

# INSPECTION REPORT

**HURSTBOURNE TARRANT**

**CE PRIMARY SCHOOL**

Hurstbourne Tarrant, Near Andover

LEA area: Hampshire

Unique reference number: 116293

Headteacher: Mrs Sue Boryer

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 24<sup>th</sup> to 27<sup>th</sup> September 2001

Inspection number: 195844

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Street Hurstbourne Tarrant Near Andover Hampshire
Postcode:	SP11 0AX
Telephone number:	01264 736213
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Dinah Murdoch
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered inspector	Mathematics Science Information and communication technology Design and technology Geography History Physical education Equal opportunities Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? – Curriculum What should the school do to improve further?
9334	Mrs Jenny Mynett	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? – Personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23048	Ms Diane Wilkinson	Team inspector	English Art and design Music Religious education Foundation stage English as an additional language	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

This small primary school has 102 pupils who attend full-time from Reception to Year 6, together with five part-time Reception children. It has almost 50 per cent more pupils than when it was last inspected. About 54 per cent of pupils are girls. Children enter Reception part-time in September, gradually becoming full-time during their first term. The school's roll does not now change significantly during the year, although in the past a number of pupils transferred to private education after Year 2. All pupils are from a white ethnic background and there are no pupils for whom English is an additional language. Two pupils (two per cent) claim free school meals, which is well below the national average. Pupils come from the local community and an area which includes northern Andover. The background of pupils is above average overall. The number of pupils identified as having special educational needs is about average; 18 pupils (19 per cent) in Years 1 to 6 are on the register of special educational needs (SEN). No pupil has a statement of SEN. Attainment on entry varies from year to year. It is generally about average, although the children who entered in 2000 were above this.

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

Hurstbourne Tarrant CE VC Primary School provides its pupils with a very good quality of education and, owing to the teamwork and positive contribution of the headteacher, it continues to get better. Children enjoy their time in the school and their learning and progress are good, because of mainly good or very good teaching. Attainment is usually above the average by the end of Year 6. A good ethos for learning is evident. Teaching observed during in the inspection was good overall, and never less than satisfactory. Assessment of pupils' progress, and the effective use of the data obtained, help to set appropriate targets for all children. Pupils with special educational needs are very well supported. The headteacher, supported by staff and governors, provides the school with clear direction to ensure further improvement. For a small school, the income per pupil is not excessively high; it uses its resources well and provides very good value for money.

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

- Management of the school is very good, and the headteacher provides strong leadership.
- The quality of teaching is good overall, and was never less than satisfactory in the lessons observed. This is leading to good learning in each class in the school, which has a positive impact on achievement and standards of attainment.
- Very good provision is made to support pupils' personal development, especially in the moral and social areas. Educational inclusion is a positive element of the school's provision, with boys, girls, gifted pupils and those with special educational needs being catered for well. As a result, pupils' personal development and relationships, and their attitudes to school, are very good. Their behaviour in lessons and around the school is good.
- Assessment of pupils' academic progress is excellent and very good use is made of the information gained to plan strategies for further improvement.
- Pupils with special educational needs are assessed systematically, very well supported and make good progress throughout the school.
- The curriculum is well organised and very effective links are made between different subjects. The range of extra-curricular activities is very good and enhances children's learning.
- There are very positive links with parents, and they receive detailed reports about their children's progress.

## What could be improved

In the context of the school's many strengths, there are no key issues to address. Minor areas which should be considered for inclusion in the school's action plan include:

- monitoring the impact of the strategies put in place to improve standards in mathematics further;
- extending the work in geography to include a greater range of map skills;
- building on children's good artistic skills so that they have more opportunities for creativity;
- planning further opportunities, across the whole curriculum, to promote spiritual development and to raise a greater awareness of the many cultures within the United Kingdom;
- considering ways of improving aspects of the accommodation, including the hall, the room for pupils in Years 5 and 6, the toilets and the need for a staff room.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Hurstbourne Tarrant CE VC Primary School was inspected in June, 1997 and found to be a good school. Very good progress has been made since then. The areas of weakness identified in the previous report have been dealt with and the significant strengths maintained, and improved further. From an early age, pupils are given many opportunities to develop confidence and independence, and to take responsibility for aspects of their own learning. On many occasions, pupils talk to the whole class about their observations, work and issues of importance. The use of questions by teachers has improved and this is one reason why the quality of teaching is better than that reported previously. The school development plan is a very helpful, clear document which has been used effectively to promote further improvements. Better outside accommodation is now available for children in Reception, and this is helping to improve their physical development. Attainment and progress remain good and most pupils achieve at least the expected level, and often higher, when they leave at the end of Year 6.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	A	A	well above average    A above average        B average                    C below average         D well below average    E
mathematics	B	C	A	B	
science	A	C	A*	A*	

For individual years, the results described in the table are unreliable because of the low number of pupils. Although there were 13 pupils in 2000, there were only seven in each of the previous two years. In 2001, there were ten pupils. Over the period from 1996 to 2001, the school's results, at the end of Year 6, have improved, at a rate similar to, or better than, the national improvement. The improvement was, initially, strongest in English. Average results, over this period, were significantly above the national average in mathematics and science, and well above the average in English. In 2001, the school's results were well above the average in English and mathematics, and very high in science, being in the top five per cent in the country. Comparisons with similar schools are difficult because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Generally however, the school performs at least as well as

schools with low numbers of pupils with free school meals and, in 2001, it did very well. Taking account of the nature of each group of pupils, the school sets challenging targets for the proportion of pupils to achieve Level 4 or above in English and mathematics. Its results often exceed the targets. Over the period from 1996 to 2001, at the end of Year 2, results in reading, writing and mathematics have been similar to, or above, the national average. Pupils in Year 2 are currently achieving above average standards in English and science, and about average in mathematics. Those in Year 6 are not yet achieving as highly as those of last year, but overall their attainment is at least average or above. In information and communication technology and religious education standards are above average by Years 2 and 6. In other subjects, standards are mostly above average. In art and design, creative aspects are not developed sufficiently and in geography aspects of map work are somewhat limited. Attainment in physical education is average, but limited because of the inadequate hall. Children currently in Reception are making good progress and are likely to attain, or exceed, the standards expected by the time they enter Year 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are generally enthusiastic and well motivated. They apply themselves eagerly to lessons and activities around school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils know the rules and respond well to create an orderly environment. A small minority of pupils can become disruptive when not closely managed.
Personal development and relationships	Pupils' personal development is very good. They respond well to the increased opportunities offered for them to show initiative and take responsibility for their own learning. Relationships are very good, pupils work and play well together across the age ranges.
Attendance	Attendance is good. Levels of attendance are above the national average, with few unauthorised absences. Pupils are generally prompt into school.

Pupils' personal development is very good. They show initiative and take on responsibility around the school. They are polite and friendly. Very occasionally, the behaviour of a small minority of pupils is unsatisfactory.

## 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.*

The quality of teaching has improved further since the previous inspection. All teaching observed was at least satisfactory, most was at least good and about a quarter very good. Teaching was especially good in the Year 1/2, and the Year 3/4, classes. The teaching of English is good in Years 1 and 2, and very good for older pupils. In mathematics, it is good throughout the school. All teachers make very good links between subjects, which help to enhance pupils' learning and understanding. Strengths of teaching evident include teachers' subject knowledge and the good teaching of essential skills, especially for literacy. Planning is good. Behaviour management is usually good, as are the range of teaching methods used, teachers' expectations and the use of time. Marking is very helpful and pupils find the guidance provided valuable. The good teaching evident is helping to promote children's learning throughout the school and ensures continuing high standards. Pupils show interest



and concentrate well. Those with special educational needs are well supported by teachers and other staff and, as a result, their progress while in the school is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum which effectively emphasises the links between subjects. The curriculum promotes inclusion effectively, ensuring that all pupils have good opportunities to make progress.
Provision for pupils with special educational needs	The assessment of pupils with special educational needs is very well managed. These pupils are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' personal development very well. The provision for moral and social development is very good. Spiritual development is well promoted, although there are not enough planned opportunities across the whole curriculum. Pupils' cultural development is well promoted, but there is not sufficient focus on preparing pupils for life within the multicultural society of the United Kingdom. The school has begun to respond to these needs.
How well the school cares for its pupils	The school provides a very friendly, caring, supportive environment. Teachers know the pupils well and very effective assessment ensures that teaching and support are aimed at meeting their individual needs.

The school involves the community in its provision, and works very well with partner institutions. Personal, social and health education is good and pervades much of the curriculum. The curriculum is enhanced by a wide range of extra-curricular activities. The school involves parents in its work very effectively, and provides them with very good information about their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very strong leader with a very good knowledge of the school's strengths and weaknesses. She is very well supported by the assistant headteacher and all staff, who work together as a very effective team.
How well the governors fulfil their responsibilities	Governors fulfill their responsibilities well. The good relationships they have with staff ensure that they have an good knowledge of the school's strengths and weaknesses. They participate constructively in planning and monitoring the strategies for improvement. All statutory requirements are met.
The school's evaluation of its performance	The school uses the results from National Curriculum tests and other assessments very well to track pupils' progress and its own performance, particularly in English and mathematics. The information is used very effectively to help bring about improvements.
The strategic use of resources	The school makes very good use of all its resources including finance and additional grants. The principles of best value are applied well; for example, the employment of extra staff to best meet the needs of the oldest pupils and the specialist teaching in subjects such as science and music are helping to improve learning, and to raise standards.

The school's aims and values are reflected very well in all its work. The number and quality of support staff enable pupils to make good progress. Principles of best value are applied well. Very good support is given to teachers new to the school. New technology is used very well to enhance the work of the school. The accommodation is satisfactory overall, although the classroom for the oldest pupils and the hall are small and limit the types and range of learning activities. There is no staff room and the toilets are inadequate. The quality and range of resources are generally satisfactory, and they are used well to support learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children's progress and behaviour are good.</li> <li>• Teaching in the school is good.</li> <li>• The school is approachable.</li> <li>• Homework is well organised.</li> <li>• The school expects children to work hard.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• Aspects of the accommodation, including the toilets.</li> <li>• The amount of homework.</li> </ul>

Inspectors support parents' positive views of the school. Children do like school, they behave well and become mature and responsible. Their progress is good because of effective, well organised teaching. Expectations of pupils are high, and they are expected to work hard. They receive a good, interesting curriculum, and inspectors think that it is enhanced by a very good range of activities outside of lessons. The school sets valuable homework. Staff are generally very approachable and work very well with parents. Management and leadership of the school are very good. Inspectors agree that aspects of the accommodation, in particular the toilets and hall, are not good enough.

## **PART B: COMMENTARY**

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

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

- 1 The number of pupils in each year group is often small and this makes the data for individual years unreliable. In addition, in the past, a number of pupils have transferred to private education after Year 2. Over the period 1996 to 2001, in National Curriculum tests, at the end of Year 6, pupils' results have generally been above the national average in mathematics and science, and often well above in English. The results for the ten pupils tested in 2001 showed a marked improvement over those in 2000. Comparisons with similar schools are difficult because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Generally however, the school performs at least as well as schools with low numbers of pupils with free school meals and, in 2001, it did very well. Inspection evidence demonstrates that standards are currently above average in Year 6 in English, mathematics and science, although performance overall is not likely to be as good as the pupils who left school last July. The targets set for at least Level 4 attainment in English and mathematics reflect accurately individual performances and are usually exceeded. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
  
- 2 Over the period 1996 to 2001, in National Curriculum tests, at the end of Year 2, pupils' results were generally above the average in reading, writing and mathematics. Virtually all pupils achieve at least the expected Level 2, and an increasing proportion the higher levels. In comparison with similar schools, that is those with few pupils entitled to free school meals, the school generally achieves well. Teacher assessments in science indicated that, over the last two years, all pupils achieved the expected Level 2. Inspection evidence indicates that standards in reading, writing and science are above average, those in mathematics are average and improving. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
  
- 3 The previous report indicated that standards were above average in most subjects in both key stages. Attainment by Year 2 is similar, except that it has improved in art and design. By Year 6, attainment has improved at a rate similar to the national improvement, especially in English. There was a strong improvement in English, mathematics and science in 2001. In other subjects, standards are similar to those reported previously, with all, except art and design, geography and physical education, being above average.
  
- 4 Attainment on entry to the school is generally about average, although it fluctuates significantly from year to year. Children join Reception part-time in September, becoming full-time during the autumn term. These children are taught in a mixed-age class of Reception and Year 1. Children's progress in Reception is at least satisfactory, and good in areas such as literacy and knowledge of the world. Most children should achieve, or exceed, the standards expected by the time they enter Year 1. In communication, language and literacy, children listen well and most speak clearly. They handle books satisfactorily and know that words have meaning. Their writing skills are less well developed. Children have a secure knowledge of numbers and most can count up to ten. Children's knowledge of the world increases

well, and is likely to be above that expected by the time they enter Year 1. They know about maps and make plan views of place settings on their desks. Children describe how sounds can be made. In creative development, children's work should be similar to the expected standard by the time they start Year 1. They use a range of media, including paint, satisfactorily. Being early in their school careers, some children do not yet hold pencils and paint brushes with adequate control. Children's physical development is promoted well because of the improved outdoor environment and resources.

- 5 Pupils in Year 2 are achieving above average standards in English, science, information and communication technology (ICT) and religious education. Standards are average in mathematics, but improving. Pupils read accurately, with good expression and an understanding of what they have read. Writing skills of pupils are above average. They use correct punctuation and spell most common words accurately. Handwriting is good, and usually joined. Speaking and listening skills have improved and are above average. They have improved because of well-planned opportunities, and good use of questions, within many subjects. Pupils' mathematical knowledge is average. The majority accurately add and subtract numbers to 100. Higher attaining pupils are confident with simple multiplication or division. They know a range of two-dimensional shapes. Pupils do not always have quick, mental recall of number facts, but the school is working hard to improve this. Pupils' literacy and numeracy skills are developing well. Literacy and numeracy are used very well to support learning in other subjects. In science, pupils' attainment is above average by the end of Year 2. They have a broad knowledge across all areas of science. Pupils' scientific skills, in particular, have improved since the previous inspection. In ICT, pupils' work is above average. They use the keyboard to input text, select different icons, control the mouse very well and print their work. They know how to program a floor robot to carry out a range of instructions. In religious education, pupils have a good knowledge of Christianity.
- 6 Pupils in Year 6 demonstrate attainment that is consistently well above average in English, and generally above average in mathematics and science. In the 2001 National Curriculum tests, attainment was particularly high; it is not likely to be so high next year. Pupils read with good understanding and accuracy. Their writing is interesting, it includes a well developed vocabulary and uses correct punctuation. Handwriting is well formed. Speaking and listening skills are good and, as in Years 1 and 2, have improved because of well-planned opportunities within many subjects. Pupils' literacy skills are used very well to support learning in other subjects. Pupils' mathematical knowledge is above average. They have secure number skills and solve number problems accurately. The main weakness, which the school is already dealing with, is that pupils' mental recall of multiplication facts is not quick enough or accurate enough. They draw and interpret simple block graphs, histograms and line graphs with accuracy. Numeracy skills are used very well in science. In 2001, pupils' knowledge of science was very high, illustrated by the detail in their writing about materials and how they are changed, the earth in space and the growth and life cycle of flowering plants. The school has recognised that pupils' scientific skills, although satisfactory, are not yet developed to the same extent as their knowledge; specialist science teaching is helping to bring about improvements in this area. In ICT, attainment is above average, and pupils use their skills to enhance learning across much of the curriculum. In religious education, pupils have a good knowledge of Christianity and Judaism.

- 7 Throughout the school, pupils achieve satisfactory standards, or higher, in other subjects. In art and design, in both key stages, pupils develop good skills, such as the mixing of paints to produce a range of tones and shades, but their creative art work in Years 3 to 6 is less well developed. The quality of work in design and technology is above average, pupils design, make and evaluate artefacts well. They take great care and are accurate in their work. In music, standards are above average. Pupils show good standards in singing, composition and performance. In history, pupils' attainment is above that expected. A particular strength is their understanding how artefacts and other sources are interpreted to provide historical information. In geography, standards are above average by Year 2, but average by Year 6. In both key stages, pupils have a good understanding of locations in this country and abroad, but there is not enough development of map work skills during Years 3 to 6. In physical education, pupils attain average standards, and these are, in part, limited by the accommodation.
- 8 Pupils' achievement during their time in school is good because of the quality of teaching, which was mostly good or better in the lessons observed. Progress throughout the school is good, and it is improving further across much of the curriculum. Teachers effectively challenge all pupils in the mixed age classes, and this is helped by the well organised year group and specialist teaching of English, mathematics and science. Lessons are stimulating, and this promotes pupils' interest. This is particularly evident where staff are enthusiastic and knowledgeable about their subject, for instance in science, music and history. Pupils with special educational needs make good progress during their time in the school. The progress of these pupils is illustrated by the fact that most achieve at least the expected Level 2 in reading, writing, mathematics or science by the end of Year 2, and at least Level 3, and often the expected Level 4, in English, mathematics and science by the end of Year 6. These pupils' good progress is associated with good teaching, well organised support provided by classroom assistants and specialist staff, and clear detail in the pupils' individual education plans. No significant variations were evident in the attainment of boys and girls.

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

- 9 Pupils enjoy school, and demonstrate very good attitudes both to school and to their learning. Parents are particularly pleased by the way the school encourages very positive attitudes and helps their children to become mature and responsible. Pupils are highly motivated, enthusiastic, and eager to contribute and participate both in lessons and other activities in and around school. They are well focused on their tasks and concentrate well for extended periods.
- 10 Children in Reception show a mature and confident approach to work and in their relationships with each other. They concentrate well on their tasks and activities, often for extended periods. In one instance a child was observed captivated by the colour combinations discovered whilst painting. She proceeded to layer one colour over another entranced by the changes that were occurring, only stopping when it was the end of the lesson. The children are also developing good social skills and are eager to investigate, exploring new learning opportunities. They work and play well together, happily sharing the equipment and resources.
- 11 The behaviour of pupils is generally good both in lessons and around the school. Inspectors agreed with parents, who felt that the good behaviour was a result of teachers' high expectations. The school has an orderly atmosphere with pupils

aware of the boundaries and ways of going on, having helped devise the code of conduct. However, there is a small minority of pupils, particularly in Years 3 to 6, who have challenging behaviour and can become disruptive when this is not closely managed. This sometimes interrupts the learning of the rest of the class. This disruptive behaviour is also more apparent within the constraints of limited space in the classroom for Year 5 and 6 pupils and for physical education in the hall with larger classes. The consistent application of the behaviour strategy leading to 'golden time' generally controls the situation. Pupils are courteous and polite, happy to talk about what they are doing and share their work with visitors. Behaviour is good at lunchtime and in the playground with pupils interacting well together. Incidents of bullying and oppressive behaviour are rare. Pupils feel safe and are confident that if they do report incidents they will be taken seriously, and the matter dealt with promptly and effectively. No pupils have been excluded from school in recent years.

- 12 Relationships in the school are very good, both between staff and pupils and amongst the pupils themselves. The clear aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff. These help to promote a good working environment and make a positive impact on learning. The pupils play well together, with different ages joining in games at lunchtime. The 'buddy system' in classes is very effective in promoting good relationships and supporting younger pupils in lessons. The school succeeds in fostering an atmosphere of inclusion, and pupils with special educational needs are well integrated into school activities. When opportunities are presented in the personal, social and health education programme pupils listen to each other and are happy to talk about their feelings, respecting others' opinions, values and beliefs. This approach promotes pupils' confidence and self-esteem, providing a good moral foundation for their discussions. Pupils interact well in pair and group activities. The school is gradually implementing the idea of school and class councils. During one assembly, pupil-led discussion groups considered the use of the new garden as part of the whole school debate. The results of these discussions are being explored further during 'circle time' activities.
- 13 Following the last inspection, the school has worked hard to improve opportunities for pupils to take responsibility for their own learning and develop their initiative. This is being achieved particularly well by giving pupils more choice of resources and providing circumstances when they can evaluate their own work and progress, and identify targets for improvement. Pupils are encouraged to take on roles of responsibility, such as acting as monitors undertaking different jobs in classes. The division of other responsibilities, such as looking after the playtime boxes, the milk cartons, taking care of the physical education shed and litter pickers, is due to be considered by the class councils with groups of pupils democratically elected in turn.
- 14 Attendance levels in the school show a slight decrease since the last inspection. However, at 95.7 per cent they are still good and above the national average, with few unauthorised absences. Pupils are prompt into school and lessons start on time. Registers are maintained correctly. Attendance and punctuality are monitored effectively by the school.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 Pupils are well taught in the school, this is helping to ensure good achievement and pace of learning. All teaching observed was at least satisfactory, most was good and a quarter was very good. There is no significant difference in the quality of teaching across the school, although it was often especially good in the Year 1/2, and Year 3/4, classes. The quality of teaching is better than that described in the last inspection report, often because of improved questioning skills.
- 16 The teaching for Reception children is good. The teacher, working closely with other adults, provides a calm learning environment. Careful attention is given to all areas of learning and the children are well prepared for entering Year 1. Children are initially often taught together with pupils from Year 1. Careful attention is given to ensuring their needs are met, and they often get their own specialist support and specific tasks. This good planning helps to ensure children's progress. Their personal, social and emotional development is given good emphasis and, as a result, children are beginning to share resources well and co-operate when necessary, for instance when drawing plans of place settings. The teacher provides a good range of activities, which effectively promotes learning in language and mathematical development. Good attention is given to the development of early reading and number skills. Assessment is well organised and the information gained is used effectively to plan activities. Especially good use is made of the assessments made of children shortly after they start in Reception. Children concentrate well and show increasing confidence and independence. They are interested in the activities offered, enjoy what they do and are confident to describe their work to the older pupils in the class. Learning support staff are used very effectively to help Reception children learn, and make a positive contribution to their progress.
- 17 The quality of teaching in the remainder of the school is good overall, and none observed was less than satisfactory. Teaching of English is good in Years 1 and 2, and very good for older pupils. In mathematics, it is good throughout the school. In other subjects, teaching in both key stages is never less than satisfactory, and usually good. The strengths of teaching are similar throughout the school; there are few weaknesses. Pupils' learning in the lessons observed was good or better. This was because of the high proportion of good or very good quality teaching, which ensures pupils' good progress as they move through each class in the school. Teachers' subject knowledge is usually good, and specialist knowledge of staff in music and science is helping progress. Pupils are challenged effectively in their work, this is due to good planning and specific year group teaching. Literacy is well taught, and the effective action plan to improve standards, especially in writing, has helped to raise pupils' attainment. Literacy is used very well in other subjects, with a good emphasis on speaking and listening. The teaching of mathematics is good and has been helped by the National Numeracy Strategy. Pupils' attainment in mathematics is improving because greater attention is being given to pupils' ability to recall number facts accurately and quickly. Mathematics is used well in science where pupils collect, display and interpret data. Expectations of pupils, in relation to behaviour and the level of work, are good. Pupils are usually very well managed.
- 18 Lesson planning is good and pupils know what they are to learn and why. A range of methods is used well, with very effective cross-curricular links made. Teachers encourage discussion very effectively. The good relationship between staff and

pupils is a strength of many lessons. The pace of lessons is usually good and pupils are encouraged to complete a good amount of work. Resources are used effectively to support learning, with ICT being used especially well in the Year 3 and 4 class. Teachers know their pupils very well and there are many examples of the effective use of assessment during lessons. The quality of marking is very good and pupils' learning is aided because they are helped to have a good knowledge of their own learning. Pupils value the detail included in teachers' comments. Homework, especially for English and mathematics, supports pupils' learning well. There are no consistent weaknesses in teaching, although occasionally the pace could be raised by more precise targets and more appropriate resources used.

- 19 Pupils with special educational needs receive good teaching from classroom teachers and assistants. If necessary, they have specialist support outside the classroom. Staff work well as a team to support these, and other, pupils. There is a good balance between support in the whole class part of lessons and focused individual or small group work. All pupils are included in the wide range of activities offered. As a result, these pupils learn well and make good progress. The good teaching in the school is helping to promote good learning. This results in most pupils making particularly good progress by the time they reach Year 6 and this results in standards that are generally above, or well above, average. Pupils concentrate well and work hard. Acquisition of new skills and knowledge is good across the majority of subjects.

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

- 20 The previous report suggested that pupils were offered a broad and balanced curriculum, which met National Curriculum requirements. There were no key issues related to the curricular opportunities offered to pupils, except for the need to improve the development of independence and initiative. The curriculum has improved further with very effective links made between subjects. Effective use is made of the National Literacy and Numeracy Strategies, national curricular guidance and detailed school planning.
- 21 There is a satisfactory curriculum in place for children in Reception, which covers all areas of learning. Although children are in a class with Year 1 pupils, well planned activities and good adult support enable children to make good progress in both their academic and personal development. The range of activities to promote the development of language and mathematical knowledge, and to raise awareness of the world around them, is especially good. The outdoor area has been improved since the previous inspection and this has extended the opportunities for physical development.
- 22 The school provides a good curriculum for its pupils in Years 1 to 6, including those with special educational needs. Strengths of the curriculum are the use made of visits, the use of literacy and ICT, and the effective links made between subjects. The curriculum gives appropriate emphasis to literacy and numeracy. It helps prepare pupils well for secondary school. Statutory requirements are met. The school bases its work on the National Literacy and Numeracy Strategies, other national guidance and its own detailed planning. These help to ensure mostly good coverage, and very effective links between subjects. Detailed planning, together with specialist and year group teaching, help to ensure the needs of all pupils in the mixed age classes are met. The National Literacy and Numeracy Strategies have



been successfully introduced and a detailed plan to raise standards in English has been very successful. The school is now following a similar strategy to raise standards in mathematics further. A strength of the provision is the way literacy is used to promote learning in other subjects. Use of numeracy is improving, but it is not yet as extensive as for literacy. The art and design curriculum does not promote sufficient opportunities for pupils to exercise their creativity and in geography map skills are not extended sufficiently. The curriculum is further enhanced by the inclusion of French from October in Years 3 and 4, together with an after school club for older pupils.

- 23 The school is very effective in developing pupils' personal, social and health education (PSHE), and this is an improvement over the previous inspection. This work is supported by a detailed citizenship policy which has been introduced recently. 'Circle Time' activities, when pupils discuss relevant issues, also promote personal development well. Sex education and drugs' awareness policies are in place, and these are taught as part of the PSHE programme, as well as within National Curriculum subjects, such as science. A significant improvement has ensured that there are now many opportunities for pupils to develop their independence and initiative from an early age.
- 24 Pupils with special educational needs are supported very well within their work. Learning support assistants and other adults give high quality help in virtually every subject. In many lessons, when pupils are required to record their work, for instance in science, good thought is given to making the task manageable. All pupils have full access to the curriculum and the school is ensuring that all, including particularly able pupils, have opportunities to achieve their best. Pupil groupings are managed well to enable pupils to be challenged at an appropriate level. The curriculum caters equally well for both boys and girls.
- 25 The school maintains very good links with the community, and a strength of the school is the way the curriculum is enhanced through visits, visitors and the use of the village environment. The links motivate pupils and help to enhance learning in subjects such as art and design, music, geography and history. Residential visits for pupils in Years 5 and 6 support learning across a wide area of the curriculum. Taking account of the size of the school, it provides a very good range of extra-curricular activities, which enhance learning. These include art, ICT, French, gardening, musical activities and sport. Very close links with other local primary schools help support pupils' learning because they are able to share costs of in-service training and visitors to the schools, such as drama groups. Joint activities to support a wide range of subjects are also planned. Very good links also exist between the school and the local secondary school. A good example of this effective co-operation is the visit of a French teacher to take classes with Year 6 during the summer term, which helps to ease the transition from a small primary to a larger secondary school. Similarly, pupils attend induction days at the secondary school.
- 26 Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good overall. Pupils' spiritual development is good and sensitively promoted through the clear Christian aims and ethos of the school. Religious education lessons and the daily acts of worship, including weekly visits to the church, and the PSHE programme, provide a good foundation for pupils' spiritual development. The pupils have a good knowledge of Christianity, but limited understanding of some of the other major world religions, such as Islam and

Hinduism. Although there are examples of it happening, such as in the promotion and use of the new garden, the school has yet to plan more opportunities for reflection into other areas of the curriculum.

- 27 The school makes very good provision for pupils' moral development. Good standards of behaviour are expected in and around the school, together with a respect for others. Pupils helped to devise the Golden Rules, which are prominently displayed in each classroom and other areas around the school. These emphasise good behaviour and personal responsibility. The school aims to develop the children's spirit of co-operation with positive reinforcement. This is achieved through the awarding of house points and the opportunity for 'Golden Time' each week where pupils have a chance to choose their own activities. Pupils are encouraged to consider the difference between right and wrong. Their independence and honesty are developed by allowing them to mark up their own house points on the house-point chart. In one class, it was observed that some pupils were marking up more points than had actually been awarded, to inflate their scores. The teacher then took this as a learning opportunity to pursue the issue of honesty, by praising those who had the courage to admit their mistake, and to review the issues of right and wrong. Adults in the school provide good role models for pupils.
- 28 The provision for pupils' social development is also very good. The school encourages pupils of different ages and abilities, including those with special educational needs, to mix and work together. This is particularly important in mixed age classes. Pupils work well in large and small groups and also individually. In some classes, very supportive buddy systems have been set up so that the older pupils can look after and help the younger ones. The current exploration into class and school councils gives the pupils a forum for discussion and a voice into some of the decision-making processes of the school. The annual school performance provides a valuable opportunity for pupils across the whole school to work together. Likewise, the two residential trips in Years 5 and 6 provide an ideal situation where pupils develop team-building skills. They help promote their confidence and self-esteem. Where these trips are combined with neighbouring schools, pupils learn the arts of negotiation and co-operation with different peer groupings. Social issues are considered within different subjects, these include a focus on environmental issues, with pupils designing a poster about recycling. Pupils help collect money for charities, such as Barnados and the National Children's Homes, as well as raising funds to help provide milking goats for a village in Africa. These activities give them an in-sight into those less fortunate than themselves. Extra-curricular activities, such as the gardening and first aid clubs, help develop pupils' skills and abilities.
- 29 The provision for pupils' cultural development is good. This is promoted during lessons, through various trips and visitors and after school activities. Pupils have the valuable chance to learn to play a musical instrument, such as the clarinet or guitar. They are then invited to join the orchestra where they perform in various music festivals and play at church services. Pupils also perform in country-dance festivals. Visits to art galleries and museums support many subjects, and young pupils have been looking at paintings by Monet as a stimulus for colour mixes. An exploration into myths and legends has formed part of recent literacy lessons for the oldest pupils and gives them an in-sight into different, ancient cultures. Multi-cultural development is well promoted through studies of India and visual displays of African dancers and musicians. The school has a good selection of ethnic musical instruments. There are also good links with a primary school in Uganda. However,

apart from exploratory links with an inner-city school, there are few planned opportunities for pupils to explore the rich cultural diversity within the United Kingdom.

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

- 30 The school provides a caring and supportive environment where pupils can flourish. Its provision for pupils' health, welfare and guidance is good and makes a significant contribution to their personal and academic development, and is one of the many strengths of the school. Pupils are very well supported and encouraged to develop their individuality. Parents spoke very highly of the school. They find it very friendly and supportive, and reported that staff promote a sense of community where everyone is valued. Their children like school. The small school ethos means teachers and their support staff know the pupils well. Closely monitoring pupils' personal development, teachers work sensitively to challenge and support their specific needs. Pupils know how well they are doing and are involved in identifying and reviewing their own targets, both at an academic and personal level.
- 31 The school successfully promotes an environment where pupils have equal opportunities. There are very good systems in place to promote the academic and personal development needs of pupils with special educational needs, and they make good progress. The school also caters well for the higher achieving pupils, who are suitably challenged to develop their skills further. The school has effective links with pre-school children through the 'Smarties' group on a Thursday. This ensures that when the children join the school later, the entry process into Reception is as smooth as possible. The transition to secondary school is also well managed.
- 32 The systems for monitoring and promoting discipline and good behaviour are very good, and are reflected in the overall good behaviour in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. The consistent application of these behaviour strategies is having a positive effect on raising the level of pupils' behaviour in the school. The balance of rewards and sanctions works well and is valued by the pupils. They are enthusiastic about collecting house points and there is a healthy competitive spirit which pupils feel motivates them to work hard and respond appropriately.
- 33 Attendance levels are good, and clearly defined procedures are in place to monitor and promote prompt and regular attendance. Parents are informed about their responsibilities, and the need to ensure their children attend school regularly. Parents generally telephone the school on the first day their child is off sick. Appropriate links have been established with the education welfare officer.
- 34 The systems in place for child protection and ensuring pupils' health, safety and welfare are good. The school has an appropriate policy providing guidelines and procedures for child protection. The headteacher is the child protection representative, with the assistant headteacher as the second reference point in her absence. The headteacher has recently received training relating to the changes in legislation and is due to disseminate this information to other members of staff shortly. There are sufficient numbers of staff trained in first aid to deal with accidents, or take care of pupils who may fall ill during the day,

- 35 The health and safety policy and procedures are comprehensive. Regular health and safety checks and risk assessments are undertaken by the headteacher and the governor with responsibility for health and safety. The results are reported back to the governing body, which takes an active role in fulfilling its statutory responsibilities for health and safety. There are no major health and safety concerns, although the hall is small and, together with the furniture which it contains, care has to be taken in physical education. The lack of adequate toilet provision is a justifiable concern of parents.
- 36 The overall quality of assessment, recording and reporting is very good. The procedures for assessing pupils' attainment and progress are excellent. The teachers' use of assessment information to inform their planning and to monitor and support pupils' academic progress is very good. The procedures for monitoring and supporting pupils' personal development are also very good and contribute to the caring approach of the school. The arrangements for assessing pupils with special educational needs are very good and the information used well to target their learning needs.
- 37 Teachers keep detailed and regular records of their assessments of pupils' progress. In Reception, the teacher assesses children's attainments on entry to the school. In Year 2 and Year 6, teachers' assessments of pupils' work are compared to the pupils' test results and the results used for target setting. Optional other tests, such as the standardised reading tests, are used effectively to inform teachers' planning.
- 38 In Reception, there are good assessment procedures in all subject areas. These are analysed well by the teacher to support children's learning. Assessment across all subjects is at least good and often very good. In the core subjects, assessment is accurate, consistent and well used. In English and mathematics teachers track pupils across the school to provide very clear information about their attainment and progress. These targets are shared regularly with parents. In science, the assessment of knowledge is good. The new science teacher is using information from the lessons to tailor future lessons to match pupils' needs. In ICT, the systematic assessment of pupils is carefully tracked using individual record books. Through the use of self-assessment, pupils carefully identify their progress in different tasks, accumulating certificates of achievement along the way. Teachers are assessing pupils' achievements across all other areas of the curriculum. However, they are not yet analysing these results to give them the same degree of support as in the core subject areas.
- 39 For those pupils with special educational needs (SEN) the quality of assessment is very good. The SEN co-ordinator is an assessment specialist for pupils with learning difficulties. Towards the end of Reception, all children are assessed to identify any potential risks. She keeps good records, including the individual education plans, tracking the progress of pupils receiving extra help with their education. These records are useful, relevant and easily available, and are used effectively to target improvement.
- 40 The school has introduced a variety of methods for pupils to assess their own progress. These include in-class discussions, paired work, group reading and feedback sessions. In some classes, pupils effectively evaluate what they have learnt by the end of the lesson. Regular self-evaluation sheets record pupils' views about their academic performance and personal development. Pupils are then

involved in identifying and reviewing their own targets at an academic and a personal level. This enables them to take increasing ownership of their work and learning as they progress through the school. The sharing assembly on Fridays recognises the achievements of the whole child and includes the celebration of 'Citizens of the Week'.

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

- 41 The school's partnership with parents is very good. Parents are very supportive of the school. They commented on the 'friendly welcoming school'; the 'value of small classes and the sense of commitment of the teachers which is over and above what is required'; that 'the school had set their child up well for the future' and that 'they had looked at lots of different schools and this one had shone out'. Parents respect the headteacher; feel that the school is well managed and that teaching is very good. However, a small number of parents expressed concerns regarding the amount of homework given; the lack of out of school activities offered to pupils and the inadequacy of the toilets.
- 42 The quality of information provided for parents, particularly relating to pupils' progress, is very good. General information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Regular newsletters keep parents updated about what is happening in the school. However, details of projects and topics to be covered each term are not circulated to parents to inform them of what their children are doing. Curricular workshops to keep parents updated and suitably informed about initiatives, such as the National Numeracy strategy, or informing parents how they can help their children read, are held, but poorly attended.
- 43 The school operates an 'open door' policy. Parents gather in the school playground at the start and finish of each day. This enables them to meet teachers or the headteacher easily, to raise issues or discuss any concerns they may have. During the course of the year, parents are encouraged to become involved in the life of the school, and are invited to school productions and assemblies to see their children's performances. Termly consultation evenings are well attended, and provide opportunities for parents to review their child's progress and achievements. The pupils' annual reports, circulated in the spring term, are very detailed. They provide an outline of what has been covered, identify pupils' progress and attainment, and set targets for improvement. Shorter summary sheets, providing details of attainment levels in the core subject areas and targets for the following year, are circulated in the summer term. Parents also receive regular details of pupils' self-assessments and target setting. The school consults parents on such issues as the home/school agreement and the school uniform. Parents of pupils with special educational needs are also kept appropriately informed about their child's progress, and are involved in the review processes.
- 44 The impact of parents' involvement on the work of the school is very good. The school actively encourages parents to become involved in their child's learning. They are invited to support the homework policy, and reading books go home regularly, with parents encouraged to spend time listening to their children read. This is having a significant impact on reading standards in the school. The school welcomes parents and local residents who volunteer to help out in the school or on trips. Most parents are working and unable to spare the time, however a number of villagers come into school on a regular basis and listen to reading or help out with

groups in the classroom. The Parent Teacher Association is a very active organisation running a number of fund raising activities over the course of the year. These events are well attended and generate significant amounts of money for the school. This is used very effectively to help fund half the transport costs for school visits, and to purchase additional equipment and resources. The school provides a 'wish list' each year and has recently been helped to purchase a data projector, which is proving to be a valuable teaching aid.

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

- 45 The school has improved on the strengths in this aspect of its work since the last inspection. The leadership of the headteacher and key staff is very good. The headteacher provides very strong leadership, with a clear sense of the direction in which the school should develop further. The very effective focus on the links between improving provision and improving standards is a key to the school's success. The whole staff work very well together as an effective team, giving very good support to the headteacher in helping the school to develop. The very good assistant headteacher is extremely hardworking, and takes responsibility for a number of key subjects. As in many small schools, all staff hold a number of responsibilities. They fulfil these well. This, together with the very good teamwork seen, ensures that all are working towards a common goal.
- 46 The leadership and management of the provision for SEN pupils are very good. The SEN co-ordinator, who is a part-time member of staff, and headteacher share the management responsibilities. Assessment of pupils with SEN is managed very effectively. Clear targets are established and individual education plans are regularly reviewed. There are close links with governors, and the governing body is fully informed. Money allocated for SEN is well spent. Learning support staff are very effectively deployed and make a significant contribution to pupils' progress. The SEN code of practice is fully applied.
- 47 The school strives for high quality teaching and learning. The headteacher and subject managers observe lessons in classrooms and provide detailed feedback on strengths and any areas for improvement. This is a very good improvement since the last inspection where this aspect of the school's work was at an early stage of development. A mark of the success of this monitoring is seen in the high levels of good, and very good, teaching throughout the school. In addition, it is making a good contribution to the high standards pupils achieve. Teachers' planning, pupils' work and records are monitored, and visiting consultants also undertake monitoring activities to support school improvement effectively.
- 48 The school has very successfully tackled the issues raised in the previous inspection. Very good improvement has been made to the quality of development planning since the last inspection. This is partly because of the very high quality assessment procedures in the school, and the very good monitoring of both the provision and standards. Pupils' achievements in the National Curriculum tests for last year have been thoroughly analysed, areas which the school wishes to improve clearly identified, and the school development plan audited to see where it can be adjusted to take these into account. A revised plan has already been formulated. This is very good practice.
- 49 The school's financial planning is very good and funds, including grants for specific purposes, are effectively allocated to support current priorities. The headteacher

and governors are provided with regular and accurate financial information, which helps to monitor the effectiveness of the school's spending. The school applies the principles of best value well, and the headteacher is also extremely successful in obtaining grants or sponsorship to benefit pupils. Office staff provide very good support to ensure the smooth day-to-day running of the school and new technology, including the computerised administrative system, is very effective in helping the school's work.

- 50 At the time of the last inspection, the governing body carried out its role well and it continues to do so. Governors fulfil their statutory duties effectively and are fully supportive of the school. They carry out their work through a committee structure, reporting to the full governing body, and this ensures that they have a good knowledge of all the school's work. Some governors visit the school very regularly and support pupils' learning, for example in working with talented and gifted pupils, or hearing readers. They use these occasions to help monitor the work of the school. The headteacher or subject managers make sure that governors are kept fully up to date on any significant changes in education including national initiatives. Governors are effectively involved in regular reviews of policies and new curricular plans, as well as helping the school in planning and monitoring its developments. Some governors attend in-service training in the school as well. The very detailed analyses of the impact of the school's provision on pupils' standards, which are presented to the governing body by the headteacher, allow governors to make very good decisions on the allocation of resources. They also ensure that they make very clear judgements about the effectiveness of their targeted spending.
- 51 The school has made very good staffing arrangements to meet the needs of its pupils. A part-time teacher is employed to allow the oldest year groups to be taught separately. In addition, the high quality assessment procedures clearly identified that it would be beneficial for groups of Year 6 pupils of different ability to be taught separately. The headteacher has made a significant commitment to teach the more able pupils for literacy lessons. The hard working and efficient learning support assistants are helping pupils to make good progress. This is particularly valuable because of the mixed-age classes. Good arrangements have been made for pupils to receive specialist teaching in science, music and in religious education in Years 3 to 6. These have helped support the above average standards seen in these subjects. Good support is given to both whole-school and individual staff development. This is a factor in the improved levels of good and very good teaching seen. The induction of staff new to the school, including those at the beginning of their teaching careers, is very good and is the result of the very good support given by all members of staff. The school administrative assistant is very efficient and effective. She is providing very good support in maintaining pupils' records, which is contributing well to the monitoring of pupils' progress. Midday and cleaning staff are valued members of the school community and are effective in their work. The caretaker also provides valuable help in providing resources for the school, for example shelving for storage purposes.
- 52 The accommodation, although small, is well maintained and very good arrangements have been made for its effective use. The attractive entrance also houses the fiction library, and the non-fiction library shares a room with special educational needs. Good use is made of the hall as a teaching space, particularly so that different year groups can, on occasions, be taught separately. The hall is also used well in the teaching of music. The school benefits from its closeness to the community playing fields and tennis court. There is a good outdoor play area for

children in the Foundation Stage, which is effectively used to help their physical development. This is a very good improvement since the last inspection when outdoor resources for the youngest children were unsatisfactory. The greatest weaknesses in the accommodation are the small size of the hall and classroom for the oldest pupils, the lack of a staff room and limited toilet facilities. Lack of space in the hall limits the opportunities for gymnastics and is one reason why pupils do not achieve higher standards.

- 53 The school has a number of good quality resources to support learning, but the quantity is limited by space for storage. The quantity is satisfactory overall, but it is good for ICT, design and technology, history and music. Good use is made of resources to support learning and the local area is used particularly well. Visits to the village and local towns support learning in geography, and art and design, and a governor allows pupils to use her swimming pool to support learning in physical education.

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

- 54 The school has no major weaknesses. Although attainment in mathematics is not quite as high as in English, the school has already implemented a programme to improve standards. The areas covered in geography, and in art and design, in Years 3 to 6 could be improved. Although personal development is promoted very well, more thought could be given to how the full range of subjects can aid the development of spiritual and cultural awareness. Aspects of the accommodation are not good enough.

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

- 55 There are no key issues for the school to address; but in the context of the school's many strengths the following areas should be considered for inclusion in the governors' action plan.
- (1) Monitor the effectiveness of the school's plans to raise further standards in mathematics. (Paragraphs 5, 6, 22, 77, 78, 79, 80, 81)
  - (2) Improve the opportunities for pupils in Years 3 to 6 to use their skills in art and design more creatively. (Paragraphs 7, 22, 89, 92, 93, 95, 96)
  - (3) Extend the curriculum for geography in Years 3 to 6 so that pupils' map skills are developed more, and to encourage greater comparisons between locations in the United Kingdom and those overseas. (Paragraphs 8, 22, 102, 103, 104, 105)
  - (4) Review how the full range of subjects can be used to promote pupils' spiritual development and their awareness of the wide range of cultures found within the United Kingdom. (Paragraphs 26, 29, 88)
  - (5) Explore ways in which the school's accommodation can be improved, particularly in relation to the hall, the classroom for pupils in Years 5 and 6, the toilets and the provision of a staff room. (Paragraphs 8, 35, 52, 88, 94, 97, 101, 123)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	21	5	0	0	0
Percentage	0	27.8	58.3	13.9	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 more than two 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)	104.5
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

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

English as an additional language	No of pupils
Number of pupils with English as an additional language	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	6
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5 (5)	10 (10)	15 (15)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13 (15)	14 (15)	15 (15)
Percentage of pupils at NC level 2 or above	School	87 (100)	93 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14 (15)	15 (15)	15 (15)
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5 (7)	5 (6)	10 (13)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10 (10)	9 (9)	10 (12)
Percentage of pupils at NC level 4 or above	School	100 (77)	90 (69)	100 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10 (10)	9 (9)	10 (10)
Percentage of pupils at NC level 4 or above	School	100 (77)	90 (69)	100 (77)
	National	72 (70)	74 (72)	82 (79)

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

- Individual figures have been omitted as there are ten or fewer girls or boys in each year group.

### ***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	96
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)	5.5
Number of pupils per qualified teacher	19
Average class size	26.1

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

Total number of education support staff	4
Total aggregate hours worked per week	86.5

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0
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)	0.2

*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	259277
Total expenditure	259369
Expenditure per pupil	2569
Balance brought forward from previous year	9252
Balance carried forward to next year	9160

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

### **Questionnaire return rate**

Number of questionnaires sent out	107
Number of questionnaires returned	35

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	6	0	0
My child is making good progress in school.	66	23	9	0	3
Behaviour in the school is good.	43	49	9	0	0
My child gets the right amount of work to do at home.	49	31	11	3	6
The teaching is good.	83	14	0	0	3
I am kept well informed about how my child is getting on.	77	20	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	20	3	3	3
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	51	40	9	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	60	34	3	0	3
The school provides an interesting range of activities outside lessons.	40	40	11	0	9

## **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**

- 56 Children are admitted to Reception at the beginning of the academic year of their fifth birthday. Initially, they attend part-time, becoming full-time before the end of the first half term. At the time of the inspection, there were eleven Reception children in the class, which also contains pupils from Year 1. Very nearly all the children attend the 'Smarties Club' which the school holds on one afternoon a week for pre-school children and their parents. This means that children are very familiar with the school before they start and this helps them to settle in well. This arrangement also gives good support to the personal development of the Reception and Year 1 pupils. The good links that have been established with parents are maintained through daily contact and the use of homework. Most children have had pre-school experience prior to starting school. The small number of children in a year group means that the standards of attainment on entry vary from year to year, but overall this is round about average when compared to other children of their age. Well organised activities, matched to the needs of children, and the sensitive support they receive means that they make at least satisfactory, and sometimes good, progress, particularly in acquiring the basic skills of literacy and numeracy and early scientific skills. By the end of the Foundation Stage, the majority of children are likely to achieve the Early Learning Goals overall and the more able children to exceed them. This is similar to the standards seen at the time of the last inspection.
- 57 The curriculum, based on national guidance, is being adapted well to meet the needs of children. As pupils from Year 1 are also in the class, careful consideration is given to ensuring that Reception children are provided with an appropriate range of learning activities. Good arrangements to teach the Reception children separately each day allows them to exercise some choice in their activities and to learn through play or investigations. Appropriate attention is given to covering each of the areas of learning, with emphasis being given to encouraging children's personal development, and literacy and numeracy skills. There has been good improvement in the curriculum since the last inspection when children were not given enough opportunities to make choices about their own learning and the curriculum for outdoor play was inadequate, largely because of a lack of resources. Children now have an outdoor play area with suitable climbing equipment and a good range of large wheeled toys. These resources help children to make good progress in their physical development.
- 58 Teaching is good and some very good teaching was observed. The best teaching is in the areas of personal, social and emotional development, literacy and numeracy, physical development and knowledge and understanding of the world, especially science activities. The teacher has good expertise in the teaching of young children and she teaches the basic skills of literacy and number work well. Her calm, reassuring manner supports children very well at the start of their schooling and helps them to settle in well and develop confidence. She combines this well with firm management and high expectations of behaviour, so they quickly learn school routines and rules. Year 1 pupils are also taught in the same class and good arrangements have been made to ensure that Reception children have access to the full range of experiences at their level of achievement and interest. They are taught separately for some time each day when they are encouraged to choose their own activities, and to explore and investigate through structured play. Good

use is made of the well-qualified learning support assistant on those occasions when Year 1 pupils are also in the class. This helps to ensure that the needs of Reception children are fully met. The good planning and teamwork help to ensure that all children are offered a wide range of activities to help them make progress; inclusion is therefore very effectively promoted. Good procedures for assessing attainment and progress mean that children are challenged well and this helps the good progress they make.

- 59 The good quality teaching and learning experiences provide a good platform on which children can build and make further progress when they enter Year 1. This makes a positive contribution to the above average standards achieved by the time pupils are seven and eleven.

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

- 60 When children enter the school, their attainment in this aspect is around that of most children of their age. Both the teaching and curriculum are good and the majority of children will exceed the Early Learning Goals by the time they enter Year 1. Children are encouraged by adults to take turns and work with a partner, and most do so. They are also helped to develop concentration and perseverance, which they respond to well when the tasks they are given are more active or are exciting. Most children behave well and are beginning to develop positive attitudes to their work. This helps them to listen well and to learn new skills and knowledge. Some children, especially girls, develop a good degree of confidence and all children quickly learn the routines, which helps them to take responsibility for different tasks around the classroom. Very high expectations and the good example set by staff help children to gain a good understanding of the consequences of their actions. This allows them to make good gains in understanding the importance of rules and good behaviour, and to form positive relationships with other children.

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

- 61 On entry to Reception, children's communication, language and literacy skills are around average overall, although few are below. The teaching and curriculum are effective in helping children to make good progress in their learning, particularly in literacy skills. Good opportunities provided by the teacher for speaking and listening in whole class sessions, and a good range of role-play activities, mean children make good gains in oral language. In this aspect, most children reach the Early Learning Goals before they enter Year 1. Good teaching of reading skills, including building up words using sounds and using picture cues as part of the teaching of literacy, results in children making good progress and reaching standards above most children of their age by the time they leave Reception. They enjoy listening to stories and are developing good attitudes towards books. These abilities help them to 'tell' a story through the illustrations and to recognise some common words. Children's ability in holding and controlling a pencil varies considerably on their entry to school. Most make sound progress in learning to write letters. By the time they enter Year 1, most children's writing is legible, although often letters are not correctly formed. Very nearly all children write their own name and copy a sentence they have told to their teacher. Only the more able children write words independently. In this aspect, children reach the expected standard by the time they leave Reception.

## **Mathematical development**

- 62 When children enter Reception, their overall attainment in mathematics is around that expected for their age. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are satisfactory overall, and in respect of number work they are good. A range of mainly practical activities helps children to make good progress in their number work and sound progress in other aspects. Most children reach the Early Learning Goals by the end of the Foundation Stage. The majority of children can order and count numbers to 20 accurately and carry out simple addition, with a minority carrying out subtraction to ten. Most children recognise coins up to ten pence and are beginning to gain an understanding of measurement, including time. They accurately compare different lengths, for example when they find out who is the tallest or shortest in the class, and they gain an understanding of positional language. Children know colours, and recognise and name basic shapes, which they use to create pictures. Structured play activities with sand and water help them to say whether a container is 'full' or 'empty'. Children are encouraged by the teacher to record their work in a variety of ways and most write their numbers accurately, although some still do so back to front.

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

- 63 The provision and teaching for children to develop knowledge and understanding of the world around them are good. Standards on entry are in line with those expected for their age. Learning is promoted well by the staff, so the children make good progress, particularly in their early scientific and geographic skills and knowledge. By the end of the Foundation Stage, many are likely to exceed the Early Learning Goals. Children are taught to observe very closely and this helps them to identify which force is a push or a pull. Good opportunities are provided by the teacher for the children to investigate, to sort materials accurately by their properties and to identify which creatures can or cannot fly. The teaching ensures that children gain a good knowledge about the area in which they live and identify the different buildings in their village. They know that life was different in the past, for example through dressing up in clothes from a 'Victorian Suitcase'. Children learn about festivals and celebrations, such as a wedding and baptism. They use a variety of construction toys and are given suitable opportunities to develop their skills in ICT. In these aspects they make satisfactory progress and reach the standards expected for their age.

## **Physical development**

- 64 When they join Reception, most children have well developed movement skills. Their skills in working with and controlling small equipment, such as pencils or scissors, are around those expected for their age. The good curriculum and teaching in physical education activities allow pupils to make good progress. Overall, the majority of children reach the Early Learning Goals before they leave Reception. The good outdoor facilities help to ensure that pupils ride or push large wheeled toys well. They climb and move well, both on the large apparatus and when running round the cones set out for them. Their skills in throwing, catching or rolling a ball are very high. They throw very accurately and few children drop the ball when it is thrown to them. Their skill in working with large puzzles or construction equipment is good, and it is around that expected when working with small pieces. Most children learn to control a pencil and this helps them to develop the expected

level of writing skills. They cut, stick and join their models at the level expected for their age. They control the mouse satisfactorily when operating the computer.

### **Creative development**

- 65 When they enter the school, the attainment of children in this aspect is around that expected for their age. Little direct teaching and learning was observed and so it is not possible to make secure judgements about children's standards in music. The curriculum, teaching and learning are generally satisfactory and most children are likely to achieve the expected outcomes by the time they enter Year 1. Children fully enjoy role-play activities, readily assuming different characters, for example, when acting the part of a dog, a child "woofed" to her teacher when asked a question. Good opportunities for role-play are planned in a range of lessons, for example, a lesson when children thought about why they had to do what their parents asked, helped support their understanding. Role-play also helps develop their understanding in other areas, for example by acting out the roles in the café. Children develop their basic artistic skills well, learning to draw accurately with a brush or pencil and to mix different colours. They make good models of animals out of papier mâché, and their creative ideas are around those expected for their age.

### **ENGLISH**

- 66 The school has improved upon the good standards seen at the last inspection and the vast majority of pupils reach at least average standards. In addition, a greater number of pupils in both Years 2 and 6 reach the higher levels in the National Curriculum tests. In comparison with similar schools, the results of pupils who took the tests at the end of Year 6 in 2000 were similar to the average, but this year there has been good improvement and the school is performing much better than most schools in a similar context. The number of pupils in each year group means that data have to be treated with caution. Similarly, no significant differences in the performance of boys and girls are evident in the different aspects of English.
- 67 For pupils currently in Years 2 and 6, standards are above average in all aspects of the subject. The vast majority of pupils, including those with special educational needs and the gifted and talented, make good progress and achieve well for their abilities.
- 68 Across the school, pupils make good progress in developing their speaking and listening skills, which are above average. All pupils, including those with special educational needs, achieve well for their abilities. The very good relationships teachers have with pupils give significant support to this aspect. Teachers are skilled at asking pupils to explain their work and this encourages pupils to express themselves clearly, and to use subject specific vocabulary and more formal language. The school also emphasises the importance of drama which helps pupils to learn how to speak as different characters. High expectations of behaviour ensure that pupils develop good listening techniques, listening well to both adults and their peers. Owing to the good provision, many pupils in Year 2 confidently talk in a range of situations. Good relationships with other pupils mean that all pupils, including those with special educational needs, answer confidently and join in discussions. When talking to Year 2 pupils during the inspection, they discussed things enthusiastically and clearly. The good progress continues throughout the rest of the school. The self-confidence which teachers help to foster significantly supports the confidence with which pupils feel they can express their views. Most



pupils listen well to their peers, although some of the oldest pupils have, on occasions, to be reminded to listen attentively. In a number of lessons, pupils were encouraged to discuss ideas with a partner or small group, and these opportunities also promote progress. By the time they leave the school, very nearly all pupils describe situations or put forward their own opinion effectively.

69 The teaching of reading skills throughout the school is very good and this helps pupils to make good progress and reach above average standards by the end of both Years 2 and 6. A good foundation for recognising the sounds in words is taught in Reception. This is built on well, so that, by the end of Year 2, pupils' knowledge of sounds is good. This helps them to build up words that they have not seen before with a good degree of accuracy. There is also a very good emphasis on using all the clues in a text to help read the words and gain understanding. In a good Year 2 lesson, the teacher prompted the pupils' understanding by drawing attention to the pictures and the context of the story, as well as focusing on the sounds in new words. Few pupils do not reach at least average standards. Average pupils read a book at the expected level fluently and expressively, and thoroughly enjoy talking about what happened in the story. The more able readers have good independent strategies and discuss what they are reading by referring well to the plot and characters. The few special educational needs pupils have a good grasp of initial and final sounds which helps them to read simple words accurately. From these above average standards, the school plans well to teach pupils advanced reading skills so that they can gain a good understanding of the characters in a story and to predict what will happen next. They make good gains and reach above average standards by the time they leave the school. Average readers accurately explain the plot and make well judged analyses of this and the characters. They have a good knowledge of different genres, for example they can describe the difference between a myth and a legend and can explain their preferences. The more able readers have a mature understanding of a variety of texts, both fiction and non-fiction. Pupils with special educational needs are competent in the skills which help them to gain a secure understanding of the main features of a text. Reading skills, which will help pupils to gain and locate information quickly, are also taught well. Most pupils find a key word, which helps them to skim and scan a text. They use a contents page, index or glossary to find the information in a non-fiction book quickly. These skills are used well in other subjects. During the inspection, pupils in the Year 3 and 4 class were reading fictional newspapers from Roman Times as part of their history work. They were making very good gains in both learning to gain information from texts and also in their history skills and knowledge.

70 Standards in writing at the end of both Years 2 and 6 are also above average. Cursive handwriting is taught from Reception and this has a positive effect on the standards pupils achieve in this aspect. Very few pupils do not reach at least average standards by the end of Year 2 and around a third of pupils reach the higher standards. Likewise, standards in spelling are above average, partly because of the weekly spelling lists which pupils are given to learn. These are well linked to the vocabulary they are likely to use in different subjects, and are regularly tested. The other significant factor in achieving good spelling is the high quality marking of pupils' work which helps them to improve. Much of the writing undertaken in English is creative, although pupils also write letters. However, the good opportunities provided in other subjects ensure they also write lists and instructions. Good teaching of sentence punctuation means that this aspect is also above average and the more able pupils accurately use commas and, on occasions, speech marks. Good story writing means that very nearly all pupils' writing is well paced with a

suitable beginning, middle and end. The more able pupils' work is well constructed, often through using paragraphing. With a good level of skills to build on, good progress is made throughout Years 3 to 6. By Year 6, most pupils write very effective poetry with a very good use of metaphor and simile, for example in their poems on 'Autumn', the more able pupils write poetry at a very high level. Very good teaching on the structure of story means that, when pupils write their own, the plot and characters are developed well. A more able pupil wrote a very good story about space. Very good opportunities to redraft their work mean that pupils know the factors which make their writing good. Most pupils effectively present a point of view, for example on the merits of doing homework. They write well persuasively, for example when writing an imaginary letter to Henry VIII trying to persuade him not to behead Anne Boleyn. This is also a good example of the effective use being made of pupils' literacy skills to support learning in other subjects. In another good piece of work, pupils had to argue the merits of tiger hunting as part of their study on India. Less emphasis has been given to using ICT to support writing skills. This is mainly because pupils' keyboard skills are still developing.

71 Pupils have good attitudes, particularly in reading where enthusiasm is generated, especially in the younger pupils. Stimulating and interesting lessons mean that attitudes and behaviour in all lessons are at least good. In a Year 5 lesson, pupils could not wait to find out if Theseus defeated the Minotaur. Well managed class discussions and well-planned group activities give very good support to pupils' personal development.

72 Teaching is good overall in Years 1 and 2 and some very good teaching of younger pupils was observed. In Years 3 to 6 teaching is consistently very good. The high quality teaching seen is a significant factor in the good progress pupils make. The strengths are in the teaching of basic skills, the methods used, the high expectations teachers have of pupils, especially in Years 3 to 6, and in the marking and assessment of pupils' work. The basic skills of reading and writing are taught very well in literacy lessons but, in addition, pupils are reminded to use these skills in all their learning and they do so well. All teachers explain and demonstrate things very clearly, often using very effective resources they have made to help pupils understand. In a very challenging lesson for the youngest pupils on sentence structure, the teacher produced a text which she had adapted putting the capital letters and full stops in the wrong place. At first pupils found this very difficult, but very good questioning and prompting meant that, by the end of the lesson, very nearly all pupils had made very good gains in their understanding of how sentences are organised. In a Year 3/4 lesson the encouragement of pupils to put forward their own views led to very good gains being made in comprehension work. In a Year 5 class, a very good explanation was given on exactly what features would need to be included to write a story from a different character's point of view. This led to some very well thought out writing at above average standards. Part of the effectiveness of teaching is due to the very high quality analysis of pupils' performance in National Curriculum and other tests. This has led the school to employ an extra member of staff and include the headteacher in the teaching of the oldest pupils. Pupils in Years 5 and 6 are taught separately and the more able Year 6 pupils are taught in a small group. These very effective arrangements led to a very challenging lesson for more able pupils on the use of connectives in improving their work. In this lesson, the pupils' understanding and use of language was well above that normally expected for their age. The quality of marking and assessment is very good indeed and is consistent throughout the school. All work is thoroughly marked with very good comments on how to improve. At regular intervals, written work is marked in

depth and the level at which pupils are working is assessed. As a result of this, pupils are set individual targets to improve and the planning is readjusted to take full account of the progress pupils have made. This practice is very much better than that seen in most schools and is a contributory factor to the above average standards achieved.

- 73 The curriculum has been well planned around the National Literacy Strategy with good emphasis being given to developing speaking and listening skills both in literacy lessons and in drama activities. The provision for pupils with special educational needs is very good and results in nearly all of them reaching average standards. The strength of the curriculum is in the way it is adapted and refined to target very accurately the level at which pupils are working and to challenge all pupils, leading to high achievement.
- 74 The subject is being very effectively led by a hard working co-ordinator who is very well supported by the whole staff. This very good level of team work gives significant support to the school's success in the high standards achieved. The monitoring and evaluation of the curricular provision, and teaching and learning, are very good and the analyses undertaken as a result are very effective in bringing about further improvement. The quality of teaching and the good support given by learning support assistants are helping to maintain the high standards. The size of the accommodation limits the number of books which can be displayed for use in the libraries and there is not room for a whole class to work together in the non-fiction library area to enhance research skills. However, the school effectively compensates for this in teaching these skills across a range of subjects.

## **MATHEMATICS**

- 75 The low number of pupils in each year group makes the detailed analysis of assessment data unreliable. From 1996 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests has been similar to, or above, the national average. The improvement in 2001 was notable. Overall, considering the small numbers of pupils involved, the school does at least as well as similar schools. There has been little difference in the attainment of boys and girls. In recent years, results in mathematics have not been as high as in English and the school has now put in place plans to raise attainment. Over the period from 1996 to 2001, at the end of Year 2, attainment recorded in National Curriculum tests was about average, or a little above. The performance of boys and girls has been similar.
- 76 The previous inspection found that attainment was average at the end of Year 2, and above average by Year 6. Inspection evidence confirms these judgements, which were also reflected in the 2001 National Curriculum tests. Current pupils in Year 6 are not yet attaining the high standards of last year. Overall, the school has improved at a similar rate to that seen nationally. Teaching, which was previously described as sound, is now good.
- 77 During Years 1 and 2, pupils make at least satisfactory progress. The quality of teaching now seen is leading to improved progress. Learning is improving and pupils are generally achieving average standards, or better. By the end of Year 2, most pupils understand simple fractions, such as a half, and use this when telling the time. They are confident when adding numbers to 100 or higher, and know a range of two- and three-dimensional shapes. They measure accurately using non-standard units and in centimetres, and compare the capacities of different

containers. Average and lower attaining pupils are less confident with numbers, and are not always accurate in their recall of number facts. Higher attaining pupils do this well. Those pupils with special educational needs are also making good progress and achieving well.

- 78 Good support and year group teaching are helping pupils acquire good numeracy skills by the end of Year 6. Learning is helped by well organised lessons and the effective use of ICT. Pupils in Year 6 last year handled numbers confidently, multiplying large numbers correctly and dividing numbers accurately, including when the answer included a remainder. Most of these pupils worked accurately with numbers to two decimal places. They had a good understanding of equivalent fractions and symmetry, and drew and interpreted histograms and line graphs with accuracy. Current pupils in Years 5 and 6 work confidently with numbers when working with pen and paper. In Years 3 and 4, pupils are generally confident in using the four rules of number to hundreds, and older or higher attaining to thousands. They know the characteristics of some two-dimensional shapes, identify different types of angles and higher attaining pupils measure angles to the nearest degree, using a protractor. All pupils, including those with special educational needs, are making good progress and achieving well. The most significant weaknesses, already identified by the school, are that pupils are not quick and accurate when recalling facts from multiplication tables, and experience some difficulties when applying their mathematical knowledge to solving written problems.
- 79 Throughout the school, pupils enjoy their mathematics. Their attitudes are often very good, illustrated by the interest and concentration evident when Year 3 and 4 pupils measured angles using a computer program and then with a protractor. Children quickly settle to group tasks after the initial introductions associated with the National Numeracy Strategy. Behaviour is usually very good in both whole class and group activities, although a few older boys do not concentrate as well as they should and become distracted.
- 80 The quality of teaching is never less than good and there are examples of very good teaching. It is good overall throughout the school and this is helping to promote effective learning by pupils in lessons. Teaching usually reflects good subject knowledge, clear explanations and careful attention being given to the needs of the wide range of pupils in the class. Good relationships within classrooms also aid pupils' learning. Teachers have implemented the National Numeracy Strategy effectively. Year group teaching and well organised mixed age groups help to ensure that work is matched closely to pupils' levels of attainment. All pupils are involved in whole group sessions, aided by teachers' effective use of questions. Pupils are encouraged to use their numeracy skills in other subjects, such as when measuring in design and technology, and for recording data, drawing and interpreting graphs in science. Marking is very detailed and helpful, although errors in spelling of mathematical terms are not corrected sufficiently. Occasionally, the greater use of specific time targets would help to raise pupils' learning, especially for a small minority of older boys.
- 81 The pupils follow a curriculum which is based on the National Numeracy Strategy. Teachers ensure that all pupils, irrespective of their age, are usually fully involved in the introductory whole class session. ICT is often used very effectively to promote learning, for instance when introducing the use of protractors in Years 3 and 4, and to provide particularly challenging work for a very able mathematician in Year 6. Assessment procedures are very good, they are extensive and used consistently.

They give very good detail about each pupil's attainment. The information gained is used very well to set specific targets and to identify areas for improvement. This has informed the additional attention now being given to developing pupils' mental skills and to develop problem solving tasks throughout Years 3 to 6. Mathematics makes a sound contribution to pupils' personal development. In particular, pupils often have opportunities to co-operate and work in pairs or groups. Leadership of the subject is very good and all staff work closely together to meet the school's goals.

## SCIENCE

- 82 The low number of pupils in each year group makes the analysis of assessment data unreliable. From 1996 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests was generally above the national average. Those for 2001 showed a notable improvement with virtually all pupils achieving the higher Level 5, which is above the expected standard. Overall, considering the small numbers of pupils involved, the school does at least as well as similar schools. There has been little difference in the attainment of boys and girls. Teacher assessments at the end of Year 2 indicated that, in recent years, all pupils achieved the expected Level 2, and an increasing proportion is doing better than this.
- 83 The previous inspection found that pupils attained standards that were above average overall and that teaching was sound in Years 1 and 2, and good in Years 3 to 6. Inspection evidence confirms that there has been an improvement. Attainment remains above average by the end of Years 2 and 6, and in 2001 it was higher than this when pupils left at the end of Year 6. Teaching is good throughout the school. A significant improvement is that much more attention is now given to developing pupils' scientific skills.
- 84 By the end of Year 2, pupils acquire good knowledge and skills. They know about simple series circuits and what is required to make a bulb light. They label the different parts of a plant correctly and understand that the further you are away from the source of a sound, the harder it is to hear. Good teaching is helping to ensure pupils learn a good range of scientific skills. They observe closely, use good descriptive vocabulary and record their observations accurately. They use their numeracy skills well in science. Pupils with special educational needs are given good support which helps to ensure that they extend their knowledge and skills. They are encouraged to record their observations in a variety of ways, including drawings, and this enables them to demonstrate a secure understanding of the scientific ideas involved. Higher attaining pupils achieve well, they use descriptive scientific vocabulary to particularly good effect.
- 85 During Years 3 to 6, teachers build effectively on the strong base now achieved by Year 2. However, teachers are fully aware that pupils' scientific skills have not been as well developed in the past and they are taking steps to improve this aspect of pupils' work. Pupils' scientific knowledge expands well so that, by the end of Year 6, attainment is generally above average, or higher. The school now gives good attention to developing pupils' skills. They know the elements of a fair test, and how to observe and record results. They make especially good use of their numeracy skills. Current pupils in Years 5 and 6 find difficulty when tackling an open-ended problem, but the teacher is planning activities to improve this. Year 6 pupils use force meters correctly to measure weight in Newtons. They show a good understanding of different forces, including gravity and friction. Teachers' good use of scientific vocabulary, and well organised revision programmes, such as when

studying the earth in space, result in pupils' improved learning. Pupils with special educational needs make good progress because they are given very effective support. This helped to ensure the especially good scientific knowledge that all pupils showed in the National Curriculum tests in 2001.

- 86 Pupils enjoy their science, especially when involved in practical activities. They share resources and tasks well, taking turns, for instance, when listening to sounds, and measuring and recording the distances involved. Their attitudes to science are very good; illustrated by the interest evident when pupils in Years 5 and 6 examined and used Newton meters. Behaviour is very good in both whole class and group activities. Pupils are keen to contribute to discussions.
- 87 The quality of teaching is good throughout the school and this is helping to promote good learning by pupils. This has improved, in particular, in the area of pupils' scientific skills. Learning in Years 3 to 6 is now being aided because one teacher, who is a subject specialist, is leading the classes for all pupils. Very effective use of questions helps to interest pupils and aids learning. The teachers provide an appropriate range of equipment, organise groups effectively and encourage pupils to explore the materials provided. Pupils are stimulated by the teachers' enthusiasm for science. Good use of scientific vocabulary and effective links with other subjects aid learning. The work of pupils with special educational needs reflects the way teachers and other adults modify tasks and give effective support. Teachers throughout the school make good use of pupils' literacy and numeracy skills to promote learning in science. Pupils are managed well and suitable resources are made available. Marking is detailed and helpful.
- 88 The pupils follow a broad curriculum, which helps to ensure the development of pupils' knowledge. Greater attention is now being given to promote the development of pupils' scientific skills. The school bases its work on national guidance and its own detailed planning. Effective links are made with other areas of the curriculum, for example the planned use of pupils' knowledge of electrical circuits later this term in design and technology. Assessment is good. Pupils' knowledge is assessed in considerable depth, and increasing emphasis is being given to assessing the development of their skills. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to work together and share resources. They are also going to be introduced to the work of famous scientists from the past, such as Isaac Newton. More thought could be given to how science can be used to promote reflection and wonder. The subject is well led and staff, working together as a team, are helping to improve provision further. The room in which the oldest pupils study science restricts opportunities for practical work, and this is one factor that has led to pupils' attainment in experimental science to be lower than the very high attainment in knowledge and understanding of scientific facts.

## **ART AND DESIGN**

- 89 By the time they leave the school, the majority of pupils, including those with special educational needs, reach standards which are similar to those expected, especially so in their knowledge of and competency in different skills and techniques. This is an improvement since the last inspection when art was judged to be 'barely satisfactory'. However, the creative elements in their work, and their knowledge of the work of different artists and its use as a stimulus for their own work, are of a lesser standard.

- 90 A strength of the art and design provision is seen in the clay work pupils produce. This reaches standards above that expected at both Years 2 and 6. Year 2 pupils made minibeasts as part of a science topic. The shape, form and finish of their models were good. These good standards are built on well as pupils move through the school. Pupils in Year 6 produced models of mythical beasts, with very good attention to form and detail, even to facial expression. Very high standards were achieved in the plaques pupils designed and made to represent buildings in Newbury. They showed very good skills in layering, and representing the texture in tiles and roofing. There was little difference in the attainment of boys and girls.
- 91 By the end of Year 2, pupils reach standards which are above those expected, particularly in their knowledge and use of the skills of painting and design. This is because of the good focus on these aspects in their teaching and learning, which results in good progress and achievement. During the inspection, children used their skills in colour mixing and matching to produce paintings of a high standard to represent part of the hedge in the school garden. The more able pupils effectively combined this with texture, to represent the spines of leaves. Through good teaching of this element, pupils become skilled at using graphite pencils and pastels to show form and shade in their observational drawings, such as those of Victorian artefacts. They are also skilled at combining colours, or using black and white to good effect in their pattern work. Although pupils are required to use their skills in producing pictures and do so effectively, they are not given enough direction about how to combine them with an artistic idea and so the creativity of their work is only at the level expected for their age.
- 92 Across the school, although pupils are introduced to the work of famous artists such as Monet or Van Gogh, there is too much of an emphasis on the Western tradition. In addition, the study of artists' work is not used as effectively as it could be in encouraging pupils to use some of the creative ideas in their own work and this is another reason why the creative standards are not so good.
- 93 In Years 3 to 6 there continues to be a good emphasis on using a range of skills in pupils' artwork. However, the good work undertaken in this aspect in Years 1 and 2 is not built on sufficiently, so that, by the time they leave the school, pupils only reach average standards. There is little high attainment. Similar skills in using graphite pencils and developing brushwork techniques are taught throughout the school. More attention is given to how the combinations of colours affect the impact of their work, although not enough encouragement is then given to using this knowledge in other artwork. Much of the creative work undertaken is too directed by the teacher, and there is an over emphasis on observational drawing. Not enough attention has been given to using impressionist or other representational techniques, nor to exploring some of the traditions of primitive art. In this aspect, pupils do not reach the expected standard.
- 94 Pupils have good attitudes to their work, making sure they use the artistic skills they have been taught well. They work carefully, sharing resources. These good attitudes, seen throughout the school, ensure that most pupils try to do their best in the tasks they are set. This is particularly helpful when pupils move into the Year 5/6 class. The small size of this classroom, and the lack of other space round the school, mean that pupils have to show good control in their lessons, which they do. This is especially when wet weather limits the opportunity to work outside.

- 95 Teaching is good in Years 1 and 2 and satisfactory in the rest of the school. This is mainly because teachers' confidence and knowledge of the subject is better in the younger classes. However, throughout the school, the teaching of clay work is very good. All teachers explain the basic techniques of drawing and painting well, although teachers in Years 3 to 6 do not extend these enough. This is because there is a lack of guidance on how to extend and improve the skills. The high expectations of behaviour and attitudes to work ensure that most pupils work hard and make at least satisfactory progress towards the learning objectives set out for a lesson.
- 96 Curricular planning is better than at the last inspection and is now satisfactory overall, but there are still weaknesses. Insufficient guidance has been given on how to build on and extend skills in two-dimensional work to the higher levels. Although the full range of the National Curriculum Programmes of Study is provided for, not enough emphasis is given to the creative element of the subject when planning units of work, nor to using what has been learnt from the study of famous artists in order to help pupils improve their own work. The local area is used well to support learning and good observational drawings of the local environment were observed in all pupils' sketchbooks. Again however, not enough thought has been given to ensuring that pupils make better progress in their sketching techniques as they move on to the older classes. Assessment of the subject is good, but the outcomes are not used effectively to monitor the curriculum, teaching and learning. This would have helped to identify the gaps in the creative element.
- 97 The subject is soundly led and managed by a co-ordinator who has good expertise in a variety of art skills. This provision has a positive impact on the better standards pupils achieve in this aspect and also in their clay work. Resources are now better, although accessibility is still a problem because of limited space in the school. To compensate, teachers work hard to ensure resources are readily available when needed and encourage pupils to make choices appropriate to the task. The lack of space, especially the small classroom for the oldest pupils, is also a contributory factor in the creative element of artwork being under-emphasised. However, the local area and beyond are used well to support learning.

## **DESIGN AND TECHNOLOGY**

- 98 The previous inspection indicated that attainment at the end of Years 2 and 6 was above those expected; this remains the case. By the end of Year 2, pupils have a good understanding of the importance of planning a design, making the artefact and evaluating it. This is helped by resources and prompts supplied by the teacher, for instance, 'What I think is good' and 'What could be better'. They apply their knowledge from other subjects well. This was illustrated by the inclusion of electrical circuits in lighthouses they made. By Year 6, pupils' good progress continues and they develop a wide range of design and technology skills. These are used effectively to design and make a range of artefacts such as sunglasses which had to be strong, flexible, let less light through, as well as being stylish. Good teaching in Years 3 and 4 helped pupils develop very competent sawing skills and encouraged them to test a variety of ways by which they could attach axles to the chassis of their Roman chariot. All pupils, including those with special educational needs, make good progress. Well organised discussions help these pupils contribute to lessons and aid their learning.



- 99 Pupils' very good attitudes to design and technology aid their learning. Pupils are keen, answer questions enthusiastically and concentrate very well. They persevere with tasks, such as when gluing the chassis of their Roman chariot together using strengthening card triangles and when investigating ways of joining axle to chassis. Behaviour is very good and pupils are aware of safety issues, such as when handling saws.
- 100 The progress pupils make across different areas of design and technology indicates that the quality of teaching is good. This was very evident in the lesson observed in Years 3 and 4. The teachers demonstrated good subject knowledge and used questions very effectively to encourage pupils to consider how to ensure their pieces of wood were cut to the same length. Learning is aided by well organised resources and carefully selected tasks. Teachers promote speaking and listening skills effectively, and give good guidance to develop accurate measuring skills.
- 101 The subject is well led and the curriculum organised effectively. Pupils experience working with a wide range of materials when making artefacts, and with food when designing and making a healthy sandwich or attractive, tasty fruit salad. Topics for design and technology often arise from work in other subjects, and are carefully organised to build on other work. Later this term, pupils will use their knowledge of electrical circuits in design and technology tasks. Assessment of pupils' design and technology skills is organised effectively and resources are well managed. The room in which the oldest pupils work is very cramped for practical activities.

## **GEOGRAPHY**

- 102 The previous inspection report indicated that attainment at the end of Year 2 was above average, and that it was average in Year 6. Teaching was satisfactory. The school has made satisfactory progress since then. Standards remain similar to those reported previously, and teaching is often good in Years 1 and 2. There are weaknesses in parts of the curriculum for pupils in Years 3 to 6 which restrict attainment.
- 103 By the time pupils leave the school, at the end of Year 6, attainment is about average. They know the vocabulary associated with rivers, such as source, estuary and tributary and have a secure understanding of some of the features of the water cycle. They know that locations around the world vary, having studied parts of the United Kingdom, India and St. Lucia. Young Year 1 pupils use symbols correctly to produce maps of the playground. Older ones, and those in Year 2, collect data and give good reasons about where they would locate a new bench in the village. All pupils follow routes on maps well, but they do not use map co-ordinates and grid references sufficiently. All pupils, including those with special educational needs, make similar progress.
- 104 Pupils enjoy their geography and take care when completing maps, or looking at sites around the village. On the basis of the limited evidence, teaching of geography is at least satisfactory, and often good in Years 1 and 2. Teachers use resources associated with the local area effectively to interest pupils. Occasionally, inappropriate resources, such as maps that are too complicated, are used with the youngest pupils. Literacy skills are used well, but not enough use is made of numeracy.

- 105 The geography curriculum is satisfactory. Its main strength is the study of the local area, together with other locations in the United Kingdom and overseas. For younger pupils, it is enriched by hearing about the journeys of 'Brunel' bear. It is enhanced by a wide range of visits. This work, together with the study of life in India and St. Lucia, enables geography to make a good contribution to pupils' personal development. From an early age, children are introduced to maps and this helps them to follow routes well. Map work, however, is not developed sufficiently to include co-ordinates, grid references and the use of scale, all of which would also enhance numeracy work. In addition, although a range of localities is studied, opportunities to compare localities, for instance about their climate, temperature, rainfall, economy and life styles, are not developed sufficiently. Assessment of pupils' work is well established. A young member of staff, now in her second year of teaching, recently became responsible for the subject; she has already identified the need to improve areas of the curriculum, in particular the development of map work.

## HISTORY

- 106 The previous inspection indicated that the standards achieved by pupils were above average by both Years 2 and 6. Teaching was previously described as at least satisfactory. The quality of pupils' work demonstrates that standards have remained above average. Pupils' learning of both historical knowledge and skills is promoted well through good teaching.
- 107 By Year 2, pupils develop a good understanding that change has occurred over time. Good teaching enables them to raise their own questions to find out how lives have changed during their grandparents' lives. Literacy skills are well used to record these differences. They recall very well the lives of some famous people from the past, such as Samuel Pepys and Doctor Barnardo. They know about the history of the Olympic Games, and compare them with the modern games. By the end of Year 6, pupils have a good knowledge of life in Ancient Greece and the Egyptians. They also know about life in Tudor times and show good use of evidence from eye witness accounts of the period. Pupils in Years 3 and 4 make particularly good use of ICT to find out about the Romans. All pupils, including those with special educational needs, make good progress.
- 108 Pupils enjoy their work in history. They take great interest when examining genuine Roman artefacts and searching for information using the computer. Behaviour is very good, and this helps pupils' learning because they can be trusted to work on their own and visit the reference library. Teaching is good throughout the school. In a very good Year 3 and 4 lesson, the teacher successfully promoted learning by encouraging pupils to examine Roman artefacts and then to summarise their thoughts. This was then followed by very good planned use of ICT and the library. As a result of this good teaching, pupils made good progress in acquiring historical knowledge and developing enquiry skills.
- 109 The curriculum is well planned, giving pupils the chance to learn about national and world history, as well as developing historical skills. The history curriculum is also enhanced by links with other subjects, such as literacy, design and technology, art and design, and geography. Visits to sites such as Fishbourne Roman Palace and Avebury help to bring history alive. History makes a good contribution to raising pupils' awareness of cultures from the past. Assessment is well organised. The co-ordinator leads the subject well, giving staff effective support and providing a good example of how to provide pupils with a rich experience.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

- 110 The previous inspection indicated that pupils' attainment was above average and that good records were kept of pupils' progress. These records are now used well to ensure progression in the development of pupils' skills and attainment remains above average. A significant strength of ICT is its integration within virtually every subject of the curriculum. Skills are well taught, often in the context of the teaching of other subjects.
- 111 Pupils in Years 1 and 2 make good progress in using the computer. Pupils use the keyboard to enter and print text at the expected standard. They use the shift and delete keys correctly and have good mouse control. They know how to program a floor robot to move forward a set distance. Learning was enhanced by the teacher as the challenge was increased and pupils had to try to program the robot to stop by the feet of the child to which it had been sent. Pupils understand the need to delete the memory before inputting new instructions. Activities are organised carefully to ensure that all pupils experience the full range of the ICT curriculum. By the end of Year 6, pupils are confident with desktop publishing packages. They produce good colourful posters to promote recycling, importing pictures taken with a digital camera, and modifying text size, font and colour. In Years 3 to 6, pupils consolidate and extend their word processing skills, but they are not certain of the layout of the keyboard, and spend a lot of time searching for the correct letter or number. Pupils in Years 3 and 4 use the Internet very well to find out additional information to support their work on the Romans. They program a floor robot to complete a square or rectangle. They use the computer mouse with precision to move a protractor on the screen to measure the size of angles in degrees. All pupils, including those with special educational needs, make good progress and ICT is used well to support the development of their literacy skills. Although little specific ICT teaching was seen, that done within other subjects was good.
- 112 Pupils enjoy ICT and concentrate well when using the computer for research or programming a floor robot. Behaviour is good and pupils share tasks and take turns. Although the information centre is small, the school is well equipped for ICT within the classrooms, and this promotes its use within most subjects. In addition to the well organised curriculum, pupils' progress is further enhanced by the ICT Club, which meets one evening a week. Assessment of pupils' ICT skills is well organised, with pupils involved in the process of self-assessment. Throughout the school, assessments, which include the use of ICT across most subjects, lead to the award of a certificate under the 'Primary IT Competence Certification Scheme'. The subject, which is well managed, makes a good contribution to pupils' personal development, such as when pupils co-operate on tasks or undertake research about cultures from the past.

## **MUSIC**

- 113 At both Years 2 and 6, the majority of pupils attain standards that are above those expected in the aspects of the subject seen during the inspection. Most pupils, including those with special educational needs, achieve well for their ability. This is mainly because the school employs a teacher from the local authority music service to teach the majority of classes. The other class is taught by their own teacher who also has good expertise. This maintains the standards seen at the time of the last inspection.

- 114 The quality of singing is good, although only unison singing was heard during the inspection. Pupils have a good awareness of pitch, and sing tunefully, with a good sense of tempo, often accompanied by pupils who are learning to play an instrument. In this aspect of singing, standards are above expectations throughout the school. A supportive factor of the good singing is that all pupils in Years 3 to 6 are members of the school choir. Pupils also sing tunefully, expressively and enthusiastically in acts of collective worship.
- 115 Pupils in Years 1 and 2 are making good gains in learning to play percussion instruments. Year 1 pupils have a good understanding of tempo and this helps them to respond well to a tune and accompany it accurately. Year 2 pupils play xylophones and chime bars, by responding to appropriate notation such as the names of notes. This means that they reach standards above those of most pupils of their age, and also in their performing skills. Good teaching of this aspect also results in pupils recognising the patterns and repetition in music.
- 116 These good standards are built on well as pupils move through the school. A well-balanced and interesting curriculum means that, by the time they leave the school, pupils have gained a good range of musical skills. They reach standards above those expected for their age in reading standard notation and this helps them to play tuned percussion instruments very confidently. The school also offers instrumental tuition in clarinet, recorder and guitar. The pupils who play these instruments contribute very well to lessons and this helps all pupils to make good gains in composing and playing music together. As a result, the standards they reach in these aspects are also above expectations. A particular strength of the planning and teaching is that all elements of the National Curriculum for music are very skilfully combined and taught in each lesson. Year 5 and 6 pupils gained a good knowledge of a range of brass instruments, including the bugle, before listening to 'Fanfare for the Common Man' and then composing their own fanfare.
- 117 Throughout the school, pupils have good attitudes and enjoy their learning. Most pupils handle instruments carefully and make thoughtful contributions to discussions, which help to extend their knowledge. Pupils particularly enjoy listening to live music and they make very good gains in their knowledge and understanding on these occasions.
- 118 Teaching is good because teachers not only have good knowledge of the subject, but also because they have good expertise in how children learn about music. Lessons are well planned to help pupils acquire, and then practise, new skills. The activities are interesting and particularly good resources are being used to help pupils play from notation. Class teachers attend the music sessions to help with the management of pupils and the use of visiting musicians provides a very good stimulus to learning.
- 119 The curriculum is good and has been particularly well planned to interweave the different aspects. This makes learning relevant and interesting. A good system for assessing pupils' work helps to ensure that planning builds on and extends pupils' skills and knowledge well. The subject is managed well by the assistant headteacher and her work, in ensuring both the curriculum and teaching are good, is a significant reason why standards remain above those expected. Accommodation is generally satisfactory although most lessons have to be taught in the hall because of the small classrooms. Resources are good and are used particularly well to help pupils learn.

## **PHYSICAL EDUCATION**

- 120 The previous inspection indicated that pupils' attainment was about average and that they made satisfactory progress. Teaching was sound. Standards remain about average, and teaching is at least satisfactory. Greater attention is being given to the health-related aspects of physical education.
- 121 It was not possible to observe pupils in Years 5 and 6 in a physical education lesson. Teaching is often good, but attainment in the gymnastic aspect of physical education is limited by the lack of space in the hall. Pupils in Year 2 demonstrate good ball control skills when moving the ball around their body. Good teaching raised the difficulty of the task by requiring pupils to move the ball to a partner or member of a larger group. Pupils showed satisfactory skills when travelling around the hall using different parts of the body. Although pupils made good progress, lack of space limited their activities and meant that attainment was only about average. Similarly, pupils in Years 3 and 4 made good progress in developing balancing and travelling skills, but lack of space restricted their opportunities to extend their skills more, and attainment was average. They understand that, in rugby, the ball is passed backwards, and do this satisfactorily
- 122 Pupils enjoy physical education. They mostly display good attitudes and behaviour during lessons, although there are occasional exceptions when pupils are working outside the confines of the hall. Pupils are keen and listen carefully to the teacher. The quality of teaching is good in Years 1 and 2, and at least satisfactory in Years 3 and 4. A feature of the best teaching is that time is taken to observe and then to step in to help improve particular skills. As a result, pupils' learning and performance are enhanced. Although teachers get pupils to demonstrate the skills they have learnt, opportunities for them to evaluate each other's performance are not developed sufficiently.
- 123 All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils have the opportunity to develop skills across all relevant areas of physical education. These opportunities are aided by two residential trips in Years 5 and 6. A good range of extra-curricular opportunities, including competitive sport, often between schools in the local cluster, enhance the curriculum available. Assessment of physical education is organised effectively. The subject makes a good contribution to pupils' personal development, such as working as part of a team and cooperating in a range of activities. Resources are adequate, but the hall is too small, and rather cluttered, and, as a result, progress is restricted.

## **RELIGIOUS EDUCATION**

- 124 By the ages of seven and eleven, the majority of pupils reach standards which exceed the expectations set out in the Locally Agreed Syllabus. Most pupils, including those with special educational needs, achieve well for their abilities. This maintains the standards seen at the last inspection report.
- 125 Pupils in Years 1 and 2 have a good knowledge of Christianity. They have a good understanding of the nature of God as a leader and protector. They recognise the significance of different features of a church, such as the altar and pulpit, through their regular visits to the local Anglican Church. Pupils identify the important times in Jesus' life and make a timeline to show these. They know about the significant Christian festivals such as Christmas and Easter, and their significance. Pupils gain

a good understanding of different celebrations such as weddings and baptism. Their knowledge of other religions, especially Judaism, is sound. They know the words for The Shema and the importance of the food for the Seder Meal.

- 126 These good standards are built on as pupils move through Years 3 to 6. Standards are above expectations, especially in their knowledge and understanding of Christianity and Judaism. Pupils recognise the links between the Passover and the Eucharist. They develop a good knowledge of different Christian communities and visit the local Methodist Chapel as well as their local Anglican Church. As the result of good teaching of this aspect, they are developing a very good understanding of the significance of The Bible to Christians and its links with The Torah. Pupils continue to develop their understanding of the nature and significance of a supreme being. They extend their knowledge of other world religions in their study of Hinduism, especially in the significance of worship and festivals, although in this aspect standards are around those expected. Features of effective teaching and learning, particularly for older pupils, are the opportunities to use literacy skills. A good level of discussion is maintained which helps pupils to make good gains in speaking and listening skills. Written work makes full use of the skills pupils have learnt, for example, when they write an imaginary letter to a Vicar, inviting him to come and work at their church.
- 127 Attitudes are good and the good links made between religious and moral teaching significantly support pupils' moral and social development. Teaching across the school is at least good and some very good teaching was observed. The quality of teaching is based on the very good relationships which teachers have with their pupils. This allows pupils to explore their feelings and to probe different beliefs well. Lessons are well planned, with activities which motivate pupils and ensure that good learning takes place. The curriculum is satisfactory overall, and the areas covering Christianity are particularly well planned. The use of the local church and visits to other places of worship, such as the Synagogue in Bournemouth, ensure that pupils learn from good quality resources and this helps their understanding. The subject is well managed by a knowledgeable co-ordinator who teaches the subject in Years 3 to 6. Assessment procedures are good and these help to monitor pupils' progress well and to plan effectively for the next stages of learning.