

# INSPECTION REPORT

## **ALDBURY C of E PRIMARY SCHOOL**

Aldbury, Tring

LEA area: Hertfordshire

Unique reference number: 117382

Headteacher: Mrs Doreen Corney

Reporting inspector: Mrs Karen Finney  
23163

Dates of inspection: 31 January – 3 February 2000

Inspection number: 194553

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Stocks Road Aldbury Tring Herts
Postcode:	HP23 5RT
Telephone number:	01442 851240
Fax number:	01442 851181
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A J Davis
Date of previous inspection:	13 – 16 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Karen Finney	Registered inspector	English	What sort of school is it?
		Information technology	How high are standards? a) The school's results and achievements
		Art	How well are pupils or students taught?
		Design and technology	How well is the school led and managed?
		Physical education	What should the school do to improve further?
		English as an additional language	
		Under fives	
		Equal opportunities	
Graham Ellis	Lay inspector	N/A	How well does the school cares for its pupils?
			How well does the school work in partnership with parents?
Mary Farman	Team inspector	Mathematics	How high are standards? b) Pupils' attitudes, values and personal development
		Science	How good are the curricular and other opportunities offered to pupils or students?
		Religious education	

		Geography	
		History	
		Music	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd  
51 St Andrew's Road  
Chesterton  
Cambridge  
CB4 1EQ

01223 578500

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7 - 10</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11 - 13</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13 - 15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15 - 17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17 - 18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19 - 21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23 - 24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26 - 36</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This school is a very small voluntary controlled Church of England primary school for boys and girls aged between four and eleven years. It has 81 pupils on roll, including four part-time pupils in the reception year. Pupils are organised in three mixed age classes, although they are often taught in four or more groups. All pupils are from a white ethnic background and only one pupil has English as an additional language. Pupils' attainment on entry is variable from year to year because of the small number of pupils starting school but overall it is above average. The socio-economic background of pupils is very favourable. The percentage of pupils entitled to receive free school meals is very low. Thirty seven pupils are included on the school's register of special educational needs (46 per cent); a figure which is very high compared nationally, although most of these pupils are only at stages one or two on the register and none have statements.

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

Aldbury is an effective school where pupils achieve high standards in many areas because of the quality of education provided. The headteacher is well supported by the staff and governors who work hard to develop pupils' personal and academic achievements. The commitment from parents contributes substantially to the success of this school. The school provides sound value for money.

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

- The school achieves high standards in English and science through effective organisation and good teaching.
- Standards in mathematics are high at the end of Key Stage 1.
- The quality of teaching is good for pupils in Key Stage 1, for younger pupils in Key Stage 2 and for Year 6 pupils in 'booster' classes.
- Pupils get on well with each other and behave well; this contributes to a positive atmosphere and good progress in many lessons.
- The school provides a broad curriculum, particularly in music and sport, including activities out of school hours.
- The school provides well for pupils' personal development; pupils are self confident and happy.
- There is good personal support and guidance for pupils, especially those with medical needs.
- There is very high quality support for pupils with special educational needs, particularly in literacy, and very good provision for gifted pupils.
- Parents are very supportive and actively involved in the work of the school; this has a very positive impact on what pupils achieve.
- The headteacher inspires a high level of confidence and commitment from staff and governors.
- The day-to-day administration of the school is handled efficiently enabling teaching staff to focus on their teaching.
- The school's resources are used efficiently.

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

- Pupils' achievements in mathematics in Key Stage 2 are not as good as they should be, although the very good teaching for Year 6 pupils is improving this.
- The direct teaching time for information technology is insufficient, particularly in Key Stage 2, and pupils do not achieve the standard expected for their age by the time they leave the school.
- The quality of teaching is not sufficiently well monitored to ensure that it is consistently improved.
- The governing body does not have a system for checking that planned developments are implemented and have a positive impact on pupils' learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in January 1997 it was making good progress after an unsettled period. Standards have improved in many areas since then. Pupils' achievements in reading and writing and science have improved because of the quality and organisation of teaching in these subjects. In mathematics pupils are doing better in Key Stage 1 and as well as they were in Key Stage 2. The school is on course to achieve the above average targets set for the end of Key Stage 2 in English and mathematics. The provision for children under five is not as good as reported at the last inspection, although the school has made very good improvements to their accommodation. The school has reasonably made little progress in addressing some of the key issues from the previous inspection, given financial limitations, staff absence and changing national priorities. For example, the school has been unable to provide a separate medical room or staff room because there has been no additional funding and because of building restrictions. However, the weakness relating to governors' involvement in monitoring the curriculum and school developments remains a priority for future improvement.

## STANDARDS

The table showing the standards achieved by 11 year olds, in National Curriculum tests, over the last three years is not included because the small size of each cohort means it is not necessarily representative of the standards achieved by most pupils.

Throughout the school the pupils achieve a good standard in most subjects, particularly in reading and writing. Standards in reading, writing and mathematics are well above average for pupils aged seven and above those achieved by pupils in similar schools. The oldest pupils in the school achieve high standards in English and science and do better than those in similar schools. However, they are not achieving as well as they should in mathematics. Their achievements are in line with expectations for their age but well below those in similar schools. The organisation of pupils into smaller teaching groups for literacy and science has improved the quality of teaching and standards achieved in these subjects. The very well focused additional support for literacy contributes substantially to pupils' achievements throughout the school. The school places less emphasis on organising pupils into smaller groups for mathematics and the quality of teaching is not as good. However, there has been a considerable improvement in the quality of learning for pupils in Year 6 recently and this is beginning to raise standards. The standards achieved in information technology, by the time pupils leave the school, are not as high as they should be, because there is insufficient time spent teaching and for pupils to practise their skills. Standards in religious education are above those set out in the locally agreed syllabus, for pupils of this age. In music, pupils achieve a particularly high standard in singing and playing instruments. The work produced in history and geography is also of a high standard, especially in the quality of its presentation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are generally keen to learn. A small minority of older pupils becomes distracted from their work when the pace of lessons is too slow.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is usually good.
Personal development and relationships	Pupils form good amicable relationships with each other; this contributes to a pleasant atmosphere in the school. Older pupils carry out responsibilities, such as helping younger pupils, sensibly and with maturity.
Attendance	Satisfactory; similar to the national average.



## TEACHING AND LEARNING

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

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

Overall the quality of teaching observed was satisfactory or better in 80 per cent of lessons. Nearly 50 per cent of lessons were good or better with twenty eight per cent being very good. One in five lessons seen during the inspection was unsatisfactory but this proportion was not significant in the light of the relatively small number of observations made in this small school. On the basis of a range of evidence, particularly in the key aspects of literacy and numeracy and in the general standard of work around the school, the inspectors judged that the pattern of unsatisfactory teaching during the inspection week was not typical of the overall provision made by the school. However, clearly the monitoring of teaching was not as effective as it could be. A suitable range of activities is planned and provided for children under five and they make sound progress in their learning, especially when there is additional parental support or when teaching is led by the class teacher. The quality of teaching for pupils in Key Stage 1 and younger pupils in Key Stage 2 is better because teachers have a good subject knowledge and present lessons in an interesting way which enthuses pupils to learn. The quality of teaching in literacy is very good for pupils in both key stages. Pupils are often taught in smaller teaching groups and lessons are well paced and challenging. This motivates pupils' interest and they extend their knowledge and understanding well. There is particularly good additional teaching support in literacy for individuals and small groups, which enables pupils to make very good progress in reading and spelling. The teaching of numeracy is good overall. It is much better for older pupils when they are taught as a single year group; when teachers' explanations are clear and pupils know and can get on quickly with what they are expected to learn. There is very good teaching support for gifted and talented pupils, particularly in mathematics and science.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and appropriate with good opportunities for extending literacy and numeracy skills in other subjects. There are good opportunities for older pupils to learn to play a musical instrument and to extend their learning out of school hours. Insufficient time is allocated to the teaching of information technology, particularly in Key Stage 2, which limits pupils' attainment in this subject. Very good use is made of the local environment to enhance pupils' learning in history and geography. There is no school policy setting out how children under five will be taught and parents lack information on this aspect of school provision.
Provision for pupils with special educational needs	Very good individual and small group support, particularly to develop literacy skills.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported by the very good teaching in literacy and teachers' good knowledge of their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all areas. The opportunities for pupils to work and play with pupils of different ages and the range of visits and visitors to the school are effective in encouraging a wide range of social relationships.

How well the school cares for its pupils	The school takes good care of pupils, particularly those with medical needs. Staff know pupils well and provide good informal support and guidance in lessons. There are some deficiencies in documentation and the use of assessment in curriculum planning.
--	---

The very good involvement and support from parents makes a significant contribution to pupils' learning both in and out of school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher engenders a high degree of loyalty and commitment from staff, governors and parents. This contributes directly to the quality of education provided by the school. Subject co-ordinators have a clear overview of their subjects and priorities for future development.
How well the governors fulfil their responsibilities	The governors are actively supportive of the school and its work but do not have a system of monitoring to ensure that planned developments are implemented and having a positive impact on what pupils learn.
The school's evaluation of its performance	There is no regular system for checking and improving the quality of teaching. The school has identified appropriate priorities in school development planning and has recently made changes to the organisation of the curriculum to raise standards in mathematics for older pupils.
The strategic use of resources	The school makes good use of staffing, resources and accommodation. It makes particularly good use of the local environment and voluntary support from parents and the wider community.

There is a good number of experienced staff to meet the demands of the curriculum. Although a key member of staff has been absent, the school continues to provide at least a sound education for all of its pupils. Accommodation is limited for the increasing number of pupils on roll but the school makes creative use of all the space available and is at least adequately resourced in all areas of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• There is a close relationship with parents and the school is approachable.</li> <li>• The school develops pupils' self confidence and pupils are well looked after.</li> <li>• The school encourages pupils to behave well and to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are dissatisfied with the arrangements for extra-curricular activities and homework.</li> </ul>

Inspection evidence generally supports parents' positive views. There is good extra-curricular provision for older pupils but this does rely exclusively on voluntary support from parents. Clear general guidance has been issued to parents about the amount and regularity of homework but the provision has not always been consistent.

## **PART B: COMMENTARY**

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

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

1. National Curriculum test results at the end of Key Stage 2 have varied from year to year, although this is not necessarily significant given the small number of pupils in each year group. The results in 1999 were well above the national average in English and science and also above average when compared with similar schools. In mathematics results were in line with the national average but well below in comparison with similar schools. Although most pupils achieved the average Level 4 expected by age 11, no pupils achieved above this in mathematics as they did in English and science. These results are reflected in the current achievements of pupils by Year 6, where standards in English and science are high but only average in mathematics.
2. National Curriculum tests at the end of Key Stage 1 have been well above the national average for the last two years in reading, writing and mathematics. The results for 1999 were also high in comparison with similar schools. These results also reflect current standards which are high in reading, writing and mathematics.
3. The small number of pupils in each cohort means that there may be wide variations between attainment on entry from year to year. An analysis of baseline assessment data, over the last few years, indicates that overall attainment on entry is above average, particularly in language and literacy skills. Attainment in mathematics on entry to the school is at least in line with expectations for children of this age but consistently below their attainment in language and literacy. Although there is no significant difference between the achievement of boys and girls in National Curriculum test results, there is a marked variation between the achievements of boys and girls on entry to the school this academic year, with girls achieving a much higher standard in language and literacy in baseline assessments. Overall children make satisfactory progress in their reception year and achieve standards above those expected by age five in all areas of learning. These standards are consistent with the findings of the previous inspection.
4. Pupils make better progress in Key Stage 1, the early part of Key Stage 2 and in Year 6 'booster' classes because of the quality of teaching. The school places a high emphasis on literacy and uses staff effectively to group pupils in smaller teaching groups which enables teachers to focus more specifically on one or two year groups. This is particularly effective when pupils in Year 6 are taught separately. This organisation has a significant impact on the achievements of pupils and accounts for the high standards achieved throughout the school in literacy. There is a significant amount of additional literacy support provided by the special educational needs co-ordinator, classroom assistants and voluntary helpers. The quantity and quality of this well targeted support accounts for the good progress made by lower attaining pupils, particularly in reading and spelling. The school is well placed to achieve the challenging targets set for all pupils in Year 6 to achieve at least the average level expected in English National Curriculum tests this year and for a significant proportion to achieve above this.
5. Pupils in Year 6 talk and listen carefully applying their knowledge of a wide range of vocabulary. They read fluently from a range of texts and write imaginatively and creatively in a range of styles. The standard of handwriting and presentation of work is particularly high.
6. The school has recognised the relative under-achievement of pupils in mathematics at Key Stage 2 and has recently provided additional 'booster' classes for pupils in Year 6. These classes are having a very positive impact on the learning of these older pupils and standards are improving. However, this organisation has only just been initiated by the school and pupils are not grouped so discretely for mathematics resulting in three year groups being taught together for most mathematics lessons. This has a negative impact on the quality of teaching

which is not consistently challenging for the older pupils. This, together with the more limited amount of additional support for mathematics, has resulted in pupils not achieving as well in mathematics.

7. Pupils in Year 2 are achieving well above the national average in most aspects of mathematics, particularly in their number skills. By the end of Key Stage 2 pupils are achieving only average standards in all aspects of mathematics. However, the quality of teaching in Year 6 'booster' classes is having a very positive impact on pupils' learning and progress and pupils are likely to achieve the above average targets set for the end of Key Stage 2.
8. In science pupils are achieving above average standards by Year 2 and well above average standards by Year 6. Pupils are taught in more discrete groups for science, with no more than two year groups in each class. This has a positive impact on pupils' learning and achievements. Pupils are achieving particularly well in Key Stage 2 and demonstrate particularly high achievement in their abilities to use scientific vocabulary, carry out scientific investigations and record their findings in writing.
9. Standards in information technology are just about in line with expectations at the end of Key Stage 1 but below expectations for their age by the end of Key Stage 2. The school has worked hard to keep up with new initiatives and the development of information technology but insufficient time is allocated to direct teaching by class teachers, particularly in Key Stage 2, and pupils do not achieve the level of expertise expected in word processing, handling information or the control and modelling aspects of the curriculum.
10. Pupils make good progress in religious education in both key stages and achieve standards above those set out in the locally agreed syllabus. By Year 6 pupils have a good understanding of Christianity and other world religions. They show a high level of understanding of the religious significance of life, for example when planning what to put into a millennium time capsule.
11. The school also achieves high standards in history, geography and music. The quality of singing in the school is particularly good and pupils learn to play a wide range of instruments competently because of the good provision for this aspect of the curriculum.
12. There was insufficient evidence to judge pupils' overall achievements in art, design and technology or physical education. The majority of pupils achieve at least the expected standard in swimming by the end of Key Stage 2. In the lesson observed, pupils at the end of Key Stage 1 showed above average competence in their gymnastic skills.
13. Pupils with special educational needs make good progress overall, particularly in their literacy skills, because of the very good provision and well focused support for reading and spelling. Gifted and talented pupils are making very good progress and achieving exceptionally high standards, particularly in mathematics and science, because of the very good specialist support provided by voluntary helpers.
14. Overall standards are higher than reported at the last inspection, particularly in English and science, mathematics at Key Stage 1, history, geography and music. Standards are in line with previous inspection findings in mathematics at Key Stage 2 and below those reported in information technology for older pupils.

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

15. Most pupils have good attitudes to school. They enjoy their work and are eager and enthusiastic learners. Teachers promote good levels of motivation by giving pupils interesting and challenging work. The school has close and effective links with parents and many parents help in school. This encourages respect for the contributions of other adults to school life. Teachers make their expectations of behaviour clear to pupils. This supports the pervading sense of calm and order within the school. There is a very small group of pupils in Years 4 and 5 who have less positive attitudes to learning, particularly when teaching is not focused on their needs. The school is aware of this and plans to establish a school council to encourage a

more responsible attitude. The school has maintained pupils' positive attitudes to learning reported at the last inspection.

16. The vast majority of pupils behave well in lessons, at lunch times and in the playground. There is no evidence of systematic bullying or harassment. There have been no exclusions over the past three years. Girls and boys play happily together, for example in a game of football, and pupils are generally polite, courteous and well behaved. They respect adults, each other and property. Pupils take great pride in their school and are eager to talk about it. However, there is evidence to justify the concern of some parents about behaviour in class. A small minority of pupils in Years 4 and 5 cause disruption in some lessons. This restricts their learning and that of others in the class. The school has an effective system of sanctions and rewards and applies these fairly, consistently and to good effect. Overall the school has maintained the good behaviour reported at the last inspection.
17. The personal development of pupils and the quality of relationships are good. This represents a maintenance of standards from the previous inspection. Pupils involve themselves closely with daily routines. They undertake tasks such as taking registers to the school office, operating the music centre in assembly and helping with younger pupils at lunchtime. They care for pets and look after the school garden. Pupils are confident when they talk with adults and enjoy showing visitors around the school. Most pupils have a good deal of respect for their teachers and other adults in the school. The older pupils are suitably mature and sensible when they have to cope with disruptive behaviour in class. They use their initiative well; for example they automatically bring chairs for visitors. Pupils show respect and value the thoughts and ideas of others. The good relationships within the school make a positive contribution to the standards pupils achieve.
18. Attendance is below that reported at the last inspection, largely because of the increasing number of parents taking pupils out for holidays during term time. Attendance is currently in line with the national average and therefore satisfactory. Unauthorised absence is below the national average. Registers are completed promptly and accurately in accordance with regulations. Pupils are punctual in their attendance enabling lessons to start promptly.

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

19. At the time of the inspection the class teacher for Years 4, 5 and 6 had been absent for approximately three months. The class were being taught for most of the time by a supply teacher. Overall the quality of teaching in the school is satisfactory. It is better for pupils in Key Stage 1, younger pupils in Key Stage 2 and for Year 6 pupils in 'booster' sessions. Nearly half of lessons are good or very good and approximately one third are satisfactory. The quality of teaching in literacy is generally very good and the quality of teaching in mathematics and science is good. One fifth of lessons seen were unsatisfactory, but in the inspectors' view this proportion was misleading and was not reflected in the quality of teaching overall. The relatively small number of observations made in this small school means that the statistical significance of this percentage of unsatisfactory teaching must be treated with caution. The majority of unsatisfactory teaching related to short lessons taught by non-regular members of staff. On the basis of a range of evidence, including the standard of work throughout the school, the inspectors judged that the pattern of unsatisfactory teaching, during the inspection week, was not typical of the overall provision made by the school. However, clearly the monitoring of teaching was not as effective as it could be.
20. Children under five are taught mostly by a part-time teaching student in the morning and, together with other Reception and Year 1 pupils, by their class teacher, in the afternoon. The quality of teaching overall is satisfactory. Activities are appropriately planned and provided relating to all areas of learning and relevant to the age and stage of most children. Very good use is made of voluntary support from parents to extend and consolidate children's learning, for

example in understanding and using mathematical language and controlling a toy robot. However, too little time is spent by the teacher on focused interaction with children to guide and extend what they have learned.

21. The teaching in literacy lessons is usually very good and results in effective learning and a high level of achievement throughout the school. Teachers have a very good subject knowledge and this enables them to make clear teaching points and use technical vocabulary confidently. Lessons are well structured with a class introduction, including shared reading or writing, individual work and a summary to reinforce or check pupils' understanding. Questions are well focused and challenging. For example pupils in Key Stage 1 are encouraged to explain why they have suggested a particular word to describe a character in the story. This develops pupils' thinking about the story and extends their understanding of a 'character'. Teachers present the lesson in a lively and interesting way, showing their own enthusiasm and knowledge of the texts they use. Good relationships have been established, even where the teacher is not teaching her own class, and humour is used effectively. This inspires confidence and enthusiasm from pupils and they are all eager to contribute ideas and support each other's suggestions. Resources are usually very well prepared and this enables pupils to get on quickly and helps to maintain a brisk pace in lessons. Verbal feedback to pupils is supportive and constructive and encourages pupils to work hard and achieve their best. In one unsatisfactory session, the introduction to a writing task was too slow and some pupils became fidgety and distracted. Resources were not well prepared and pupils did not make a concentrated start on their writing until 25 minutes into the lesson.
22. The teaching of mathematics is generally good. It is particularly good for pupils in Key Stage 1, younger pupils in Key Stage 2 and Year 6 in 'booster' sessions. Introductions to lessons include well focused direct questioning to motivate pupils' attention and stimulate mental agility. Resources are well organised and, as in literacy lessons, the presentation of tasks is lively and amusing which motivates sustained concentration from pupils and ensures that they learn quickly and effectively throughout the lesson. Relationships between the teacher and pupils are very good and pupils enjoy the challenge of demanding work. A very good example of this was seen in a lesson for Year 6 pupils where the majority was very successful in learning how to use brackets in mathematical equations. Plenary sessions at the end of the lesson are used effectively to encourage pupils to explain their strategies for solving problems. This ensures their learning is secure and helps other pupils to develop different methods. Teaching is less effective when three year groups work together and teaching does not fully engage pupils of all ages and abilities. This results in younger pupils becoming distracted and older pupils not being challenged to develop their thinking.
23. Science teaching is good overall. Pupils are organised into teaching groups so that no more than two year groups are taught together. Teachers apply the structure of literacy lessons effectively with a clear introduction, group or individual work, and a summary to check and extend pupils' learning. There are very good opportunities for pupils to become involved in practical investigation and discussion, which result in effective learning about the skills involved in setting up and recording the results of scientific tests. Questioning, feedback and prompts from the teacher ensure that pupils are consistently on task and complete their work. The organisation of one science lesson in the hall is a source of distraction to a minority of pupils because of the noise from other classes and because they cannot see the board. The learning of younger pupils in Key Stage 2 is also slightly impeded by the noise level in the class.
24. Teachers make good use of information technology to support learning in other subjects. For example pupils access information and learn about magnets in a science lesson. Very little direct teaching of information technology was observed but the little seen was of good quality, including that provided by parents and voluntary helpers. However, too little time is allocated to the teaching of information technology skills, particularly in Key Stage 2, and for pupils to practise their skills independently of adult support. As a result they do not achieve the level of skill expected for their age by the end of Key Stage 2.
25. Only two religious education lessons were observed. In one good lesson pupils were effectively engaged in learning about the significance of the church through the teacher's skilful questioning. In one unsatisfactory lesson, in Key Stage 2, although activities were well planned for pupils of different ages and abilities, many pupils lost interest because the

introduction to the lesson was over-long.

26. Teaching in other subjects is variable in quality but satisfactory overall. Where teachers have a secure subject knowledge and show enthusiasm, such as in music, pupils are interested and well motivated and learn successfully. Better lessons also include a lively introduction and clear expectations are set about what pupils are expected to learn and achieve in the lesson. A good mix of activities, with opportunities for class discussion and working independently or in small groups, ensures pupils' interest and concentration is sustained and they progress quickly in their learning. Teaching is less successful where there are too many different subjects being taught at the same time and pupils are not clear about what they are expected to do. The teacher spends too much time directing pupils to the next task and there is little sustained teaching to develop pupils' skills or thinking. The pace and timing of a minority of lessons are unsatisfactory. This results in pupils becoming bored and distracted if introductions are too long or there is insufficient time for pupils to practise their skills, such as in one physical education lesson.
27. The use of classroom assistants is usually very good, particularly in literacy lessons and to support pupils with special educational needs. The quality and effectiveness of the support is better where assistants have a clearly focused task supporting one individual or one specific activity, rather than general support around the class.
28. Voluntary help from parents and other visitors from the local community contributes substantially to the quality of learning in the school. It is particularly effective in extending pupils' knowledge in information technology, in developing pupils' literacy skills and in supporting pupils with special educational needs or who are particularly talented.
29. Additional teaching support for pupils with special educational needs is very well organised by the special educational needs co-ordinator to ensure that pupils receive regular well focused support in relation to their needs. This support is mainly, but not exclusively, targeted to extending pupils' literacy skills and accounts for the good progress pupils make, particularly in reading and spelling.
30. Generally teachers know pupils well and give generous and constructive verbal feedback in lessons which develops pupils' confidence and eagerness to improve. Some teachers have started to include useful written commentary on pupils' work, clearly identifying what pupils need to do to improve, but this is not done regularly by all teachers.
31. There was no evidence of homework being provided or discussed during the inspection but pupils are regularly provided with appropriate literacy and numeracy tasks to complete at home.

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

32. The school provides a broad and well balanced curriculum for pupils, particularly in Key Stages 1 and 2, with the exception that insufficient time is allocated to the teaching of information technology in Key Stage 2. It provides for pupils' intellectual, physical and personal development at all stages and fulfils statutory requirements. The school is successfully implementing the National Literacy Strategy which is having a very positive impact on pupils' learning overall. The implementation of the National Numeracy Strategy is also beginning to improve achievement in mathematics in Key Stage 2. There are good opportunities for using literacy and numeracy skills in other subjects, such as science and geography, which supports this learning. The science curriculum includes an appropriate health education programme including sex education and drugs' awareness. With the exception of information technology, the school allocates appropriate time to all core subjects, with appropriate emphasis on literacy and numeracy, without having a detrimental effect on non-core subjects such as music and history. The school correctly emphasises the investigative element of work in subjects such as mathematics and science. The school is making good use of extra-curricular activities provided by parents to broaden pupils' experiences, particularly in sport. There are also good opportunities for pupils to learn to play an instrument which enhance their achievements in

music.

33. The school appropriately bases the curriculum for children under five on the new Early Learning Goals proposed for children in the reception year and the early stages of the National Curriculum. The curriculum provided for these young children is sound. However, there is no agreed school policy setting out how learning for these children will be organised and no information to parents setting out what the school provides for this early learning stage.
34. The school makes very good provision for pupils on the school's register of special educational needs. The register meets the requirements set out in the Code of Practice. Individual education plans are clear and focus well on the individual needs of each pupil. Targets for improvement are precise and help teachers and classroom assistants to provide appropriate activities and support in lessons. This ensures they make good progress.
35. The school makes very good provision for gifted and talented pupils. It effectively promotes their individual talents whilst continuing to expand their all-round development. The school receives a very good level of specialist help in mathematics and science from parents and the wider community. This is very effective in enabling pupils to work at a high level of achievement alongside other pupils in the school.
36. The school ensures that all pupils regardless of age, ability or gender have equivalent access to the curriculum. This is particularly effective in literacy and science as a result of the organisation of lessons into smaller teaching groups and the additional literacy support organised by the special educational needs co-ordinator. In science and mathematics there is very good additional support for gifted and talented pupils. In literacy and mathematics pupils in Year 6 are given opportunities to work as a discrete group which has a very positive impact on the quality of teaching and learning in these lessons. Pupils with English as an additional language receive additional voluntary support in literacy, ensuring that they are not disadvantaged in any way.
37. Pupils benefit from a good range of visits and visitors, including a residential visit in Key Stage 2. Particularly good use is made of the local environment to enhance pupils' learning in history and geography.
38. The school has successfully implemented national initiatives whilst maintaining the overall quality of the curriculum since the previous inspection.
39. The school's provision for the spiritual, moral, social and cultural development of its pupils is good. This reflects the findings of the previous inspection report. The school makes effective use of these aspects of education to promote pupils' personal development, particularly their social awareness.
40. The provision for the spiritual development of pupils is good. The youngest children in the school experience a range of activities that gives them opportunities to reflect and wonder. They consider how they move and grow and think about people who look after them. The school provides many opportunities for reflection in the daily act of collective worship. For example, pupils consider the gifts and talents of others. This is successful in promoting an atmosphere of thoughtful contemplation. The school incorporates spiritual opportunities naturally into many aspects of its life. An example of this is in religious education where pupils consider and reflect on what matters in life as they prepare a time capsule. In personal and social education lessons pupils reflect on feelings and emotions. This gives them opportunities to reflect and think about their own feelings, needs and emotions and those of others. The school makes effective use of a range of resources. For example, pupils listen to a recording about life in Father Bruno's community. They show sympathy for the Palestinian and Jewish boys who are growing up in an atmosphere of distrust and dislike. Pupils' work in science also helps to promote their spiritual development. For example, pupils express amazement as they see magnets 'float'. There is a good spiritual ethos in assemblies and many lessons. This provides a firm and effective base for the work of the school.
41. The provision for the development of pupils' moral understanding is also good. The school is effective in teaching pupils the principles that distinguish right from wrong. This begins on entry to the reception year and develops as pupils progress through the school. There is a



strong code of conduct implicit in all actions. All members of the teaching and non-teaching staff provide very good role models. They ensure that all their dealings with issues are firm and fair. Teachers talk through any transgressions of the code of conduct with pupils and, when necessary, with parents. Pupils are well aware of what constitutes acceptable and unacceptable behaviour. They have many opportunities to explore moral issues and develop moral understanding within lessons and assemblies. For example, in one assembly pupils consider the moral issues of conflict. Teachers make effective use of lessons to reinforce messages of care and concern for each other. Pupils are encouraged to tidy away equipment and learn to look after it carefully. This enables them to appreciate moral issues concerning other people's property. Pupils discuss the effects of their actions on other people. They quickly develop an understanding that they are responsible for their own actions and that there are consequences to them. Staff maintain a calm, reflective and orderly community that promotes purpose to all school activities.

42. The provision for social development is good. Children in the reception year have many opportunities to develop independence and take responsibility for their own learning. Teachers build on this and increase these opportunities, as pupils become older and more mature. Pupils have many opportunities to work co-operatively and collaboratively in lessons. In science, for example, pupils work well together when planning and carrying out investigations. This encourages the effective development of social skills. Pupils are encouraged to listen with respect to each other when discussing work and value each other's contributions. All members of staff foster good relationships between pupils and between pupils and themselves. The school develops pupils' concept of citizenship through participation in the work of the school community. It encourages pupils to put forward ideas for improvement and involves them in a variety of tasks around the school. For example, pupils take registers to the office and tidy away equipment. The school gives pupils opportunities to further develop their social skills during lunchtime. This is a pleasant social occasion where pupils of all ages mix, eat and talk together quietly and calmly. The school plans to develop pupils' awareness of social and moral responsibility by introducing a school council for older pupils. Pupils have an effective involvement in the wider community. They raise money for a range of local and national charities, sing in the local church and give concerts for families and friends. Pupils take part in a variety of outings and visits. This includes a very popular visit for Key Stage 2 pupils to Swanage.
43. The school makes good provision for the cultural development of pupils. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. For example, the school makes effective use of the village and of the National Trust centre at Ashridge. Pupils visit museums and art galleries and are well aware of their cultural heritage. They celebrate the May Day traditions of the hat making trade and investigate an old hedge around the school. The school also teaches pupils about other religions, cultures and beliefs. This mainly happens during religious education lessons where pupils learn about Judaism, Islam and Sikhism. The school has visits from representatives of a Hindu community and links with Vellore hospital in India and with a Rabbi. The school teaches pupils to value and respect all faiths and beliefs. It gives pupils a good preparation for life in a multi-cultural society.

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

44. The previous inspection report stated that provision for pupils' welfare was good and the school provided a happy and safe environment. This continues to be the case. The working environment is well supervised, staff know pupils well and have a caring approach. Procedures for assessing pupils' attainment and progress are generally satisfactory. Monitoring of pupils' personal development is good. The use of support and guidance to raise pupils' achievement is generally good although there are some procedural deficiencies.
45. There is effective, comprehensive pastoral care provided by all staff who know individual pupils well. Personal support and guidance to pupils by class teachers is good and this is acknowledged and valued by parents. The provision for pupils with special educational needs is very good. They are supported well in all areas of the school. External agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance

which assist pupils' progress and their confidence.

46. The arrangements for child protection are satisfactory. There is a designated staff co-ordinator who has received the appropriate training and staff are aware of the relevant procedures to be followed. The school has its own child protection policy but this is in need of updating.
47. The school has adopted a satisfactory health and safety policy and internal responsibilities are understood. There are regular safety inspections and the school receives professional advice from the local education authority. However, with the exception of arrangements for dealing with asbestos, there are no systematic documented risk assessments to ensure that health and safety issues are identified and dealt with. There are good arrangements for the care and support of pupils with medical needs or taken ill at school and there are appropriately maintained accident records. Most staff have received appropriate briefing in first aid. The arrangements for the supervision of pupils at break times and lunch periods are good. Since the previous inspection toilet facilities have been provided for the outside classroom. The school provides a safe and healthy environment.
48. The procedures for monitoring and supporting pupils' personal development are good. The school's effective pastoral arrangements, guidance and support ensure that pupils' confidence and self reliance are developed well. Pupils are provided with regular opportunities to exercise responsibility and there is also a wide range of clubs and activities to promote and support their personal development.
49. There are satisfactory procedures for promoting attendance and good procedures for promoting discipline and good behaviour. The school has a comprehensive and positive approach to behaviour and discipline. The policy is well understood and conscientiously and consistently applied by all staff. The majority of pupils are therefore motivated to act responsibly and the infrequent instances of inappropriate behaviour are well handled. The staff provide good role models and the school's generally successful approach to discipline is demonstrated by the good behaviour of most pupils in and around the school. An appropriate policy for dealing with bullying has been adopted and there are effective arrangements for dealing with any incidents. Attendance is appropriately monitored and there is good liaison with the education welfare service.
50. The procedures for assessing pupils' attainment are satisfactory. Statutory assessments are carried out on entry to the reception class. The special educational needs co-ordinator makes good use of this data to identify pupils who may require additional support, particularly with language and literacy. However, teachers' planning does not make use of this information to identify specifically what groups of pupils need to learn next. Similarly the school carries out statutory assessments at the end of Key Stage 1 and Key Stage 2 and makes use of non-statutory assessments in Key Stage 2 to check pupils' levels of achievement in English, mathematics and science. This information is used to monitor pupils' learning and progress and to set target levels for achievement in English and mathematics for the end of the year. Good use has been made of these assessments to identify individual weaknesses in language and literacy but there is little evidence in planning for mathematics that information has been used to plan future work. The school is aware that there is a relative weakness in mathematics but has not done any overall analysis of test results to identify what specifically this might be to raise achievement. There are no procedures for the systematic assessment of work in the core subjects of information technology and religious education.

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

51. The school has maintained the very good links with parents reported at the last inspection. Parents are very supportive of the school, hold positive views and are generally well satisfied with what the school provides and achieves. The school values its partnership with parents and has good relationships with them. Communication is generally good. There is very good involvement of parents in the school and parents' contribution to their children's learning is very good.
52. The school communicates frequently with parents and overall, the quality of information is

good. Good curriculum information is provided for each year group on a half-termly basis and there is a clear annual report to parents from the governing body. The prospectus is attractively produced, but it does not contain information on the provision for children under five. The information on standardised test results is not presented clearly enough to enable parents to make comparisons between the performance of this school and others. There are three opportunities for formal consultation during the year. These are all well supported. In addition, there is a general open evening for parents in the summer term. Meetings have also been held for parents on literacy and numeracy.

53. Pupils' annual reports are satisfactory. They include targets for improvement and areas for future development but do not always provide sufficient information on what pupils already know, understand and can do. However, parents feel that they receive comprehensive information about their children taking into account discussions with staff throughout the year. Parents of pupils with special educational needs are kept appropriately informed. They are invited to attend and participate in meetings with school staff and outside agencies.
54. There is a homework policy and there are systematic homework arrangements in all classes. This provides parents with a valuable involvement in their children's education, although some parents expressed concern about inconsistencies in the amount of homework given from week to week.
55. Parents give very good general and financial support to the school. They have positive perceptions of the school, that it is accessible, that they are welcomed and that the staff are approachable. There is very good direct parental involvement in the school. A significant number of parents actively help in school and there is very good quality parental support in lessons. This is particularly effective in extending pupils' information technology and literacy skills and in enhancing the provision for special educational needs. A number of parents provide activities after school, including football and netball. These extra-curricular activities are provided exclusively by parents and substantially improve the provision made by the school for sporting activities and for pupils to meet with each other beyond the school day. There is a home-school agreement which has been formally endorsed by the vast majority of parents. There is a very active Friends' Association which provides regular and generous fundraising support enabling the school to purchase additional resources, including computers and physical education equipment, and to extend the accommodation for younger pupils.

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

56. The headteacher provides the school with clear leadership. She has established a team of staff who give generously of their time and work hard on behalf of the pupils in the school. She engenders a high degree of loyalty and support from governors and parents who also work hard to support the school and are actively involved in raising pupils' achievements through working in classrooms and raising funds to improve the quality of resources and accommodation. The school achieves high standards in many aspects of its work and has identified areas of relative weakness, such as mathematics, as a focus for improvement.
57. The school is very successful in achieving its main aims based on respect, mutual support and co-operation. This is reflected in the quality of relationships, attitudes and behaviour of pupils and care and attention to pupils' individual needs. There is a positive and supportive atmosphere in the school which contributes to pupils' confidence and achievements and the high level of commitment shown by all those involved with the school. The school has a clear dedication to high standards but this is not reflected in the aims set out in the school prospectus to parents.
58. The school has made reasonable progress in addressing most of the key issues from the previous inspection, taking into consideration financial limitations, staff absence and changing national priorities. It has made substantial improvements to the accommodation of the school through its own endeavours and standards in most aspects have been maintained or improved.

The current school development plan identifies appropriate priorities for improvement in view of national priorities and National Curriculum test results. Staff illness over the last two terms has limited progress in some areas but co-ordinators, present in the school, have a clear overview of their subject in terms of resources, staff training and priorities for development. They monitor standards informally through staff discussion and meetings but analysis of pupils' work and test results has not been sharply focused enough to identify particular strengths and weaknesses in the teaching of mathematics and information technology, where pupils are not achieving as well as they should be in Key Stage 2

59. The headteacher has a substantial teaching commitment herself but recognises that the monitoring of teaching throughout the school requires improvement to ensure that teachers receive regular and well focused feedback on the quality of their teaching and that there is a system to check and secure improvements.
60. The governing body are very supportive of the school and contribute directly to the standards it achieves. For example, by providing support with literacy skills in Year 6 and for gifted and talented pupils. They have organised themselves more effectively into committees since the previous inspection and have worked hard to secure substantial improvements to the accommodation of the school. However, they do not have a clear overview of strengths and weaknesses in the curriculum and there is no system for checking that the school has implemented planned improvements or that these are having a positive impact on standards. This issue for improvement remains outstanding from the previous inspection
61. The school has appropriate systems for financial planning. It makes good use of the services of one of the Local Education Authority's finance officers. This ensures prudent management of the finances available to the school. The school and governing body have a clear commitment to maintaining the quality and level of staffing. The school is also planning to make further improvements to the accommodation. For example, there is an urgent need to re-decorate parts of the school. The literacy and numeracy strategies form the basis for recent educational priorities. The governing body is well aware of best value principles in relation to spending matters. It compares costs, and undertakes competitive tendering for services but it does not compare standards with those of other schools or evaluate spending in relation to an improvement in standards.
62. There are clear definitions of the responsibilities of the governing body, its committees and those of the headteacher and members of staff. The finance officer provides clear information about the budget every month and the governing body is well informed on financial matters and plays an active role in monitoring the use of financial resources. There is full implementation of the recommendations in the latest audit report and financial monitoring is secure.
63. The school has very efficient and effective day-to-day financial management and administration. Procedures are unobtrusive and do not interrupt the smooth running of the school. This high level of efficiency enables the teaching staff to maintain the focus of attention on their work with pupils.
64. The school makes good and effective use of its resources. This includes funding specifically for pupils with special educational needs and additional funding for music resources. Teaching and support staff are well deployed to support the needs of all its pupils. The school makes very good use of voluntary support from parents and the wider community. This is particularly effective in supporting pupils with special educational needs and gifted pupils. The school makes good imaginative use of the available accommodation and effective use of learning resources. This reflects the findings of the previous inspection.
65. The school has a good number of suitably qualified and experienced teachers based on the number of pupils in the school. They give an effective level of education in all areas of the curriculum. Their knowledge and expertise meet the requirements of the National Curriculum and the locally agreed syllabus for religious education. The classroom assistants and voluntary helpers give a good level of classroom support which contributes substantially to pupils' achievements. All teaching and non-teaching staff have clear job descriptions. The procedures for appraisal are behind schedule because the school is awaiting new guidelines from the Local Education Authority. The school's arrangements for the professional

development of staff are good. Training priorities are clearly linked to school and individual needs and there are good arrangements for staff to share information informally and formally through staff meetings and training days. The procedures for the induction of teachers new to the school are clear and work effectively. All members of staff are hard working, loyal and committed to the school. The co-ordinator for special educational needs, in particular, makes a substantial contribution to pupils' achievements and progress. The kitchen staff and midday supervisory assistants ensure that lunchtimes are calm and sociable. They make a good contribution to the caring and supportive ethos of the school. The caretaker works hard to maintain a clean and attractive environment.

66. The school has made limited progress directly relating to the accommodation issues raised at the last inspection as a result of lack of funding and building restrictions. The headteacher has a very small but private office and the school has made imaginative use of screening to create an area for staff and for sick pupils to lie down if necessary. The school has made very good improvements to other aspects of accommodation noted in the report. Children under five now have a secure play area, with grass and hard surface. The outside classroom has been extended with an attractive conservatory and has integral cloakroom and toilet facilities. The school hall is rather small for the increasing number of pupils in the school, particularly for older pupils in physical education lessons, although they are sensibly behaved and therefore the situation is not hazardous. Pupils have access to good-sized hard play areas outside and a large grassed area. The grounds provide good facilities for sporting activities and attractive gardens for quiet study and reflection. Pupils take pleasure in these areas. All pupils, including children under five, use the library area well. This has a positive impact on standards in reading.
67. Learning resources, including books, are sufficient in range and quantity to support the curriculum for children under five and those in Key Stages 1 and 2. Resources are of good quality and are readily accessible for use by pupils and adults. The school continues to extend all subject resources. The school is making effective use of the funding for information technology, although the lack of direct teaching using these resources is limiting pupils' achievements by the end of Key Stage 2. The resources for literacy and numeracy are good, both in quality and quantity. The school uses them effectively to promote learning and achievement. The school makes very good use of a trust fund for music to buy good quality resources and instruments. This has a positive impact on standards in music.
68. Taking into account the high unit cost per pupil, their above average attainment on entry, the standards achieved by the school and the quality of teaching and learning, the school provides sound value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To maintain the good features of the school and remedy the weaknesses the headteacher, governing body and staff should:
- raise pupils' achievement in mathematics by the end of Key Stage 2 by:
    - ensuring teaching meets the needs of all age and ability groups in mixed age classes;
    - use assessment results more effectively to plan changes to the curriculum or teaching.(See paragraphs 1; 6-7; 22; 50; 58 and 92-96)
  - raise standards in information technology at the end of Key Stage 2 by:
    - ensuring sufficient time is allocated to teaching all aspects of the National Curriculum programmes of study;
    - providing pupils with sufficient opportunities to practise information technology skills.(See paragraphs 9; 24; 32; 90; 95; 120-123)
  - improve the quality of teaching by:
    - establishing a system for regularly checking the quality of teaching and providing feedback, support and targets for improvement.(See paragraphs 19-31 and 59)
  - improve the effectiveness of the governing body by:
    - establishing a system for checking that planned developments are implemented and having a positive impact on standards.(See paragraphs 60-61)
70. In addition to the main issues for improvement the following less important aspects should be considered for inclusion in the action plan:
- Develop a school policy setting out the provision for children under five.
  - Ensure written marking regularly includes diagnostic commentary indicating clearly what pupils need to do to improve.
  - Update the child protection policy.
  - Ensure that systematic risk assessments are regularly undertaken and documented.
  - Ensure that there is consistency in the amount of homework provided from week to week.
- (See paragraphs 30;33;46-47; 52;54 and 90)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	20	32	20	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	79
Number of full-time pupils eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	37

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	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### **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	68
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	20
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	30.5

### **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.*

### **Financial information**

Financial year	1998/99
	£
Total income	178,686
Total expenditure	180,215
Expenditure per pupil	2,436
Balance brought forward from previous year	11,888
Balance carried forward to next year	10,359



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

### **Questionnaire return rate**

Number of questionnaires sent out	81
Number of questionnaires returned	20

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	20	15	5	0
My child is making good progress in school.	55	35	0	5	5
Behaviour in the school is good.	45	40	10	0	5
My child gets the right amount of work to do at home.	45	30	25	0	0
The teaching is good.	45	40	5	0	10
I am kept well informed about how my child is getting on.	45	40	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	5	0	0
The school expects my child to work hard and achieve his or her best.	65	30	5	0	0
The school works closely with parents.	40	50	5	0	5
The school is well led and managed.	50	35	10	0	5
The school is helping my child become mature and responsible.	65	25	5	5	0
The school provides an interesting range of activities outside lessons.	20	40	30	10	0

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

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

71. There were seven children under five years of age at the time of the inspection, including four attending part-time in morning sessions only. In the morning children under five are taught mainly by a nursery nurse/teaching student, together with other reception year pupils, and sometimes also with Year 1 pupils by the class teacher. Children under five attending full-time are taught in the afternoon, together with other reception and Year 1 pupils, by the full-time class teacher.
72. Baseline assessment data indicate that children's attainment on entry is above expectations for their age, particularly in language and literacy skills. Overall they are making satisfactory progress in all areas of learning and are on target to achieve, or have already achieved, standards above those expected by age five. Children with special educational needs are identified at an early stage through analysis of baseline assessments and receive very well focused support from classroom assistants. They make good progress particularly in their language and literacy skills.
73. The school has made substantial improvements to the accommodation for children under five since the previous inspection but the quality of teaching, though satisfactory overall, is not as good.

#### **Personal and social development**

74. Children are happy and confident in school and concentrate well during class and group instructions. They show a high level of independence and concentration when working unsupervised and co-operate well with other children and adults, such as when taking turns with the toy robot. They express ideas clearly and positively and demonstrate mature thoughtfulness in their comments during a discussion about their visit to the church. For example, one child suggests lighting a candle and praying as a means of responding to someone's death.
75. The teaching of personal and social development, observed in one short session about a visit to the church, was satisfactory. The planning relating to personal, social or religious understanding was very brief but the teacher's questioning, focused on recalling features of the church, led inadvertently to thoughtful reflection and opportunities for spiritual development. Classroom routines have clearly been established and this supports children's confidence in choosing and working independently.

#### **Language and literacy**

76. Most children have very good listening skills and respond appropriately to questions and instructions. They express their ideas clearly using a good range of vocabulary for their age. For example, a child recalls that bells are rung to 'welcome you to the church' and on 'special occasions'. They have a good understanding of books and know that words carry meaning. Most children can read familiar words and phrases and express clear preferences for books that they choose from the library. They write recognisable letters to represent words with some correspondence between initial letters and sounds.
77. The teaching focused on developing children's language and literacy skills was satisfactory overall. Activities are appropriate and well organised to promote discussion and awareness of books, but learning is restricted because of the lack of sustained interaction from the teacher. There was limited evidence of teaching to promote writing skills and missed opportunities to encourage this through free play.

## **Mathematics**

78. Children have a good understanding of mathematical language, such as words to describe the position of objects, and count accurately up to ten. They can write some numerals and sequence events correctly according to whether they take place in the morning, afternoon or evening.
79. There was clear planning for an appropriate range of activities to promote children's understanding of positional language in one mathematics session observed. Very good use was made of parental help to support children's understanding and use of positional language using the toy robot. The teacher provided general guidance to other children undertaking free choice activities but missed opportunities to reinforce or extend their learning through discussion.

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

80. Most children have a good general knowledge of their environment. They distinguish accurately between loud and quiet sounds and use information technology confidently to support their learning. There was limited evidence of children's historical or geographical understanding, although there is clear planning relating to developing children's understanding of the weather.
81. Teaching in one lesson observed was satisfactory. Activities are appropriately planned in relation to the 'Early Learning Goals' and science for Key Stage 1. Instructions are clearly given and children get on quickly and confidently because they know what they are supposed to be doing and routines have been established. The teaching intervention is limited to comments about what children are doing, rather than introducing new learning, but children are well motivated and make sound progress.

## **Physical development**

82. There was limited evidence for physical development during the period of the inspection. Children handle brushes appropriately and use construction toys confidently. They run and play outside with good awareness of space.
83. There is clear planning for this aspect of children's learning, although no teaching was observed during the inspection.

## **Creative development**

84. There was limited evidence of children's creative development other than displays of paintings and collage snowmen. Children join in singing familiar songs and rhymes and participate in role play in the 'surgery'.
85. No teaching was observed with a specific focus on creative development, although opportunities are identified in planning.

## **ENGLISH**

86. Standards in English are high at the end of both key stages. This reflects the standards achieved by pupils in National Curriculum tests at the end of Key Stage 1 and Key Stage 2 in 1999. This also reflects an improvement in English standards since the previous inspection. The school's successful implementation of the National Literacy Strategy, the very good teaching, the high quality additional literacy support for pupils with special educational needs and the support of parents and other volunteers all contribute to these high standards.
87. Pupils aged five in the reception and Year 1 have above average speaking and listening skills. By Year 2 pupils have a very good understanding of a range of vocabulary and can explain clearly and articulately why a particular character in a story might be considered to be 'brave'

or 'strong'. Younger pupils in Key Stage 2 dramatise their fable reading with very good expression which entertains other pupils. They listen carefully to teachers' questioning and add imaginative details to their answers. By Year 6 pupils pay close attention to questioning and to what other pupils say. They use a wide range of vocabulary in their responses which take account of what others have said.

88. Pupils' reading by age five is above expectations for their age. By Year 2 pupils read fluently, accurately and with expression from a wide range of fiction books. They show a good understanding of what they have read and more able pupils express clear preferences for authors and types of books. Pupils in Year 6 read and interpret a wide range of texts showing a particularly good understanding of vocabulary and key features such as the rhyme and structure. More able pupils give reasoned explanations for their preferences, such as 'fast moving adventure' stories.
89. Pupils' writing skills are at least average by age five. By Year 2 writing standards are above average, with lower attaining pupils making particularly good progress in writing at increasing length and with greater accuracy. A significant minority of pupils achieves well above average standards in developing well structured extended writing with carefully chosen vocabulary to add variety and interest. For example one pupil, in setting the scene for a story, began: 'She's just an ordinary girl but she does not know that next to her house is a Fairy Forest'. Pupils in Year 6 achieve a very high standard in writing in a range of forms and styles, for example, myths, riddles, poetry and playscripts. They write with well developed sentence structures and use language very effectively. For example a riddle about a gobstopper machine referred to being 'stuck in a sphere of friends' and a worm was described as 'Thin and very long, lying underground; cosy in its cover of soil, brown and soft'. The standard of handwriting is high throughout the school. Finished work on display, and in class books, shows a high level of care in presentation.
90. Overall the quality of teaching is very good. Two out of four lessons observed were very good and one out of four lessons was good. Although the first part of one lesson was unsatisfactory this did not reflect the overall quality of teaching and learning in pupils' work. Teaching is particularly good for pupils in Key Stage 1, younger pupils in Key Stage 2 and for pupils in The Year 6 'booster' group. In Key Stage 1 the teacher uses resources well, including pupils' previous work, to captivate pupils' interest and develop their fluency in reading. Very good use is made of questioning to challenge pupils' understanding of the story and increase their understanding of a 'character'. Younger pupils in Key Stage 2 learn and reinforce a lot of skills in a short period of time because teaching is lively, challenging and well paced. Pupils sustain a high level of concentration because the teacher presents a range of interesting activities in a light-hearted and interesting way. Teaching for older pupil in Key Stage 2 is better when Year 6 pupils are taught separately and given well focused tasks that extend and challenge their thinking. The enthusiasm and knowledge of the teacher encourage all pupils to contribute and promote very good learning about the use of rhyme and structure in Tennyson's 'The Lady of Shalott'. Pupils make unsatisfactory progress in their learning when the introduction to a task is hesitant and unclear and pupils become distracted or are not certain about what to do. There was limited evidence of information technology being used to support pupils' literacy skills, although some good opportunities had been identified in planning. The quality of verbal feedback in lessons is usually very good and this promotes pupils' confidence and enthusiasm and encourages them to reconsider and improve their responses. There is little evidence, until recently, of useful written marking to identify specific improvements to raise the standard of pupils' work.
91. The school has consistently placed a high emphasis on standards in literacy reflected in test results over the last few years. The literacy hour is well established in all classes and the school has made good use of additional funding for Year 6 'booster' classes to provide more focused teaching for the oldest pupils in the school. This is having a very positive impact on the quality of pupils' learning in these sessions. Additional literacy support for pupils with special educational needs is very well organised by the special educational needs co-ordinator. A team of classroom assistants and voluntary helpers provides high quality support in short, well focused sessions within and outside the classrooms. This is particularly effective in promoting pupils' progress in reading and spelling and confidence overall. Pupils' skills in reading and writing support their developing knowledge in other subjects, such as history and geography. The school provides very good opportunities for pupils to practise and develop

their literacy skills in other lessons. For example, pupils are encouraged to access and read geographical information from a CD Rom to support their learning about India. They are regularly encouraged to write up their findings in science. However, the use of information technology to develop pupils' drafting and editing skills is very limited.

## **MATHEMATICS**

92. Standards in mathematics are above average by the end of Key Stage 1. The consistently good quality of teaching makes a significant contribution to pupils' high achievement. This encourages effective learning by pupils who bring very positive attitudes to their work. As a result pupils learn well and progress is good. National Curriculum test results in 1999 reflect these standards. By the end of Key Stage 2 attainment in mathematics is only average. This is in line with the results achieved in National Curriculum tests in 1999 which were in line with the national average but well below in comparison with similar schools. However, there is clear evidence of an improvement in the quality of teaching and learning at Key Stage 2. This is because the school is giving Year 6 pupils the opportunity to work as a separate group in a twice weekly 'booster' class. The high standards at Key Stage 1 show a good level of improvement since the previous inspection. The school has maintained average standards at Key Stage 2 since the previous inspection but is aware that achievements in mathematics are not as good as they should be.
93. Pupils enter the school with broadly average skills in number. By the end of Key Stage 1 pupils achieve average standards in using and applying mathematics and use accurate mathematical language and work practically to solve problems. Standards in other aspects of mathematics, particularly number skills, are well above average. Most pupils can add and subtract numbers up to 100 accurately and use multiplication and division with two-digit numbers. They deal competently with calculations involving missing numbers and choose suitable methods for solving problems. They understand the correlation between addition and subtraction and present data accurately in the form of block graphs. For example they chart their birthdays and favourite foods. They name common two-and three-dimensional shapes and understand what a line of symmetry is.
94. By the end of Key Stage 2 most pupils attain average standards in comparison with the national average in all aspects of mathematics. The majority is confident in dealing with numbers up to 1,000 and places them accurately in sequence. They use a range of computation methods, such as addition, subtraction, multiplication and division, to work out mathematical problems. The more able pupils explain their reasoning logically. Pupils use correct mathematical terms when explaining their work for example, 'factor' and 'multiplier'. They use rulers to measure accurately. They estimate totals and check their results with calculators. Pupils explain the meaning of decimals and fractions and most can convert decimals to fractions and vice-versa. They understand how to find the area and perimeter of two-dimensional shapes and use line graphs, pie charts, Venn diagrams and tables appropriately to record data.
95. The effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. Lessons begin with a short mental arithmetic session and end with a structured summary (plenary). This enables teachers to assess what pupils have understood and reinforces pupils' learning. The school has recently introduced Year 6 'booster' sessions, giving the oldest pupils the opportunity to explore mathematical concepts in depth and to learn new skills quickly. However, the school places less emphasis on re-grouping pupils for mathematics than for literacy and science and considerably less time is allocated to providing additional support for pupils with special educational needs. The school is taking steps to further increase the use of information technology to support work in mathematics, although this is currently under-developed for older pupils in Key Stage 2.
96. The quality of teaching and learning is good overall in both key stages. Teaching is very good in two out of four lessons. Teachers have a good knowledge and understanding of the subject. They plan work carefully, using a variety of methods and strategies and make effective use of many formal and informal opportunities for pupils to practise their number skills, for example by using action rhymes and songs. Teachers generally have high expectations of pupils' work

and behaviour and pupils rise to the challenge. Lessons have a clear structure and teachers plan work on the basis of pupils' prior attainment. This enables pupils to learn and achieve well and make good progress. Most lessons move briskly and the high quality of class management and control ensures most pupils concentrate well. Teachers transmit enthusiasm for mathematics to pupils of all abilities. In most lessons the skilful use of questioning provides a suitable level of challenge for all pupils. However, this is not so evident in lessons in Key Stage 2 where pupils in Years 4, 5 and 6 are taught together. The teacher has difficulty engaging the interest of such a wide age range. This results in younger pupils becoming bored and distracted whilst older pupils are not challenged to explore ideas to sufficient depth. This limits the overall progress of the lesson and the quality of learning. Pupils of lower ability and those with special educational needs receive a good level of support from teachers and support assistants and generally make good progress. The school makes very good provision for gifted pupils and makes very good use of voluntary support from a visiting teacher.

## **SCIENCE**

97. Attainment in science is above average in both key stages. By the end of Key Stage 2 standards are well above the national average. This reflects the standards achieved in National Curriculum test results by the oldest pupils in 1999. The school correctly places emphasis on the investigative element of science throughout both key stages. This contributes to the high standards achieved. There has been a good improvement in standards since the previous inspection.
98. By the end of Key Stage 1 pupils understand the need for a fair test and know how to construct one. Pupils write down and test their predictions, record their results and draw conclusions. They apply their literacy skills well in their writing and use accurate scientific vocabulary. Pupils know the difference between living and non-living things and understand how to use simple classification systems. They know that exercise is important for growth and to maintain a healthy body. Pupils of average and above average abilities understand that a bulb will not light if the electrical circuit is broken. All pupils make effective links with other subjects in their work. For example, they use block graphs to record scientific findings and use their knowledge of healthy foods in design and technology work.
99. By the end of Key Stage 2 pupils understand and use a good range of technical vocabulary accurately, for example 'conductor' and 'insulator'. They take responsibility for planning, organising and setting up their own experiments. They devise and carry out fair tests, discuss findings and record observations accurately using diagrams and graphs. All pupils in Year 6 have a very good understanding of the processes of evaporation and condensation. They know that clouds consist of water vapour and work out that water vapour is a gas. About one quarter of pupils understands the particulate nature of matter in relation to the molecular structure of solids. Pupils take great care to ensure their experiments are as accurate as possible. They have a good understanding of scientific skills and concepts. Their ability to record their findings in writing is well above expectations for pupils of this age.
100. The quality of teaching and learning in science is good. In all lessons teachers' planning has relevant learning objectives and clearly identifies extension activities for pupils finishing more quickly. Work is well matched to pupils of all abilities. The quality of teachers' questioning and discussion are hallmarks of this good teaching. The pace of lessons is good and the relationships between teachers and pupils ensure a high level of commitment from all pupils. Pupils listen carefully, follow instructions accurately and behave in a sensible and responsible manner. Teachers give pupils good opportunities to engage in their own research and to plan and carry out their own investigations. This motivates a high level of interest and leads to high achievement in this aspect of science. Teachers are using the structure of literacy and numeracy lessons well in planning science lessons. They have suitably high expectations of behaviour and achievement and make the criteria for work clear. The careful planning and skilful teaching ensure firm and subtle management of class routines, control and discipline. All teachers have good subject knowledge and understanding and are enthusiastic about their teaching. Teachers make good links with other subjects; for example information technology. The school makes very good provision for the teaching of gifted pupils in science lessons by using expertise from the wider community.

101. Teaching for science is organised into four teaching groups with no more than two year groups in each one. This enables teachers to focus teaching more specifically to a narrower age and ability range. The school scheme of work for science gives a good level of support and guidance for teachers and ensures coverage of all aspects of the National Curriculum programmes of study. The co-ordinator monitors all planning and checks pupils' work on a regular basis. There is, however, no formal structure for monitoring and improving teaching. Assessment of pupils' work in science is thorough and ensures teachers have a clear understanding of what pupils already know and can do and work is matched closely to prior attainment.

## **ART**

102. There was insufficient evidence during the inspection to make an overall judgement about standards in art by the end of Key Stage 2, although colourful, detailed drawings in topic books suggest that pupils achieve a high standard in recording from direct observation. There was no evidence of pupils' skills in expressing their imagination through art or of an understanding of the work of other artists.
103. Evidence from one lesson and work displayed in the classroom show that the oldest pupils in Key Stage 1 achieve a good standard in experimenting with pencils to achieve different lines and marks and in using crayon and pastels to create the effect of a sunset.
104. The quality of teaching in the one lesson observed was good. The teacher's interesting and well prepared introduction to different ways of using pencils for visual effect, stimulated the immediate attention and interest of pupils. A good balance of direct teaching and opportunities for pupils to experiment themselves promoted effective learning of mark-making skills. Pupils were clear about what they were expected to achieve and worked productively to develop and evaluate their skills.
105. The co-ordinator for art has been absent from the school and the school is awaiting national guidelines to support planning. The current scheme of work outlines the art skills to be taught but does not include guidance about how or when the knowledge and understanding aspects of art will be included and there is no evidence of this work around the school. There are some good links with other subjects, such as African fabric design printing and the use of information technology to broaden pupils' experience of art techniques.

## **DESIGN AND TECHNOLOGY**

106. There was insufficient evidence at the time of the inspection to judge standards overall by the end of Key Stage 2, or the progress the school has made in improving design skills since the previous inspection. Pupils in Year 6 have drawn and labelled pictures of toys that will include a cam mechanism. They have not yet considered appropriate materials or how they will make these toys. Pupils in Year 2 have drawn simple, labelled designs and made puppets. They have made shape models and evaluated the difficulty of making them in simple terms.
107. No direct teaching of design and technology was observed during the inspection. The school has postponed further work on drawing up a policy and scheme, to address the key issue from the previous inspection, in view of changing curriculum priorities and the co-ordinator's absence. Nationally approved guidelines have been adopted as a basis for planning what pupils will do, although these have not yet been adapted to meet the needs of teachers in mixed age classes.

## **GEOGRAPHY**

108. The analysis of work, scrutiny of teachers' planning and one lesson at Key Stage 2 form the basis for judgements. By the age of eleven, standards in geography are above those expected

for pupils of a similar age. This represents an improvement in standards since the previous inspection. The school successfully promotes a broad and well-balanced curriculum. This covers a wide range of topics to provide a good understanding of mapping skills, the local environment and knowledge of contrasting features of countries around the world.

109. Pupils are developing their mapping skills well. For example in Year 1 they direct a programmable toy with accuracy and confidence.
110. By Year 6 pupils effectively contrast their local environment with that of Swanage. They are very competent in their mapping skills. Most pupils make good use of standard symbols to represent features on maps. All pupils know the important geographical features of India. They identify correctly the river Ganges and the Himalayas. Throughout the school pupils use an accurate and appropriate geographical vocabulary when giving directions. Pupils draw accurate diagrams of how to find the way around the school buildings and the village. They make careful recordings of an ancient hedge, using charts and diagrams, and use database programs to collate and analyse their results. Pupils are well aware of similarities and differences between different countries. This work is well supported through links with a hospital in India. Pupils know and understand the processes of evaporation and condensation and explain how water vapour is formed. They achieve a high standard in the accuracy and presentation of their work.
111. In both key stages pupils make good progress in developing their geographical skills and knowledge. The quality of learning is good. This is particularly noticeable in their work on India and Swanage. Pupils make good progress in developing and using an accurate geographical vocabulary and in refining their mapping skills.
112. There was insufficient evidence to make a secure judgement on the quality of teaching. Planning documentation provides evidence that the school plans to cover all elements of the geography curriculum and sets out clear expectations of achievement and progress. The school enhances its geographical provision through a range of visits and field trips. This includes a residential visit to Swanage. There are good links with other curriculum areas. For example, pupils develop their literacy skills well as they write factual accounts and label charts and maps accurately. They use their knowledge of science to explain processes of evaporation and condensation. By Year 6, pupils use computers to carry out independent research into topics and to present findings in graphical form.
113. The school's scheme of work provides a clear framework for the teaching of geography. It has suitable guidelines for teachers that enable them to plan the programmes of study at each key stage. The co-ordinator monitors planning, pupils' work and keeps photographic evidence of work in geography. There is no provision for the systematic and structured monitoring of teaching and classroom work. The arrangements for assessment in geography are satisfactory. The school has a suitable range of good quality maps, atlases, globes, artefacts and books and makes very effective use of the local environment to enrich and enhance the curriculum.

## **HISTORY**

114. No history lessons were timetabled during the period of the inspection. The analysis of work and scrutiny of teachers' planning form the basis for judgements about standards. It is evident that standards at both key stages are above those expected for pupils of this age. This represents an improvement in standards since the previous inspection.
115. By the age of seven pupils have a good understanding of the reasons for the evacuation of children during the Second World War. They have a well-developed understanding of chronology and of the division of time into periods. Pupils compare past events with those in their own lives and distinguish fact from fiction. All pupils, including those with special educational needs, demonstrate good progress in their learning and understanding of history. They sequence events accurately and present their work carefully.



116. By the age of eleven pupils understand sources of evidence. For example, they compare and contrast the life styles of Ancient Greeks with Britain today. They effectively link the causes and effects of events in Ancient Greek civilisation. Pupils are well aware of the history attached to the local area and of the influence it has had on place names, for example Beacon Hill. All pupils, including pupils with special educational needs, show good progress in learning and acquiring new facts as well as developing a good understanding of how past cultures affect the present. Pupils present work very carefully. Their work shows a good level of enjoyment and interest in history.
117. Pupils at both key stages use their literacy skills well in history. They write accurate factual accounts as well as imaginative narratives. They use language to good effect when describing events. Pupils make effective use of computers to support research in history.
118. Teachers base their planning firmly on the National Curriculum programmes of study for history. The quality of planning is good. This ensures that pupils cover a suitable range of work. Resources, books, posters and artefacts, are sufficient in quality and quantity. They are readily accessible for use and, judging from the work, staff use them effectively to enhance pupils' learning. Assessment of achievements in history takes the form of checking pupils' work. There is no structured monitoring of the effect teaching is having on standards.

## **INFORMATION TECHNOLOGY**

119. There were few opportunities to observe direct teaching of information technology or pupils working independently during the inspection.
120. Standards by the end of Key Stage 2 are below national expectations and below those reported at the last inspection. Pupils in Year 6 have all sent and received E-mail and regularly access the Internet to download news items for display in the classroom. They have used information technology to generate pictures and text for topic covers and have recently been involved in preparing to set up a web site. However, there is no evidence of them having achieved the expected levels in word processing, handling information or the control and modelling aspects of the curriculum.
121. The short teaching sessions observed during the inspection were good. For example a session for younger pupils in Key Stage 1 clearly and briefly reminded pupils how to instruct the toy robot to move in different directions. This enabled pupils to get on quickly with the exciting task of making the robot move accurately. In Key Stage 2 the teacher briefly demonstrated the use of the Thesaurus' tool in word processing. This successfully reminded pupils of the procedures to follow, although there was no opportunity for pupils to practise the skill themselves in this session. Overall, too little time is allocated to the direct teaching of information technology, particularly in Key Stage 2, and for pupils to practise their skills independently. Very good use is made of classroom assistants and voluntary help to support pupils' learning, for example in introducing the Internet and developing a web page in Key Stage 2. However, there is too much dependence on this help for what pupils will learn and too few opportunities for pupils to practise their skills without prompting from an adult. There are good opportunities planned and provided for using information technology to support learning in other subjects, such as to access information about magnets in a science lesson and to obtain geographical information in relation to work about India. However, there are limited opportunities for pupils to regularly practise word processing skills to draft, edit and re-organise their work and to achieve the level of competence expected for their age.
122. Very good use is made of the computer to support individuals with special educational needs in short, well organised sessions to promote literacy skills and self confidence.
123. The co-ordinators for information technology have a clear overview of the future needs and priorities for development in the subject in relation to resources and staff training needs. There is a clear and detailed action plan for curriculum and staff development and for improving the level and use of resources, although some actions, such as the setting up of an after school club, rely totally on voluntary support and have not yet been established. The provision of resources in the school, including three new computers and a scanner, is well supported by the

generosity of parents and useful community links. The co-ordinators are well aware of the importance of maintaining and updating the quality of resources and are actively seeking assistance in this area.

## **MUSIC**

124. Standards in music are above those expected for pupils at the end of Key Stages 1 and 2. Music plays a significant part in the life of the school. The performing skills of the pupils are high. Pupils demonstrate a high degree of skill and maturity in their instrumental playing. This represents a good improvement since the previous inspection. The scheme of work covers all elements of the National Curriculum and provides satisfactory procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music. School assemblies and one lesson, including pupils from both key stages, form the basis for judgements.
125. Pupils in Key Stage 1 have a good level of skill in composing and in playing musical instruments. They show good control of their voices, for example when singing in unison and in two-part harmony. Pupils have a good understanding of the meaning of 'beat' and 'rhythm'. They keep accurate time in a three-part rhythmic exercise. Pupils maintain accurate pitch and sing sweetly and enthusiastically in lessons and assemblies.
126. Pupils in Key Stage 2 have good singing skills. They maintain the correct pitch when they sing in harmony and they perform syncopated rhythms accurately. All pupils pay attention to posture, breathing, diction, dynamics and phrasing and have good control of their voices. Pupils' composing skills are also good. They use computers to devise their own scores and perform to each other with confidence. They play a range of stringed and wind instruments and recorders well. They maintain tune, beat and rhythm and play confidently alone and in groups. For example, pupils play violin duets in assemblies.
127. Pupils make good progress in their learning. They consolidate and develop their musical knowledge and skills well throughout the school. Pupils work hard to improve their skills of composition and make good progress in producing computerised scores.
128. Pupils respond very well to music throughout the school. All pupils show respect for the efforts of others and respond well to their teachers. They have very good levels of perseverance and work with determination to produce work of a high quality. They co-operate well together in lessons and work collaboratively when appropriate.
129. Pupils in both key stages make effective use of information technology to support their work in music. They use the computer to carry out independent research into musical instruments and the lives of composers. Pupils also use computer programs to compose pieces of music.
130. Planning is good. It indicates the provision of a balanced range of activities. These include listening, appraising, performing and composing throughout the school year for all classes. Pupils' expertise and enthusiasm indicates that teaching in music is at least good.
131. The school provides equality of opportunity and access to the whole music curriculum. This includes pupils with special educational needs. There are grants available to support pupils who need assistance for instrumental teaching. Music makes a good contribution to pupils' spiritual, social and cultural development. The resources for music are good and teachers make effective use of them.

## **PHYSICAL EDUCATION**

132. There was insufficient evidence to make judgements about standards in all aspects of physical education. The majority of pupils achieves the expected standards in swimming by the end of Key Stage 2 and many exceed this. The lesson observed, including Year 6 pupils, was too short to judge standards in gymnastics. Evidence from one lesson, including the oldest pupils in Key Stage 1, indicates that pupils achieve a good standard in gymnastic activities by Year 2

and can sustain energetic activity over an appropriate period of time.

133. The quality of teaching observed in one lesson for Year 2 and Year 3 pupils was very good. The teacher has a very good subject knowledge demonstrated in the quality of warm up exercises to increase stamina and the use of demonstration. The lesson was very well structured and timed to give pupils time to practise, discuss and improve their skills in performing a sequence of rocking and twisting movements. Pupils were well motivated by the lively and enthusiastic teaching and co-operated well to achieve a good standard. One lesson for Key Stage 2 pupils was unsatisfactory because the lesson was too short for any development of physical skills. Unnecessary time was spent reminding pupils how to behave and they lost interest in what they were supposed to be learning.
134. The recently appointed co-ordinator has a clear overview of physical education provision throughout the school. Very good use is made of voluntary support from parents to provide a range of after school sporting activities for older pupils, including netball, football and rugby.

## **RELIGIOUS EDUCATION**

135. By the end of both key stages pupils achieve standards that are above the requirements set out in the locally agreed syllabus. The school has maintained the good standards reported at the last inspection.
136. Pupils in Key Stage 1 learn about special books and special places. They know that the Bible is a special book for Christians and that stories about Jesus are in the New Testament. Pupils recognise the significance of the cross to Christians. They know that Jesus was a Jew and understand that Christianity is a development of Judaism. Pupils understand that Christians and Jews have similar festivals to celebrate harvest. They have a good understanding of the Jewish faith and relate this effectively to their knowledge of the development of Christianity.
137. By the end of Key Stage 2 pupils have a good knowledge of Christianity and other world religions. They know that all believers live by a set of rules. Pupils develop this knowledge to devise their own code of conduct. Older pupils develop a good understanding of the meaning of help. They think deeply and put forward ideas confidently about how to help other people. By Year 6 pupils have a good understanding of the meaning of value in relation to what matters in life. They apply this understanding well when they consider what to put into a millennium time capsule. Pupils also use their understanding of religion when they plan questions about life today to put into the time capsule.
138. Pupils make good progress in their learning about religions. They are developing a good understanding and awareness of the similarities between religions. For example, at Key Stage 1 they make significant gains in developing their understanding that all religions have special books, artefacts and celebrations. By the age of eleven, pupils increase their ability to use and apply ideas they learn from religious practices. Pupils increasingly understand the need to care for others as well as themselves. Pupils with special educational needs receive effective support in the classroom. This enables them to make good progress in their work.
139. Pupils respond well to work in religious education at both key stages. They show respect for the ideas and opinions of others and are confident in sharing their thoughts. By age eleven pupils are enthusiastic and eager to put forward their own ideas. They concentrate well and ask sensible questions. They discuss feelings and emotions at a mature level and co-operate well. These older pupils listen attentively and behave well in class. They ignore the potentially disruptive behaviour of a minority of Year 4 and 5 pupils and relate well to their teacher and to each other. Pupils in Year 6 are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have good levels of motivation to learn and enjoy the depth of challenge in their work.
140. In both key stages pupils use and apply their writing skills well. They write interesting pieces of work about religious events and make effective use of adjectives. An example of this is when some older pupils write about who is a neighbour.

141. The quality of teaching was good in one lesson observed and unsatisfactory in another. The weaknesses in the unsatisfactory teaching were the result of an over-long introduction. This led to some pupils losing interest and disrupting the progress of the lesson. Teachers are generally confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a suitable atmosphere in the classroom for the teaching of religious education. Planning follows the locally agreed syllabus for religious education and gives suitable attention to all aspects. The school provides a wide range of opportunities to enable pupils to become aware of the religious aspects of life by encouraging pupils to reflect on their own experiences and relate them to those of other people. They are sensitive to sacred religious artefacts and insist on pupils treating them with respect and care. The school's scheme of work gives teachers clear guidance and suggestions to assist their teaching.