

INSPECTION REPORT

West Meon C of E VC Primary School

West Meon, Petersfield

LEA area: Hampshire

Unique reference number: 116322

Headteacher: Mrs H Hopkins

Reporting inspector: Dr C Lee
21854

Dates of inspection: 11 – 13 March 2002

Inspection number: 195627

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

© Crown copyright 2002

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: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Church Lane
West Meon
Petersfield
Hampshire
Postcode: GU32 1LF

Telephone number: 01730 829213

Fax number: 01730 829213

Appropriate authority: The governing body

Name of chair of governors: Mrs L Davies

Date of previous inspection: 19/5/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21854	Dr C Lee	Registered Inspector	Special educational needs English Information and communication technology Geography History Physical education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1112	Mr P Oldfield	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24137	Ms G Robertson	Team inspector	Foundation Stage Mathematics Science Art and design Design and technology Music	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Meon is a small primary school that serves the village of West Meon and the surrounding district. The 71 pupils are taught in three mixed-age classes that combine Reception and Year 1 in one class, Years 2 and 3 in another and thirdly, Years 4, 5 and 6. All pupils are from white, English-speaking backgrounds that represent a very broad social and economic cross section of the community. Ten per cent of pupils are eligible for free school meals and this is below average. Eighteen per cent of pupils are on the school's register of special educational needs and this is also below the national average. None of these have statements of special educational needs but the special needs cover a wide spectrum of learning, emotional and behavioural difficulties. There are a significant number of pupils who either join or leave the school during a school year. Last year, nine pupils left and eight joined the school and this turnover, at around 12 per cent, is high for a small rural school. Children's attainment on entry to the reception class is average overall and most children have had some form of pre-school education in one of the local nurseries or playgroups.

HOW GOOD THE SCHOOL IS

This is a very good school that serves its pupils and the community of which it is such a vital part very well indeed. Pupils of all abilities achieve well and most attain standards that are above average overall. This is due to good teaching and a rich curriculum that is delivered despite the constraints of inadequate accommodation. All adults show high levels of care and concern for pupils' welfare. The headteacher's very good leadership and management are crucial to the school's success, as is the commitment and skill with which teachers carry out their many roles and responsibilities. Together they ensure that the school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are above average overall at the end of Year 2 and the end of Year 6
- Pupils' all-round personal development is excellent
- Good teaching throughout the school enables pupils of all abilities to make good progress
- There is thorough planning and very good provision of a wide range of learning opportunities across the curriculum
- All aspects of pupils' development are monitored very well
- The headteacher provides very good leadership and management of the school
- There is an excellent commitment to improvement and capacity for success that is shared by all teachers, non-teaching staff and governors

What could be improved

- Further planning of the curriculum is necessary to ensure that all year groups experience a balanced and similar range of learning opportunities during their time at the school
- The accommodation has severe limitations that affect the quality of pupils' educational experiences despite the staff's many successful efforts to overcome the constraints

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. All of the weaknesses highlighted by the original key issues have been resolved successfully. The limitations in the curriculum have been overcome with documentation in place to support long-term planning of all subjects. Lesson planning addresses the needs of different groups of pupils very successfully and this has become a significant strength of all

teachers. Weaknesses in information and communication technology have been addressed through staff training, resource improvement and curriculum development. These have raised significantly pupils' standards throughout the school. There is regular monitoring of teaching that has beneficial impact on teachers' professional development. Children at the Foundation Stage now have regular opportunities for creative outdoor play and a good range of equipment has been purchased to stimulate this play. This is good overall improvement since the last inspection. Many aspects of the school were judged to be good or very good at the last inspection and this, of course, limits the extent of further improvement that is actually possible. Nevertheless, compared with judgements made at the last inspection, improvement is evident in the extent to which judgements have moved from good to very good and very good to excellent. Such improvements have occurred in pupils' attitudes, teachers' planning, the monitoring of pupils' academic and personal development and leadership and management by both the headteacher and individual teachers in their roles as subject co-ordinators. Inspectors are confident about the school's capacity for further improvement as a result of the excellent shared commitment to succeed that is demonstrated by the staff.

STANDARDS

When considering pupils' performance in the National Curriculum tests taken when pupils are at the end of Year 2 and the end of Year 6, any comparisons between the school's results and those in other schools have to be considered very cautiously due to the very small numbers of pupils involved. In 2001, for example, the three pupils in Year 6 performed well in the tests in English, mathematics and science. They achieved the targets that had been set for them. The overall trend in the school's results during the past five years has been upwards and has at least matched the improvement that has occurred nationally. This has also been the case in the results achieved by pupils at the end of Year 2. Six pupils took these tests in 2001 and, while all achieved at least the expected Level 2 in reading, writing, mathematics and science, those for whom the school had set a higher target were also successful. Results in writing were particularly impressive, being very high compared with both the national results and the results in schools with a similar intake to West Meon's.

The pupils currently in Years 6 and 2 are maintaining the picture of high and rising standards. Those approaching the end of Year 6 are above average in English, mathematics and science. The overall standard in English reflects standards that are well above average in reading, very high in speaking and listening and average in writing. In Year 2, pupils' standards are above average in reading, writing, speaking and listening, mathematics and science. When compared with their achievements in the past, most pupils in the school are achieving well and this is particularly evident amongst the pupils with special educational needs. Whether the need arises from a learning difficulty or a specific gift or talent, the school's well-planned provision ensures that these pupils make good progress.

In other subjects seen during the inspection, pupils attain standards at least in line with the national expectations at the ends of Years 6 and 2.

Children enter the Foundation Stage with standards that match expectations of their age in all areas of learning. The fact that they make good progress and the majority are in line to exceed many of the expectations of children at the end of the reception year is due to the considerable skill of their teacher. Her thorough planning for both the Foundation Stage and Year 1 of the National Curriculum and very good organisation enable a broad range of learning opportunities to be provided in a cramped classroom that places many potential physical constraints on learning experiences for young children.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes are reflected in their obvious enthusiasm for the school and the work they do.
Behaviour, in and out of classrooms	Behaviour is very good overall, a commendable achievement when the smallness of classrooms and playground are considered.

Personal development and relationships	Excellent relationships exist between pupils and between pupils and staff, contributing to pupils' excellent overall personal development. Those pupils with specific responsibilities carry them out very conscientiously and pupils of all ages are quick to show initiative.
Attendance	Good. Attendance figures have improved during this academic year and are now above national averages while unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

There is a very consistent quality of good teaching across the school. This is achieved through good planning, good management of classes and good all-round knowledge and understanding of individual subjects and of how pupils learn. All teachers work well with support staff who make a very valuable contribution to pupils' learning. English is taught well overall and the basic skills of literacy are consolidated well across the whole curriculum although this consolidation is not always a specific objective in teachers' planning. The teaching of basic numeracy skills and mathematics as a whole is good. Teaching is generally matched very well to the needs of pupils of all abilities, including those with special educational needs and those who are very able. Provision for the latter is excellent and the challenging learning activities that are planned for the more able pupils enable them to achieve very high standards. Good teaching of the basic skills of most subjects prepares pupils well for their future learning. All teachers assess very thoroughly what pupils have learned on a day-to-day basis and at the ends of units of work. The information from assessment is used very well for setting targets for individual pupils and for planning the next stage in their learning. In all years, pupils work hard to achieve their targets and show good acquisition of skills, knowledge and understanding. Most maintain good levels of concentration and interest in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth and balance of learning opportunities is good at the Foundation Stage and very good for Years 1 to 6. For all pupils the curriculum is enhanced very well by educational visits and a good number of visitors who make valuable contributions to lessons.
Provision for pupils with special educational needs	Provision is good overall and the Code of Practice is implemented fully. There is early identification, good liaison with parents and regular review of pupils' progress towards the targets that are set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with strong emphasis and very good provision for moral and social development that encourages respect for others.

How well the school cares for its pupils	The school provides very good support and guidance and attends extremely well to all aspects of pupils' welfare. There is very good monitoring of all aspects of pupils' development, especially through detailed assessment of their learning. The information from assessment is used very practically and successfully to guide curriculum planning and for setting targets for pupils.
--	--

Parents play a very important role in the life of the school and a strong partnership exists. The school works hard to promote links, providing a very good variety of information and involving parents very well in their children's education

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides very good leadership and receives very good support from staff in their roles as subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors provide constructive guidance and have a very clear vision of the school's strengths and weaknesses.
The school's evaluation of its performance	Very good self-evaluation procedures and analysis of relevant data enable the school to identify priorities, set itself targets and pursue effective courses of action for future improvement.
The strategic use of resources	Good use of physical and human resources and very efficient management of the limited finances available.

Staffing levels are good and learning resources are good overall. Internally, the school has adapted accommodation imaginatively to establish a small information and communication technology suite, a very useful mezzanine teaching area and a good sized, well-stocked library. Nevertheless, accommodation is poor overall with cramped classrooms, limited outdoor facilities, inadequate storage arrangements and poor toilet facilities. The school applies the principles of best value well through appropriate use of challenge, comparison, consultation and competition.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children's good progress • Children's good behaviour • The good standard of teaching • The information provided about their children's progress • How the school deals with their questions or problems • The school has high expectations of their children • The way the school works closely with parents • The range of activities outside lessons 	<ul style="list-style-type: none"> • The homework set for their children • How children are helped to become mature and responsible • Leadership and management of the school

Inspectors endorse all the positive views of parents and, in the inspection team's judgement, parental concerns are unfounded. The type and amount of homework set for pupils are suitable and consistent with the school's policy. There will, however, be increased monitoring by senior management to ensure that there is appropriate variety in provision for older pupils. Inspectors see no justification in the concerns about leadership and management and the development of pupils' maturity and responsibility that have been expressed by a very small number of parents. Both are judged to be significant strengths of the school and this view was endorsed by all parents who attended the parents' meeting.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children in the reception year is formally assessed shortly after they start school and, overall, their attainment is shown to be in line with the expectations of four-year-olds. The children make good progress and most achieve the early learning goals in the six areas of learning during the course of the year. This means that they exceed the expectations of children that have been established for the end of the reception year and they are confidently tackling work from the National Curriculum programmes of study for Year 1 pupils.
2. The school's results in national tests at the end of Years 2 and 6 have to be viewed with caution due to the small numbers of pupils involved. In 2001, for example, six pupils took the national tests for seven-year-olds at the end of Year 2. All achieved the nationally expected Level 2C in all reading, writing and mathematics tests and many were successful at higher levels, that is Levels 2B, 2A and 3. Compared with all other schools in 2001, pupils' results were above average in reading and well above average in writing and mathematics. Teacher assessment of science showed standards to be very high in comparison with the national average. Compared with schools that are similar in terms of the percentage of pupils eligible for free school meals, reading was above average, writing was very high, mathematics was well above average and science was very high. The results in writing and science are especially commendable as they place the school in the highest five per cent nationally. In all tests the results were an improvement on those of the previous year and represent the highest levels achieved since tests began. Work seen during the inspection in the current Year 2 is slightly below the overall standard shown by their predecessors in the 2001 national tests but there is a wider range of ability amongst the pupils. Reading, writing, mathematics and science standards are all above average. Overall this is a good achievement in relation to the levels of attainment that these pupils had when they started in the reception class in 1999.
3. The upward trend in test results at the end of Year 2 has been matched by the results at the end of Year 6. The combined results for English, mathematics and science show annual improvement for the last six years and results have kept pace with the improvements that have occurred nationally. The particularly good improvement in 2000 was recognised by a School Achievement Award from the Secretary of State. The results in 2001, when only three pupils took the tests, do not provide a valid picture for comparison with other schools. However, each pupil achieved the target that had been set for her which, in turn, was a good achievement in relation to standards shown in the past. The targets set for the pupils in the current Year 6, in terms of the percentages achieving the expected Level 4 or above, are challenging as the year group contains a very wide range of ability. Nevertheless, the work seen during the inspection indicates that they are on track to achieve their targets. Their work in English, mathematics and science is of above average standard and this represents good levels of achievement from the time when they took the national tests at the end of Year 2.
4. The standards in English, mathematics and science seen during the inspection are very similar to the judgements of work seen in classes during the last inspection with the exception of writing, in which there has been improvement at the end of Year 2. Standards in all other subjects are similarly matching many of those of the last inspection but improvements have occurred in design and technology and information

and communication technology (ICT) at the end of Year 2 and the end of Year 6. In design and technology, standards have improved from matching expectations to exceeding expectations at all ages. There has also been improvement in music where standards have been raised from matching expectations to exceeding expectations at the end of Year 2 and they have been maintained at above expectations at the end Year 6. The dance aspect of physical education was not observed at the last inspection. During this inspection a high standard of performance has been evident in all year groups and this standard is well above expectations at the end of Year 2 and above expectations at the end of Year 6. Pupils' levels of historical knowledge are above expectations at the end of Year 6. The common factors that have led to either improvements since the last inspection or a maintenance of good standards are the good levels of subject knowledge of the teachers and the good leadership and management of the subjects by the teachers responsible. These strengths are particularly evident in ICT. Standards were below expectations throughout the school at the time of the last inspection but now match the age-related expectations at the end of both Year 2 and Year 6 with significant numbers of younger pupils exceeding expectations.

5. In relation to their abilities and what they have achieved in the past, all pupils are now showing good progress and good achievement. Pupils with special educational needs make good progress because they are supported well both in lessons and when receiving special tuition away from normal lessons. The arrangements for the teaching of these pupils are good and all aspects of provision are monitored very effectively by the special needs co-ordinator. Children at the Foundation Stage achieve well despite the cramped classroom conditions in which they work alongside Year 1 pupils. Their good achievement is due to a combination of the teachers' thorough planning for each year group, the very good contribution of support staff and the creative use of the limited space available. The special educational needs co-ordinator also co-ordinates provision for the school's most able pupils. This provision is excellent, being tailor-made to meet the needs of these pupils in the particular areas of learning in which they excel. As a consequence they remain highly motivated, respond well to the challenging tasks or projects set for them and maintain good progress in their learning. There are no significant differences between boys' and girls' levels of achievement in any of the groups in which pupils work.

Pupils' attitudes, values and personal development

6. Pupils' attitudes and behaviour are very good. Parents confirm this view. This is good improvement since the last inspection when attitudes and behaviour were described as good. Parents are very positive about children's behaviour. Pupils come to school eagerly and enjoy all the activities which teachers provide for them. They concentrate well in lessons, listen carefully to instructions and are attentive to explanations. This attitude is because teachers make lessons lively, interesting and challenging. Pupils are very friendly to one another and to visitors and are keen to talk about their work. They participate in a mature way in class discussions and value each other's contributions. They do not make fun of each other if mistakes are made and are encouraged to highlight one another's strengths. Pupils' excellent attitudes contribute to the good progress that they make in lessons.
7. Pupils behave very well in and around the school. They move between rooms, including up and down stairs to work areas, without any fuss. They work constructively in pairs and groups and productively on their own. Pupils talk about the school being a safe place to be in and one where teachers respect them and they respect them back in return. There is no oppressive behaviour in lessons or the playground. Pupils relate

extremely well to one another and are very aware of the impact of their actions upon others. They are very clear about school and class rules, which they abide by. No unpleasantness was observed amongst pupils during the inspection and if they accidentally bump into each other they apologise without prompting. Incidents between pupils are so isolated that teachers can spend all their time teaching and rarely have to stop to correct distracting behaviour. There were no exclusions in the last academic year.

8. Pupils with special educational needs are equally positive in their responses and are well accepted by others. Their behaviour is equally as good as that of other pupils and pupils are managed well by their class teachers and teaching assistants.
9. Pupils show initiative in their learning and around the school. They respond very positively when given specific responsibilities, such as being representatives on the school council. Pupils participate in decisions about improving the school, for example taps in the lavatory were leaking and have been replaced, and have a good understanding of citizenship as a result. They collect harvest parcels for local elderly residents and they have raised money for the Samantha Purse Shoebox Appeal and Blue Peter appeal. They respond promptly and sensibly in lessons when asked to get equipment out, or help to put it away, for example in class 1, pupils put their musical instruments away on a trolley and then helped take the trolley out of the classroom. Older pupils help in the playground at lunchtimes and with children in the reception class. The youngest children in class 1 are involved in planning which activities they are going to choose each day, and this involvement progresses as they move through the school. By the time they are in class 3 pupils have the ability to work independently and have a very mature approach to their work.

Attendance

10. The attendance levels in the current school year are high; there is no unauthorised absence, as parents are pleased to inform the school about most absences. The attendance registers are well marked at the beginning of the morning and afternoon sessions to comply fully with regulations. A very few pupils are late to school but generally pupils are pleased to get to school and enjoy lessons.

HOW WELL ARE PUPILS TAUGHT?

11. The qualities of teaching and learning are good throughout the school. The range of teaching during the inspection was from satisfactory to excellent and more than three-quarters of teaching was good or better. This maintains the standard evident at the last inspection and confirms the view held by parents.
12. The strengths in teaching are very consistent amongst individual teachers. Common to all are good subject knowledge, the effectiveness of planning and the consistently high expectations that they have of pupils' behaviour, attitudes and standards of work.
13. The impressively broad subject knowledge that teachers have, and their good understanding of how pupils learn, are demonstrated in two key ways. Firstly the high frequency of very good teaching that occurs when lessons cover a subject that the teacher co-ordinates within the school. Such high levels of expertise were evident in the teaching of literacy, numeracy and information and communication technology in the Years 2/3 class, where lessons shared the common features of a brisk pace, very clear guidance to groups and individuals and skilful questioning that constantly

encouraged pupils to explain their methods or reasoning. In these lessons, pupils' work or ideas were constantly being used as a springboard for the next stage in learning or as good examples that reinforced teaching points. The second even more important confirmation of teachers' subject expertise occurred in the opposite situations where they were teaching subjects that were not their specialisms. Science with Year 6 pupils and dance with the Years 4/5/6 class were good examples of this. In all teaching that was very good, and in the excellent dance lesson with the Years 2/3 class, pupils achieved high standards in their work for a variety of reasons but most especially because the teachers expected them to achieve high standards.

14. All teachers give good attention to planning learning activities for pupils. Although there are thorough medium-term plans that provide good detail of what is to be taught and learned during half-term or term periods in each subject, teachers write detailed plans for each lesson. The strength of this good planning is the attention given to matching the learning activities to the needs of different pupils. These needs are well known to teachers because of the good ongoing assessment of pupils' learning that they carry out. This assessment is used constructively in two ways. Firstly it is used to determine the specific, short-term targets that are set for pupils to work towards in their learning. Secondly, it guides the selection of learning activities that are right for the next stage in learning for groups of different abilities. It is thus the case that although classes contain two or three year groups, pupils very rarely work as a year group. The main exception to this organisation occurs in the class of reception children and Year 1 pupils where the differing requirements of the Foundation Stage guidelines and the National Curriculum require some separation of the year groups. The role of support staff in this class is crucial and it is carried out with considerable expertise.
15. The good matching of tasks to pupils' abilities and needs is a consistent feature of all English and mathematics lessons. Teachers are implementing the National Literacy and Numeracy Strategies very successfully. This results in good learning, by all pupils, of the basic skills of literacy and numeracy. These are consolidated further by learning opportunities in other subjects, even though teachers do not identify in their planning how, for example, tasks such as menu planning in design and technology, or an historical report will assist the further development of specific literacy skills. By placing greater emphasis on the specific literacy or numeracy skills that are to be consolidated or developed in lessons across the curriculum, an opportunity for pupils to improve their overall learning can be created. A similar situation occurs with information and communication technology (ICT). Teachers plan for pupils to work on relevant computer-based tasks in many lessons. For example, more able Year 5 and 6 pupils were observed using computers in historical research on Aztecs. However, in this and other situations, use of the computer was insufficiently related to the specific skills or knowledge that are being learned in ICT lessons.
16. As a consequence of the teachers' good planning, the requirements of pupils with special educational needs are met successfully in many areas of the curriculum. The combination of good in-class guidance by support staff or the special educational needs co-ordinator with short periods of withdrawal from the class to work on specific tasks related to targets in education plans assists these pupils' learning well. Without such support in lessons such as history or geography, there is occasional planning of tasks to meet specific needs but, over time, scrutiny of pupils' work indicates that this does not happen often enough. The needs of more able pupils are met with greater consistency, with high expectations being communicated and pupils responding well to these expectations.

17. Teachers and pupils have to work in cramped classroom conditions. The new mezzanine teaching area and the library are used well for group work but these two areas are the only ones available outside classrooms and have to be shared between the three classes. Pupils' very good behaviour, the conscientiousness with which they approach their work and the good levels of concentration that most are able to sustain are due to pupils' own very positive attitudes and teachers' management of pupils. Overall, this management is good and expectations are generally communicated very clearly. The several pupils with behavioural difficulties are handled well by teachers and support staff. Adults know the pupils very well and are adaptable in their handling of the very occasional incidents of inappropriate behaviour. At such times, adults recognise the need for firmness, withdrawal or the appropriate response to attention seeking. Nevertheless, the very good behaviour that pupils generally maintain is particularly commendable in the conditions in which they have to work.
18. Parental concerns about teachers' use of homework are largely unfounded although that provided for older pupils is insufficiently matched to individual pupils' needs to serve a particular purpose. With wide age and ability ranges in classes, there have to be sound reasons for all pupils in one class having the same homework task.

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

19. The curriculum for the Foundation Stage is broad, balanced and based securely on the early learning goals and parts of the literacy and numeracy strategies. Children enjoy a stimulating range of activities in the mixed-age class of Reception and Year 1 pupils. The curriculum planned for children in the Foundation Stage is appropriate and fully complies with the latest national guidance for children aged three to five. However the current day-to-day organisation for this mixed-age class creates some difficulties and the practical elements of the early years curriculum are not able to be delivered in the best way. The school has made provision for this as best as they can but is further hampered by the lack of suitable reception accommodation.
20. The school meets the requirements of the National Curriculum and uses the approved scheme for the locally agreed syllabus as the basis for planning in religious education. The curriculum is very well planned and broadly based and the quality and range of learning opportunities are very good. Work on display around the school in corridors, library and in classrooms mirrors the breadth of opportunities that pupils experience. The school has improved its provision in English and mathematics, where the national strategies have had a positive impact on standards. Curriculum planning gives good coverage, through a two-yearly cycle because of the mixed-age classes. The school is making good use of nationally provided guidelines from the Qualifications and Curriculum Authority that teachers are beginning to adapt and appraise in the light of previous schemes and the needs of the school. The school has fully addressed key issues from the last inspection requiring it to complete schemes of work in order to provide a long-term plan for the systematic build up of pupils' learning.
21. Good systems are in place to monitor and ensure that a balanced curriculum is being presented. This academic year there has been a change in organisation in Years 3 to 6. Pupils in class 3 are now Years 4,5 and 6 and, although the school has developed a good two-year rolling programme of work, it has not addressed the fact that there are three separate year groups in this class. The school is aware that they need to look at this situation urgently to avoid Year 4 pupils repeating work already covered.

22. Curriculum planning is now very good overall. In the Foundation Stage long-term, medium-term and weekly planning is very good. The medium-term and daily plans in Years 1 to 6 specify what pupils are intended to learn, with learning intentions outlined and described for the beginning of lessons. Planning for English and mathematics is detailed and indicates provision for pupils of differing abilities rather than year groups. The planning of literacy, numeracy and information and communication technology throughout the curriculum is less developed and more often than not just happens rather than being specifically planned for. This weakness results in lost opportunities for pupils to use the skills and knowledge they have learnt in the literacy, numeracy and ICT lessons. Pupils have good opportunities to apply the mathematics and science that they learn and to develop their independent skills. Computers are being used more effectively to support subjects of the curriculum, but this could be developed further by identifying opportunities for skills learned in ICT lessons to be consolidated further in other lessons. The mid-term plans are so good that lessons could be taught from these without further short-term plans. The school's response is that such detail is needed for the more inexperienced members of staff. The school is now at a stage of proficiency in planning where it can choose which elements of its planning documents are essential, which elements it wishes to keep and which it can usefully discard.
23. There are very good procedures for teaching and monitoring personal, social and health education. There is no specific personal, health and social education policy but the aspect is referred to in all other curriculum policies. There is a suitable programme for sex education. Awareness of drugs misuse is addressed through the involvement of the local police liaison officer and the science curriculum.
24. In many respects the way in which the school includes all pupils in its work is very good. Lesson planning for all abilities ensures equality of access. The way in which teachers ensure that their questioning includes all pupils is extremely good. Boys and girls work extremely well together and there was no incidence of bullying or racial intolerance at any time during the inspection. Some pupils with special educational needs are withdrawn from normal lessons to receive individual or small group tuition. The class teacher is aware of this absence and when pupils return to the class, the teacher helps them catch up on missed work. This arrangement, coupled with the well-planned learning opportunities for pupils with special educational needs in both class lesson and withdrawal sessions, is indicative of the school's good overall provision for pupils with special educational needs.

Provision for pupils' personal, including spiritual, moral, social and cultural, development

25. The provision for pupils' spiritual, moral, social and cultural development is very good. Standards have improved since the last inspection when provision was good overall. Throughout the school, teachers and other adults consistently promote very high standards of consideration for others.
26. Provision for spiritual development is good. The school is a safe, supportive and happy community in which everyone is valued. Pupils are encouraged to express their feelings. As a Year 5 pupil said, *'I am proud to be part of a lovely school'*. Assemblies take place daily and explore worthwhile themes such as quiet and good, what am I good at, good neighbours. Work for some pupils allows them to explore how personal feelings can influence attitudes and actions. Some pupils contributed their pocket money to the Indian earthquake appeal prompted by the suggestion from one of the pupils.

27. The school makes very good provision for moral development and promotes values relating to right and wrong and respect for others. All adults around the school and in classrooms reinforce these values. Policies on behaviour, discipline and bullying provide a good framework within which pupils can develop maturity. Provision is strengthened by the consistent and open approach adopted by staff. Adults treat pupils with respect and receive the same in return. This is seen in the school council meetings when pupils put forward their ideas for improvement in the buildings or school organisation and even the curriculum.
28. Provision for pupils' social development is very good. Pupils have a clear understanding of school and classroom rules. The excellent relationships in the school promote good standards of self-discipline. The many opportunities for pupils to work collaboratively in subjects such as English, science and design and technology, as well as to compete in different sports such as hockey and football are a great help to their social development. Pupils begin to gain an understanding of citizenship and to appreciate their own work by helping with the daily routines of school life. Older pupils take responsibility for tasks such as organising and tidying the library are assisting with children in the reception classes at break and lunchtimes. The school is good at formally tracking pupils' personal development.
29. The school's provision for cultural development is good. The syllabus for religious education supports the study of a wide range of religions and the teaching of English and history also emphasises the development of pupils' awareness of the diversity of cultures throughout the world. The school has made visits to places of worship such as the synagogue and mosque in Southampton. These visits add to the diet of rich cultural experiences. In addition a varied programme of extra-curricular activities, including sports, and a good range of educational visits help pupils extend their experiences and widen their horizons.

Extra-curricular activities

30. The school provides a very good range of extra curricular activities for its pupils. The range includes recorder club, homework club, arts and crafts, hockey club, choir and strategic games. A parent also runs a football club on Sunday mornings which is well attended.
31. All parents believe the range is satisfactory. These clubs give pupils very good additional learning opportunities. In the main they are confined to older pupils but parents support this policy.
32. No charges are made to parents for this wide range of activities.

Contribution of the community to pupils' learning

33. The governing body, in its annual report, gave acknowledgement to local people who had given generous help to the school. The strong links with the community give an enrichment enjoyed by all pupils. Curriculum planning allows for walks in the village to discuss its historic and geographical standing.
34. The local rector is a welcome visitor into the school; he leads assembly each fortnight but meets with older pupils on a weekly basis to provide extra spiritual and moral guidance.
35. Three more senior members from the church are regular reading partners who hear

pupils of all ages read during their visits to the school. The school is at the heart of the local community and pupils distribute harvest gifts to senior citizens. The school has a strong link with a Victorian benefactor and visits to her grave are made weekly by pupils for flowers to be placed. This action allows present day pupils to reflect upon those historic times and develop a knowledge of local history. The fact that this simple ceremony has no shortage of volunteers reflects well upon the strong moral code of the school.

36. The school has a strong link with West Meon Players. Many pupils are involved in productions and the school provided props for a recent Victorian play.

Relationships with partner institutions

37. There is a good link with partner institutions. There are two local playgroups (pre-school groups) who are visited by the Foundation Stage teacher. Children may come to the school on a Tuesday for storytime but make two visits in July to become acquainted with the school before joining in September.
38. The relationships with other primary schools are strong. The school is a member of the Petersfield Pyramid of schools and shares resources, facilities and staff expertise. This is developed through to Year 6 pupils visiting a local authority study centre with pupils from two other primary schools.
39. There are good links with the local secondary schools, particularly through staff development activities shared with the other primary schools from which pupils transfer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides a safe and welcoming environment where all pupils receive very good care. Parents' responses indicate that the school listens well to their suggestions. The school conducted its own survey to seek parents' views and when problems did seem to arise (first day at school) the headteacher did meet those parents to try and improve this important day for pupils of the future. There are very good procedures for ensuring pupils' welfare. Staff and adults in the school have a genuine concern for all pupils whatever their needs. Staff value the quality of support assistants and their work in supporting individuals and promoting learning and social skills.
41. The headteacher is the designated person for child protection, she has good up-to-date knowledge of the requirements. There are good procedures for dealing with minor injuries which are always logged. The school has an appropriate number of first aiders. Thorough testing has been done of electrical and fire fighting equipment and fire drills are regularly carried out.
42. There are good procedures for monitoring and improving attendance, with the result that attendance levels are now well above the national average. Appropriate contact is maintained with the education welfare service when necessary.
43. The school's procedures for monitoring and promoting good behaviour work well. The behaviour policy includes regular opportunities for review, with sensible rewards or sanctions. There are a good number of adults about the school who are very good role models which results in very good support and supervision.

44. Pupils respond very well to the friendly supervision and support. The behaviour of the greater majority of pupils was seen to be very good. There was no oppressive behaviour seen, nor would it be tolerated by staff.
45. The procedures for monitoring and supporting pupils' personal development are good. The teachers know the pupils well, the headteacher has a very high profile at the school and has established very good relationships with children and their parents, thus anti-social behaviour or cares and worries are easily dealt with, to the full satisfaction of all parties. School council members are elected by their peers to bring forward suggestions and concerns. This involvement of its pupils in decision making is very well supported by the school and gives encouragement to the council members.
46. Pupils with special educational needs receive good support. The very good relationships, careful monitoring and good support help them develop well in the school. Strong links are maintained with a good range of support agencies.
47. The school's procedures for monitoring and assessing pupils' academic progress are comprehensive and very good overall. The headteacher and all members of staff have ensured that procedures have improved significantly since the last inspection. The school now carefully tracks pupils' progress in English, mathematics and science through the results of national tests, optional tests, commercially-produced reading tests and prepared mathematics tests.
48. The information gathered from tests and day-to-day assessments is most carefully analysed, collated and used well to provide an overall picture of achievement by individual pupils. Subsequently, individual targets are set and the progress made by each pupil throughout the school is recorded. The school had identified the need to computerise all records so that access to information could be gained and the progress of individual pupils can be easily tracked by all. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement, which they use very well to plan future work. Pupils have personal targets included in their English books and they are encouraged to refer to these when completing work. Teachers use the achievement of particular targets as indicators of pupils' progress in relation to school and national targets for performance in national tests at the end of Years 2 and 6.
49. The school's assessment and provision for gifted and talented pupils are unusual, imaginative and well planned. The school recognises the talents of all pupils and makes additional provision for them within the activities enjoyed by all pupils. It recognises that whilst an able pupil might know the answers to difficult questions it might be the gifted learner who asks these questions. It recognises that pupils might show their talents in areas other than academic school subjects and acknowledges where pupils have particular gifts in areas such as football or art.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. At the time of the previous inspection, the partnership with parents and the wider community was one of the strengths of the school. This has been well maintained. The school welcomes and values this partnership and has continued to work as a close supporter to parents. Its success is indicated by the positive responses to the school's own questionnaire, when concerns were immediately addressed.
51. The responses given in the pre-inspection questionnaires show that the vast majority of parents fully support the work of the school and the very good care it provides for their children. Parents generally feel that the school is very approachable and keeps them well informed about their children's learning. A few parents indicated that they were not so familiar with the target requirements contained in the pupils' annual reports of progress. A very few parents had other areas of concern, homework being stated, and others had concerns that the school may not help their child to fully mature. Discussions with pupils did show that homework is regularly set, generally on Fridays for return the next Thursday, and that pupils were content with this arrangement. Many discussions with pupils during inspection week did show a high level of social skills and good opportunities for personal development, culminating in the active work of the school council.
52. Parents of pupils with special educational needs feel well informed about their child's progress. Parents are always involved in reviews of pupils' progress and, when appropriate, the school's planning of provision for individual pupils includes targets or recommendations for parents and pupils as well as teachers.
53. The information provided by the school and the regular supply of letters sent to parents are to a high standard. Parents interviewed did believe they were well informed about the life and work of the school.
54. A small number of parents did not feel that the school was well led and managed although no specific reasons were stated for this viewpoint. It is difficult for parents to fully understand the comprehensive roles of all staff in the school and inspection evidence is of very good leadership and management. The very high number of parents who do attend the parents consultation evenings, held each term, tend to suggest the school does all it can to provide parents with full information about their children's progress, and to involve parents fully in decisions regarding their children's education.
55. The very strong partnership between parents and the school was well demonstrated by the active response to the need to provide funds to complete the mezzanine floor and provide enhanced learning facilities. A May Ball was organised, generally supported by some parents and the wider community, which did raise a sum exceeding £4,000. Although there is no official parent-teacher (or friends) association, parents do respond very well to supporting the school in many ways. It is a very strong partnership which contributes very well to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Leadership and management of the headteacher and key staff are very good. This judgement particularly reflects the many qualities of the headteacher that include the excellence with which she ensures a clear educational direction for the school. It also reflects the part played by all members of staff in this small school insofar as they all play key roles in its management. Delegation of responsibility is very good. Experienced

teaching staff, both full and part time, have wide-ranging responsibilities that include whole-school co-ordination of several subjects each. It is the thoroughness with which individuals carry out their roles and responsibilities that has enabled the school to make good improvement since the last inspection as well as ensuring that the drive towards higher standards is maintained. The most recently appointed teacher, although in her first year of teaching, contributes very effectively to subject management through the willingness with which she has accepted responsibility for music co-ordination. The school makes further good use of her expertise by enabling each class to benefit from her specialist teaching skills.

57. The headteacher's very good, purposeful leadership has moulded teaching and non-teaching staff into a well-integrated, very effective team with a strong sense of purpose and very good working relationships. These factors enable the school's relevant aims and values to be integrated well in all its work. All staff show high levels of concern for pupils' welfare. There is thus a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development. The extent to which staff have a shared commitment to improvement and a capacity to succeed is excellent.
58. As subject co-ordinators, staff fulfil their responsibilities very successfully. The school strategic plan identifies both the whole-school priorities for a year and, through individual subject action plans, the developments planned for each of the subjects. Each action plan has a good, manageable balance between monitoring subject standards and quality of teaching, training opportunities and maintenance tasks such as resource review. Separate action plans are also included for able pupils and pupils with special educational needs. Co-ordination of special educational needs is very good as a result of the very close liaison between the co-ordinator, teaching and support staff. This collective approach to provision has the further involvement of the pupils themselves who contribute their own ideas on the next targets in their individual education plans. A similar strategy is adopted with able pupils. The register of able pupils reflects the school's commitment to ensuring that particular gifts or talents are identified in all areas of learning – art, writing, mathematics and physical education are current areas in which individual provision is planned for pupils in Years 3 – 6. The excellent co-ordination and provision are exemplary models of good practice for other schools to aspire to.
59. The school has a strong commitment to the educational inclusion of all pupils and implements a policy of equal opportunities thoroughly in all aspects of provision. There is careful organisation of the curriculum to ensure that, wherever possible, individuals or groups withdrawn from classes do so to work on the subject that is being taught in the class lesson. Should this not be possible, timetables are frequently amended to ensure that the same lesson is not being missed regularly.
60. The school has very good systems for monitoring and evaluating its own performance. This is as a result of the headteacher's successful introduction of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work. Teaching of literacy and numeracy is monitored very effectively, resulting in refinements of teachers' skills that, in turn, have had a positive impact on standards of pupils' work. Monitoring of other subjects is equally effective and means that the subject co-ordinator has a clear picture of the quality of teaching and provision across the school. By instigating prompt action, this monitoring is helping to raise standards to the levels now being achieved.

61. Standards of pupils' work are also monitored very effectively through thorough analysis of the results of National Curriculum assessment test papers each year. Any strengths or weaknesses identified in this and other forms of assessment are used very constructively for establishing short- and long-term targets for individuals and groups. Monitoring of pupils' work is also a regular feature of the work of subject co-ordinators. This provides an ongoing check on the standards that pupils are achieving, indicates the sort of standards that new teachers should be expecting and ensures that planning builds on what has been learned before. Performance monitoring and evaluation is thus a very practical tool that teachers use to ensure that learning is tailored to pupils' needs. Likewise, the arrangements for performance management that have recently been adopted are setting clear targets for teachers to work towards within their own professional development. The very good monitoring and evaluation now taking place is a good improvement from the last inspection which highlighted the monitoring of teaching as an area for development.

The governing body

62. As at the time of the previous inspection, the governing body fulfils all its statutory responsibilities and it makes a good contribution to school development. The school's overall management is strengthened by the very good working relationship that exists between the headteacher and the governing body. The governing body provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Through their visits and liaison with staff, governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments by the governing body through visits and the reports received from teaching staff. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors and developments proceed with the commitment of all concerned. As a result, the school strategic plan provides a good framework for school improvement and combines review of what has been achieved in the previous year with appropriate detail of prioritised targets for the current year. The financial and resource implications, including the demands on personnel, are identified and detailed costings and measures of success are included. Strategic planning identifies very successfully the priorities for school development. The governing body has carefully monitored the action plan that followed the last inspection and parents have been regularly informed of progress with that action plan.
63. The governing body's finance committee has a clearly defined role. Governors are fully meeting their responsibilities in relation to budget setting and expenditure is carefully monitored. The governing body thoughtfully evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher and its own monitoring. Governors compare the school's results with national averages and those for schools with a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a good understanding of the strengths and weaknesses of the school.

Strategic use of resources

64. The school has a very efficient approach to financial management and effective use is made of available funding to improve pupils' education. Procedures for monitoring and evaluating the impact of spending on standards are good. Governors give considerable thought to budget spending decisions and use of contingency funds to make sure that they bring about improvements to the quality of teaching and learning. Grants for special educational needs and finance from the National Grid for Learning and other initiatives are used efficiently and effectively. The school successfully applies best

value procedures to all its financial transactions. Procedures for the day-to-day financial control and management of the school budget, including spending by subject coordinators, and other monies, such as petty cash and school dinner money, are excellent. Recommendations from the most recent school audit have been met.

Staffing

65. The number, qualifications and experience of teachers and support staff to meet the demands of the needs of its pupils are good. The school has a good ratio of teachers to pupils and a good number of additional learning support assistants. Procedures for helping teachers new to the school and supply teachers are very good. The support programme for newly qualified teachers is very effective and a strong emphasis is given by mentors to tailoring the programme to meet the teacher's specific needs.
66. There is an extensive programme of training for teachers and support staff, which is linked closely to initiatives in the school strategic plan as well as to needs identified by staff. Administrative staff deal efficiently with parents and visitors. They work effectively to reduce the amount of time teachers need to spend on paperwork. The school administrator keeps an efficient check on the budget and, by acting as clerk to the governing body, her financial knowledge and expertise is used effectively by governors. The school caretaker maintains the school well and the school is kept very clean and tidy. Lunchtime staff ensure smooth running of the school at lunchtime and make lunch itself a very civilised occasion for pupils and adults.

Accommodation

67. The school's poor accommodation has severe internal and external limitations. Staff show considerable ingenuity in their use of the available space but the cramped conditions in classrooms have a negative impact on pupils' learning by denying opportunities for learning activities that require space, such as large-scale art projects. The range of learning experiences for children in the Foundation Stage is restricted by the impossibility of having essential play experiences as a permanent facility within the classroom. Movement around the school imposes constant interruption on classes. Large group gatherings such as collective worship or lunch require inconvenient movement of furniture. Creative use of space, made possible by good use of funds, has created a small computer suite and, very recently, a mezzanine teaching area. Both of these are used well for group teaching. The playground area to the front of the school is small and sloping. Pupils show exceptional tolerance of this area's inappropriateness for recreation or games lessons. The village hall provides a good facility for indoor physical education but the walking to and from the hall reduces total working time. The storage and display of learning resources are hampered by lack of space.
68. In addition to the inadequacies of the accommodation in which staff and pupils have to work, basic facilities such as toilets are inadequate. Inspectors support very strongly the views of the school council and parents that the facilities for boys in particular need urgent improvement.

Learning resources

69. The school has a good range of learning resources for most subjects throughout the school. Literacy is particularly well provided for and governors and staff have made effective use of national funding, as well as finances from the school budget and a trust fund, to provide a good quantity of quality reading materials. Pupils with special

educational needs benefit from a wide range of suitable materials and the promotion of multicultural education is enhanced by a variety of quality books and sufficient artefacts. There are insufficient computers but what the school has in the computer suite and in classrooms are used well. Very good use is made of the local area to support pupils' learning, particularly in geography and history, and there are regular visitors to the school who extend pupils' experiences, for example, by their assistance with reading, religious education and drama.

Principles of best value

70. Overall the four principles of best value, compare, challenge, compete and consult, are used well in both the financial and educational management of the school. Regular analysis of the school's performance in national tests provides a basis for comparison with other schools. The school is aware of the tentative nature of some of these comparisons due to the small number of pupils concerned and places greater emphasis on comparison of each pupil's performance with what he or she has achieved in the past. Target setting is a strength of the school and, in relation to the standards expected of individuals and groups, all targets are suitably challenging. The school consults parents both informally and formally, the latter by questionnaire. Pupils are thoroughly involved in decision-making through the school council and, during the last academic year, through the very extensive programme of pupil interviews that has been carried out. Quotations for large items of expenditure are compared at governing body meetings before acceptance, as are service level agreements to ensure spending is providing best value.
71. At the last inspection the school provided good value for money. This situation has improved. Taking account of all aspects of the school's work including pupils' rising standards, their excellent personal development, the shared commitment to improvement and high quality of relationships that characterise the school community, it now gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:

- (1) Review the long-term planning of the whole curriculum in order to:
 - ensure equality of experience of topics by all year groups;
 - identify within each subject the planned opportunities for pupils to use and develop specific skills of literacy, numeracy and information and communication technology. (*paragraphs 15, 21, 22, 90, 104, 128, 131, 133, 134, 137*)

- (2) Identify the priorities for improvement of accommodation in order to be ready for future opportunities to reduce the constraints that currently affect the educational provision. (*paragraphs 5, 17, 19, 67, 68, 73, 117, 147*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	13	6	0	0	0
Percentage	4	26	48	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	71
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

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	60
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)	4.5
Number of pupils per qualified teacher	23.7
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97.75

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2000/2001
	£
Total income	215,469
Total expenditure	212,469
Expenditure per pupil	3,427
Balance brought forward from previous year	9,790
Balance carried forward to next year	12,790

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	0	4	0
My child is making good progress in school.	46	46	7	0	0
Behaviour in the school is good.	36	54	11	0	0
My child gets the right amount of work to do at home.	32	46	18	4	0
The teaching is good.	57	32	4	0	7
I am kept well informed about how my child is getting on.	39	50	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	4	7	0
The school expects my child to work hard and achieve his or her best.	50	39	11	0	0
The school works closely with parents.	50	29	7	7	7
The school is well led and managed.	54	25	14	7	0
The school is helping my child become mature and responsible.	54	25	18	0	4
The school provides an interesting range of activities outside lessons.	50	39	0	7	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. The quality of education for children under five is sound, there was no overall judgement made in the previous inspection. The children are given a firm basis for their next stage of education. Children enter the reception class at the beginning of the school year in which they are five.
73. The school provides a very good programme of induction which includes talks about the school to the parents, visits to the reception class by the children during the school working day and a valuable home visit from the reception teacher. The children and parents receive a thorough start to school. There are very close links with the village playgroup and other providers of pre-school education within the area. Most children are familiar with the school long before they begin their education. The present reception children are taught with the Year 1 pupils in a room that is unsuitable for the Foundation Stage. The very small classroom and its location cannot accommodate all the recommended areas of learning, for example there is no immediate access to the outside for physical development and knowledge and understanding of the world. The room itself does not have an area big enough for sand and water to be available constantly. The staff are fully aware of these limitations and do their best to create a warm, caring and stimulating environment for these young children. There are sufficient resources and these are used to good effect.
74. Children have a wide range of abilities when they enter school. Their attainment is formally assessed shortly after they start school and, overall, is in line with the expectations of four-year-olds. Parents are expected to support their children in learning at home through encouraging an interest in and love of books, helping with initial phonics work and other supportive tasks. Overall, the children, including those with special educational needs, make good progress. Most children are well on course to achieve levels that exceed those expected of children by the time they reach the end of the reception year.
75. Teaching is good overall, no unsatisfactory teaching was seen. There are excellent working relationships between staff and children. Staff provide good role models and have high expectations of children's work and behaviour. Staff are successful in promoting children's confidence and independence. The teacher plans the work thoroughly, aided well by the information gained by good assessment of children's learning.
76. The curriculum offered is good and, through very good organisation and planning by the teacher that compensates for the accommodation's inadequacies, covers all required areas of learning as well as parts of the National Literacy and National Numeracy Strategies. Parents are fully informed of their children's work and progress through informal discussions and formal interviews.

Personal, social and emotional development

77. Good teaching enables children to make good progress in personal, social and emotional development and by the time they finish the reception year they exceed the early learning goals. Children are well behaved, they play and work well together and are polite to adults. The staff establish a supportive, caring ethos and the establishment

of routines helps to promote independence. They settle very happily each day to their tasks. Children work well in groups or in pairs taking turns and sharing resources co-operatively. They show good attitudes to their work. They can concentrate for extended periods, for instance when listening to a story or singing their favourite songs. However, when they have to sit for long periods during parts of literacy and numeracy sessions their attention wanders and they become restless. When preparing for physical education children try to dress and undress themselves but need full support with shoes and socks. They know the routines for lunch and practise their table manners when eating. Good emphasis is given to this area of learning and children are clear about what is right and wrong.

Communication, language and literacy

78. Children enter the school with attainment in line with that expected for their age, particularly in conversational skills, their range of vocabulary and their book handling skills. All children make good progress and the majority are in line to exceed the expectations of the end of the reception year. A feature of the good teaching is the frequency with which the teacher gives children opportunities throughout the school day to talk about their experiences and interests. This activity develops their speaking and listening skills well. Children recognise and write their own name. Parts of the National Literacy Strategy are taught. However the length of time during which children are expected to sit is too long to sustain their attention. There is a strong emphasis on reading. All children can tell a simple story using picture clues; some can read a simple text. Children take home books and there is a home-school diary to advise parents how to support their children. In their writing children use pictures, symbols and familiar words to communicate meaning, showing an awareness of some of the different purposes of writing, for example in the 'shoe shop' they write receipts. All children are writing their name with upper and lower case letters.

Mathematical development

79. Children's mathematical development on entry to the reception year is in line with expectations for their age. The teacher supports learning in mathematics well with a wide variety of resources and experiences. Children make satisfactory progress in their counting skills and number and money recognition and good progress in mathematical language. The majority are able to count well beyond ten. They know the names of common shapes, such as '*triangles*', '*circles*', '*squares*' and '*rectangles*'. Water play reinforces the idea of capacity and volume well and is one of the children's favourite activities. All children will reach the early learning goals and a few exceed that level by the time they are ready to leave the reception class.

Knowledge and understanding of the world

80. Children's attainment in this area of learning on entry to the reception year is in line with age expectations. A strength of the good teaching is the planning and provision of many good opportunities for the development of children's knowledge and understanding of the world. Regular routines help to establish a strong sense of security and help children to understand the passing of time. During early morning registration, lunchtime and break times there are ample opportunities to talk about their families and homes, and on birthdays to talk about the past, present and future. Children show some understanding of the wider features of their community; for example, children visit the village church and village hall. Children are introduced to the different faiths in Britain today and enjoy celebrating the Christian festival of Christmas. They learn to explore their world when they hunt for things made of metal. Children use the computer well

and know how to control a mouse and enter instructions with the keyboard. Technology constantly provides them with opportunities to understand their world through creative activities that stimulate their senses, for example, when tasting yoghurt or making faces with exotic fruit. By the time they leave the reception class their attainments are above the expected levels.

Physical development

81. Children are well developed physically and most on entry to the reception have almost reached the expected levels. The teacher provides satisfactory experiences for children to develop physical skills and teaching and learning are good overall. Children do not have immediate access to outdoor play areas, but at specified times go into the playground to use wheeled toys which they manoeuvre skilfully. They take part in the school's physical education programme and walk with their class to the village hall. In dance lessons, children move confidently and perform well when responding to music. Children move confidently inside and outside; they are aware of space and do not often bump into each other. Children use a good range of small equipment. They have good control in their use of scissors, paintbrushes, crayons and pencils and enjoy sticking, cutting and making. By the end of the reception year, their attainment exceeds expectations.

Creative development

82. This aspect of children's learning is taught well and a broad range of learning activities is provided. Most children are in line to meet the expectations at the end of the reception year, including their hand control, which is necessary to be able to cut and draw accurately. They explore a wide range of materials, for example paint, crayons, material, pastels and glue when they draw, colour and stick. Children use their imagination and paint boldly in their pictures. They enjoy using a view-finder to focus clearly on objects that are the subject of their observational drawings and paintings. Children frequently take part in role-play and do so imaginatively. The role-play area is currently a 'shoe shop'. It is well resourced and provides a focal point for discussion about pairs, money and shopping. Teachers link this area of learning very closely to the class topic or books they have read. Children enjoy singing and they sing rhythms well and learn to play the percussion instruments. They learn about different instruments and listen carefully to the different sounds they can make. Music is one of their favourite times.

ENGLISH

83. In the National Curriculum tests in 2001, pupils' results at the end of Year 2 were above the national average in reading and well above the national average in writing. The small number of pupils involved means that comparisons with other schools have to be treated with caution. However, it is worth noting that in comparison with all schools that are similar to the school in terms of the percentage of pupils eligible for free school meals, the writing result places the school in the top five per cent. The improving standards in the school are confirmed by the fact that the 2001 results in both reading and writing are the highest that the school has achieved in the national tests, with writing being significantly higher. Standards of current Year 2 pupils are maintaining the school's good levels of achievement by being above average overall in both reading and writing, with a small number well above average. This also matches the judgements at the time of the last inspection.

84. Results in the 2001 National Curriculum tests at the end of Year 6, were well above the national average but, as only three pupils were involved, comparisons with other schools are unreliable. The pupils achieved the targets that had been set for them individually and collectively. A higher target has been set for the current Year 6 pupils in the forthcoming 2002 tests and they are in line to achieve this as their work is above average overall, despite the comparatively high proportion of pupils with special educational needs.
85. Pupils generally are achieving well in relation to past attainment. As a group, Year 2 pupils' present standards reflect good progress since they started at the school. Similarly, Year 6 pupils have made good progress since they took the national tests when they were in Year 2. Pupils with special educational needs make good progress because the work set for them is carefully matched to their needs and they receive very good support from teachers and support staff who know their needs and targets very well. This very good attention to any pupil with specific learning difficulties in literacy and language development results in their work approaching the levels that are expected of their ages. The most able pupils also achieve well as a result of a combination of being set work at an appropriate level together with specific tasks and responsibilities that apply and develop their literacy skills, for example recording minutes of school council meetings. The school's emphasis on meeting the needs of individuals means that no pupil is underachieving and all are strongly motivated by the challenge of the work that they are doing.
86. By the end of Year 2, standards in speaking and listening are very high in relation to those expected for the age group. Pupils' confidence in speaking and expressing their ideas develops well as they move up through the school and many good opportunities are provided to ensure the use of speaking and listening skills across the curriculum, for example in art, music and history. Pupils' opinions are sought and valued and everyone is expected to listen carefully, to teachers and each other. A good example of pupils' very good listening skills occurred during the concluding part of a Years 2/3 literacy lesson. Different groups of pupils were given different, specific listening tasks as a pupil read his writing aloud. The pupils' responses showed how carefully and successfully they had listened as they reported on the features of the pupil's work that they had been asked to identify. Pupils use technical language with increasing accuracy and gain self-assurance, because the teachers make positive use of any pupil's answer or idea, even when it is not quite correct or what the teacher was seeking. By the end of Year 6, pupils are becoming very articulate and many express themselves in a very mature way and use technical language appropriately, because they are exposed to it from their earliest days in school. Year 5 and Year 6 pupils confidently used correct scientific vocabulary when planning an investigation on the dissolving of solids in water. Most pupils have opportunities to speak and listen effectively, because most teachers make sure that all participate, but there are occasions with the Years 4/5/6 pupils when discussions are dominated by older or more able pupils.
87. Standards in reading are consistently good. The school places a strong emphasis on this skill, and parents make good contributions to their children's reading, filling in the home-school diary conscientiously. The pupils in Years 1 and 2 read well, confidently and with good expression. They are aware of their mistakes and have a growing set of strategies to cope with the reading as it becomes more demanding. By the end of Year 2, standards are above average. By the end of Year 6 pupils are independent, discerning readers and most are able to tackle difficult texts and themes with confidence and understanding. Standards are above average. Pupils of all abilities explain the attractions of the work of their favourite authors. All read with fluency,

accuracy and expression. The school's very good programmes for developing library skills result in pupils from their earliest days in school knowing how to borrow a book from the library. By the end of Year 6 they correctly use glossaries, bibliographies and indexes. More able pupils skim a page of non-fiction quickly and are able to relate the key points accurately.

88. Standards in writing are above average at the end of Year 2. This is due to the good range of opportunities that pupils have to produce different forms of writing, the very good attention paid to the skills of spelling and handwriting and the infectious enthusiasm of their teachers for good writing. Consequently, although the less able pupils have some limitations in the breadth of vocabulary that they use, they approach the writing of stories, poems, play scripts, instructions and lists with confidence. Their writing has a clear sentence structure, with correct use of capital letters and full stops. Like their peers, their handwriting is in a joined script with consistent letter size. The work of more able pupils is of a very high standard with examples of long pieces of writing that maintain interest throughout, show good imagination and good awareness of sentence and paragraph structure. Writing in the style of a traditional tale, pupils interpreted well-known stories and themes by writing their own, highly imaginative versions. The need for more opportunities for extended writing was identified as an area for development by the last inspection. Although this was identified as a need for older pupils, the school's positive response has led to such opportunities being provided for all ages.
89. The standard of writing at the end of Year 6 is average overall and this reflects the wide range of ability within the year group. All pupils have a secure knowledge and understanding of grammar and punctuation at the level expected of their age. Satisfactory knowledge of the principles of spelling results in successful attempts at spelling unknown words and pupils frequently use a dictionary or thesaurus as a resource for spellings, meanings or alternatives as they write. Story writing starts with good use of one of several forms of story plan that are used in the class and pupils' drafting, editing and re-drafting of work shows clear improvements at each stage. Pupils' responses to a very good breadth of writing tasks that includes stories, poems, reports, diaries and letters reflects a good foundation of basic literacy skills. Skills such as character descriptions, analysis of the features of balanced reporting and comparisons of the features of two non-fiction books are used successfully in pupils' own work. More able Year 6 pupils present well-balanced arguments for and against hunting and creative writing, such as their own limericks, uses the structure accurately and humorously. When at its most imaginative, the work of more able pupils uses language very powerfully, for example, when a Year 6 pupil describes the passage of time with the image: *'...as the damp greyness of winter gave way to spring'*. Persuasive argument is vividly presented in a Year 4 pupil's letter to the Mayor of Hamelin about the 'rat problem'. Pupils' books contain both their specific literacy targets and a checklist of expectations relating to presentation and basic skills to be remembered. The overall standard of presentation is satisfactory but the extent to which pupils use the checklist varies and there is insufficient reference to the expectations, on a regular basis, by teachers.
90. As at the time of the last inspection, the quality of teaching is consistently good and is very good in some lessons. Teachers implement the National Literacy Strategy successfully, they build appropriately on prior learning, and teach basic skills well. They target questions very well to gather information, support and extend pupils' thinking. Good use is made of technical language from the earliest days in school, and this ensures that pupils develop an appropriate awareness of correct terminology, for example, 'diagrams' rather than 'pictures', in particular contexts. Teachers have high

expectations for what the pupils will achieve. Teachers involve pupils in the process of sharing the lesson's learning intentions but, in lessons other than English that nevertheless involve the use of literacy skills, pupils are not reminded sufficiently of literacy expectations when, for example, they write a history report or the results of a geographical survey or scientific investigation. As a consequence opportunities are lost for ensuring that pupils' literacy skills are reinforced or developed sufficiently in these lessons.

91. Lessons have a good pace, with times to think and times to be active. Teachers manage pupils well and have high expectations for pupils' behaviour and personal conduct. These are reflected in the good, working atmosphere in all classrooms. Support staff also liaise well with teachers about work and discipline, and so behaviour management is consistent from person to person, within the classroom. In this way, pupils know what is expected of them and behavioural problems are minimised as much as possible. The role of support staff during the whole-class introductions to lessons is sometimes unclear. Often they provide quiet interaction with pupils with special educational needs to ensure that pupils understand and are involved. There is insufficient monitoring of the extent to which other pupils are involved in class discussions and such monitoring could usefully inform teachers of individuals or groups that might need encouragement. Information and communication technology is used satisfactorily for the development of literacy skills. Pupils' wordprocessing skills are often good and this is a good achievement as the limited number of computers limits pupils' opportunities. Very good use is made of the well-stocked school library and pupils are encouraged to extend their reading to include non-fiction texts. Library sessions are used well to develop pupils' study skills and knowledge of library classification systems. Very good systems for assessment of pupils' learning are used very well by all teachers. Pupils' progress is therefore tracked very thoroughly and the targets set for individuals are right for them. On a daily basis, very good marking of pupils' work provides confirmation of successes and indicates ways in which work can be improved further. Pupils are challenged to be critical of themselves and this has a positive influence on the standards that they achieve. The quality of marking has improved since the last inspection.
92. The co-ordinator leads and manages the subject very well. Good monitoring of teaching and pupils' standards enables her to have a very good awareness of priorities that, in turn, are itemised in the subject action plan. This monitoring provides a good foundation for further improvement in standards and provision. All information from formal testing is analysed thoroughly and this is used constructively in the target-setting for individuals as well as any areas for development. The school makes good use of additional income from the Touchet Trust Fund to develop library resources. The library is now an excellent facility that is used well and is a contributory factor to the good and rising standards. There is good involvement of the wider community and additional learning opportunities that broaden the curriculum across the school and increase its relevance. A group of volunteers hear pupils read regularly. Although drama was not observed during the inspection there is evidence of opportunities for performance arising through use of the village hall. This is good compensation for the lack of space within the school. The school celebrates occasions such as World Book Day and National Poetry Day whenever such opportunities arise.

MATHEMATICS

93. The 2001 national test results show that pupils, at the end of Year 2, attained standards that were well above the national average and the results of similar schools. Comparisons are not valid at the end of Year 6 when there were only three pupils. It

must also be remembered that very few pupils took the Year 2 tests and any comparisons are of limited value and must be treated with caution. At both years, the school's results over time show a rising trend overall and pupils are achieving the targets that are being set for them.

94. The inspection evidence indicates that pupils in Years 1 and 2 make good progress and by the end of Year 2 achieve standards that are above average overall and a significant minority will achieve standards that are well above average. Pupils in Years 3 - 6 continue to maintain the good progress and by the end of Year 6 achieve above average standards. Evidence from lessons, a scrutiny of pupils' work and pupil interviews indicates that the school is working well towards achieving its targets. This is good improvement since the previous inspection when pupils attained the national average. The improvement in standards and the good progress pupils make are due largely to:
- a focused curriculum, indicated in teachers' planning documents, covering a wide range of mathematical concepts;
 - clearly structured lessons, which include a balance of mental and oral work, teacher explanation and independent tasks for pupils;
 - good teaching, which enables all pupils to participate and learn;
 - grouping of pupils according to their ability not according to age; and
 - the thorough analysis of individual pupils' progress towards their set targets.
95. Pupils in Year 1 learn to use the basic skills of addition and subtraction, and many are confident in carrying out simple calculations mentally. They count confidently in ones and twos to a given two-digit number and more able pupils also count back from a different two-digit number. On occasions, teachers encourage pupils to explain how they reached their answer to a mental calculation. This exercise is effective in enabling pupils to clarify their thinking and benefits all pupils, some of whom may not have been quite as successful. For example, when solving a real life problem involving the subtraction of seven from ten one pupil said '*I just know 7 count on 3 more*'. They were able to work out simple shopping problems and began to understand the process involved in giving change. By the end of the lesson the majority could work out the change from ten pence and draw the coins that may be given.
96. Pupils in Year 2 have a good understanding of value of individual digits in a two- or three-digit number and many can count accurately in twos and fives. They have a sound recall of multiplication facts in the two, five and ten times tables, and derive doubles and halves of numbers to 20. Pupils have a good understanding of odd and even numbers and sort numbers to 20 into groups according to these features. In their work on pictograms the majority could understand symbols worth more than one. When the symbol of a face equalled two a pupil responded that the symbol for three would be '*three half faces*'. '*Correct*', responded the teacher '*but could you give me a better answer*'. The pupils rose to the challenge and came up with one and a half faces. Less able pupils made accurate pictographs using 1:1 symbols.
97. Teachers use good questions at the end of lessons to find out what pupils have learnt. During the lessons on pictograms Year 3 pupils posed questions to other pupils using what they had discovered. Pupils talk confidently about a wide range of work that they have studied including measuring, data handling and time. Their knowledge and understanding of two-dimensional shapes are particularly good and many pupils can name shapes with up to eight sides. Pupils with special educational needs make good progress. Work is accurately matched to their abilities and they are supported well by learning support assistants.

98. By the end of Year 6 pupils' mathematical and numerical competencies are good. They acquire a good understanding of the basic operational skills of addition, subtraction, multiplication and division and use correct mathematical vocabulary to help with their problem solving. Pupils in Year 6 use their knowledge of multiplication and division to calculate percentages. Good quality direct teaching, focusing on weaknesses identified earlier, enables them to make good progress. Pupils could compare fractions and say whether they were greater than or less than a half. Year 6 tackled these problems competently and, when using the correct language of denominator or numerator, they quickly identified the equivalents. Special educational needs pupils were very well supported by the special educational needs co-ordinator who ensured pupils were fully included in the lesson.
99. Pupils in Years 4 and 5 use a line to show if a given fraction is greater than or less than a half. Clear and enthusiastic teaching captures pupils' attention, enabling them to process information. Pupils could work out problems using fractions such as three-quarters of £36 and record the equivalent percentage. They were able to develop strategies for adding two digit numbers which eventually enabled them to add these numbers mentally. These pupils enjoyed the mathematics topic on rotation. They knew how many degrees there were in a half or quarter turn and used their knowledge to make a programmable floor robot move around a given circuit. There were no pupils in Year 4 who were identified as a below average pupil. Progress in lessons is good.
100. Pupils in Year 3 were able to competently work out pictograms using symbols far greater than two. They used technical terms correctly, for example '*horizontal graph*', '*double*', '*half*'. They showed their ability to reason with numbers is good.
101. A strong feature of the daily mathematics lesson is the oral and mental work that is carried out at the start of the lesson. In the best examples pupils are encouraged to think quickly to calculate answers. Teachers use resources very well to enable all pupils to be fully active in this part of the lesson. Pupils display their answers clearly which also helps the teacher to pinpoint any pupils who are experiencing difficulty. As a result of this, in many lessons, teachers then target particular pupils to answer in order to reinforce their learning. This strategy enables all pupils to participate fully in the lesson. However teachers do not always use support staff sufficiently during this part of the lesson, for example, to monitor the participation of individual pupils or to support those needing additional guidance. Teachers are skilful at targeting particular pupils to answer questions that are within their ability.
102. Pupils respond very well to their mathematics lessons and work hard to achieve their best. They are greatly encouraged by their teachers and listen very well to what they are teaching them. In a very small number of lessons, teachers allow pupils to call out and this interrupts the flow of the lesson and learning is slower. The majority of teachers manage pupils well and this results in lessons that are enjoyable and informative and all pupils are valued. They give pupils time to think about their responses and if they are incorrect, help them to develop strategies for increasing their accuracy. Teachers praise pupils for their efforts and this has a very positive effect on their confidence to answer.
103. The quality of teaching is good overall. Teachers plan activities that are interesting and relevant and cater for the needs of all pupils including the higher attaining pupils. A feature of the good teaching is the way in which teachers use searching questions at the beginning and end of lessons to find out what pupils have learned. '*Tell me how did you get that answer?*' or '*What would happen if we did it this way?*' are examples of questions that teachers use to help pupils clarify their thinking.

104. The successful implementation of the National Numeracy Strategy is monitored well by the subject co-ordinator, who provides good leadership and sets a very good personal example of high quality mathematics teaching. Very good records are kept to track pupils' progress and a very good analysis of National Curriculum tests enables teachers to identify areas for development. Targets are set for individual pupils to work towards and there is a consistent approach across the school for reviewing them. Although teachers are using ICT satisfactorily to reinforce pupils' mathematical knowledge and understanding, there is no clear long-term plan of ICT's place in the subject. Similarly the opportunities for mathematical skills to be used in other subjects occur in largely unplanned ways.

SCIENCE

105. Standards are above average at the end of Year 2 and the end of Year 6. This maintains the standards at the time of the last inspection. The attainment of boys and girls is similar. Overall good teaching and learning leads to good achievement.
106. Only two lessons involving Years 1 and 2 pupils were observed. Further evidence arises from scrutiny of pupils' sketchbooks, displays around the school and interviews with pupils and the co-ordinator. Pupils' use of language to explain scientific ideas and processes is good. Pupils in Years 1 and 2 have good knowledge, understanding and skills in all areas of the subject. They observe and record their observations in a table, and can draw appropriate charts. Pupils have a clear understanding of electricity, they can complete a simple circuit to light a bulb and begin work on conductors. They enjoy their work on sound completing experiments to see how far sound can travel. Pupils' understanding of how to ensure that a scientific test is fair is very good. More able pupils' knowledge and understanding are well above average. Pupils with special educational needs make good progress.
107. In a lesson about evaporation and condensation, pupils in Years 4, 5 and 6 could draw the water cycle and label correctly. Pupils in Year 6 and more able pupils in Years 4 and 5 knew and could correctly use the term '*changing state*'. More able pupils in Year 4 could quickly recall the solid, liquid and gas states of water. Pupils in Year 6 were beginning to think about the effect of global warming and the melting of the icecaps on the water cycle. They maturely discussed this and went on to make valid predictions.
108. Pupils in Years 4, 5 and 6 have a good understanding of friction, forces, circuits and how day, night, tides and seasons are caused. Their understanding of electrical insulators and conductors is satisfactory. Discussions in classes show that the pupils have a good understanding of conditions for ensuring that a test is fair. Their writing also reflects clear understanding and indicates that they practise fair testing when carrying out all investigations.
109. The good scientific skills, knowledge and understanding of pupils in Year 3 are evident in their recorded work. They know that shadows move clockwise, that the shadow is longer in the morning and evening and shorter when the sun is shining straight at us. They make shadow pictures of their face profile. Pupils carry out investigations; for example, to see if water is a conductor or insulator. Their good explanations of the reasons for results of the investigation show thorough understanding of the topic.
110. The quality of teaching is good overall and contributes to pupils' good progress and achievement. Teachers foster good relationships and treat pupils with respect and sensitivity. The pupils reciprocate by creating a good atmosphere for teaching and

learning. Lesson planning is good with clear objectives for learning. Teachers invariably make sure that pupils understand these. Questioning is used effectively and teachers include all pupils in discussions. They give clear explanations and set high expectations which encourage all pupils to learn well. By linking fresh learning with what has gone on in the past, pupils develop a clear picture of how new ideas fit together to make learning science exciting. The lessons are often concluded with the consolidation of new learning. Pupils are asked to reflect on what the learning objectives are for the lesson. In the very good teaching, the teachers' expositions and demonstrations totally grip the attention of all pupils.

111. The leadership and management of the subject are good. The co-ordinator monitors thoroughly pupils' work, the quality of teaching and the curriculum planning. The science curriculum, including opportunities for scientific investigation, is good and the long-term plan of the sequence of topics has improved since the last inspection. There is a good focus on developing vocabulary and ICT is used satisfactorily to support pupils' learning in science. Science contributes well to pupils' social, moral, spiritual and cultural development through the opportunities for pupils to work collaboratively and for them to consider relevant environmental issues.

ART AND DESIGN

112. Pupils' standards are those expected nationally at the end of Year 2 and the end of Year 6. Pupils make satisfactory progress throughout the school and reach the standards that they should. Standards have been maintained since the previous inspection at the end of Year 2 but improved greatly by the end of Year 6 when attainment was deemed to be unsatisfactory. Only two lessons involving Years 1 and 2 were observed and further evidence is based on scrutiny of pupils' sketchbooks, displays around the school and interviews with pupils and the co-ordinator.
113. There is a wide range of attractively displayed artwork on classroom walls and in corridors that shows how pupils have used a wide range of materials, such as paints, pastels and fabrics. The range of displays also reveals good links between art and design and other subjects; for example, written stories illustrated by paintings, a collage of the Aztec king Quetzaleoth and very neat mathematical designs that help to make attractive pictures of rotations in Years 4, 5 and 6.
114. Art is also used well to develop pupils' understanding of their own culture and that of others. Pupils in Years 4, 5 and 6 successfully make beautiful still life drawings. Art forms an important part of the school's work. It is used well to help make the school a lively, attractive place in which to work. The care with which it is displayed reflects the importance that teachers place on celebrating pupils' creative ability.
115. Pupils in Year 2 produce accurate observational drawings. They use a viewfinder to help them focus clearly. They make very detailed pictures of Goldilocks and the Three Bears. They successfully develop a picture by creating a texture through use of various pencil techniques. They learn to compare the drawing with a photograph. Year 1 organise their work with the aid of a storyboard illustrating effectively work in history on Florence Nightingale and Louis Braille. The teacher effectively explains that if they are not satisfied they can try again. Pupils are clear about the images they are pleased with and those they are not. They become absorbed in their work. In a very good ICT lesson a group of pupils were successfully introduced to the work of Mondrian. They used a paint program to try and design a picture in Mondrian style. Pupils in Years 3 - 6 build on the skills and techniques learnt in Years 1 and 2. Pupils in Years 4, 5 and 6 make detailed observational drawing of plants. In one fine example the leaves overlapped,

intertwined and folded, the pupil captured the plants' delicate foliage with effective shading. Years 5/6 pupils look at other artists' still life work, such as Matisse, and such experiences influence their own work, for example the photographs of still-life compositions taken with the digital camera.

116. Teaching throughout the school is satisfactory overall. The teachers were well prepared and pupils knew the class routines so no time was lost. The pupils enjoyed the teacher's clear explanations and wanted to experiment for themselves. Teachers know the value of sketch books not only for pupils to experiment and build up a portfolio but also for teachers to use as an assessment tool of pupils' progress and achievements. Pupils were very well behaved and thoroughly enjoy their creative work. They concentrated very hard and generally were extremely pleased with their results. They were keen to show what they had done and were genuinely impressed by other pupils' work.
117. Classrooms have small areas for artwork, but resources are plentiful and pupils share equipment well. The subject is well co-ordinated; there is a clear action plan for the development of the subject. The accommodation restricts artwork. Two classes are too small to produce large-scale work and there is insufficient wall space to produce effective interactive displays.

DESIGN AND TECHNOLOGY

118. Pupils' attainment is of a good standard at the end of Year 2 and Year 6 and is above expectation. This level of attainment also indicates that the school has improved standards since the last inspection when it matched expectations. The overall quality of teaching and learning is good. The curriculum is satisfactory and is improving as a result of the introduction of guidelines produced by the Qualifications and Curriculum Authority. These factors ensure pupils' good progress and achievement.
119. Work in Years 1 and 2 shows good progress and achievement by all pupils, including those with special educational needs. Pupils design and make sandwiches creating interesting fillings. They select the type of bread carefully. Pupils use a range of equipment safely. They had planned the recipe previously and showed good awareness of the importance of personal hygiene. The pupils displayed very good attitudes and behaviour.
120. Pupils in Years 3 and 4 design and make picture frames, and Joseph's coat of many colours. The picture frames had to be sturdy enough to hold a photograph and to be free standing. Their numeracy skills were used satisfactorily in measuring and art skills were applied well in designing finishing touches to the frame. The designs on Joseph's coat were cut out and stitched on most carefully. Some were further decorated, once again using skills learnt in art and design of block painting and stencilling. The standard of work seen was above expectations and pupils were rightly proud of their work.
121. Pupils in Years 5 and 6 design a torch using a switch circuit. The quality of products shows good progress, achievement and attainment. Observation of pupils in Year 6 shows that they are developing good skills at measuring accurately and competent techniques with tools. The pupils showed good interest in making their product which they had designed themselves. Pupils learn to evaluate bread products and produce a leaflet to advertise the value of bread. They had made their own bread in previous weeks. Good titles were thought up, for example, '*Beths Best Bread*'. Pupils' descriptions showed good application of literacy skills. Such mouth-watering descriptions as '*Yeasty foamy buttery crisp*' showed that they could think creatively in

developing an advertising leaflet.

122. The quality of teaching and learning in the lessons observed is good overall. The lessons observed were well planned with clear learning objectives which the teachers shared with pupils. There was good emphasis on accuracy in using tools safely. Explanations were invariably clear. The use of questioning was effective in informing pupils and extending and sharing knowledge and skills. The management of pupils and the quality of mutual relationships were very good.
123. The leadership and management of the subject are good and relevant priorities for development of the subject is clearly stated in the action plan.

GEOGRAPHY

124. The school's topic cycle is such that no pupils were studying geography at the time of the inspection. Judgements are therefore based on scrutiny of a limited sample of pupils' past work and of teachers' planning. The work sample indicates that, as at the last inspection, pupils' standards at the end of Year 2 and the end of Year 6 match the expectations at these ages. This sample, of work done by all year groups on the topic of 'Weather' indicates that levels of knowledge and understanding increase steadily with time, as do the basic skills and techniques that are used in geographical enquiry.
125. By the end of Year 2, pupils have a sound basic knowledge of world weather patterns that is developed through a good range of stimulating learning opportunities. They use acquired knowledge of average temperatures in different holiday locations to decide, for example, on the type of clothes needed in such locations and the best times of the year to take their holidays. Their work reflects sound understanding of weather's impact on such decisions. Pupils' descriptions of the characteristics of polar, temperate and tropical regions show satisfactory understanding of differences. They indicate these climatic differences accurately on a world map through correct use of a simple key and symbols. Pupils make good use of information from different sources, for example, downloaded Internet data on weather conditions and temperature graphs were interpreted correctly when completing learning activities.
126. By the end of Year 6, interpretation of weather data and information occurs at a more advanced level. Pupils construct logical weather forecasts based on study, and satisfactory understanding, of weather patterns. They mark correctly the continents, tropics and the equator on a world map. Based upon a sound understanding of the water cycle, pupils looked specifically at the water industry, and resultant work that identified this industry as a significant source of pollution showing good application of research. Pupils' skills and ability to carry out geographical enquiry are developed through local study of a neighbouring village. This study resulted in good use of surveying through interview and questionnaire as shopkeepers' views on new housing proposals were investigated. Completion of traffic surveys, accurate drawing of building plans and the information gained from surveys was applied well in the presentation of pupils' own views on the desirability of the housing development. Pupils thus have a good understanding of the methods of enquiring about geographical issues.
127. No overall judgement on teaching and learning is possible but teachers' medium-term planning is thorough, a good variety of methods are used to stimulate pupils' learning and every effort is made to make learning relevant to pupils' own lives. Those pupils' topic folders that were scrutinised contained some evidence of learning activities varying according to pupils' abilities. These activities are helping all pupils, including those with special educational needs and the more able, to make at least satisfactory

progress. Pupils are provided with satisfactory opportunities to apply literacy skills, for example Year 2 pupils wrote postcards from holiday locations and Years 5 and 6 pupils wrote balanced arguments about housing development.

128. The co-ordinator provides good leadership and management. A good system of assessment is used to inform teachers and the co-ordinator of pupils' standards. The latter are analysed more fully through the co-ordinator's own scrutiny of work samples. Priorities for the subject are entirely right and are summarised in the annual subject action plan. To the extent that resources allow, good use is made of ICT as a source of geographical information and as a tool for representing data by graphs and charts. The main area for development arises from school and class organisation. This requires the order of geography topics to be reviewed and rearranged so that, when they reach Year 6, the current Year 4 avoid repeating a topic that has already been covered.

HISTORY

129. During the inspection, one lesson was observed in the class of Years 4, 5 and 6 pupils and pupils' standards exceeded expectations and the quality of teaching was good. Overall judgements are based on the lesson seen, plus evidence from pupils' previous work and discussions with teachers and pupils. Standards of attainment are in line with those expected nationally at the end of Year 2, but exceed expectations at the end of Year 6 and all pupils in Years 4 - 6, including those with special educational needs, are achieving well. The school has maintained the standards reported in the previous inspection.
130. Pupils in Years 1 and 2 are introduced to the subject through stories that help them develop concepts of time and place. Initially, they develop an understanding of the changes that have taken place in their own and other people's lives over the recent past. In Year 1, they achieve this by considering 'Families' and the differing experiences of the generations. They have a satisfactory understanding of immediate and distant past. They also have a satisfactory breadth of knowledge of life in the past as a result of their study of lives of famous people. They retain a good breadth of factual knowledge about the lives of such diverse public figures as Florence Nightingale, Louis Braille, Mother Teresa and Spike Milligan. This, in turn, enables them to show a sound awareness of differences between the past and the present. Year 2 pupils also have satisfactory factual knowledge about Aztecs and their civilisation, albeit at a far simpler level than that gained by pupils by the end of Year 6 on the same topic. These oldest pupils have a good knowledge and understanding that is based on thorough research. They have good awareness of the sources of information that provide the evidence of such ancient civilisations. They apply their knowledge successfully to tasks such as writing a journal recounting the first and subsequent meetings between Aztecs and the Spanish. More able pupils show good note-taking skills when using sources such as CD-Roms.
131. From Year 1 onwards, pupils gather evidence on how people lived during various periods of history by looking at books, using computers and continuing to visit places of local historical interest. Some of the history recording in Years 4 - 6 is enhanced by lively and interesting writing which makes a good contribution to the development of their literacy skills although there are insufficient planned opportunities for different types of writing.
132. The good teaching in the one lesson observed with Years 4 - 6 pupils was characterised by very thorough preparation and planning of a variety of learning activities that built successfully on pupils' previous knowledge. Different activities were

planned for, and made different demands on, groups of different abilities. A suitable task and very good support from support staff enabled pupils with special educational needs to make good progress during the lesson. All pupils were challenged sufficiently by their tasks. More able pupils sought the answers to specific questions presented by the teacher through research of a good range of books and CD-Roms that had been provided. Pupils were given timely reminders of the amount and quality of work that was expected. The expectation was high but all pupils responded enthusiastically and all, by the end of the lesson, had made significant gains in knowledge and understanding.

133. More generally, scrutiny of teachers' planning and pupils' past work provides evidence of a broad range of learning opportunities but less matching of tasks to the needs of different abilities than was such a good feature of the observed lesson. Pupils' work is marked constructively and indicates successes and areas for development. Planning does not indicate how activities will help development of specific literacy skills or the development of information and communication technology skills.
134. The co-ordinator leads and manages the subject well. Her action plan indicates good strategies for assessing the quality of samples of pupils' work that, in turn, give her good awareness of the standards that pupils achieve. Assessment procedures have been reviewed as part of a whole-school initiative and these procedures are seen to be helping planning very constructively as well as being a manageable method for teachers to record and track pupils' progress. As in geography, topic review is recognised as being necessary for the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Good improvement has been achieved since the last inspection when standards were below expectations, and use to aid learning in other subjects was underdeveloped. Pupils' standards have risen and are now meeting expectations at the end of both Year 2 and Year 6. Although there is a strong focus on pupils acquiring essential skills, there are now good opportunities for them to use these skills to develop their learning in other subjects. Resources have been improved to the extent that finance permits and they are arranged and used very efficiently. These good developments in the subject are managed by a co-ordinator who is providing very good leadership.
136. By the end of Year 2, basic computing skills are well established. Year 2 pupils explain keyboard functions clearly and save and print work confidently. They understand the different features of wordprocessing and graphics programs. Using the latter develops their skills of controlling the mouse with care and they produce artwork of good quality such as the pictures in the style of Piet Mondrian. By Year 3, pupils combine text and graphics successfully in producing posters and have produced work of high quality in designs of coats with many colours that reflect good integration with religious education. By the end of Year 6, pupils work skilfully with text and graphics that they have downloaded from Internet websites. Wordprocessing skills develop satisfactorily through learning activities that support pupils' learning in other subjects as well as English. From short pieces of writing in Year 2 that reinforce well the use of punctuation and the structure of sentences, pupils progress to lengthy writing in Years 5 and 6 on features of the Aztec civilisation. Learning in mathematics is extended very successfully, through recording of data and production of bar charts and graphs at regular intervals. Pupils explain their work confidently and pupils in Years 5 and 6 describe correctly the series of instructions and functions that they enter into a computer in order to create a spreadsheet model for calculations. Thus, Year 6 pupils successfully create a formula for working out expenses to be incurred when organising

their leavers' party.

137. The breadth and balance of pupils' knowledge and understanding is the result of a well-developed curriculum. This has two strands. Firstly there is a scheme of work for the development of basic skills and knowledge and this is supplemented very well by the use of ICT in other subjects. However, the latter is not part of the present long-term planning of individual subjects and tends to be planned on a lesson-by-lesson basis. There is thus no link between skill-based work in the small group sessions and the work carried out on classroom computers. This is a lost opportunity for consolidation of pupils' learning.
138. Although no direct teaching by class teachers was observed during the inspection, there are many indicators that teaching and learning are good throughout all years. Teachers have good understanding of the levels at which their pupils should be working. When working at tasks in pairs or individually in classrooms, pupils respond well to the independence given and work conscientiously at tasks that are matched well to their needs and abilities. As a result, all pupils, including those with special educational needs, make good progress. The co-ordinator's teaching is good. Working in a cramped area serving as a small computer suite with four functioning computers, she teaches all pupils in small groups who have either a weekly or fortnightly lesson. Her high expectations of good behaviour and collaboration, her very good subject knowledge and the clarity of her explanations have a very positive effect on the rate and quality of pupils' learning.
139. The co-ordinator provides very good leadership of the subject. Her own good subject expertise is being used well in a role of specialist teaching of all pupils in small groups and she is a very good source of support to colleagues. This arrangement is indicative of good delegation and the rising standards justify the governing body's decision to direct part of expenditure on staffing to provide specialist teaching. The opportunity to teach all pupils provides the co-ordinator with an invaluable opportunity to monitor standards. There is good assessment of pupils' learning by recording pupils' achievement of key objectives at the end of each unit of work.

MUSIC

140. By the end of Year 2 and Year 6 pupils achieve good standards of work that are above expectations of their ages. All pupils, including those with special educational needs, make good progress. There has been an improvement in standards in Years 1 and 2 since the previous inspection and standards have been maintained in Years 3 - 6. Only music in Years 1, 2 and 3 was observed. Evidence for Years 4 – 6 is based on planning, pupil interviews, tape and video recordings and peripatetic instrumental teaching.
141. Pupils' singing is a strength of the school. Several opportunities exist for pupils to participate as singers including, assemblies, choir and class music lessons. During assemblies pupils sing with clarity and expression, paying careful attention to the timing of the song. Pupils in Years 1, 2 and 3 participate in action songs with vigour and enthusiasm. Their ability to sing in two parts is of a high quality due to the skilful leadership of the music co-ordinator who teaches them to sing.
142. All pupils respond eagerly and enthusiastically to their music lessons. Pupils in Year 1 accurately name a wide range of percussion instruments and learn to play with increasing control through suitable guidance from the class teacher. They interpret stories and poems using instruments to create sound effects in different ways. They

learn to follow the conductor (the teacher) and join in and play only when directed to. They watch attentively, full of enthusiasm and pleasure. Pupils in Year 2 recognise a steady beat and identify if a piece of music has a thick or thin texture. They learn to follow a picture graphic score of a pond. The different pond creatures were represented by different sounds created by instruments identified by the pupils.

143. Pupils make good progress in their music lessons because teachers plan interesting and exciting activities for them. They build systematically on previous work which increases pupils' skills at making music. Year 3 pupils know about duration; they worked successfully in groups to investigate the number of seconds they could hear four instruments. Then they used this data to create a class graph and draw conclusions about the duration of the sounds and how the materials affected this. Pupils in Years 4, 5 and 6 had a class orchestra and accompanied themselves singing 'Prehistoric Animal Brigade' with particular attention being paid to the texture and timbre.
144. The quality of teaching is good in all lessons observed. The teacher's planning is good and she ensures that there is a range of interesting and enjoyable activities that build successfully on pupils' previous learning. Music is taught by a competent music specialist throughout the school. Although a newly qualified teacher, she uses the experience of teaching each class as a very constructive form of monitoring standards now that she has responsibility for subject co-ordination. Good instrument teaching is offered to pupils but parents have to pay for this local education authority service.
145. The curriculum is supplemented well by the range of extra-curricular activities. Specialist teachers visit the school on a weekly basis to provide tuition in woodwind, brass and stringed instruments to some pupils. Good opportunities occur for these pupils to share what they have learned with the rest of the school. There is a good school choir and orchestra and they take part in village activities and concerts. These opportunities enable music to contribute very well to pupils' social, moral, spiritual and cultural development.

PHYSICAL EDUCATION

146. At the end of Year 2, standards in games meet national expectations, as they did at the last inspection. Dance was not previously observed but the current standards at the end of Year 2 now are well above the expectations. Standards in dance at the end of Year 6 are above expectations. Limitations in facilities have a negative impact on the quality of teaching and pupils' standards in games. By contrast, the good working space provided by the village hall coupled with high quality of teaching are enabling standards in dance to reach high levels.
147. The small, sloping playground prevents pupils from achieving their potential in games. The limited space denies pupils sufficient space to practise individual skills through experimentation and gradual refinement of their techniques. When balls are involved, pupils have to be organised in small groups to practise activities, with only one member of a group working at a time. In these circumstances, Year 2 pupils' satisfactory control of a ball when passing with the feet, is a good achievement. Basic locomotion skills such as stopping and starting, changing direction, jumping and moving in different ways are performed with good control. Pupils have a sound knowledge and understanding of the effect of exercise on the body.
148. All year groups were observed in dance lessons and, at every year from the Foundation Stage onwards, high standards were evident. By the end of Year 2 these standards are

exceptional. In all aspects of required learning in dance, the pupils excel. They plan, perform and evaluate group dances with impressive maturity. As performers, the quality of movement is high and actions are used very creatively in well-choreographed responses to a musical stimulus. In the lesson observed, the first task after an excellent warm-up that had been led by a member of the support staff, pupils in groups of four or five performed the group dances to the point reached in the previous lesson. The quality was breathtaking. Thereafter, further planning of the next parts of the dance was a constructive dialogue between pupils as they showed one another ideas, experimented and refined responses until, as a group, the response to the music was achieving what they wanted. Observing other groups, pupils made many valid comments on what they liked and what could be considered for improving a composition. Very good speaking and listening skills were evident as well as appreciation. When asked what he thought of one group's performance, one observer quite rightly answered '*It was just excellent*'.

149. By the end of Year 6, pupils have retained their enthusiasm for dance and developed their skills well. Nearing the end of a unit of work on traditional folk dance, pupils had a very detailed knowledge of set movements in English dance and performed these often complex steps and patterns well. This knowledge was applied well when creating their own dance. This was performed both rhythmically and technically to a high standard. They evaluated their own and other pupils' performance constructively, often before being asked to do so, showing their own high expectations of what they should be trying to achieve.
150. Teacher enthusiasm is matched by pupils. The overall quality of teaching and learning is good, being satisfactory in games and ranging from good to excellent in dance. Very good teaching of Years 4, 5 and 6 pupils in dance is characterised by the teacher's high level of subject expertise and very high expectations. The excellent teaching with Years 2 and 3 pupils reflects similarly high expectations and thorough planning. In response to teachers' demands and the structure of lessons that enables each stage in learning to build on the previous stage, pupils show absolute involvement. All pupils, including those with special educational needs, delight in their achievements and the progress that they make in dance. In contrast, many pupils show frustration in the restrictions placed on their games learning and playing.
151. Leadership and management of the subject are satisfactory. A full curriculum, including swimming, is provided and the school compensates for some of the unavoidable restrictions in the curriculum by arranging a good range of extra-curricular activities. Parents are involved well in this provision. Opportunities for small schools to participate in inter-school competition are limited but the school takes every opportunity, for example football matches with several schools in the area.

RELIGIOUS EDUCATION

152. Religious education is inspected by a separate diocesan inspection