite some reduction in pupil numbers. The governing body has given top priority to improving the standard of teaching and maintaining pupils numbers. Governors act positively to raise the ethos of the school. A comprehensive committee structure ensures that governors consider all aspects of the school. However, governors are rarely pro-active. This is because they do not have sufficient independent information on the strengths and weaknesses of the school. There are no formal monitoring processes of the school undertaken by governors; the governing body tends to rely on what can be drawn from informal sources. One effect of this is that there is one minor omission in the governing body's fulfilment of its statutory duties; that is in the lack of swimming lessons for all pupils.

60. Monitoring procedures are satisfactory. Hitherto, monitoring activities have been concentrated on an area of concern in teaching, to the exclusion of other areas. However, this has been effective. In literacy, the co-ordinator monitors pupils' books and sees some teaching. In other subjects there is too little monitoring of standards of work and teaching. In such a small school, with only 4.4 teachers, informal contacts play a significant part in developing co-ordinator's understanding of how subject areas are developing. There has been some analysis of test results across the age range or across the different aspects of subjects, to enable provision to be improved. Sometimes, action following such investigations is insufficiently rigorous. For example, action to develop writing skills has been too slow and insufficiently focussed. Targets set are challenging but realistic; the school met those for 2000.

61. Performance management policy is in place. It has been agreed by the governing body and the staff. Targets for staff have been set and reviewed by the head teacher. The school has identified and set clear, achievable targets and priorities in the school development plan. These plans are effective in enabling the school to move forward. They are comprehensive, costed with clear timescales and responsibilities. Raising standards is their key focus. They provide a good planning framework to move the school forwards.

62. Management of special educational needs is satisfactory. The special educational needs co-ordinator appropriately ensures that all administration connected with the statementing process is completed and that annual reviews are completed. The monitoring of individual education plans is satisfactory overall but at times inconsistent. However there has been significant improvement since the previous inspection. The co-ordinator meets regularly with staff and the special needs governor to discuss provision and the how best to support pupils with learning and behavioural problems. Resources are better and the school has improved the accommodation for small groups of pupils if they need to be withdrawn from lessons for additional support.

63. The school manages its budget satisfactorily. The most recent financial audit, in 1996, found some issues of concern but these have all been dealt with. Day-to-day financial management is good. The school management uses the school development plan sensibly to prioritise spending. The governors carefully scrutinise the work done in the school to ensure that there is good value for money. The school is part of a cluster of similar local schools and so is able to make some comparisons of performance and expenditure. Governors and the head teacher are thoughtful in questioning their actions and the school consults parents to find out their opinions. In this way the school implements the principles of best value satisfactorily.

64. The school has a high income per pupil, due to the higher than average numbers of pupils with special educational needs and extra costs inherent in running a small school. Given that it is an effective school in an area of average socio economic development, the school provides satisfactory value for money.

65. The school is staffed with appropriately qualified teachers. The school has elected to employ a large number of classroom assistants. These assistants are skilful and are well deployed to support children's learning either by working alongside teachers in classes or by taking small groups of children out of class for extra help. Visiting specialists who undertake activities such as running a French club and carrying out sports coaching, enhance provision in these areas. Professional development for staff is appropriately linked to the school development plan. The school considers how to use specific grants carefully. For example, it uses such funding to teach additional classes in literacy, numeracy and science to Year 6 pupils to help raise standards.

66. Accommodation is satisfactory. The buildings are clean, spacious and well maintained. The covered accommodation outside for the reception class is too small for all elements of the Foundation Stage curriculum to be easily followed. The school grounds are spacious and an asset to the school.

67. There are enough books and other resources to teach most subjects. There are good resources to support literacy teaching but the library is rather small and books are not easily accessible. The school has about the same proportion of computers as found in primary schools in the country as a whole. There is not enough data logging equipment in science. Pupils under five have too few big toys to support their physical development. There are insufficient artefacts to support teaching of history and resources for both history and geography are insufficient

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

68. The school has more strengths than weaknesses, in order to maintain its rate of improvement it should:

- (1) Raise standards in science by:
  - Improving teaching of science through the school, by increasing the challenge of lessons and planning carefully to improve opportunities for practical work,
  - Developing pupils' competencies in predicting and evaluating scientific evidence,
  - Developing teachers' knowledge of the National Curriculum in science, in particular the level descriptors.
  
- (2) Improve consistency in teaching by monitoring all teachers regularly, to an agreed set of criteria, in order to:

- Ensure that teaching has pace and challenge at all times,
  - Spread the good practice in adapting work to different abilities, so that all pupils have appropriate work to do in all subjects
- (3) Develop clear, practical and measurable targets for pupils with special educational needs, review them regularly and use the reviews to build new or revised targets, as appropriate.
- (4) Delegate the responsibilities for individual subjects equitably amongst the staff and  
so:
- Encourage closer supervision of all the subjects in the school,
  - Improve opportunities for monitoring all the subjects of the curriculum.
- (5) Increase the opportunities for pupils to act independently in their fostering their own  
learning by:
- Planning more opportunities in lessons for pupils to work alone or in pairs,
  - Setting high expectations in every aspect of school life.
- (6) Encourage governors to become more informed about all aspects of school life so that their considerable contributions to school life are based on accurate and verifiable information



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	9	27	49	5	5	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	87
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	34

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	4
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	9	10	11
Percentage of pupils at NC level 2 or above	School	60(83)	67(83)	73 (83)
	National	83(82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	10	11	13
Percentage of pupils at NC level 2 or above	School	67 (83)	73 (83)	87 (92)
	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	9	4	13

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	12	11	11
Percentage of pupils at NC level 4 or above	School	92 (25)	85 (38)	85 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	77 (38)	77 (25)	92 (63)
	National	70 (68)	72 (69)	79 (75)

The data and percentages for boys and girls are not given because there were fewer than eleven of each gender in each year group. Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	19.8
Average class size	19.3

#### **Education support staff: Y[R– Y6**

Total number of education support staff	7
Total aggregate hours worked per week	143

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	199359
Total expenditure	183466
Expenditure per pupil	2211
Balance brought forward from previous year	-229
Balance carried forward to next year	15664

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	21

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	47	42	11	0	0
Behaviour in the school is good.	42	47	11	0	0
My child gets the right amount of work to do at home.	37	63	0	0	0
The teaching is good.	58	37	5	0	0
I am kept well informed about how my child is getting on.	58	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	42	42	16	0	0
The school is well led and managed.	52	47	0	0	0
The school is helping my child become mature and responsible.	56	44	0	9	0
The school provides an interesting range of activities outside lessons.	53	36	11	0	0

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

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

69. Attainment of children in the Foundation Stage is broadly in line with the Early Learning Goals set nationally for pupils at the end of the reception year. There are aspects of the areas of learning in which the pupils' attainment is above average. On entry to the Reception class, children had low levels of attainment in communication, language and literacy as well as in personal, social and emotional development. Their progress over the year has therefore been very good. The learning environment is exciting. A major strength of the very good teaching is the very good use of marking, not only to set targets for pupils but also to give the excellent relationships which exist between the teacher and the parents even greater impetus as they learn how best to further improve their children's progress at home.

70. In aspects of personal social and emotional development, children easily reach the required standard. Children show good levels of self-esteem, when answering questions and speaking with adults. They take very seriously their own rules and routines and often they work very hard. At the end of the lesson they co-operate well together. For example, when carefully carrying a mat with one child to each corner, applying just the right amount of force.

71. In mathematical development, when children use mathematics to solve problems, their attainment is above average because they can all count up to ten and many can count in twos up to forty, build a tower with the specified number of bricks and understand how the teacher could show in a simple equation how many minnows were left after the big pike had attacked the tiny fish.

72. In communication, language and literacy, children are in line with the goals for five year olds. They are beginning to make simple sentences. They can use a range of verbs to describe, for example, the various ways in which animals move and a whole range of words to describe real or imagined sensory experiences. They speak with confidence and good expression for example when responding to the teacher's request for sentences similar to the ones she has used.

73. Many children have a sound knowledge and understanding of the world when they use a computer to print a picture and add a caption such as " a zebra was asleep by Charlotte". They develop a sound sense of time by comparing pictures of themselves as they are now and when they were babies. They effectively investigate the properties of materials and they can group living things according to their most obvious characteristics. Standards are in line with required levels.

74. Children's physical development is in line with the national expectation. Children can carry and use scissors accurately and safely. When moving fast they allow each other sufficient space. In a mathematics lesson they could place the appropriate number of body parts in contact with the floor when the teacher shouted an appropriate number. They can take off their socks whilst singing, not shouting "ten green bottles" thus showing considerable control and consideration for others.

75. Children are very creative and show above average attainment in their exploration of materials and imaginative role-play. They make realistic paintings and models of lizards.

When returning from the imaginary bear hunt they were holding their coats around their necks to keep out the driving snow even though the sun was shining.

76. Teaching and learning in the Foundation Stage is very good. Children achieve very well because of the very good teaching and the high adult to pupil ratio.

77. The progress in children's personal, social and emotional development is very good. The teaching was good when the teacher managed the supporting adults effectively to run a whole range of activities in which the pupils were both keen and hard working when faced with this new set of challenges. It was clear from this activity that the pupils have come a long way in their personal, social and emotional development during the year. The very good improvement in the pupils' behaviour and self-esteem was a direct result of the close and well co-ordinated attentions of the teacher and her supporting adults working so well together. The teaching was very good as the teacher led the children in a lively and purposeful series of challenges as they acted out the 'bear hunt'. There was an atmosphere of genuine delight, involving lots of energy and excitement as the children were challenged to meet the teachers' high expectations. There was also imaginative use of resources especially outside, to enable all pupils to achieve very well not only in personal and social development but also in elements of the other areas of learning.

78. Teaching is very good in ensuring that pupils make the best possible progress in the development of their language literacy and communication skills. Children progressed in the space of one hour from greeting the teacher in a few words of modern foreign language, to giving examples of rhyming words and then rehearsing a song before learning and repeating a whole range of words to describe the forests and rivers which they had to traverse in their imaginary bear hunt which had motivated them so effectively. Children were so well motivated by this activity that they returned to the classroom with positive attitudes to write sentences or to sequence pictures or to sequence letters depending on their prior attainments. They worked so hard and achieved so well because of the teachers excellent planning, relationships, target setting and sheer enthusiasm. Because of the pupils' relatively low attainment on entry, the teacher had especially emphasised this area of learning. She made excellent use of both the assessment given to children when they started at the school, and the Early Learning Goals.

79. Teaching was also good when children were developing mathematics skills. They responded well because they practiced and rehearsed a wide range of skills in exciting contexts both indoors and outside, with mathematics development included almost as a game. Children enthusiastically responded to the teacher's requests for them to make themselves taller or shorter. The teacher made good use of the number square with detachable numbers.

80. The teaching of knowledge and understanding of the world is also very good because the teacher has created an exciting environment and uses it to enable children to build upon their earlier knowledge and experience, for example in exploring and investigating and designing and making. In their books children sorted liquids into those that would freeze and those that would not and they could label the main parts of a motorcar. By comparing their photos with those taken when they were babies the teacher had further enhanced a stimulating classroom environment to give the pupils a better sense of time.

81. Children's progress in aspects of physical development, is also good because of the high adult to child ratio, the spacious hall equipped as a gymnasium and the teacher's very good knowledge and ability to demonstrate the full range of skills. Through good management of children she ensures that they move quickly but safely both in the hall and outside. In the classroom, through effective demonstrations she enabled them to imitate her

own exercise movements and also the correct technique for the safe and accurate use of, for example, scissors and glue.

82. In this small class with generous adult support the teacher was able to develop creative activity very well. Children were obliged to work hard but the quality of their displays of pictures and models using paint and a good range of compliant materials, are very good. Children were totally involved in the role-play activities, to the extent that they continued in role for some time after the activity had finished.

83. Since the last inspection the school has made good progress by developing and improving established good features such as the quality of the teaching, reducing the age range of the pupils in the class, improving the adult to pupil ratio, improving the accommodation and making the playground more secure. There is still a shortage of big toys and the outdoor play area can be further developed so that the full range of areas of learning can be more easily replicated outside.

## **ENGLISH**

84. Key Stage 1 national tests in 2000 show that results were well below national averages in reading and writing. In comparison with similar schools, pupils' performance was very low in both reading and writing. Over time, and taking into account some minor variations, the Key Stage 1 results over the last four years have been well below average. There were no significant gender variations in these tests. Inspection findings show that the attainment of pupils in reading and writing nearing the end of Key Stage 1 this year, is in line with what is expected nationally. The improvements this year are due to recent improvements in the teaching of Year 2 pupils. At the end of Key Stage 2 in the 2000 national assessments, English results were above the national average and in line with the average for similar schools. Over time, the trend in results at the end of Key Stage 2 shows a decline in 1998 and 1999 but a marked improvement in 2000. Girls results have been worse than the boys over the last four years, contrary to the national trend. In 2000, fewer than expected pupils reached the highest standards in the tests. The attainment of pupils who are reaching the end of Key Stage 2 in 2001 is in line with national expectation. Again there have been improvements in teaching which account for the rise in standards.

85. Pupils' speaking and listening skills are average. In Key Stage 1 they are confident speakers; from an early age they are able to convey meaning, and by the end of the key stage they speak with clarity and demonstrate the development of a mature vocabulary. By the end of Key Stage 2, most pupils speak with increased fluency in answering questions. They understand the main points made, when listening to their teachers, and can discuss the what they have heard, with an increasingly varied and stimulating vocabulary. Pupils are keen to answer and ask questions when appropriate. For example, Year 6 pupils were quick to request clarification from their teacher, when there was an ambiguous explanation of one element of a lesson; in this way they the pace of their learning within the session was maintained.

86. Through Key Stage 1, the development of pupils' reading indicates growing confidence. Pupils of this age are well supported at home in their reading development. Pupils' attainment at the end of Key Stage 1 is in line with the national average. Most pupils enjoy reading, and most of those in Year 2 can express opinions on what they have read and justify them. Most pupils of this age range use punctuation effectively to enhance the meaning of what they read. Pupils use dictionaries well. Pupils of average and above average attainment know how to make good use of the small library and have some ideas about its organisation of books, so they can find what they want easily. By the end of Key

Stage 2, pupils talk confidently and lucidly about what they read, saying what they like and dislike, and why. They understand significant themes and characters in stories that they read. They can discuss these stories, selecting the main elements and making points, with reference to the text. Again, their attainment is in line with the national standards. Pupils read more independently at home, using the structure of the home/school reading record less and less as they grow older. They handle books with confidence, and are familiar with the library reference system. When reading aloud to adults, pupils in Year 6 read fluently with good expression, making few errors. Dictionaries are routinely used by pupils to improve the accuracy of their work.

87. Written work seen during the inspection was in line with national standards at all ages. Scrutiny of work reveals that pupils at the end of Key Stage 1 write clearly and neatly and their work conveys meaning clearly. Sentences follow a logical sequence. Their accuracy is enhanced by the consistent use of simple punctuation and of capital letters. By the end of Key Stage 1, most pupils write with good grammatical structure. Writing is legible and work is neatly presented. In a literacy lesson, most Year 2 pupils were able to write statements and then turn them into questions with little extra help. At the end of Key Stage 2 pupils' handwriting is fluent, clear and joined. Most pupils use punctuation consistently and can write in a variety of styles. For example, Year 6 pupils are proficient in letter writing. However pupils at the end of the Key Stage 2, do not use a wide or adventurous vocabulary. In a Key Stage 2 lesson, pupils from Year 6 simplified and improved their written pieces demonstrating and using their good knowledge of connective words .

88. The school is concerned about standards in writing and organise some occasional extra sessions where pupils concentrate on writing. However, the school has been slow to react to this issue. It has not considered the development of literacy across the curriculum. In subjects such as science, history and geography there are too few opportunities to develop pupils' writing skills. The lack of co-ordination in this area means that there are too few opportunities to develop extended writing in the school.

89. The teaching of English is satisfactory overall, but there are some inconsistencies. While teachers' demonstrate satisfactory knowledge and understanding of the literacy hour, some elements of the lesson are not appropriately adapted to meet the particular needs of all groups of pupils. This means that different pupils can be puzzled by over-complex work while others can lack challenge in another part of the lesson. In contrast, a good Year 3 and 4 lesson had been very carefully planned, with effective deployment of learning assistants, so that all pupils gained an understanding of haiku and many were able to attempt to write their own poems in the same style. The closing sessions in lessons are frequently too brief and are too often little more than an opportunity for a few pupils to say what they have done. The management of pupils is also inconsistent; usually it is good but, occasionally, it is less effective, spoiling the continuity of teaching. The teaching of phonics is satisfactory. The planning of lessons is also satisfactory; it follows National Literacy Strategy guidelines. A lesson for a combined Years 1 and 2 class displayed a number of these characteristics. The teacher had a clear focus for learning but broke into the flow of the lesson by reprimanding pupils too often; this led to some deterioration in pupils' concentration. There were two levels of difficulty in the task set to be done in groups; this was insufficient, so those pupils with special educational needs were unable to achieve enough in this part of the lesson. However, the teacher was careful to reinforce the lesson's learning objectives and persisted with courtesy and tact in enforcing her high standards of behaviour. As result the majority of pupils made good gains in learning about asking questions. Good relationships between teacher and pupils and between pupils, themselves, were evident in this lessons and are a characteristic of the school. The marking of pupils' work is also inconsistent, it is good in some classes, with clear indications of what pupils should do to mprove, in other classes it is less detailed and informative. Support staff are



appropriately deployed and are often a positive influence on lessons. ICT is used appropriately. Homework is set appropriately to Key Stage 1 and Key Stage 2. Pupils read regularly at home.

90. Pupils generally have positive attitudes to English. They are lively pupils, who show enjoyment in their work and contribute well in discussions. If not handled firmly, their contributions can deteriorate into general conversation and concentration can suffer. Pupils lack independence as learners. For example, they are slow to move into groups and are sometimes too reliant on teachers, asking unnecessary questions. Variations in marking and a lack of review sessions at the end of lessons mean that that pupils are sometimes insufficiently informed of their own progress or the next step they need to take. However, pupils' achievement is satisfactory, overall

91. The co-ordination of English is good. All teachers have been trained in, and have a grasp of, the National Literacy Strategy. The curriculum is well planned with clear progression and there is planning in place to meet a wide range of learning needs. The school uses the Additional Literacy Strategy to assist those of lower prior attainment; in practice, work is still not sufficiently adapted in some lessons. There has been some monitoring of teaching but, until recently, this has had a narrow focus. Assessment of literacy is being developed. The school can now track pupils' standards as they move through the school and has started to set simple and achievable targets for some pupils, using stickers in books. As yet, this has had limited impact on teaching styles. Portfolios of pupils' work, which exemplify National Curriculum levels, help teachers to accurately judge where pupils stand in relation to National Curriculum levels. In general, learning resources are satisfactory, with a good range of big books. The library has a small range of fiction and non-fiction texts but is rather spread out around the school and not thoroughly catalogued, this is a disadvantage to the development of pupils' reading skills.

92. Since the last inspection, standards in Key Stage 1 fell until 2000; preliminary results for 2001 indicate that this trend has been reversed. In Key Stage 2 standards are similar to those at the time of the last inspection. Teaching is now satisfactory, previously it was good. The curriculum is now planned in much greater detail. Improvement since the last inspection is satisfactory, overall.

## **MATHEMATICS**

93. Standards at the end of both key stages are in line with national averages. Standards have been maintained since the previous inspection. In both numeracy and other areas of mathematics, test results at the end of Key Stage 1 have been well below the national average for the last three years and last year they were very low when compared to similar schools. This was mainly due to teaching in this key stage. However the effective introduction of the National Numeracy Strategy and improvements in teaching and expectations in the recent months are having a positive impact on the standards pupils are reaching. A very small number of higher achieving Year 2 pupils have joined those in Year 3 for numeracy lessons and this is helping them make progress at a level suited to their abilities. Key Stage 2 results over the last three years have been erratic. In the 2000 national tests, the pupils' performance was in line with the national average, although below average when compared with similar schools. Evidence suggests that standards are improving because the good quality of teaching in the upper key stage is helping the pupils to learn effectively. Pupils with special educational needs are making the same progress as their classmates when they are provided with additional adult support or are given tasks suitably planned to meet their needs. However when this support is not provided some

pupils do not satisfactorily complete their tasks and their progress is unsatisfactory. There is no significant difference between the performance of boys and girls.

94. At the end of Key Stage 1, pupils understand the language of number and can quickly recall addition and subtraction facts to 20. Higher and average attaining pupils are beginning to have a satisfactory knowledge of place value to at least 100 and double numbers to 50. Most pupils recognise and use money. Pupils in Year 1 can use a range of coins to make 10p and pupils in Year 2 can make 20p. Higher achievers in Year 2 can make 50p using a range of different coins. Most pupils can record information on a block graph and most are beginning to tell the time.

95. By the end of Key Stage 2, pupils have progressed satisfactorily and have a sound understanding of place value to 1,000 with many pupils confidently handling larger numbers. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They are beginning to understand the relationships between fractions, decimals and percentages. Most understand one-step calculator operations to reinforce decimal place value. For example, they know that you add 0.1 to 13.76 to get 13.86. Higher achievers begin to use multi-steps to solve decimal problems. Only occasionally do pupils use information and communication technology to help them in their work.

96. The quality of teaching is satisfactory overall and pupils generally achieve satisfactorily in their learning. Teachers have good subject knowledge and successfully create a calm and purposeful working atmosphere in which pupils can learn effectively. Most pupils respond well to this and behaviour in most lessons is good with pupils who are eager to learn and enthusiastic about their work. All teachers use the National Numeracy Strategy effectively in their planning and this has a positive impact on progress. Lessons start with a short mental mathematics session and teachers use pupils' errors effectively as teaching points. For example in Year 5 and 6, the teacher used a pupil's mistake well to develop the whole class' knowledge and understanding of decimal place value for the whole class. These short sessions are used well by some teachers to assess understanding and to set further challenges. In a Year 5 and 6 lesson the teacher expected all pupils to double decimal numbers and those who achieved this quickly were expected to double the answer. Work is usually planned to match the needs of most pupils. Lower achievers and pupils who find learning difficult are also usually well supported in lessons by support staff. However on occasions when this does not happen, some pupils fail to complete their tasks and progress is less than satisfactory. Teachers explain work well to ensure that pupils are able to start individual or group work promptly. For example in the Year 3 and 4 class, the teacher used the overhead projector to explain the concept of equivalent fractions and to explain the tasks for the group activity session. They usually share the lesson objectives with pupils to help them focus on the learning intentions and know when they have been successful in achieving them. In a Year 1 and 2 lesson the teacher clearly explained to the pupils that by the end of the lesson they would be more confident in using different coins. Marking is inconsistent and rarely tells the pupils what they need to do to improve their work.

97. The procedures for assessing attainment and progress of pupils as they move through the school are good and are satisfactorily used to guide teachers' planning and to set targets for individuals. The co-ordinator has an effective method of tracking individuals to ensure that they make sufficient progress in their learning and to identify those who are finding learning difficult. She has effectively monitored teaching in Key Stage 1 in order to raise attainment. However there is no portfolio of samples of pupils' work to support teachers with assessing pupils' attainment against National Curriculum levels. Resources are satisfactory.

## SCIENCE

98. Pupils' attainment by the end of Key Stage 1 in 2000, when compared with all other schools and also with similar schools, was well below average. Attainment overall by the end of Key Stage 2 was broadly in line with average when compared with pupils in similar schools. When compared with all schools, Key Stage 1 pupils' attainment was below average. The boys did better than the girls. Attainment during the inspection week and by the end of Year 2 is below average. Pupils can record numbers in tables, for example when they have measured the distance needed for a running pupil to come to a halt. However, they cannot yet use scientific language, for example to label diagrams or to say whether what happened was what they expected.

99. During the inspection week, attainment by the end of Key Stage 2 was, overall below average. Whilst, attainment in the knowledge and understanding of science matches that expected of an average pupil nationally; pupils' attainment in scientific enquiry is below average in two important aspects; planning their investigations and considering their evidence. Pupils have a satisfactory understanding of science terms; they know that less water in a cloth makes it lighter in weight. They collect useful data when satisfactorily using clocks and weighing scales. However they do not make clear in their planning what they intend to change and to measure. They are not sufficiently aware that a good practical test should not only be fair but also convincing; by producing good evidence. They sometimes collect evidence that is not specifically related the original statement or question. They do not repeat readings when the numbers and patterns they have obtaining are confusing. Their written work and oral answers about their practical work are therefore not sufficiently thoughtful to reach national expectations in scientific enquiry.

100. Pupils' achievement as they move through the school is satisfactory. However, achievement from year to year is slowed because the lack of challenge, especially for pupils with high prior attainments, some undue repetition and a less than satisfactory drive towards the standards expected in 'scientific enquiry'. In other aspects of science there is better achievement.

101. Progress is good in the Reception class, for example when pupils are sorting animal pictures into groups. By the end of Year 2 standards have fallen again so that achievement during Key Stage 1 is unsatisfactory. Progress is then satisfactory with Years 4 and 5 pupils showing signs of higher achievement but this is not fully maintained by the current Year 6. Pupils with special needs make sound progress because they receive useful written comments and advice as they work. Support for hearing-impaired pupils is good. Pupils with special educational needs make sound improvements to their language and number skills in science. Unfortunately, this kind of target setting is not apparent in the marking of the majority of the pupils' books. Most of the target setting observed in pupils' books is about key skills development rather than science progression, which is unsatisfactory in science enquiry activities. Year 5 pupils and Year 6 boys respond enthusiastically. However, most pupils throughout the school rely too much upon their teacher because new plans for teaching, learning and assessment are not yet fully implemented.

102. The quality of the teaching is unsatisfactory in Key Stage 1. Teaching in Key Stage 2 is satisfactory. However, very good teaching was seen in the reception class and good teaching was seen in Key Stage 2. Unsatisfactory teaching in Key Stage 1 left pupils too often not knowing what to next and therefore wasting time because the teacher had not sufficiently challenged the pupils, especially the more able. However, pupils supported by learning assistants achieve well. Year 4 pupils learned soundly because the teacher's

questioning and explanations were good, but pupils' work in their books shows that they do not sufficiently use and apply science ideas they have begun to understand. Pupils are given too little opportunity to use what they have learned. Teaching was good when the Years 5 and 6 pupils were encouraged, through clearly communicated tasks and good resources, to work more independently towards clear goals such as drawing the parts of a flower.

103. Improvement since the last inspection has been satisfactory because the schools' science results at least matched improvements nationally 1997 to 1999 although the schools results have been somewhat depressed since that time. In the past year, the school has begun to develop the science curriculum with the result that although good plans, activities and good resources including data logging equipment and computers, are now in place. Individual pupils have not sufficiently developed competence in using what science ideas they been taught. In addition to developing these improvements further, teachers do not have sufficient awareness of and confidence in using the National Curriculum level descriptions when marking work and writing comments to make sure the pupils improve. The school has begun to establish a science portfolio of marked work which , though sound, is not yet developed sufficiently to raise the pupils' attainment in science enquiry methods and the exchange of good ideas between teachers about marking pupils' self assessment and the monitoring of teaching effectiveness.

## **ART AND DESIGN**

104. At the ages of seven and eleven, standards are in line with national expectations and have been maintained since the previous report. All pupils, including those with special educational needs, are making satisfactory progress. No lessons were observed during the inspection and therefore no judgement can be made on the quality of teaching art and design. Judgement of attainment has been made from samples of pupils' work and talking to pupils.

105. In Key Stage 1, pupils achieve appropriate standards in both painting and drawing. For example in Year 2 pupils have made satisfactory observational drawings of playground equipment. They experiment with oil paints making attractive pictures and paint self-portraits. Key Stage 1 pupils achieve satisfactorily in developing skills of exploring ideas, investigating, making and evaluating their work.

106. Pupils in Years 3 and 4 develop skills and techniques for pattern and printing satisfactorily. They use paint to print repeated patterns and also experiment with mono printing and relief printing. They also make patterns using a computer program. In Years 5 and 6, pupils place silhouettes of people on backgrounds of the sunset. This work is effectively linked to geography and to literacy work. They design and make Greek pots as part of their history topic. They have acquired a range of skills and techniques in textile work. For example, most pupils can use techniques of layering, fabric painting, printing and three-dimensional overstretching. They use these techniques well to produce a large patchwork wall hanging called 'the beginning of life'; based on aboriginal art.

107. The school uses suggested national guidelines for their scheme of work and this ensures that skills, knowledge and understanding are taught progressively across the school. This has addressed the issue identified in the previous inspection of not having a scheme of work to provide for the progressive acquisition and reinforcement of skills. At present there are no formal recording of individual pupil's attainment in art and design but the co-ordinator has developed monitoring sheets to track those pupils who have not achieved the expected level of attainment for their age. Although the management is

satisfactory overall, this is an underdeveloped area as no monitoring of teaching or planning is undertaken by the co-ordinator. There is no portfolio of samples of pupils' work or photographs kept as a record of what pupils can do. Resources are satisfactory in quantity and are of good quality.

## **DESIGN AND TECHNOLOGY**

108. Standards in design technology are in line with national expectations at the end of both key stages and have been maintained since the previous report. Year 6 pupils are able to design and make a simple burglar alarm; they can effectively evaluate their own efforts, reflecting on what they have learnt. All pupils, including those with special educational needs achieve satisfactorily in all areas of design technology.

109. By the end of Key Stage 1, pupils are appropriately developing their skills of assembling and combining materials together. Pupils in Years 1 and 2 used a variety of temporary methods to make strong structures using straws and pipe cleaners. The teacher asked suitable questions such as 'How will I join?' and 'What shape?' to develop their ideas and gave clear instructions. Most pupils were well focussed and the appropriate interaction of both learning support staff and the teacher ensured that quality learning was taking place. An effective plenary session also ensured that pupils' learning was suitably reinforced and this had a positive impact on their learning. Teaching in Key Stage 1 is satisfactory.

110. Teaching in Key Stage 2 is also satisfactory. By the end of Key Stage 2 pupils have further developed their skills and also have revisited techniques to help them move to their next stage of learning. Pupils in Years 5 and 6 revisit their techniques required for joining and combining materials, including using pipe cleaners to join straws. A satisfactory demonstration by the teacher, using a concept board, reminds pupils of the different ways of joining materials. Most were attentive and concentrated well, although a minority of pupils were easily distracted. Pupils experiment with finding a way to test the strength of their structure. In a food technology project, pupils investigate the different packaging for bread and how to make bread. They compare their own bread with some bought in a supermarket. Pupils in this class also talk in detail about the skills and techniques they use to make their cam-toys. They know how they make the angles and fixed the sides of the frames together. They also design and make a burglar alarm and describe how they could make their alarm better. In Years 3 and 4 pupils use their joining and cutting skills to make pop-up books and design and make purses. They investigate fastening to find the most suitable fastening for their purse.

111. The school has recently adopted the national guidelines. The co-ordinator has attended training to support teachers with the planning and delivery of the scheme of work. However, pupils' attainment is not recorded except on the annual reports to parents and there are no formal assessment tasks to ensure pupils are making satisfactory progress in skills, knowledge and understanding. Resources are satisfactory.

## **GEOGRAPHY**

112. One geography lesson was seen during the inspection, due to the nature of the school timetable. Judgements are based on this lesson and the analysis of exercise books, displays and other documents, interviews with teachers and discussions with pupils. Standards at the end of Key Stages 1 and 2 are broadly in line with national expectations. Year 3 and 4 pupils showed a good understanding of local geography as they recalled a

recent field trip around the village. They were able to suggest different categories of land use that could be mapped. Year 4 pupils know the difference between what constitutes a natural landscape and a man-made one; they are aware that places change over time. Evidence from pupils' work indicates that pupils have developed geographical skills by the end of Key Stage 1 in their understanding of maps. Most can locate the village on a map of the United Kingdom. At the end of Key Stage 2, pupils understand how to use a compass and grid references, in investigating maps. They have good aptitudes in geographical research, especially using atlases. Pupils are able to use the internet to find out about distant places. Local fieldwork has improved their skills; a visit to Salisbury was used to improve map-drawing skills. Pupils' work is generally neat and well presented.

113. It is not possible to judge the overall quality of teaching of geography. In the lesson seen, it was satisfactory. Analysis of work and planning documents indicates that the National Curriculum is covered satisfactorily. But some lessons are not planned to cater for the wide range of abilities in each class; there is evidence that higher attaining pupils are insufficiently challenged. The local environment is used to enhance studies at all ages. Pupils occasionally write at length; however, geography's potentially strong contribution to the development of literacy is not fully exploited.

114. The geography co-ordinator has ensured that planning for the subject is clear and practical, using the Qualifications and Curriculum Authority guidelines. Good links are made with other subjects. There is no assessment of pupils' work. There is no monitoring of the curriculum and of the teaching of this subject. Overall, the leadership and management of geography is satisfactory. Since the last inspection, standards have remained in line with expectations. Curriculum planning has been introduced. Overall, improvement since the last inspection has been satisfactory.

## **HISTORY**

115. Due to the nature of the school timetable it was not possible to observe any history lessons during the inspection week. Judgements are based on the analysis of exercise books, displays and other documents, interviews with teachers and discussion with pupils. By the end of Key Stage 1, pupils' attainment is in line with expectations. They know some differences between past and present. By the end of Key Stage 2, attainment is also in line with national expectations. Pupils have good research skills and have produced interesting biographies of eminent figures, like Mozart. Their work is enhanced by links with other subjects; for example, in studying Ancient Greece, pupils made pottery in the Greek style and drew maps to clarify where the Greeks lived. Pupils do local work, photographing old local houses and setting their origins in historical context. Analysis of pupils' work through Key Stage 2 reveals that they achieve satisfactorily.

116. It is not possible to make judgements about the teaching of history. Marking of history lacks detail and guidance to pupils how to improve their work. There is no evidence of the use of ICT in the study of history. Pupils do too little history to ensure continuity of study and the progression, in the development of their history skills. The co-ordinator has developed clear, simple schemes of work based on Qualifications and Curriculum Authority guidelines adapted to meet the needs of the school. Overall, the subject makes an insufficient contribution to the development of pupils' literacy skills; for example there is no policy to develop pupils' writing through their work on the subject.

117. The co-ordination of history is satisfactory. Curriculum planning is now satisfactory, and this is an improvement on the last inspection, but there is no co-ordinated assessment

of the subject. Teaching is not monitored. Since the last inspection, standards have remained at similar levels. Improvement is satisfactory.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

118. Standards in information and communications technology (ICT) are as expected for pupils at the age of both Key Stages 1 and 2 and are similar to those in the previous inspection. This is similar to the judgement made in the last inspection. All aspects of the subject are covered over time and access to the computer suite is carefully timetabled.

119. By the end of Key Stage 1, pupils know how to use the keyboard and the mouse control satisfactorily for simple word processing activities and use the icons to change the colour and size of text. Pupils program a floor robot to follow simple instructions about direction and a distance on a simple grid. Some pupils design a simple game to use with the floor robot. By the time pupils are at the end of Key Stage 2, they can confidently use databases. For example pupils record the annual rainfall for major world cities. They interpret information from the graphs. Pupils can explain how they use the internet to find information for their topic about water. Year 3 and 4 pupils can enter data into a database and use the information to make a graph. They are confident in using the programs and to save their work.

120. The quality of teaching is satisfactory and this has a positive impact on pupils' learning. In turn pupils enjoy working together and concentrate well. This is particularly evident in year 3 and 4 where pupils work in partnership with an older pupil supporting a younger one. Teachers plan effectively using the suggested national guidelines and are well supported by the co-ordinator. Clear instructions are given to pupils. For example, in a lesson in Years 3 and 4, where teaching was good, the teacher gathered all the class together at the start of the lesson to demonstrate what the pupils would be doing. The teacher's good subject knowledge and high expectations of behaviour had a positive impact on pupils' learning.

121. Management is satisfactory. There has been no monitoring of teaching or planning by the co-ordinator and the school does not have a system for recording pupils' attainment. Few samples of pupils' work are kept to indicate progress or to guide teachers with assessment. An after school club is held each week for pupils in Year 5, which effectively enhances their learning.

## **MUSIC**

122. Only one lesson was observed during the inspection and in this lesson standards were as expected for pupils in Years 3 and 4. However it is not possible to make a judgement of standards by the time the pupils leave the school at the age of eleven. Pupils in Years 3 and 4 successfully compose a piece of music using percussion. The teacher satisfactorily sets the scene and develops ideas well. During the lesson, pupils made sound progress in understanding and using specific language such as 'tempo' and 'dynamics'. They were confident to practise to improve their performance.

123. There is currently no teacher with overall responsibility for managing the subject. The school is using a commercial scheme of work, which ensures that pupils are appropriately

developing their knowledge and understanding and this is having a positive impact on the progress they are making.

## **PHYSICAL EDUCATION**

124. No lessons were observed during the inspection and it was not possible to judge pupils' attainment and progress in this area of the curriculum.

125. The school is using a combination of a commercial scheme of work and the national guidelines for planning and this is effective in teaching and developing skills at the appropriate stages of the pupils' education. During discussions with pupils in Year 6 they describe lessons outdoors in tennis, hockey and rounders and of gymnastics sessions in the hall using the apparatus. They express their enjoyment of taking part in these activities. The school is also successful when taking part in a range of competitive sports with other local schools. A Governor at the school provides coaching in cricket and rugby. This supports learning well.

126. The provision made by the school for swimming lessons is unsatisfactory. At present swimming is provided through an extra-curricular activity and is not part of the curriculum during the school day. In this respect, the school does not meet its statutory requirements to provide pupils with the opportunity to achieve the National Curriculum levels of attainment, expected for pupils by the age of eleven, in swimming.