

INSPECTION REPORT

RUSHALL C OF E PRIMARY SCHOOL

Rushall, Nr. Pewsey, Wilts, SN9 6EN

LEA area: Wiltshire

Unique reference number: 126410

Headteacher: Carol Harris

Reporting inspector: Joan Walker
25461

Dates of inspection: 9th July – 10th July 2001

Inspection number: 192817

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 5 - 11
Gender of pupils: Mixed

School address: Rushall
Nr. Pewsey
Wilts

Postcode: SN9 6EN
Telephone number: 01980 630360
Fax number:

Appropriate authority: The Governing Body
Name of chair of governors: Rev D Sloggett

Date of previous inspection: 10/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25461	Joan Walker	Registered inspector	Mathematics, Art & Design, Equal Opportunities, Special Educational Needs, English as an additional language	What sort of school is it? How well are pupils taught? How well is the school led and managed?
11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11227	John Moles	Team inspector	Science, Music, Physical Education, History, Information and Control Technology	The school's results and achievements.
25074	Joyce Cox	Team inspector	Foundation Stage, English, Design & Technology, Geography	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10-12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13-14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14-15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15-16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16-17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17-18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20-23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24-36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rushall Church of England Voluntary Aided Primary School serves a scattered rural community that includes the village of Rushall and five small hamlets on the outskirts of Pewsey. The area mostly consists of owner-occupied homes and some rented accommodation. Some pupils are transported by bus from the out lying hamlets. The total number of pupils on roll is 80 which is much smaller than other primary schools nationally. The pupils are organised into three classes, each one having a mix of two or three year groups and one class has pupils from both key stages. All, apart from one Finnish pupil, speak English as their first language. There are 18 pupils with special needs; the proportion, about 20 per cent, is broadly in line with the national average. There are no pupils with a statement of special educational needs and no pupils eligible for free school meals, which is well below the national average in both instances. The attainment of children on entry is average compared to other schools in the county.

HOW GOOD THE SCHOOL IS

By the time pupils are aged eleven, standards are above average in English, mathematics, science, history and art and design and in line with the average in all other subjects. National test results in 2000 were in line with the national average in English and below in mathematics and science. The overall quality of teaching is satisfactory. It is always good and, at times, very good in the Year 4, 5 and 6 class. Pupils' attitudes are good. Their personal development in Key Stage 1 and 2 is good. The leadership and management of the school is sound and the school gives satisfactory value for money.

What the school does well

- By the age of eleven, pupils attain standards above average in English, mathematics, science, history and art and design.
- The quality of teaching in the top class is always good and, at times, very good.
- Pupils' attitudes, behaviour and relationships are good.
- Pupils' personal development is good in Key Stage 1 and 2.
- The impact of parents' involvement on the work of the school is good.
- Pupils enjoy coming to school and this is reflected in the high level of attendance.

What could be improved

- Lesson planning is too variable in quality and does not always indicate what pupils will learn.
- Assessment is unsatisfactory and is not consistently used to inform planning.
- Provision for the Foundation Stage is unsatisfactory because not all areas are covered in sufficient depth.
- Annual reports to parents do not meet statutory requirements.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in March 1997 has been satisfactory. Action taken on the key issues has generally been fully addressed except the item which relates to the provision for creative play in the Foundation Stage. There are now schemes of work for all subjects. However, they are not always used effectively enough. Teachers do not plan together, and therefore cannot ensure continuity and progression of pupils' learning. There is an agreed system for recording what pupils' have achieved. However, records tend to show what work pupils have covered rather than what they know, understand and can do. The governors have implemented a health and safety policy and make regular health and safety inspections.

STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	A*	A	C	D	well above average A
mathematics	B	A	D	E	above average B
science	A	A	D	E	average C
					below average D
					well below average E

The achievement of children in the Foundation Stage is satisfactory and they are on schedule to meet the expected Early Learning Goals by the time they reach the age of five. Results of end of Key Stage 1 national tests over time show standards to have varied over the period 1997 to 2000. A similar pattern is shown in end of Key Stage 2 tests. During this period standards in reading, writing and mathematics at Key Stage 1 and standards in mathematics and science at Key Stage 2 have, on occasion, dipped below national averages. For most years, the group of pupils is small, usually only nine or ten pupils. The small size of these groups means that there is considerable year on year variation in test results. Where the results were low the intake had several pupils identified as having learning difficulties. When compared with similar schools, based on the pupils eligible for free school meals, pupils' achievement is below in English and well below in mathematics and science. The performance of both boy and girls exceeded the national average in all three subjects over the past three years. The work seen shows that the attainment of the present Year 2 pupils in reading, writing and mathematics is in line with the national average. In Year 6, pupils' attainment in English, mathematics, science is above the national average and in art and design and history is above that expected for this age group. Pupils who speak English an additional language and those with special educational needs make progress equal to that of their peers.

Work seen indicates that the progress of pupils in Key Stage 1 slows towards the end of the key stage. Pupils make good progress in English, mathematics, science, art and design and history at Key Stage 2. This is the result of the good teaching they receive in the top class, covering Years 4, 5 and 6. In all other subjects progress is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils enjoy school and they have good attitudes to their work.
Behaviour, in and out of classrooms	Good, pupils' behaviour in and around the school is good.
Personal development and relationships	Good, pupils have good relationships with one another and with adults. Their personal development is good in Key Stage 1 and 2.
Attendance	Very good, attendance is above the national average and there have been no unauthorised absence.

TEACHING AND LEARNING

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

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

Teaching was at least satisfactory in all lessons observed during the inspection. The quality of teaching is satisfactory in all lessons in the Reception and Year 1 class and also in the Year 2, 3 and 4 class and teaching is good in the Year 4, 5 and 6 class. At times, it is very good with 84 per cent good and 14 per cent very good. The teaching of literacy and numeracy is sound for pupils in Year 1, 2 and 3 and good for pupils in Years 4, 5 and 6.

The good or better teaching is characterised by good planning; here, learning objectives are clear and shared with the pupils, and pupils who know how well they are doing and what they must do next to improve. Tasks are challenging and ensure pupils are well motivated to succeed and that they learn well. In other lessons, although satisfactory, teaching is less effective when planning does not indicate the learning intentions or where the pace of the lesson slows and pupils fail to acquire sufficient new knowledge and extend their skills. The provision of homework varies and is not set regularly enough. Pupils' work is not always marked, including homework, and comments are rarely made to show what the pupils need to do to improve their work. However, the marking in the top class is much better and frequently gives comments to move the pupils forward in their learning. All pupils have equal access to the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: The provision for all learning areas in the Foundation Stage is unsatisfactory. The quality and range of learning opportunities for Key Stage 1 and 2 are sound.
Provision for pupils with special educational needs	Satisfactory: all pupils have Individual Education Plans with targets for improvement but targets are too general and not precise enough.
Provision for pupils with English as an additional language	No extra provision is required as the one pupil for whom English is not the first language speaks English well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: the school regularly celebrates a range of Christian Festivals and this reinforces the Christian traditions of the school. However, pupils do not have enough awareness of the variety of cultures enhancing the British way of life.
How well the school cares for its pupils	Satisfactory: There are sound procedures for promoting good behaviour. Procedures for assessing pupils' progress are inconsistent and are unsatisfactory. Annual reports to parents do not meet statutory requirements.

The school's partnership with its parents is good. Parents are encouraged to support their children's learning and many parents help in the school on a regular basis. There is a very supportive parent association that contributes to the social life of the school as well as providing additional funds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher is satisfactory. The monitoring and evaluating of standards and planning are not rigorous enough.
How well the governors fulfil their responsibilities	Satisfactory overall. Most governors visit the school and report back to the governing body on various aspects of the school's work. Pupils' annual report to parent do not meet statutory requirements. They do not include pupils' attendance, nor are subjects reported separately.
The school's evaluation of its performance	Satisfactory: the school monitors and evaluates its performance but needs to do it more rigorously to further improve standards.
The strategic use of resources	Resources are managed well. The school is adequately staffed and the quality of accommodation is satisfactory except for physical education because of the lack of indoor space for this subject.

The school has an appropriate number of suitably qualified teachers and support staff to meet the demands of the curriculum. The range and quality of resources are satisfactory except the reference books and some reading books that are old and outdated. The school has satisfactory procedures to ensure it gets the best value for money out of its leadership and use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The teaching is good. • The behaviour in the school is good. • The school helps children become mature and responsible. • The school expects children to work hard and do their best. 	<ul style="list-style-type: none"> • The school does not provide an interesting range of activities outside lessons. • The provision of the right amount of homework. • Information about their child's progress. • The leadership and management of the school. • The school working more closely with the parents.

The inspection team supports the positive views that the parents have of the school. The overall quality of the teaching is satisfactory and is always good in the Year 4, 5 and 6 classes. The inspection team supports the parents' views that there is a need for additional extra-curricular activities. The provision of homework varies and is not set regularly enough. There appears to be no homework policy. Pupils' annual reports to parents do not give sufficient information on pupils' progress and some subjects are not reported on at all. The school keeps parents informed in a number of appropriate ways. The leadership and management of the school is sound but there are some areas requiring improvement and these are contained in the main report. The school welcomes the parents at any time and regular parents' meeting are held when there is an opportunity to discuss their child's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start the Foundation Stage, the results of early assessments, called baseline assessments, show that most children have attainments in language and personal development that are average compared to other schools in the county. By the time the children enter Year 1 at age five, almost all of them attain the nationally expected standards, called Early Learning Goals, in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. However, their progress slows in their personal, social and emotional development, as they are given too few opportunities to increase their independence.

2. Results in the end of Key Stage 1 national tests show standards in reading, writing and mathematics to have varied over the period 1997 to 2000 and, at times, to have dipped below national averages. In comparison with similar schools, based on the number of pupils eligible for free school meals, they were in line with the average for these schools in mathematics and below in reading and writing. Teacher assessments in science were well above the national average. The number of pupils in each year group is small. Small group sizes mean that there is considerable year on year variation in results. Where the results were untypically low the intake had several pupils identified as having learning difficulties. There was no significant difference between the performance of boys and girls in reading and writing but boys did better than girls in mathematics. Inspection evidence indicates that the attainment of the present Year 2 pupils in reading, writing and mathematics is in line with the national standard.

3. A similar pattern is shown in end of Key Stage 2 tests. During the period between 1997 to 2000 standards in mathematics and science have, on occasion, dipped below national averages and the pattern of the school's results is below the national trend. In comparison with similar schools standards were below in English and well below in mathematics and science. There was no significant difference between the performance of boys and girls in mathematics and science however, boys did much better than girls in English. Currently, in respect of Year 6 pupils, attainment in English, mathematics and science is above the national average.

4. In English, seven year olds attain average standards and 11 year olds attain above average standards in speaking and listening, reading and writing. All pupils are willing to engage in discussion and debate and listen attentively, which enables them to respond appropriately to questions and take in what they are taught. A significant element of pupils' speaking at Key Stage 2, is their ability to draw on information they have previously been taught and make links between the topic currently under discussion and their previous knowledge. Standards in reading are in line with national averages at Key Stage 1 and above average at Key Stage 2. The majority of pupils read competently and with understanding and they access information quickly using classification systems. Standards of writing at Key Stage 1 are in line with national averages; at Key Stage 2 they are above. The use of writing to draw together ideas in

subjects such as history is good and extends pupils' literacy skills, enabling them to demonstrate understanding of the various elements of life in the past that they have been researching.

5. In mathematics, standards achieved by seven year olds are in line with the national average. Pupils know the value of all coins and can solve money problems using mental calculations. They count up to 100 in ones, twos, fives and tens and apply the four rules of number to simple calculations. Pupils' achievement is satisfactory. Pupils' attainment is above average by the time they leave the school at aged eleven. Many pupils add, subtract, multiply and divide decimals to two decimal places accurately. Lower-attaining pupils can also do all the operations but use smaller numbers. Higher-attaining pupils have good mental arithmetic skills and use a variety of methods to solve problems. Pupils know the difference between different types of angles and know that an obtuse angle is bigger than a right angle. Pupils, achievement is good, especially so in investigative mathematics.

6. In science, pupils' reach standards that are in line at Key Stage 1. Young pupils at the beginning of the key stage grow plants, name their parts and understand the conditions needed for them to grow. At the end of Key Stage 2, pupils reach standards that are above the national average. A particular strength is their understanding of how to set up and conduct scientific investigations. The above average standards attained at the end of Key Stage 2 result from the good level of teachers' knowledge. Teachers are able to challenge pupils' understanding well. Teachers make good use of pupils' prior knowledge to enable them to set up appropriate investigations to test hypotheses they have proposed. They also make good use of pupils' prior knowledge to help them to understand how they may care for their health.

7. By the time they leave the school, pupils attain standards in information and communication technology that are in line with those expected for this age group. They make sufficient achievement in their manipulation of computers and keyboard skills in English and for research in history, geography and science but their use of databases to record, analyse and present findings of investigations in science and mathematics is not sufficiently well developed.

8. In art and design standards of attainment of pupils aged seven are judged to be in line with expectations and above those expected for eleven year olds. Pupils in the Year 4, 5 and 6 class successfully use watercolours to paint pictures of galleons. The quality of their work was of a high standard.

9. In geography, pupils make good achievement in their understanding of the use and drawing of maps. Teachers' knowledge and understanding of the subject is satisfactory and they offer a depth and breadth of content within topics that is relevant to the pupils.

10. Pupils develop historical skills well as they move through the school. Standards by the time they leave the school are above those expected for their age. Pupils are enthusiastic about the subject and they research diligently and incorporate facts confidently into extended pieces of writing.

11. During the course of the inspection, due to time table arrangements and wet weather, no lessons were seen in music, design and technology or physical education. It is therefore not possible to make a secure judgement about standards or progress in these subjects.

12. Evidence from looking at past work indicates that pupils' achievement varies during their time in school. Satisfactory achievement, early in Key Stage 1, appears to slow later in Key Stage 1, but pupils pick up and make good achievement in the top class in Years 4, 5 and 6. In this class pupils' achievement is good in literacy and numeracy skills and investigative skills in science and in their work in art and design and history. In all other subjects they make satisfactory progress. Opportunities to practise what they have been taught in literacy, in other subjects of the curriculum, such as history is good and makes a considerable contribution to learning in that subject. Teachers in the top class provide pupils with frequent opportunities for challenging discussions that contribute well to their progress in speaking and listening and their knowledge and understanding in subjects such as science, history and geography. The school has set targets for Key Stage 2 national test results which, have largely been achieved. Pupils' individual targets are usually not set except in the top class. Results of the national tests are analysed but not rigorously enough to establish the strengths and weaknesses in each subject.

13. For the one pupil who speaks English as an additional language and for pupils with special educational needs, achievement is satisfactory. Pupils with special educational needs have Individual Educational Plans, which appropriately identify the learning intended over a period of time. However, these targets are not assessed frequently enough to ensure pupils, who could achieve more, do so.

Pupils' attitudes, values and personal development

14. At the time of the previous inspection, pupils' attitudes, behaviour and personal development were good overall and this position has been maintained. Pupils enjoy coming to school, a view with which parents agree. Pupils approach school with good levels of enthusiasm and participate in all the school has to offer eagerly. They are friendly and polite, enjoy talking to adults and are anxious to please.

15. Pupils' attitudes to learning are at least satisfactory; in most lessons they are good. For example, in a literacy lesson taken by a supply teacher, pupils were keen, worked hard with good concentration and achieved the objective of the lesson to compose poetry, after discussion, on the theme of 'Red'. Pupils listen well. For example, in an art and design lesson in the top class, pupils showed, by their efforts to use the tip of the brush to paint fine lines as they had been instructed, that they had listened well to what their teacher was telling them. Pupils' attitudes during this lesson were good.

16. Behaviour in lessons, around school and in the playground is good overall. There have been no exclusions in recent years. In classes, pupils' behaviour is generally good. They are able to get on in lessons unprompted. For example, in a science lesson in the top class, pupils were keen and worked very hard even when they were not being supervised. Pupils are responsive, they follow instructions and listen

attentively to what they are told. They play well together in the playground most of the time, although they are sometimes quite boisterous. No incidents of bullying were observed but some pupils do report problems. They know what they must do and that concerns are generally resolved quickly. Pupils who misbehave or who are inconsiderate to others are expected to explain their actions to a teacher, to try to put things right and to indicate what their future intentions are. These procedures appear to be effective.

17. Relationships in school are good. Pupils co-operate well in the classroom as for example, during a dramatic presentation of aspects of work on Henry VIII, and they listen well to each other. Pupils form good relationships between themselves and with teachers and other staff. All staff know pupils well and this means that they are able to support them appropriately.

18. Pupils in Key Stage 1 and 2 show good personal development. Pupils are expected to clear up after themselves from a young age. Older pupils also clear up unhesitatingly, for example, in art and design lessons. Pupils take responsibility for small jobs such as collecting hymn books and moving tables back into position after assembly. They use their initiative as they get older. For example, when it was thought that it would rain, a group of pupils sensibly brought in the physical education equipment without being prompted. There is a good measure of trust shown to pupils and they respond to this. For example, the top class was allowed to get itself to assembly whilst the teacher was sorting out a minor problem with a pupil.

19. Attendance is very good and well above the national average. This supports parents' views that pupils like coming to school. Pupils arrive at school in good time for the start of lessons. There are no unauthorised absences identified in the last reporting year, showing a good level of value placed on education by pupils and parents.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is satisfactory and is similar to that described at the time of the last inspection. Teaching is satisfactory or better in all lessons. Teaching in the Year 4, 5 and 6 class is always good and, occasionally, very good and is one of the school's strengths. The teaching of literacy and numeracy is satisfactory in Key Stage 1 and good in Key Stage 2.

21. The quality of teaching and learning in the Foundation Stage is sound overall, but there are some weaknesses. The children's achievement is sound in all the areas of learning; however, progress is slower in their personal, social and emotion development because they are given too few opportunities to increase their independence. The teacher does not always plan the curriculum to the Early Learning Goals for children of this age. Her daily plans do not always include learning objectives to meet the individual needs of all children. The learning support assistants are deployed effectively in group work and make a positive contribution to children's learning and achievement.

22. The quality of teaching is satisfactory in all lessons, including literacy and numeracy, for pupils in Years 1, 2, 3 and the youngest Year 4 pupils. The quality of teaching in the Year 4, 5 and 6, class is always good. Here, teaching is very good in geography and good in numeracy, literacy, science and art and design.

23. Although planning is varied in quality, in the good and very good teaching, teachers' planning shows clearly what is to be taught and learnt. This ensures that pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of appropriate teaching methods. These include whole-class teaching and group and individual work involving practical, investigative and problem-solving activities. These teaching approaches motivate pupils and give them the chance to work co-operatively and collaboratively, thereby significantly contributing to their personal development. When teaching is good or better, pupils' learning is being extended and they acquire new skills, knowledge and understanding. Pupils are motivated and enjoy the activities presented to them. Teachers use time and resources efficiently. Pupils respond by being attentive and keen learners. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This, in turn, extends pupils' knowledge and understanding of the work they complete. Pupils' behaviour is managed very effectively. As a result, little time is wasted in lessons and the pupils have more time to work hard. Teachers deploy support staff effectively to support pupils' learning. Support staff contribute positively to pupils' progress.

24. There are shortcomings in some aspects of teaching of pupils in Year 1, 2, 3 and the youngest Year 4 pupils. Planning for these pupils is varied because the teachers do not always plan learning objectives to meet the needs of different pupils. The quality and use of ongoing assessment procedures in these classes are unsatisfactory and the teachers cannot effectively track pupils' progress over time. Assessment procedures in the Year 4, 5 and 6 class are satisfactory. Some teachers, at times, fail to question and observe pupils carefully enough to find out whether they are making sufficient progress, and whether they need to modify tasks to make learning easier. There is inconsistency in the quality of marking. Some of the marking is good and includes comments on how the pupils can improve their work, whilst some work is left unmarked. Homework is not set regularly and therefore cannot be used effectively to extend pupils' learning. Parents' voiced concerns over the irregular homework given to pupils in their response to the questionnaires and at the Parents' Meeting.

25. Support in whole-class lessons for pupils with special educational needs is satisfactory. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. The teachers do not make enough use of individual education plans (IEPs) to inform the planning or match the work they provide to the pupils' individual needs. However, the targets set in the IEPs are not specific enough to successfully aid teachers' planning. These pupils are well supported by the learning support assistants. Pupils with special educational needs make steady progress.

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

26. The curriculum meets the statutory requirements in Key Stage 1 and 2 to teach all subjects of the National Curriculum and the act of collective worship meets legal requirements. The curriculum provides a satisfactory range of learning opportunities for all pupils. Provision for children in the Foundation Stage is unsatisfactory, as there is insufficient emphasis on developing their personal, social and emotional skills because they are given too few opportunities to develop their independence

27. Appropriate emphasis is given to personal, health and social education. Pupils are taught about the dangers of some drugs and the benefits of others such as inhalers, when used correctly. The governors have written an appropriate statement about the teaching of sex education.

28. The previous inspection identified several serious omissions within the curriculum provision. The school has begun to address these, for instance by ensuring that there are now schemes of work for all subjects. Nationally approved schemes of work have been adopted to plan pupils' work. However, teachers do not plan together and there is no evidence of planning in the class for pupils in Year 2, 3 and 4. This is unacceptable and results in pupils making slower progress in this class, particularly in English. There is no policy or scheme of work for children in the Foundation Stage and this is a serious omission, as work is not always planned to the Areas of Learning for children of this age. This was also identified as a concern in the previous inspection and has not been fully addressed to bring it in line with current practice.

29. There is sound provision for pupils with special educational needs. Learning support assistants make a positive and sensitive contribution to ensure all pupils have equal access to the full curriculum, by encouraging them to work at their tasks. The curriculum is suitably broad and balanced but is not always planned to meet the different abilities and ages in each class.

30. The national Literacy and Numeracy strategies have been implemented satisfactorily, and their implementation is good in the Year 4, 5 and 6 class. Planning for these lessons in Key Stage 1 frequently does not include learning intentions and the pupils are unsure what they are supposed to be learning and this results in many pupils making satisfactory rather than good progress.

31. Parents at the parents' meeting felt that the school did not provide sufficient extra-curricular activities and the few that were organised were often cancelled at short notice. Inspectors support the parents' views that there is a need for additional extra-curricular activities. Although with three members of staff this is difficult.

32. All pupils have equal access to a full and balanced curriculum except in the Foundation Stage where there is insufficient emphasis on developing children's personal, social and emotional skills. All pupils are included in all school activities. Relationships between pupils and their peers and between pupils and staff are good with no evidence of racial or other forms of conflict. Some teachers listen to pupils' opinions and ideas, especially so in the top class. The school is committed to principles of social and educational inclusion for all pupils.

33. Community links are satisfactory. The school is involved in the parish, mainly through the church and strives to involve parishioners in school events and celebrations. There are satisfactory links with partner institutions. The school establishes appropriate contact with local playgroups and nurseries. Induction procedures for children entering the school are sound.

34. The provision for personal, social citizenship and health education within the curriculum is satisfactory.

35. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Acts of collective worship meet legal requirements.

36. The school makes satisfactory provision for pupils' moral education. Pupils know right from wrong and there are opportunities for pupils to discuss and understand moral issues. In the Year 4, 5 and 6 class, pupils have 'talking time' where they discuss moral issues and this is very effective.

37. Provision for social development is satisfactory in Key Stage 1 and 2. Older pupils assist with preparation for assemblies and furniture moving. Usually, pupils work well together, help each other and listen to each other, both in and out of classes. There are very few extra curricular activities, which is a missed opportunity to promote pupils' social skills. Fund raising activities, such as raising money for homeless street children in Latin America, encourages pupils to consider others less fortunate. Visits are arranged to places of interest. For instance, to Salisbury Cathedral and to the Ancient Warships at Portsmouth. These promote older pupils' social and personal development effectively.

38. There is satisfactory provision for pupils' cultural development. Art and music are used appropriately to promote cultural awareness. There were few examples of famous artists' work to inspire pupils. The majority of the provision for developing cultural awareness is based around British or European cultural traditions. There are examples of pupils studying other cultures such as those in Egypt and in the life in the fishing village of Brikana with life in their village. However, pupils do not have enough awareness of the variety of cultures within the British way of life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school tries hard to create an environment in which pupils feel safe and valued and to a large extent it is successful in this. Generally, good care is taken of pupils' health and welfare and there are good procedures in place to ensure their safety. The school now has a health and safety policy and risk assessment covering a number of situations is undertaken regularly. This is an improvement since the previous inspection. The school is very aware of any pupil experiencing specific medical problems and due care is taken during the school day and on trips and visits. Pupils are well supervised during the school day. The school does not yet have a child protection policy. However, the head teacher and all staff are familiar with all procedures and are vigilant in this area.

40. The school's behaviour policy is good; it is effective in promoting good behaviour throughout the school. It is based on the need for pupils to develop individual and collective responsibility and for all pupils to be encouraged in a supportive school community. There are no whole school rewards and sanctions, but pupils know the expectations of behaviour and respond to teacher's individual behaviour management strategies. Good behaviour is celebrated in assemblies and the head's praise is highly valued. The school's bullying policy is based on always telling someone what is happening, so the situation can be tackled and hopefully resolved.

41. The special educational needs co-ordinator is a very experienced teacher but does not have a regular direct teaching remit for working with all pupils who have special educational needs. There are inadequate opportunities for her to monitor and evaluate the work of colleagues and the use made of Individual Education Plans (IEPs) throughout all subjects of the curriculum. Teachers do not always use pupils' IEPs to plan their daily lessons and therefore pupils' specific needs are not always met and targets in pupils' IEPs are not precise enough to really help the teachers. From the information given by the school only in the top class, pupils with special educational needs have a regular short period of teaching from the special needs teacher.

42. Attendance at school is well monitored. Parents are familiar with the routine of providing reasons for their children's absence. The school targets pupils who are regularly late and works with them and their families to try to resolve the problem.

43. Pupils' personal development is well monitored in two out of the three classes. In these two, records are made twice a year of pupils' attitude and personal development and any concerns teachers have about pupils. This helpful information allows teachers to make pertinent comments on annual reports to parents. In the other class no written records are kept, but reports suggest that pupils' strengths and weaknesses in their attitudes to work are well known to the teacher.

44. Procedures for monitoring and supporting pupils' academic progress are unsatisfactory. Portfolios of pupils' work are kept, but examples are often old, and the work is not levelled, annotated or dated. The assessment of pupils on entry to the Reception class is not used sufficiently to always identify pupils' learning needs or to help in planning a suitable curriculum for this age group. The format for assessment introduced following the previous inspection is consistently implemented across the school. However, it is based on what is covered in each subjects and does not specify the learning intentions for pupils. It is useful only in identifying what has been covered and experienced by pupils and does not provide information on what pupils have fully understood and remembered, and whether they can use what they have been taught. Thus, whilst teachers know what they have planned into the curriculum, they are not able to clearly and quickly identify what they need to plan next to enable pupils to learn. Furthermore, the school is unsure as to whether, for example, its more able pupils are making sufficient progress. The school looks at the Key Stage 1 SATs results and the optional tests to check that pupils are making reasonable progress. Limited evidence is available to show how these results are analysed to identify where there are gaps in learning for either years, groups or individual pupils. Whilst in some classes, the planning of lessons is good and the learning objective for that lesson is shared with the pupils, there is no provision, for example on the planning sheet, for any form of

assessment. This means that any problems or greater than expected attainment cannot quickly feed into the day-to-day planning of lessons.

45. The quality and effectiveness of teachers' assessment, which is largely dependent on teachers' questioning and observation of pupils, is variable. Marking across the school is also variable, and needs to be better used to focus pupils on what they need to do to improve. Targets are set for Key Stage 2 national test results, which by and large have been met. Pupils, especially those in Year 6 are being encouraged to set targets for themselves and this is beginning to be introduced, though not yet systematically, throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school tries hard to work with its parents to support pupils' learning. The partnership with parents was described in the previous report as very good. Unfortunately this position has not been maintained, although the school does enjoy a satisfactory level of support.

47. Analysis of the questionnaires show that parents believe the school is performing satisfactorily overall. Parents feel that their children like school, believe the teaching is good and that their children make good progress. Inspection findings agree that the children like school and that teaching and progress are both satisfactory. The inspection team support the parents' views that there is a need for additional extra-curricular activities. However, there are a number of trips made to support and extend what pupils are taught. The approach to homework is inconsistent. For example, little evidence of homework being set, apart from reading, was found in one class. A significant minority of parents believe that the school is not well led and managed. The inspection team judged leadership and management to be sound, although there are a few weaknesses.

48. Parents also raised concerns about the information, particularly about progress, that they receive. Inspection findings fully support this concern. The reports seen for last year do not meet statutory requirements, in particular in Reception, where the appropriate curriculum for this age group is not reported on. Not all subjects are covered in reports; in no report seen was religious education detailed. The quality of comments in reports is unsatisfactory overall, although those for the top class are better. Reports are much concerned with what pupils have covered in subjects rather than what they have understood and what they learned and can use. Although no individual targets are set, some indication is given in some reports of what pupils need to do to improve. The sheets detailing tests results were not shown to parents nor were any attendance details. Parents do not receive any information about what their children will be learning. Consequently, they are unable to give support, should they wish to. Other information provided through general letters and newsletters is helpful and keeps parents abreast of events in school.

49. Some parents feel that the school does not work closely with them, and that it is not approachable. Inspection findings show that there are good informal opportunities at the start and end of the day to talk to teachers, and a number of parents were seen in the playground at these times, talking to teachers. Most parents feel that it is easy to

arrange a time to see a teacher, if it is not convenient to talk to them immediately. The school tries hard to be accessible to all parents, but the head teacher has a heavy teaching commitment that means she is not always available to tackle problems immediately. The school encourages parents to contact them by telephone with any problems, if this is more convenient. There is one formal parents' evening, held in February, although parents may discuss the annual report after it has been sent. Links with parents are good.

50. The school is fortunate in having some parents who are able to come in to school to help in classrooms and their support is valued. They are reminded appropriately of the need for confidentiality and they feel their help is appreciated. Parents are well directed by either the teacher or teacher assistant. The school has a 'Friends' association that runs both social and fund raising events; considerable amounts of money are raised each year. These funds are well used by the school, for example, to purchase outdoor play equipment and television and video shelving.

51. When the home to school agreement was first introduced it was greeted enthusiastically and signed by most parents. They are asked to re-sign it each year and parents are less enthusiastic to do this and the school is looking at re-assessing and relaunching the agreement. Although the school's position over homework is inconsistent, parents generally are supportive of the need for homework for their children, especially when they are first starting to read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher has been in post for several years and is due to leave the school at the end of this term. She provides sound leadership, including a satisfactory educational direction for the school. She is hard working and provides a good role model as a classroom teacher. The headteacher has insufficient time allocated to her management role. Over the past years it has ranged from half a day to two days, the latter starting from Easter 2001. Although she has observed some teaching, it has not been regular or rigorous enough to further improve the standards of teaching and learning across all subjects. The leadership and management of the school are sound but have declined since the last inspection when they were judged to be good.

53. The role of the governing body in fulfilling its responsibilities is satisfactory. It has appropriate sub-committees for finance, staffing, curriculum and buildings. The chair of the curriculum sub-committee, although recently appointed, has begun a review of what the school needs to do to move forward. Monthly meetings are held and minuted. They review plans and have raised formally in January 2001 that lesson planning is not always carried out in the middle class. This issue has yet to be resolved. Before each governors' meeting there is a selection of pupils' work for perusal to ascertain pupils' achievement. The finance committee meet regularly but the minutes of the meetings are not recorded formally. Consequently, there is not always a record of what has been decided. However, from discussions with governors they are made fully aware of all decisions made at meetings of the whole governing body. Most governors are active in the life of the school and keep themselves well informed about what is going on in the school. Many visit the school on a regular basis and give formal feedback to the governing body. This is good practice. The chair of governors is not

fully aware of the strengths and areas for improvement for the school. He gives support to the school but needs to ensure he is a truly critical friend by challenging the headteacher in all aspects of her leadership and management. Overall, the governing body fulfils its statutory duties.

54. School development planning is satisfactory. It identifies appropriate priorities and makes the raising of standards in the core subjects of English, mathematics, science and the learning of spellings and tables throughout the school the basis of its developments. The school takes effective action to meet its targets. There is satisfactory long-term strategic financial planning. The carry forward of funds from one year to the next is used to maintain staffing levels. From the lack of the finance sub-committee's formally recorded minutes it is not possible to make a secure judgement on whether the school applies the principles of best value in all aspects of financial control. It would appear from discussions with governors and the administration officer indicate that the school does apply the principles of best value for the management and resources of the school. The school does compare its national test results with other similar schools to check if pupils are making reasonable progress, but there is only limited evidence of these results being analysed to identify where there are gaps in learning. The money allocated to the school per pupil is well above average in comparison with other schools in the country.

55. Day-to-day administration of the school is effective and unobtrusive. Day-to-day financial management is carried out effectively by the administration officer. The recommendations in the latest auditor's report have been implemented. Generally, the school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school employs sufficient staff who are matched to the demands of the curriculum and support roles. Appraisal is now through the procedure of performance management but needs to be more rigorously carried out giving specific targets for improvement. The adequacy of accommodation is satisfactory except for the provision for physical education. Learning resources are satisfactory to support learning, however, many of the books in the library are old and outdated.

56. Taking into consideration the satisfactory leadership and management of the headteacher, the contribution of the governing body, and the good teaching in the Year 4, 5 and 6 class and the good standards achieved by the pupils in Year 6, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards in the school, the governors, headteacher and staff should:

- (1) **Improve curriculum and lesson planning and clearly identify what pupils will learn by:**
 - ensuring that an agreed format is used by all teachers;
 - agree procedures for common planning each class;
 - monitoring teachers' plans to ensure that agreed procedures are implemented.
(paragraphs:21,24,25,28,29,30,41,80,81,87,88,95,102,105,109,115,118, 121and 125)

 - (2) **Improve assessment procedures and ensure that they are used consistently throughout the school by:**
 - agreeing systems for assessing progress;
 - training teachers in assessment;
 - ensuring that assessment informs the next stages of learning in lessons;
 - using assessment to set targets for individuals and groups of pupils.
(paragraphs:24,44,45,74,76,81,87,88,95,101,109,118,121 and 125)

 - (3) **Improve the provision for children in the Foundation Stage by:**
 - ensuring that an appropriate curriculum including all the required areas of learning is planned for them;
 - training class teachers in the Foundation Stage;
 - ensuring that activities reflect the Steps of Learning and the Early Learning Goals.
(paragraphs:1,21,26,28,44,57,58,62,64 and 70)

 - (4) **Ensure annual reports to parents meet statutory requirements by:**
 - all subjects being reported separately;
 - pupils' progress being reported in all subjects;
 - the inclusion of attendance information.
 - (paragraphs:48,89,95,101,115,118 and 125)
- In addition to the Key Issues above, the governors should include the following more minor points in their action plan:
 - (1) Use assessment records to inform report writing.
(paragraphs:48,89,95,115 and 121)
 - (2) Pupils' work is marked consistently throughout the school and written comments to be made to help pupils improve their work.

- (paragraphs: 24,77,80,87,95 and 115)
- (3) Pupils to be made more aware of the variety of cultures enhancing the British way of life.
(paragraphs:38 and 121)
- (4) Review the quality of the reference and reading books.
(paragraphs:55,76 and 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	35	53	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.3
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	3	6	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	5
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	89 (67)	89 (75)	89 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	3	3
	Girls	5	4	5
	Total	7	7	8
Percentage of pupils at NC level 2 or above	School	78 (67)	78 (92)	89 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	5
	Girls	2	3	3
	Total	7	7	8
Percentage of pupils at NC level 4 or above	School	78 (89)	78 (89)	89 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	2	2	2
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	67 (89)	67 (78)	67 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
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)	3.5
Number of pupils per qualified teacher	23:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	52.5

Financial information

Financial year	2000/2001
	£
Total income	185054
Total expenditure	186234
Expenditure per pupil	2299
Balance brought forward from previous year	15484
Balance carried forward to next year	14304

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	56
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	3	0	0
My child is making good progress in school.	42	48	6	0	3
Behaviour in the school is good.	35	50	15	0	0
My child gets the right amount of work to do at home.	30	30	24	9	6
The teaching is good.	33	61	6	0	0
I am kept well informed about how my child is getting on.	24	47	21	9	0
I would feel comfortable about approaching the school with questions or a problem.	41	38	18	3	0
The school expects my child to work hard and achieve his or her best.	47	35	9	0	0
The school works closely with parents.	27	39	18	6	9
The school is well led and managed.	41	29	24	3	3
The school is helping my child become mature and responsible.	35	50	9	3	3
The school provides an interesting range of activities outside lessons.	18	6	29	44	3

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

57. Children enter the school at the beginning of the year in which they are five. They are placed in a mixed-aged class with Year 1 pupils. There is unsatisfactory provision for children in the Foundation Stage, because there is insufficient emphasis on developing their personal, social and emotional skills. The curriculum is not always planned to the Early Learning Goals for children of this age. Baseline assessment, (a simple test to show the level of children's attainment), is undertaken early in the school year. The results show that children enter the reception class with generally average levels of attainment according to the county's baseline assessment. The quality of teaching and learning is sound overall and the children make sound progress in all the areas of learning in the Foundation Stage except in the area of their personal, social and emotional development however, where there is insufficient provision for pupils personal development and social and emotional skills.

58. By the end of their first year in school, most of the children will have achieved the Early Learning Goals for communication, language and literacy; mathematical development and knowledge and understanding of the world despite lack of detailed planning for the Early Learning Goals. Some children will have exceeded them, especially in mathematical development and in the reading element of communication, language and literacy.

59. The findings of current inspection evidence indicates a different picture to that reported in the previous inspection four years ago. This is because there are weaknesses in the areas of and personal, social and emotional development. Although children are gaining some independence in this aspect, further opportunities are required to strengthen this area of learning.

Personal, social and emotional development

60. Overall, children make sound progress in this area, but progress is slower than it could be because children are not given enough opportunities to increase their independence. For instance, children do not collect their own equipment but have to sit and wait to be given resources. They are not encouraged to initiate their own ideas or to select their own activities. They are capable of being much more independent in their learning. Most children are confident and enjoy their work. The majority of children settle very happily each day to their tasks. They work well in groups or in pairs, taking turns and sharing resources co-operatively. Their behaviour is very good and they appreciate the difference between right and wrong. Most children have a sense of fairness and are sensitive to the feelings of others and show respect for their own culture and beliefs. The teacher gives children appropriate guidance about what they are expected to do and how they need to behave. The overall quality of teaching in this area is sound.

Communication, language and literacy

61. Children enter the reception class with average attainment in reading, speaking and listening and writing. They make sound progress in these areas, especially in reading because of good parental support. Most achieve the Early Learning Goals for reading. They have good knowledge of reading the most common words and use initial sounds well to help with word recognition. They talk confidently about the pictures in their books and know the main characters in the story. Lower-attaining children are less confident but use the story structure well to predict the next word and refer to pictures in the book to help tell the story. Generally children communicate well with others when they are permitted, as occasions they have to sit as a class and speak one at a time. More able children are confident and will talk about their work in group and class situations. At times, however, during the inspection, the teacher used very inappropriate 'nicknames' when speaking to the children. This does not provide an appropriate model for children's behaviour and causes concern amongst the parents.

62. In handwriting, most children produce well formed clearly shaped letters; only a few of the lower-attaining children tend to reverse letters. Simple sentences are composed such as 'I went to the shops'. Older more able children are making phonetically plausible attempts at writing words. Some of the literacy work is inappropriately based on completion of pages from very old workbooks. It does not always relate to the Early Learning Goals and limits the children's achievement in writing. At times, some children undertake work that is too advanced for them to understand. Overall, teaching in this area is sound.

Mathematical development

63. By the end of the reception year, the vast majority of children achieve the Early Learning Goals in this area. Higher-attaining children exceed the desired standard. Most children use mathematical terms such as 'add' and 'subtract'. Many children know that a number gets bigger if you add to it and smaller when a number is taken away. Older children can add up single digits to five mentally and enjoy singing number rhymes. Social development is reinforced in sharing equipment and taking turns. The majority of children can talk about, recognise and recreate very simple patterns. The children know the names of simple shapes such as squares, circles and triangles. Lower-attaining children count to ten with the help of a number line. The classroom assistant works effectively with children on money counting activities in the shop.

64. Although there are more practical activities in mathematics lessons, these are not always planned to the Early Learning Goals and therefore lack structure. Different work is directed towards children of different abilities but some of the work appears to be practising what children can already do. More able children are not always sufficiently challenged, or extended in their learning, as there are no individual records, clearly indicating what they know, can do and understand. The quality of teaching in this area is satisfactory.

Knowledge and understanding of the world

65. Children enter the reception class having had a variety of experiences in different pre-school groups. They make sound progress in the area of knowledge and understanding of the world and the majority of children achieve the Early Learning Goals. Most children talk about where they live and their families. Many children know the sequence of the days of the week and the months of the year. They are becoming curious and interested in the world around them. They are beginning to be aware of the different seasons. Occasionally, children's learning is excessively directed by the teacher. For instance, when making models of houses in the village, the children were not allowed to design their houses or to select their own materials but were all given the same 'net' to cut out and the same box of materials to use. The quality of teaching in this aspect is satisfactory. Visits to the Fire Station and the Police Station extend children's knowledge and understanding of the world around them.

Physical development

66. Although most children will achieve the Early Learning Goals, the school's provision is weak because insufficient time is given each week for children to develop their skills using a wide range of equipment. The children are developing their fine motor control skills in drawing, cutting and writing and using the computer mouse. Scissors, glue and pencils are used with developing skill.

67. In one P.E lesson expectations were satisfactory. The children changed unaided. They enjoyed listening and moving to a tape called 'Hop, Skip and Jump'. They put considerable effort into their physical activity. Children showed good spatial awareness moving into spaces to avoid bumping into one another. They followed the taped instructions well. There is an outdoor adventure play area, which has some large equipment and a few wheeled toys. Achievement is satisfactory.

68. In another physical education lesson observed teaching was also sound. The teacher joined in the activities and children were learning by observation of good practice of others. Teaching is satisfactory.

Creative development

69. Overall, children's achievement is generally sound in this aspect. They have a repertoire of familiar songs, which they performed confidently during the inspection. They sang tunefully and harmoniously to a CD of songs including 'Singing in the Rain' and 'Swimming In The Swimming Pool'.

70. Most of the children recognise primary colours. There was some artwork on display. Most of the work had been completed using coloured pencils and felt pens. No paintings were displayed. There were few opportunities for imaginative play and the role-play area, a shop, was only observed being used during a mathematics lessons. Insufficient use was made of a lobby area adjacent to the class, which appeared to be mainly used for storage and the sand tray. The quality of teaching in this area is sound. However, further opportunities are required to strengthen this area of learning as reported in the previous inspection.

ENGLISH

71. The small number of pupils taking the tests each year makes statistical analysis somewhat unreliable. Results at the end of Key Stage 1 in reading are in line with the national average but below the standards of similar schools. In writing, pupils' performance is above the national average but below that of similar schools. Results of end of Key Stage 1 national tests over time show standards to have varied over the period 1997 to 2000 and have, on occasion, to have dipped below national averages. There is no significant difference between the attainment of boys and girls. Inspection evidence indicates that the attainment of the majority of the current Year 2 is just in line with the national average. Work sampling of Year 2 pupils' past work, however, indicates unsatisfactory achievement especially for the higher-attaining pupils.

72. Test results in 2000, for the pupils at the end of Key Stage 2, indicate that eleven year old pupils' achieve standards, which are in line with the national average, but below those of pupils in similar schools. The attainment of the majority of pupils in the current Year 6 is above the national average in reading and writing because of the good teaching in this class.

73. Pupils' attainment in speaking and listening is in line with the national average at the end of Key Stage 1 and above in Key Stage 2. They make satisfactory progress in Key Stage 1 and there is a good level of achievement in the top class. All pupils listen attentively to their teachers and to each other. They answer questions enthusiastically and share their ideas confidently. Good opportunities for older pupils to practise speaking and listening are provided. For instance, Year 4, 5 and 6 pupils discussed dental hygiene maturely and sensibly, after listening enthusiastically to the teacher's rendition of Pam Ayres's poem 'I Wish I'd looked After My Teeth'. Unlike older pupils in the top class, younger pupils, at times, do not have enough opportunities to practise their speaking and listening skills. Lessons in both the Reception and Year 1 class and the Year 2, 3 and 4 class are occasionally very directed by the teacher with pupils merely answering teachers' questions. There are opportunities for pupils to practice speaking and listening in other subjects, for example in one geography lesson, Year 6 pupils talked knowledgeably and confidently about how mountains are formed. They made good reference to research papers and books to illustrate specific points. Their achievement was good, during this session.

74. Standards in reading at the end of Key Stage 1 are average. Higher-attaining pupils do not make the achievement of which they are capable. Generally, reading is taught in a systematic way but pupils' achievement is not recorded sufficiently well to enable teachers to plan activities to challenge and extend what the pupils already know and can do. When reading, Year 2 pupils had very few strategies to read unfamiliar words and read hesitantly and with little expression.

75. By Year 6, most pupils are reading at standards above average. Pupils' achievement is sound in learning to read in Key Stage 1 and good in Key Stage 2. Pupils' achievement in reading is not recorded in the Year 2, 3 and 4 class which makes it very difficult for supply teachers to teach reading effectively, as they have to spend time discovering pupils' various levels of attainment. The lack of reading records or reading diaries was a concern of the parents at the Parents' Meeting. Daily quiet reading lessons

are used well in the Year 4, 5 and 6 class, as the teacher either listens to individual pupils read or leads reading groups.

76. Some older pupils, although able to read complex texts have difficulty in comprehending some of the vocabulary. Older pupils know how to find information texts in the library and higher-attaining Year 6 pupils are very familiar with the techniques of skimming and scanning. Pupils' achievement in reading is not regularly assessed and recorded. The library is quite small and many of the books are old and unappealing. Books are borrowed from the school library service, which improves resources.

77. Pupils' attainment in writing is in line with the national average at the end of Year 2, Key Stage 1. From an analysis of pupils' past work, achievement over the past year would appear to be unsatisfactory, especially in the case of the higher-attaining pupils. The teacher had not marked the pupils' work and the work was frequently untidy and poorly presented. National test results revealed that pupils were clearly capable of much more. However, during the inspection, when this year group was taught by a supply teacher, the work was marked, work was tidy and presentation was better and teaching was satisfactory. Pupils in Year 1 write neatly and accurately. However, some of the pupils' work contain some pages of unrelated exercises practising letter sounds.

78. By the end of Key Stage 2, most pupils are working above the expected levels in writing for their age. This is because of the high quality teaching in the Year 4, 5 and 6 class, which ensures that pupils make accelerated progress to compensate for the unsatisfactory progress over the past year in the Year 2, 3 and 4 class. All pupils in the Year 4, 5 and 6 have individual English records and they set their own targets for improvement, for instance, 'Improve my handwriting in all lessons'. Pupils write in a wide range of different styles and competently use their writing skills in other subjects. For example in her religious education book, one higher-attaining pupil wrote; 'Noah insisted on bringing two of every animal he could find. For him, it was perfect, he loved animals and he loved building, but his wife who was typically put in charge of clothing and supplies, objected violently to the new arrangements'. Spelling is accurate and all pupils write in a neat joined script. Marking consists of supportive comments and indicates what pupils need to do to improve their work.

79. Pupils with special educational needs receive extra support from the teachers and classroom support assistants. Their achievement is satisfactory.

80. Overall, the quality of teaching and learning is satisfactory. It is good in the Year 4, 5 and 6 class as the teacher's have high expectations that pupils can cope with the work and behave sensibly and work independently. Older pupils are taught redrafting skills and in one lesson they worked very hard to improve their writing about HMS Victory by inserting interesting adjectives and adverbs. The teacher skilfully conveyed her enthusiasm for words and descriptive language when reading a passage from 'The Wolves of Willoughby Chase'. Teaching is good because the pupils are extending their learning in acquiring new skills and knowledge. Pupils are managed well throughout the school. Teachers' knowledge and understanding of the subject is good in the top class and satisfactory in the other two. Learning intentions are not always shared with pupils so that they understand what they are to learn. Further, marking frequently does not

indicate what pupils have to do to improve their work, except in the top class where marking gives comments to help pupils improve their next piece of work.

81. English is not well co-ordinated. Planning is not consistent throughout the school and there is no clear plan for improvement. Some resources are out of date and do not inspire pupils to want to read. There appears to be no regular systematic way of monitoring teaching or its impact on pupils' learning and therefore no strategy for ensuring pupils attain the highest possible standards. Assessment in English is unsatisfactory. The school has not maintained the standards achieved in the previous inspection at Key Stage 1 while standards achieved in Key Stage 2 are similar.

MATHEMATICS

82. The school's entry cohort for the statutory tests is invariably very small. This means there can be considerable year on year variations. The small group size means that it is not possible to make reliable comparisons with the national average. The 2000 National Curriculum tests for seven year olds show that the performance of the school's pupils was above the national average. At age eleven however, pupils' performance was below the national average although results of end of Key Stage 2 national tests over time, from 1997–2000, show standards in mathematics have been generally above the national average. However, in 2000 they were below. Where the results were untypically low the intake had several pupils identified as having learning difficulties. Boys performed better than the girls. In the 2000 National Curriculum tests there are no marked differences between the performance of boys and girls.

83. In lessons observed in the inspection, pupils aged seven years attain standards in line with national expectations. Pupils aged eleven attain standards that are above those expected for their age. This is because the quality of teaching is good in the top class, Years 4, 5 and 6. The school's targets for pupils' results in national tests have largely been met. Pupils make satisfactory progress in Year 1. However, progress appears to slow down in Year 2 but pupils pick up and make good progress in the top class, Years 4, 5 and 6. The achievement of pupils with special educational needs and those who speak English as an additional language, is satisfactory. Standards have been maintained since the previous inspection.

84. By the age of seven, pupils know the value of coins and use them to make up specific amounts of money to two pounds. They solve money problems using mental calculations. They count to 100 in ones, twos, fives and tens and apply the four rules of number to simple calculations. They apply their knowledge of number to work with money, such as in giving change when shopping. Pupils know halves and quarters and link this to telling the time. They recognise simple shapes such as squares, triangles, circles and rectangles.

85. By the age of eleven, pupils extend their knowledge of number, measurement and shape and begin to develop good data handling skills. Many pupils use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. Lower-attaining pupils can also do all the operations but use smaller numbers. Higher-attaining pupils have good mental arithmetic skills and use a variety of methods to solve problems. For

example, adding three digit numbers in different ways. They explain clearly and correctly their preferred method. Pupils successfully carry out an investigation into relationships between radius and area of a circle. They are beginning to make sensible predictions as to relationships and work carefully and steadily on this investigation. Learning is good and above expectations for levels reached by eleven year olds in investigative mathematics. Pupils know about the different types of angles for example, acute, obtuse and right angle and can explain that an obtuse angle is bigger than a right angle. They work accurately with fractions in numbers, money and measurement. Pupils solve problems by extracting information from data tables and different types of graphs and they explain their findings correctly. Many pupils can add, subtract, multiply and divide decimals to two decimal places accurately. Higher-attaining pupils are given tasks to meet their needs and capabilities.

86. Pupils have good attitudes to their learning and behave well in lessons. Relationships between teachers, support staff and the pupils are good. The teachers in the Years 4, 5 and 6 class value the pupils' responses and ideas and creates a good climate for learning in which the pupils feel confident. So much so that the pupils are always willing to 'have a go' at answers especially in mental arithmetic sessions. Together with their good teaching, these good relationships promote positive attitudes to the subject. All pupils are able, without fuss, to carry on working independently when the teachers move to another group. This is good practice by the teacher and enhances pupils' social development.

87. Overall the quality of teaching is satisfactory. It is satisfactory for pupils in Key Stage 1 and good in Key Stage 2. For the pupils in Year 1, who are taught in the reception class, and for those pupils in the Year 2, 3 and 4 class, planning is, at times, unsatisfactory. When planning is less effective there were no specific learning objectives in their planning, including those for pupils with special needs, which means pupils are unaware what they are supposed to be learning. In these lessons teachers are ineffective in monitoring pupils' attainment and progress so that work is not well enough matched to their differing needs and has a detrimental effect on the pupils' rate of progress and attainment. Pupils make rapid progress in their learning in the Year 4, 5 and 6 class because the teaching is good and pupils are gaining new knowledge and understanding of all strands of the mathematics curriculum. They are interested in the activities presented to them. The good teaching is characterised by high expectations of standards of work and behaviour. Pupils show very good levels of concentration and effort during their lessons. Overall, teachers' knowledge and understanding of the Numeracy Strategy are sound. In all classes good use was made of the learning support assistants to teach small groups of pupils. In most lessons, teachers provide good opportunities for speaking and listening and encourage the pupils to use good mathematical vocabulary accurately. There are sound links with other subjects of the curriculum including literacy, geography and history. However, insufficient use is made in communication and control technology of opportunities for using databases to present pupils' findings in graphs and pie chart form. Homework is set, but not on a regular basis, except in the top class. Marking is not always completed, including homework, and is of variable quality, with the best marking giving comments on how the pupils can improve their work in the top class.

88. The curriculum meets statutory requirements. Analysis of pupils' work indicates that there is breadth and balance across both key stages. However, analysis of teachers' plans shows that learning objectives for each unit of work are not sufficiently well identified. Assessment procedures are insufficiently rigorous to assess the extent to which individual pupils have attained the objectives. Assessment information is used appropriately to set long-term targets for groups and individual pupils. However, the assessment of pupils' day-to-day achievements and the use of assessment information to help teachers plan their teaching are overall, unsatisfactory, especially for pupils in Year 1, 2 and 3. As a result, much depends on the pupils' own ability to make connections in their learning rather than a system that ensures objectives are achieved and that where they are not, concepts are revisited in future units.

89. The governor with responsibility for numeracy is newly appointed and has already attended an induction programme. He has spent time in school looking at pupils' books. Before each governor's meeting there is a selection of pupils' books available for perusal. Generally, annual reports to parents do not give sufficient information on pupils' progress, but generally what pupils have covered in mathematics over the past year. Reports in the top class are better while the reports for the middle class are poor and give very little information about what the pupils can and cannot do. Resources are adequate to meet the needs of the curriculum.

SCIENCE

90. The small number of pupils taking the statutory tests means that it is not possible to make reliable comparisons with national averages for pupils in the end of Key Stage 1 teacher assessments or with the results of tests in the end of Key Stage 2. Results in the end of Key Stage 2 national tests over time show standards in science have varied over the period 1997 to 2000. They have, on occasion, dipped below national averages. The number of pupils taking the test is small, consequently, there is considerable year on year variation in results. Where the results were untypically low the intake had several pupils identified as having learning difficulties. Inspection evidence indicates that pupils, at the end of Key Stage 2, attain standards that are above those expected for their age. This is the result of good teaching in the top class at the end of Key Stage 2. Past work and work on display shows that at the end of Key Stage 1, pupils attain standards in line with those expected for their age. The school has maintained the standards reported at the time of the previous inspection.

91. A strength of the pupils' work in the upper part of Key Stage 2, is their well developed investigative skills. For example, in carrying out an investigation into the effects of habitat on plant growth they drew well on their previous knowledge of plants to put forward hypotheses for testing. They then drew up lists of plants that would be likely to prove their point and sketch maps of the grounds to show the places they would search. They then carried out the investigation keeping careful records and noting observations for later writing up. Where they found that their hypothesis did not hold true they were able to put forward a reasonable explanation for the variation. The achievement of all pupils, including those who speak English as an additional language and those with special educational needs, is good towards the end of the key stage.

92. Although no lessons were observed in the Key Stage 1 and the mixed age class of Year 2, 3 and 4, past work indicates that pupils start well in early Key Stage 1 but that their achievement, including that of pupils with special educational needs, slows towards the end of the key stage. Over the whole key stage achievement is satisfactory. Young pupils at the beginning of the key stage grow plants, name their parts and understand conditions needed for them to grow. They begin to make predictions as to how well plants will grow in different parts of the garden. They sort materials and suggest things that could be made with them.

93. The quality of teaching and learning in the top class, containing Years 4, 5 and 6, are good. This is because both teachers have good scientific knowledge and a good understanding of how to inspire pupils' interest in the subject. A particularly good feature of this teaching is the requirement that pupils provide explanations for their answers to questions asked or to comments they make when observing a process or object. They are expected to draw on previous knowledge and examples. For example, one teacher constantly referred pupils back to a recent visit by a scientist and demanded to know what conclusions could be drawn from his demonstrations and applied to the investigation in hand. Such challenge develops pupils' scientific thinking well and does not allow for loose or unscientific answers. The pupils learn well when the teachers stop the lessons to review the work covered so far, to reinforce learning and remind them that they should behave as scientists in their work. These strategies enable pupils to achieve high standards and a good quality of learning. Teachers make lessons exciting and interesting. In one health education lesson the teacher drew skilfully on pupils' knowledge of foods, acids and the human body to discuss the care of teeth. She used a good range of visual aids and engendered an air of excitement as she produced a huge pair of false teeth from a box beneath the table. Pupils want to learn in such interesting lessons. No lessons were observed in the other classes. It is therefore not possible to make a secure judgement about the quality of teaching or learning in these classes.

94. The pupils' attitudes to learning are good and they behave well. Their co-operation in groups is always good and they carry out practical work carefully and sensibly. These good attitudes and responses enable pupils to engage in a high level of scientific debate with both their teachers, learning assistants and class mates and to learn effectively. They want to contribute, listen well to each other and so advance their knowledge and understanding of scientific concepts well whilst extending and improving their speaking skills.

95. The curriculum meets statutory requirements. Analysis of pupils' past work indicates that there is breadth and balance across each key stage. However analysis of teachers' plans shows that learning objectives for each unit of work are not sufficiently well identified and marking does not comment on what has been understood. Assessment procedures are insufficiently rigorous to assess the extent to which individual pupils have attained the objectives. As a result, much depends on pupils' own ability to make links in their learning rather than a structure that ensures objectives are achieved and where they are not concepts are revisited in future units. Reports do not always clearly state what each pupil understands and can do, in science work. Writing up of investigations satisfactorily extends learning in literacy. The use of information and communication technology is satisfactory. Pupils use computers

appropriately to access information about science investigations from encyclopaedia and the Internet but databases have yet to be developed as a means of analysing information gained in investigations and extending learning in mathematics. Pupils readily appreciate at the ability of living things to adapt to their environment. This makes a satisfactory contribution towards spiritual development. They show care and responsibility towards living things. They have a sound understanding of other moral issues such as pollution. They work together sensibly and older pupils make decisions for themselves and this contributes adequately to social development. The quality of the leadership and management of the subject are satisfactory. Resources are satisfactory and are used well to aid learning. The grounds and surrounding fields make a good contribution to learning.

ART AND DESIGN

96. Only one lesson was observed during the course of the inspection. It is therefore not possible to make a secure judgement about the quality of teaching or learning in the school. However, based on evidence gained from this observation, talking to pupils, an analysis of pupils' work and displays, standards of attainment are judged to be average at the end of Key Stage 1 and above average at the end of Key Stage 2. The school has maintained the standards in Key Stage 1 since the previous inspection and has improved standards in Key Stage 2. All pupils, including those with special educational needs and for those who speak English as an additional language make satisfactory achievement at Key Stage 1 and good achievement at Key Stage 2.

97. Through links with other subjects, teachers provide pupils with opportunities to observe objects and record their observations using pencils, crayons, paint and pastels. However, in some classes, the range of work is too narrow and frequently does not promote adequate development of skills, especially in Years 1, 2 and 3 for example, in painting. In the top class, skills and techniques are taught regularly and systematically.

98. In the top class, pupils in Years 4, 5 and 6 successfully use watercolours to paint pictures of galleons. They designed a sail for their galleon. The pupils painted with great care and attention to detail. This work stemmed from a visit to Portsmouth Dockyard where they visited the Mary Rose museum, H.M.S. Warrior and H.M.S. Victory. The quality of their work was good. Planning indicates that pupils study a variety of artists including French and also Chinese, Japanese and Aboriginal art and artefacts. This work is not within art lessons but in 'Talking Time', a class discussion session.

99. Pupils' attitudes to art are good. Pupils talk positively about their art lessons and they behave well. In the lesson observed, pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and other's work. They talked enthusiastically with each other whilst working and showed a pride in having their work praised and admired by their teacher. Pupils helped each other to pack away equipment sensibly and without fuss. Their sensible attitudes contribute satisfactorily to pupils' social and moral development.

100. In the one lesson observed, the quality of teaching and learning was good because the teacher was confident in her knowledge and understanding of the subject

and was able to share her love of it with her pupils, which helped to stimulate their ideas. The pace of learning was lively and pupils were keen to do their best. From this lesson and work samples show that pupils learn appropriate techniques and are encouraged to be accurate in their drawing, painting and model making. Where the teacher has linked work to other subjects, it has helped pupils understand the place of art in everyday activities. For example, in history after visiting the Portsmouth Dockyard and viewing the famous fighting ships.

101. There is no formal assessment of pupils' learning in art and design, apart from listing of work covered. Therefore the lack of assessment does not inform teachers' planning to ensure the work becomes progressively harder as pupils move through the school, or ensure breadth and balance of experience. Pupils' annual reports to parents seen during the inspection did not clearly identify art and design as a separate subject and this means that statutory requirements in respect of annual reports are not met. The school uses a published scheme of work, which if followed closely, should ensure all aspects of art are covered in sufficient depth. Resources are adequate for the needs of the pupils.

DESIGN AND TECHNOLOGY

102. Insufficient work was available for analysis to make a secure judgement on standards, teaching or provision. However, from the small amount of work available for analysis and discussions with pupils, there is evidence that standards in the subject have fallen since the last inspection. The allocation of time given to design and technology and the very limited nature of pupils' experiences means that pupils do not have enough opportunities to develop their skills, knowledge and understanding across the design and technology curriculum.

103. Pupils in Year 1 looked at different types of houses in the village. Photographs were taken of various houses. However, when pupils came to make models they were all given the same 'net' to cut out and fold. There were no opportunities for pupils to generate and develop their own ideas, whether in designing or making as they all received exactly the same resources. There was no design and technology work on display or in the work sample for the Year 2, 3 and 4 class.

104. Pupils in the Year 4, 5 and 6 class make the most achievement of all the pupils. They disassemble and design and make slippers. They had taken care with the stitching around the base of the slippers. However, these were all the same and there was no evidence that the pupils had evaluated the processes they used or modified the products they made.

105. The school has recently adopted the nationally recommended guidelines for teaching design and technology but they have not yet been implemented in every class. The achievement of all pupils, including those who speak English as an additional language and those with special educational needs is satisfactory. The co-ordination of the subject is barely satisfactory because teachers' planning is not monitored rigorously enough and adoption of the nationally recommended guidelines are not fully implemented throughout the school.

GEOGRAPHY

106. Only one geography lesson was seen during the inspection. It is therefore not possible to make a secure judgement about the quality of teaching or learning in the school. However, based on evidence gained from this observation, talking to pupils, an analysis of pupils' work and displays, standards of attainment are judged to be average at the end of both key stages.

107. By the age of seven, at the end of Key Stage 1, pupils are aware of their own immediate locality, in and around the school. Pupils in Year 1 draw simple maps of the local area and of their journeys to school. Pupils in Year 2 reinforce their literacy skills when they correspond with Jambanjelly Day Centre in the Gambia. They compare sensitively life in the fishing village of Brikana with life in their village.

108. By the time they leave the school at aged eleven, all pupils, including those with special educational needs and for those who speak English as an additional language, attain standards in line with national expectations. In the one lesson seen during the inspection, the quality of teaching and learning was very good. As a result of the very good teaching, Year 4, 5 and 6 pupils explained knowledgeably and confidently how mountains are formed. They referred competently to research papers and books in their talk. They used specific geographical terms naturally, with ease and accuracy. They gave plausible reasons for the rise of the Himalayas and the 'Ring of Fire'. The teacher had skilfully matched pupils' learning to their various needs. High expectations and challenging work resulted in all pupils' being motivated, productive and interested. They made very good progress in knowing how to research accurately and realized that it requires considerable intellectual effort.

109. The school has adopted the nationally recommended schemes and guidelines for geography, but this is not yet applied consistently in all classes. The co-ordinator has identified the fact that some resources, such as maps and reference books, need replacing or updating and that there is a shortage of resources to teach some aspects of the curriculum. At present, there is no monitoring of teaching to ensure that the planned curriculum is taught, or of the quality of the pupils' work. There is no assessment of pupils' learning in geography, apart from listing work covered.

HISTORY

110. It was only possible to observe one lesson during the course of the inspection. It is therefore not possible to make a secure judgement about the quality of teaching or learning in the school. However, based on evidence gained from this observation, talking to pupils, an analysis of pupils' books and displays of work, standards of attainment are judged to be in line with those expected for their age at the end of Key Stage 1 and above those expected for their age by the end of Key Stage 2. The school has maintained its standards since the previous inspection. All pupils, including those who speak English as an additional language and those with special educational needs, make satisfactory achievement at Key Stage 1 and good achievement at Key Stage 2.

111. Younger pupils learn about life in Victorian times. They identify things that they would miss if they were suddenly sent to Victorian times. This helps pupils understand improvements in living conditions over the past century and a half.

112. Older pupils in Key Stage 1 and younger pupils in Key Stage 2, learn about life in Tudor times. They learn about the strict etiquette that had to be followed at court and the complexity of the religious tensions of the times and of the reason Henry VIII had more than one wife. Pupils in the top class, at the end of Key Stage 2, extend their knowledge well of both Tudor and Victorian England. They made a visit to the Historic Dockyards at Portsmouth and researched the Tudor and Victorian history of their village. They produced skilfully constructed stories of imaginary characters, such as a Tudor sailor from the village sent to explore the coast of America. Pupils demonstrate, through their writing, the wide breadth and depth of their knowledge of Tudor times. Such extended writing makes a good contribution to standards in literacy. They study the life of significant Victorians, such as Charles Darwin and chart his travels aboard the Beagle and explore his theory of evolution. Such work aids not only the development of research skills in literacy but also enhance their understanding of living things in science.

113. Pupils' attitudes to the subject are good. At both key stages pupils are interested in history. Younger pupils talk enthusiastically about the parts that have caught their imagination such as the punishment that might result from upsetting Henry VIII. Older pupils demonstrate, from their thoughtful comments and description of events that they have both listened carefully to their teachers, read and researched the subject well and thought deeply about the implications of what they have heard and read. Such depth of thought contributes satisfactorily to pupils' social and moral development and to a sound understanding of their own culture.

114. Teachers plan interesting activities for the pupils. For example, young pupils make a time walk from their village to another village during which every click of the click wheel denotes a year. This leaves a clear impression of how short a period of time they have been alive, compared with the considerable distance of a kilometre on their journey to the next village. During the inspection a teacher was preparing a play based on a visit to a country house of Henry VIII. For this play, pupils had to learn some of the formal etiquette of court. Older pupils were fascinated by the development of ship building during their visit to the docks and the opportunity to explore parts of HMS Warrior not normally open to the public.

115. The subject fulfils statutory requirements. The co-ordinator is knowledgeable about the requirements of the curriculum and informally monitors the provision. Resources are adequate. They are used well to support pupils' learning. The curriculum however lacks the identification of clear learning objectives for each unit of work and any clear assessment strategies to measure what it is that pupils have learnt. Not all work is marked. These are areas for development. History and geography were linked under one heading in the reports seen during the inspection and comments did not always state the attainment of pupils in history. These subjects should be separated and information from assessments used to aid clear statements of attainment in each pupil's report.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. During the inspection there was no direct teaching of information and communication technology. It is not possible, therefore, to make a secure judgement about the quality of teaching and learning. Talking to pupils and looking at their work on display and in folders, shows that at the end of both key stages, standards in information and communication technology are in line with those expected for this age group. The school has maintained its standards since the previous inspection. All pupils, including those who speak English as an additional language and those with special educational needs, make satisfactory achievement.

117. Younger pupils carry out simple word processing. Older pupils use a paint program to devise bright and lively patterns. These patterns use repeat format, symmetry and spray applications. They take into account background colours, as well as the overall effect of the pattern they are constructing. By the end of Key Stage 2, pupils confidently access a computer held encyclopaedia and use the Internet. They draw down information or illustrations and cut and past these into articles they are assembling in subjects such as science, history and geography. Insufficient use is made of databases in mathematics and science for assembling, sorting and analysing information collected during investigations or in presenting findings in graphs or pie charts or display charts. The cross curricular use of information and communication technology is an area for expansion.

118. The management of the subject is satisfactory. Staff have gained in confidence in recent times and are now identifying more opportunities to use information and communication technology to support pupils' learning. Further training is planned for the near future. The number of computers for the number of pupils in the school is good. The school has a good number of tape recorders that are used confidently and competently by pupils to listen to taped stories or information tapes. Other resources are adequate. The curriculum is insufficiently well organised to ensure that teachers are clear about what they should be teaching to raise standards further. This means that learning objectives for the information and communication elements of units of work in other subjects are not identified and therefore teachers cannot be sure pupils are progressing as they should. Assessment strategies need to be developed to ensure that pupils receive appropriate and progressively challenging work as they move up the school. Reports seen during the inspection did not clearly identify information and communication technology as a separate subject and this means that statutory requirements in respect of annual reports are not met.

MUSIC

119. No class lessons were available for observation during the course of the inspection. A recorder group, preparing for a school play was observed. A history class being observed used percussion instruments to add drama to a history lesson and pupils sang as part of collective worship. Due to the limited observations available it is not possible to make a secure judgement about the standards attained by pupils or the quality of teaching and learning in the school.

120. The recorder group observed performed pieces of Tudor style dances and progressed well. They were skilled at performing an appropriate tempo for the progress of the king and servants and a stately rhythm for a minuet. They achieved a good harmony of descant and treble recorders. Pupils in the middle, mixed key stage class, made up appropriate extemporary performances with percussion instruments to support the actors in their Tudor play and gave an appropriate historical feel to the overall drama. All pupils throughout the school sing enthusiastically to recorded music in collective worship.

121. The subject co-ordinator was absent during the inspection and limited evidence was available to make a secure judgement about the leadership and management of the subject. Percussion and tuned and keyboard instrument resources are adequate and are used satisfactorily. There is evidence of pupils listening to music from around the world to increase their awareness of other cultures, but this could be extended further through increasing the school's musical resources in this area. Assessment procedures are unsatisfactory. They are not linked to the scheme of work which in turn does not clearly identify learning objectives for each unit of work being taught. Reports do not always clearly state what individual pupils have attained in the subject. These are areas for improvement. Standards in the previous report were judged to be above national expectations in both key stages.

PHYSICAL EDUCATION

122. The school does not possess a hall or large enough indoor space for physical education. In consequence, all lessons have to be taken out of doors. Due to the wet weather conditions no lessons took place at the time of the inspection. It is therefore not possible to make a secure judgement about the standards attained by pupils or the quality of teaching or learning.

123. The grounds are of a good size and contain a reasonable area of tarmac and a good area of grass for games and athletics. At the time of the inspection, the field was appropriately marked out for athletics and rounders. To compensate for frequent loss of physical education opportunities the school places a high priority on swimming and this is available on a weekly basis. Pupils use a swimming pool in a nearby town and all pupils swim the expected 25 metres by the time they leave the school. The lack of indoor physical education space means that accommodation is unsatisfactory overall. A new village hall is being built nearby and the school is in negotiation over its use for physical education and is confident that upon completion of the building it will be better placed to offer a full curriculum on a regular basis.

124. Discussions with pupils suggest they have good attitudes to physical education. They are keen to take part in activities and older pupils show great maturity in getting out sports equipment ready for games and athletics. The school has a limited range of small gymnastic equipment but has identified this as an area for improvement in the future. There is an adequate range of recorded music to support dance.

125. The management of the subject is satisfactory. Monitoring is informal and is not recorded. The school uses appropriate published schemes of work but teachers'

planning does not sufficiently clearly identify intended learning outcomes so that the attainment of pupils can be judged. Assessment procedures do not record individual attainment by pupils and reports do not always make clear how well pupils have achieved during the year. The quality of planning, assessments and report writing are unsatisfactory.

RELIGIOUS EDUCATION

126. Religious education is not part of this report but will be inspected at a later date under Section 23 of the School Inspections Act.