

## INSPECTION REPORT

**Greatham Primary School**  
Greatham

LEA area: Hampshire

Unique Reference Number: 115898

Headteacher: Miss S N Badawi

Reporting inspector: Mrs M E Parfitt  
20661

Dates of inspection: 29 November - 2 December 1999

Under OFSTED contract number: 707358

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Passfield
Date of previous inspection:	February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Margaret Parfitt, Rgl	Science	Attainment and progress
	Geography	Teaching
	History	Leadership and management
Terence Clarke, lay inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
Mr John Burt	Mathematics	Curriculum and assessment
	Information and communication technology	Staffing and accommodation
	Art	
	Design and technology	
	Equality of opportunity	
Mr David Parfitt	English	Pupils' spiritual, moral, social and cultural development
	Religious education	Learning resources
	Music	
	Physical education	
	Special educational needs	

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Pupils attain high standards in English and science at Key Stage 2.
- Teaching in four-fifths of the lessons at Key Stage 2 is at least good, which contributes effectively to the good progress pupils make in most subjects.
- The headteacher provides very good leadership.
- The governing body is supportive and well-informed.
- The pupils show positive attitudes, enjoy good relationships and they are well behaved.
- The school promotes very good relationships with the parents and involves them well in their children's learning.
- Pupils' spiritual, moral, social and cultural development is good.
- There are good procedures for assessing pupils' progress.
- Pupils' with special educational needs make good progress and sometimes attain standards that are better than might be expected.
- There are very good systems in place for financial control and planning.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Higher attainers are not always given work which is demanding enough and when this occurs they under-achieve.
- II. Pupils at Key Stage 1 do not make enough progress.

**The school has more strengths than weaknesses which will form the basis of the governor's action plan. This will be sent to all parents of pupils at the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made significant improvements since the last inspection. Standards in the core subjects of English, mathematics and science have remained above average overall. Progress in most subjects is good. However, at Key Stage 1, standards in reading, writing and mathematics fell and although pupils made satisfactory progress this does not match the previous good progress. All of the previous key issues have been addressed well. Curriculum frameworks which focus closely on the National Curriculum Programmes of Study are now in place and ensure appropriate progression in subjects as pupils move through the school. Improvements have been made in the level of parental involvement and the formulation of a 'Young Governors' group has led to increased opportunities for pupils' personal development. The successful development of the accommodation has resulted in enhanced educational facilities with a corresponding increase in pupil numbers. Having sought the views of parents about homework provision, the new policy addresses effectively its consistent application across the school. The effective teamwork established amongst staff, most of whom have been appointed since the last inspection, and the commitment of the headteacher and governors are key elements in the school's very good capacity for further improvement. The school is poised to build effectively on its current success.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all	Compared with	Key
	schools	similar schools	
English	A	A	Well above average A
Mathematics	B	C	Above average B
Science	A	A	Average C
			Below average D
			Well above average E

In 1999 the proportion of pupils reaching the expected Level 4 in the standardised tests was well above the national average in English and science and above average in mathematics. When compared with similar schools, standards were also well above average in English and science and were average in mathematics. The proportion of pupils achieving the higher Level 5 was well above the national average in science, above in mathematics and average in English. Against similar schools, a below average proportion gained a higher level in English, an average proportion did this in mathematics and in science a well above average number achieved the higher level. Inspectors judge the standards as good by the end of Year 6.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science	-	Satisfactory	Good
Information technology	-	Satisfactory	Satisfactory
Religious education	-	Satisfactory	Good
Other subjects	Satisfactory	Satisfactory	Good

The quality of teaching is good overall. In 60 per cent of lessons seen, teaching was good and some was very good. Teaching is better at Key Stage 2 where 80 per cent of lessons were at least good. Good teaching was found mainly in English and mathematics, enabling pupils to make good progress. The best lessons are characterised by confidently delivered subject knowledge, good organisation and a brisk pace. Planning is good and learning objectives are shared with pupils. A small percentage of lessons at Key Stage 1 was judged to be unsatisfactory because of a low level of challenge and ineffective management of pupils' behaviour.

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



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils settle well to their work and lessons are orderly. Behaviour inside and outside the buildings is mainly good.
Attendance	Good. Attendance rates are better than the national average. Pupils are punctual to school.
Ethos*	Very good. There is a pleasant working atmosphere in lessons, relationships are good and the school expects pupils to achieve a high standard.
Leadership and management	Very good. The headteacher gives strong and effective personal leadership and has made many changes to policy and practice. She is working hard to develop the new members of staff in their management roles. The governors are actively involved in the work of the school. They have good oversight of the budget
Curriculum	Good. The curriculum is well balanced and gives pupils an extensive range of experiences. Assessment procedures are good and are beginning to be used effectively to assist the next stage of planning.
Pupils with special educational needs	Good. These pupils are well supported and they make good progress. They sometimes attain better than the expected levels.
Spiritual, moral, social and cultural development	Good. Spiritual, moral, social and cultural development are fostered well.
Staffing, resources and accommodation	Satisfactory. Teaching and non-teaching staff are well trained. Accommodation is sound and there is a satisfactory level of resources.
Value for money	The school spends more on each pupil than most schools. The quality of teaching is good and by the time pupils leave the school standards and progress are good. The school provides good value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>III. Staff are very approachable and easy to talk to.</p> <p>IV. They like being involved in their children's education and being informed about what is taught in school.</p> <p>V. The positive attitudes and values taught by the school.</p> <p>VI. Their children like coming to school.</p>	<p>VII.No comments.</p>

The team agrees with the positive views expressed by the parents.

## KEY ISSUES FOR ACTION

In order to build on the school's strengths and raise standards further, the headteacher, staff and governors should:

\*.Improve the challenge for higher attaining pupils in Key Stage 1 by:

- consistently identifying and planning for more capable pupils in all lessons; (paragraph: 36)
- ensuring that all pupils are given work that is sufficiently difficult. (paragraph: 25)

\*.Improve the progress pupils make at Key Stage 1 to match more closely the good progress at Key Stage 2 by:

- smartening the pace of lessons, especially for the higher-attaining pupils, so that they get more work done; (paragraph: 28)
- providing appropriate guidance and training for staff to raise standards. (paragraph: 25)

In addition to the key issues, the following points should be considered for inclusion in the action plan:

- Increase resourcing for design and technology. (paragraph: 71)
- Provide sufficient storage space for resources. (paragraph: 70)
- Include pupil absence in the school prospectus. (paragraph: 64)
- Ensure that marking shows pupils how to improve their work. (paragraph: 31)

## INTRODUCTION

### Characteristics of the school

1. Greatham is an average size primary school. There are 201 pupils on roll, made up of 94 boys and 107 girls. The school is situated in the village of Greatham, near to Liss in Hampshire. It draws about one third of its pupils from the village and the remainder come from the surrounding area. The school serves a rural community, with most families living in privately owned houses. The school is becoming over-subscribed. About seven per cent of the pupils are known to be eligible for free school meals, which is below the average. There is little ethnic diversity and almost all the pupils come from homes where English is the first language. There are 38 (19 per cent ) pupils on the school's register of special educational needs (above average) and four (two per cent) of these have Statements of Special Educational Need (above average). The majority of pupils start in the Reception class with about average attainment, and some are verbally articulate. Most of the pupils have received pre-school educational experiences. Pupils start school in the September before their fifth birthday. At the time of the inspection 23 children under five were being taught in the reception class and 11 of the youngest were attending part-time. Since the previous inspection there have been a number of significant changes in the characteristics of the school. It has been remodelled and extended and the number of classes, which are arranged in year groups, has increased from six to seven.
2. Greatham Primary School aims to develop each child to his or her maximum potential in all areas, in an attractive and caring environment that is conducive to mutual trust and respect. The school's main targets for improvement include: reviewing the effectiveness of the school's implementation of the National Literacy Strategy; implementing the National Numeracy Strategy; developing the curriculum for the able pupils; and improving teacher knowledge to develop the use of information and communication technology in all areas. In addition, the governing body is planning to complete further development of the school building and grounds.

## 2. KEY INDICATORS

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	12	15	27

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	10	12
	Girls	14	14	15
	Total	26	24	27
Percentage at NC Level 2 or above	School	96 (100)	89 (92)	100 (92)
	National	78 (80)	83 (81)	86 (84)

<b>2. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	11	8	10
	Girls	14	15	14
	Total	25	23	24
Percentage at NC Level 2 or above	School	92 (90)	85 (90)	89 (90)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	11	11	22

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	9	8	20
	Total	19	18	21
Percentage at NC Level 4 or above	School	86 (78)	81 (64)	95 (86)
	National	70 (65)	69 (59)	78 (69)

<b>2. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	9	9	8
	Total	19	19	19
Percentage at NC Level 4 or above	School	86 (73)	86 (63)	86 (82)
	National	68 (65)	69 (65)	75 (72)

### Attendance

<sup>1</sup>

<sup>2</sup>

Percentages in parentheses refer to the year before the latest reporting year  
Percentages in parentheses refer to the year before the latest reporting year

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	3.5
		National comparative data	5.7
	Unauthorised Absence	School	1.0
National comparative data		0.5	

2. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		0
	Permanent		0

2. **Quality of teaching**

Percentage of teaching observed which is :			%
	Very good or better		10
	Satisfactory or better		95
	Less than satisfactory		5

2.

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

3. In 1999, the National Curriculum assessments at the end of Key Stage 2 show that pupils attain levels in English and science which are well above the national average and above average in relation to similar schools. Standards in mathematics are above the national average and in line with those of similar schools. The higher scores achieved by pupils in English and mathematics were similar to those achieved in 1998. In science, the percentage of pupils achieving higher scores doubled to 50 per cent. The school's results show that the high standards in English and mathematics are broadly maintained and those for science increased. Inspection evidence shows that attainment in English and science is above average and in mathematics it is average.
4. National comparisons at Key Stage 1 in 1999 show that standards of attainment in reading and mathematics were above average. In writing they were average. When these results are compared with those of similar schools, they show pupils' attainment in reading and mathematics to be broadly in line and below the average in writing. The percentage of higher attaining pupils in reading and mathematics was around half, representing a significant reduction over the previous year. Inspection evidence shows that standards in reading are above average and in writing, mathematics and science they are broadly average.
5. Over the last three years for which comparative data is available, 1996-1998, results at Key Stage 2 show that English has remained consistently above the national average. Results in mathematics have reduced to average while those for science fell to average and have since risen. At Key Stage 1, over the period 1996-1998, results in reading, writing and mathematics have remained above average overall.
6. At Key Stage 1, girls and boys performed equally well in writing, but in reading and mathematics boys out-performed girls. At Key Stage 2, girls out-performed boys in English and science. In mathematics, girls and boys performed equally well. Inspection evidence shows no significant differences between the performance of boys and girls at both key stages.
7. Results for 1999 maintain the overall higher than average percentages at Key Stage 2, confirming the upward trend. The rate of progress at Key Stage 1 has improved in reading to reach average levels, but has dropped back in mathematics to an average level and has fallen in writing to below average. The maintenance of a good rate of progress at Key Stage 2 closely matches the high percentages of good and very good quality teaching seen during the inspection. This is due to the expertise and thorough preparation of lessons which enable teachers to target improvement and make good use of time. The improved progress shown in the numbers of pupils achieving higher levels in science is the result of many opportunities being provided for pupils to investigate and experiment for themselves.
8. Since the previous inspection the rate of progress overall at Key Stage 1 has been similar to the national average and, at Key Stage 2, it has been mainly better than the national trend. Attainment overall at Key Stage 1 is close to the national average and at Key Stage 2 it is above average. The school has set appropriate targets for raising levels of attainment and is beginning to monitor its success carefully.
9. The school places much emphasis on meeting the needs of pupils with special educational needs. The support given in classes by the teachers and classroom assistants has a beneficial effect on the progress made in gaining skills in literacy and numeracy in particular by those pupils. The school is successful in early identification of need and good levels of support, so that several pupils make good progress and attain standards at least appropriate for their age and a few attain

standards that are better than expected.

10. Children under five are taught in the Reception class. On admission to the school, most children have levels of knowledge and understanding in most areas of their development which are at least appropriate for their age. A significant number are verbally articulate. By the time they are five, they achieve the desirable learning outcomes in language and literacy, mathematics and creative development. They exceed the desired outcomes in knowledge and understanding of the world and in their physical, and personal and social development. The children make satisfactory progress overall and those children with special educational needs make consistent and good progress.
11. The National Literacy Strategy has been successfully implemented. Good curriculum planning with clear learning objectives is having a positive effect on pupils' progress at Key Stage 2, where it has been effective in raising standards.
12. Standards in speaking and listening are average at the end of Key Stage 1 and above average at Key Stage 2. Pupils speak clearly in a wide variety of situations. Those in Key Stage 2 are good at holding conversations and argue convincingly on a variety of subjects. Standards in reading are average at the end of Key Stage 1 and above average at Key Stage 2. The school is adding better value at Key Stage 2 than Key Stage 1. Most pupils at Key Stage 1 read known texts confidently. In Year 6, they read competently and find information effectively from a range of sources. In writing, at Key Stage 1, pupils' attainment is average with many unsure when to use capital letters and full stops appropriately. In Year 6, standards are above average and pupils write well for a wide range of purposes.
13. In mathematics, pupils make satisfactory progress at Key Stage 1. They are competent in calculation using addition and subtraction. At Key Stage 2, progress is good and most carry out advanced calculations and interpret mathematical data in different ways. Standards in numeracy are average. Pupils' understanding of number and its application is satisfactory and confidence amongst older Key Stage 2 pupils is growing. Their knowledge and understanding of how to carry out investigations in science is particularly good at Key Stage 2. At both the key stages, their use of scientific vocabulary is good and pupils at Key Stage 1 use technical words well.
14. Standards in information and communication technology meet expectations at Key Stage 1 and exceed them at Key Stage 2. Pupils in Year 2 enter a simple text and use the keyboard and mouse competently. In Year 6 they make good use of the computer competently for research in a range of subjects and use the e-mail facility with ease. Standards of attainment in religious education meet the expectations of the Locally Agreed Syllabus. Pupils at both key stages make good progress in the development of knowledge and understanding of other religions and learn to appreciate the importance of symbolism and rules.
15. Progress at Key Stage 1 is satisfactory and at Key Stage 2 it is mainly good. There is good progress in information and communication technology and music at Key Stage 1. Progress in all subjects is good at Key Stage 2 with the exception of art, design and technology, and geography, where it is satisfactory. The good progress is due to good organisation, brisk pace and secure subject knowledge.
16. In relation to prior attainment, pupils make good progress from mainly average levels of attainment on entry, to at least above average levels when they leave. The rate of progress accelerates through Key Stage 2 where teachers promote pupils' independent thinking well. There is an increasingly effective use of class discussion to consolidate learning and make new gains of knowledge explicit. On occasion, progress is hindered when teaching points are not made clearly enough and when organisation lacks clear planning. Overall, teaching, particularly at Key Stage 2, encourages and enables many pupils to make good progress.

16. **Attitudes, behaviour and personal development**

17. Pupils' attitudes, behaviour, relationships and personal development are all good.
18. Pupils show a high level of interest in their work, sustain concentration well, and, as they move through the school, develop a good capacity for personal study. When teaching is good and a brisk pace in lessons is maintained, pupils become well involved in learning and enjoy their work. They apply themselves well and respond keenly to challenging tasks. They are keen to answer questions, take part willingly in discussions and show enthusiasm in what they are doing. They also learn from their mistakes. An example of this was seen in a Year 5 numeracy lesson, where some pupils came in quickly with the wrong answers. When corrected, they acknowledged their mistakes and took more care in working out the answers. Pupils' concentration lapses when the teaching is less good and the pace of the lesson slackens and pupils become bored.
19. The behaviour of pupils is mainly good in and around the school. This is in spite of a small minority of pupils with behavioural problems who are closely monitored by the school. On occasions some pupils display 'silly' behaviour in the corridors, but usually behaviour is good. Pupils are trustworthy and courteous. During the inspection they were polite to visitors and opened doors for them and said 'please' and 'thank you'. For example, a pupil arriving late for Year 4 registration apologised for being late. Pupils talk to and show interest in visitors to the school. They also show respect for property. This was in evidence when pupils were observed working, unsupervised, on the computer in the library. There have been no exclusions in recent years. The school takes a firm anti-bullying line and none was observed during the inspection.
20. Pupils form constructive relationships with each other, with teachers and with other adults. They work collaboratively when required. Examples of this were seen when small groups of pupils in Year 6 were working together in a physical education lesson and a group of Year 1 pupils were constructing docks in design and technology. Mutual respect between adults and pupils is encouraged by the school, which consults pupils on major school decisions. Pupils show respect for the feelings, values and beliefs of others. They reflect well in assembly and learn about different religious festivals such as Hannukah and Diwali.
21. Pupils are given opportunities to show initiative and take responsibility which they do willingly. Their ability to take responsibility increases as they grow up through the school. Reception pupils put things away after lessons and also know the rules. There are class monitors for duties such as returning the registers to the office. The older pupils provide good support the younger ones. They take part in paired and shared reading and there is a 'Young Governors' committee. The installation of lighting in the car park was a useful initiative of the young governors, who put a persuasive case to the governing body. Pupils show initiative in their use of the library and select books independently to support learning effectively.

21. **Attendance**

22. Attendance at 96.4 per cent, in the most recent reporting year, is good. In recent years, also, it has been above the national average. The level for authorised absence was 2.7 per cent and that for unauthorised absence 0.9 per cent. In the previous year unauthorised absence reached 1 per cent, which was 0.5 per cent above the national average
23. Pupils usually arrive at school on time and very few late arrivals were observed during the inspection. Registers are marked promptly before school and in the afternoon. Scrutiny of the registers shows that they fulfil requirements and are marked correctly.
24. The good level of attendance and the prompt arrival of pupils means that they benefit from uninterrupted opportunities for learning.



## QUALITY OF EDUCATION PROVIDED

### Teaching

25. The quality of teaching is good overall. In 60 per cent of lessons seen, teaching was good and some was very good. Teaching is better at Key Stage 2 than at Key Stage 1. At Key Stage 2, 80 per cent of the lessons were at least good and were found mainly in English and mathematics, enabling pupils to make good progress. The best lessons are characterised by confidently delivered subject knowledge, good organisation and a brisk pace. Planning is good and learning objectives are shared with pupils. A small percentage of lessons at Key Stage 1 were judged to be unsatisfactory because of a low level of challenge and ineffective management of pupils' behaviour.
26. Teachers' subject knowledge overall is good. Through confident introductions to lessons, explanations and relevant tasks, teachers demonstrate secure subject knowledge across the full range of the curriculum, particularly in English, mathematics, science and religious education. For example, in an English lesson for Year 6 pupils, higher attainers were given good opportunities to analyse thoroughly the characterisation and plot of a Shakespearian play. Staff working with children under the age of five, have a satisfactory understanding of how young children learn, and place an appropriate emphasis on active learning.
27. In the best lessons, teachers have high expectations of pupils' learning and often set challenging tasks, particularly in writing and mathematics at Key Stage 2. Questions are well focused to draw out pupils' ideas and extend their thinking. For example, in one very good science lesson about electricity, Year 4 pupils were not only expected to construct a parallel circuit, they were also challenged to decide which circuits illustrated by a set of diagrams would not work and to write down their explanations. This challenge enabled pupils of all abilities to make very good progress in their understanding of the functions of electrical circuits.
28. Work is well matched to the needs of pupils, including those with special educational needs, which effectively motivates and stimulates their learning. Good opportunities are provided for pupils to talk about their work and draw their own conclusions. Opportunities for pupils to organise and research their own topics in homework projects are well promoted. Where teaching is unsatisfactory, there is a lack of sustained challenge particularly for higher attainers. For example, in a lesson for Year 2 pupils, higher attainers were given a simple game joining two phrases together to make a sentence, following a task in which they had constructed, spelt and punctuated their own sentences independently.
29. Daily planning is good and is well supported by subject and topic frameworks. Teachers plan closely to the requirements of the National Literacy and Numeracy Strategies. A common weekly format indicates a useful overview of objectives and activities for each subject. However, the daily lesson plans do not always identify assessment opportunities. Although learning support assistants' roles are not identified in the planning, they are well briefed to support pupils' learning.
30. Teachers use a wide variety of appropriate teaching methods. Explanations and instructions are clear and questioning is effective in moving pupils' thinking forward and recalling prior learning. Most lessons conclude with effective reinforcement of pupils' learning, through questioning and discussion. Lessons are particularly well organised at Key Stage 2, with opportunities for pupils to work in groups or pairs, as in practical work. For example, in a dance lesson for Year 6, pupils were practising light movements in pairs as well as individually and as a whole class.
31. Pupils with special educational needs and children under the age of five, are supported well by learning support assistants. Teachers assess work and progress appropriately. They check understanding through targeted questions, by intervention during activity times, and by individual support, especially for pupils with special educational needs. They evaluate pupils' work for understanding and, as a result, sometimes amend their plans as observed in a literacy lesson for

Year 3 pupils. Marking is inconsistent across the school. It is up-to-date, but there are few comments designed to help pupils to improve. Support assistants observe and write down pupils' responses in class sessions. This information is used effectively to draw pupils equitably into discussions.

32. Careful and thorough observation notes of the responses of children under the age of five, provide an effective record of their progress and inform their next learning steps. They also provide useful liaison between the teacher and teaching assistant.
33. Teachers' relationships with pupils are good. In the best lessons, they manage them well and promote high standards of behaviour in a positive, caring and effective way. Firm management is successful in diverting potentially inappropriate behaviour, and enables pupils to work productively. A good example was seen in a Year 5 science lesson where pupils were expected to concentrate well on the task by the teacher's effective use of searching questions, asked in a quiet, determined manner. This resulted in a good deal of perseverance and application to the task by the pupils who were keen to finish their work in order to use the computer to confirm their findings. There are occasions though, where management of pupils' behaviour is ineffective and leads to their progress being unsatisfactory.
34. Teachers use time and resources appropriately. Lessons start on time and often proceed at a brisk pace, particularly at Key Stage 2. This engages pupils' attention well. In most lessons, teachers ensure that pupils' learning is appropriately supported by satisfactory provision of learning resources.
35. Provision of homework overall is good. It includes regular reading opportunities for younger pupils and interesting research topics for older pupils. Homework develops suitably as pupils progress through the school. It reflects the school's policy, arrived at after consultation with parents, who are pleased with the provision.
36. The quality of teaching broadly reflects that found during the last inspection. However, at Key Stage 1 pupils are sometimes not sufficiently challenged or extended so that the higher attainers do not always make sufficient progress.

#### 36. **The curriculum and assessment**

37. The curriculum in Key Stages 1 and 2 is broad and balanced and meets the statutory requirement of the National Curriculum and religious education. It reflects effectively the stated aims and values of the school. It provides an interesting and stimulating programme for pupils, which promotes well their intellectual, physical and personal development. The school has a suitably designed whole school curriculum framework, which takes account of the 20 per cent non-National Curriculum time in an appropriate way, with a particular emphasis on personal, social and health education. The curriculum is organised and planned effectively and contributes well to the quality of learning. The governing body is well informed and very supportive of all aspects of curriculum development.
38. Particular emphasis is given to English and mathematics. The school has introduced the National Literacy and Numeracy Strategies. Both have been implemented to good effect and are operating well for the obvious benefit of the pupils, particularly at Key Stage 2 where progress is good. Sex education and education about the misuse of drugs is covered appropriately as part of the school's personal, social and science programme and through especially planned health promotions. The length of the teaching week at both key stages is in line with recommended time.
39. The curriculum is planned as separate subjects for the purpose of teaching but where appropriate is linked effectively with other subjects into a topic theme. Topics are produced to accord with the Programmes of Study in the National Curriculum: this method of planning is an improvement since the previous inspection. It results in a good sense of meaning and purpose given to the

programme of work as seen, for example, in the study of sound by the younger pupils and The Victorians by the older pupils. Within subjects there is an appropriate balance of aspects of the programmes of study. In Key Stages 1 and 2 classes pupils are grouped by prior attainment for English and mathematics. Most of the work is well matched to their abilities, and pupils generally have equal access to the curriculum, although those of higher attainment are insufficiently challenged in some lessons, particularly in mathematics. Pupils with special educational needs are provided with good support and the school's policy for special educational needs embraces the principles and requirements of the Code of Practice. Individual education plans are of good quality. They include appropriate targets and are regularly monitored and reviewed.

40. All subjects have supportive policy statements and schemes of work linked appropriately to the National Curriculum. This shows an improvement since the last inspection. They are helpful in assisting planning and they provide a framework for ensuring that pupils make continuous progress. They are beginning to have a positive impact on standards. The medium-term plans are constructed to give a clear outline of subject coverage. The short-term plans are comprehensive. They list learning objectives, assessment opportunities and include evaluation. Subject co-ordinators provide positive support and guidance, but most have a limited role in the direct in-class monitoring of their subjects throughout the school.
41. A very good range of extra-curricular activities and visits supports the curriculum. These include sports and the school takes part in competitive matches including netball, football and athletics. Club activity is a strength of the school and involves pupils in music, sport, drama, chess and computers. They are well attended and enhance and extend the curriculum giving pupils the opportunity to develop their social skills and other interests. Musicians, artists and other visitors regularly come into school and this extends and enriches the curriculum. The quality of the curriculum is much improved by the use of the local environment and outside visits to a wide range of places and events, including different cultural experiences. Older pupils have the opportunity to take part in residential visits, which have a positive and beneficial effect on the development of pupils' social skills.
42. The quality of assessment in almost all subjects throughout the school is good. Assessment and recording policy makes the procedures clear to teachers. These are manageable and appropriate. Curriculum plans refer to evaluation and teachers successfully use the assessment information gained from this to plan the next stages of work for either individuals or the whole class. Teachers compare samples of pupils' work to establish a common understanding of levels of achievement. Samples of individual pupils' work are kept in some subjects. The school is in the process of developing annotated portfolios to be used for purposes of moderation. The recently-introduced record keeping system is very good. It is comprehensive and carefully traces pupils' progress. These are to be communicated in regular reports to parents. The newly-designed report format is very well constructed. It aims to provide parents with precise information on their child's progress and their next steps in learning. The school fulfils the national requirements for end of Key Stages 1 and 2 assessment. Good use is made of data gained from assessment tests and all other sources to influence longer-term planning, including targeting of particular subjects and the deployment of staff. This is resulting in improvement in standards in some subjects. There has been improvement since the last inspection in the use of assessment in target setting and lesson planning.
43. The school meets the legal requirement for pupils with a Statement of Special Educational Need. Annual reviews are held and recorded and learning objectives are determined which are appropriate to individual needs. The individual pupil education plans include assessment information and are of a good standard.
43. **Pupils' spiritual, moral, social and cultural development**
44. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. This represents an improvement in cultural education since the last inspection when it was

judged to be satisfactory.

45. The school has a clear set of values which have a significant influence on its work. Spiritual development takes place in whole school and class assemblies, collective worship, religious education lessons and in some classroom discussions. Teachers provide good opportunities for pupils to consider the existence of God and develop an awareness of, and a respect for, the beliefs and customs of others. Pupils are effectively encouraged to explore their feelings and reflect and talk about their own actions. The quality of acts of worship is good. Pupils are given good opportunities to reflect on each other's worries and concerns, and develop an appreciation of the words of hymns, worship songs and prayers. A good example was when the Lord's Prayer was sung with particular reference to thinking about the words. The lighting of the Advent candle was helpful in creating an atmosphere conducive to worship. There are few examples of planned opportunities for pupils to express awe and wonder but teachers take opportunities as they arise. Good examples were when pupils expressed spontaneous delight at the animal sounds when appraising sections of Carnival of the Animals and their surprise when baking powder bubbled over when dissolving in water. A strong sense of spirituality can be felt around the school in the way in which pupils show care and concern for each other and for others in the wider world.
46. A very good ethos supports the provision that promotes the high moral stance that pervades the school. Good moral attitudes are established firmly in Key Stage 1. Well chosen stories, class discussions and circle time are used effectively to enable pupils to recognise clearly the difference between right and wrong. All adults in the school provide good role models and continuously reinforce expectations of a high moral tone. The school's mission statement and class and school rules to 'keep our school great' are displayed prominently around the school. Assemblies, once a week, are used effectively to celebrate pupils' good work and behaviour. Issues such as the importance of truthfulness are discussed openly and pupils are taught to recognise the effects of unacceptable behaviour. Comments from parents show a high level of appreciation of the moral values promoted by the school.
47. Careful attention is given to the development of pupils' social skills. Good opportunities are provided for pupils to work together in pairs and small groups, for example when conducting science experiments, rehearsing dance movements and composing music. A wide range of activities take place outside of school time throughout the year, and includes competitive sports, drama and music. Visits to places of educational interest as class groups, and a residential experience, provide good opportunities for pupils to learn to get on well together and broaden their social confidence. There is a very good system of young governors. Representatives from each class meet regularly to put forward ideas suggested by their peers. The school provides a high level of encouragement to pupils who show concern for others and helps them to initiate fund-raising for local and national charities, for example the Blue Peter appeal and Dr Barnardo's.
48. The school's approach to pupils' cultural development is good. Pupils' own culture and historical culture have a secure place in the curriculum through studies in history, literature and art. Visits to places of cultural interest, such as museums, art galleries and educational resource centres, are arranged as appropriate to enrich topic learning. Good opportunities are provided for pupils to take part in events in the wider community. The school choir, for example, entertains patients at a local hospital. Development of pupils' knowledge and understanding of cultures of other lands and races is approached through geography topics and studies of major world religions. Displays around the school and work in pupils' books indicate clearly that they are being given good opportunities to understand the variety of cultures represented in society today.
48. **Support, guidance and pupils' welfare**
49. Overall the school's provision for support, guidance and pupils' welfare is very good, consequently the pupils receive their education in a secure and very caring environment. The procedures for monitoring progress and personal development are very good. Arrangements for monitoring and promoting discipline and good behaviour are good, and those for monitoring and promoting good

attendance and promoting pupils' well-being, health and safety are very good. The good provision for welfare and guidance found at the last inspection has been improved and it is now very good.

50. The school has very good procedures in place for monitoring academic progress. Their academic achievements are tracked as they go through the school on a regular basis and through a regular system of testing, appraisal and target setting. Because of the school's close monitoring, problems can soon be picked up and action taken to support a pupil where necessary. The arrangements for monitoring personal development are very good. The school knows its pupils and parents well and problems with personal development can quickly be identified.
51. There are effective procedures in place for monitoring and promoting discipline and good behaviour. The school has a clear behaviour policy with the emphasis on rewards rather than sanctions. The school celebrates good behaviour through the use of appropriate awards and these are presented at open assemblies to which parents are always invited. Early intervention by some teachers was seen to prevent pupils from getting out of hand. Those pupils who have behavioural problems are closely monitored through their individual education plans. School and classroom rules are clearly displayed and a special emphasis is placed on the prevention of bullying and is a part of personal, social and health education, for which there are comprehensive guidelines.
52. The procedures for monitoring and promoting good attendance are very good. The school secretary monitors the registers after they are returned to the office. If a pupil fails to turn up, the school contacts the parents the same morning to ask for the reason. The school regularly informs parents through the newsletters about the importance of attendance and prompt arrival at school. The educational welfare officer visits several times a term and can easily be contacted should a problem arise.
53. There are proper procedures in place for child protection, with a formal policy in line with those of the local authority. The headteacher is the designated adult and has undergone training in child protection policies. Staff are aware of the procedures. The school has an appropriate relationship with the local authority's social services department.
54. The procedures in place for promoting pupils' well-being health and safety are very good. The school uses the local authority's health and safety procedure document as their principle guideline. No health and safety issues were identified during the inspection. Risk assessment is carried out where appropriate, such as for school trips. Procedures for dealing with injuries and accidents are very good. The school has a separate safety policy for the playground equipment. All permanent staff have first aid training. Minor accidents observed during the inspection were seen to be dealt with efficiently and caringly. Proper recording of accidents takes place. A pupil who is injured and is sent to the reception is always accompanied by another pupil. Parents are sent a note if a pupil has suffered a head injury.
54. **Partnership with parents and the community**
55. The school's partnership with parents makes a very positive contribution to pupils' learning. The links the school has with the local and wider community enrich its work well. Overall the partnership which the school has with the parents and community is very good. The high level of parental involvement found at the last inspection has been, at least, maintained.
56. The school has an open door policy and parents are very welcome to become closely involved in pupils' education. A number of parents take this opportunity and some of them were observed during the inspection helping in the classroom. Parents help in other activities such as the after school clubs and by accompanying pupils on school trips. Parents receive guidance from the school on listening to pupils read, either at home or in school.
57. Parents are provided with a wide range of good quality information. This includes a

comprehensive prospectus, a full annual report from the governing body and regular newsletters. Pupils receive regular homework, which attracted favourable comment at the parents' meeting. Parents and pupils were fully consulted on the school's homework policy and a more structured system of homework for older pupils is now in place. Pupils' annual reports are informative and fulfil statutory requirements. Parents have ready access to staff, who make themselves available in the playground at the beginning and end of the school day. They are invited to attend the 'good workers' assembly in the school hall and many take up the invitation.

58. There is an active parent and teachers' association, which arranges both social and fundraising events. There are regular events such as the Christmas Fayre as well as others which are sponsored. Money raised has helped, for example, to fund the playground equipment and the computer system. The latter came from a proposal from the young governors and was also the beneficiary of a grant from the local education authority.
59. The school's links with the local and wider community are good. These include links with the church whose rector, on occasions, takes assemblies. There are links with elderly people through the school's singing. The school has connections with businesses through sponsorship, such as that which provides the football strip. A business sponsors the bus for Year 5 swimming and a local garden centre sponsored landscaping and bulbs for the environmental area. A number of parents approach the companies they work for to ask for sponsorship.
60. The school has good links with other agencies such as the Hampshire Police, the fire service and the health service. The school nurse helps with the teaching of sex education. The school also encourages links with the local press. There is good liaison with the secondary schools to which pupils move. This process is relatively smooth. The majority of pupils move on to Bohunt School, who put on a 'Road Show' for Year 6 pupils. The liaison teacher from Bohunt School visits the school to talk to pupils who also spend a day at the secondary school of their choice.
61. For the youngest children coming in to the school there are links with feeder establishments such as playgroups and private nurseries. Home visits are carried out and there are pre-school visits to Greatham by prospective new children.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **61. Leadership and management**

62. The leadership and management of the school are good. The headteacher and governing body have a clear view of the future development and contribute well to raising levels of attainment. The headteacher has very good skills of managing the staff, almost all of whom have been appointed since the last inspection, and has developed them into an effective team in a comparatively short time. She makes a significant contribution to the leadership of the school and is well respected by staff, parents and governors. All staff manage subject areas effectively and work well together as a team, which has a positive effect on the school's development. Governors are now committed, well informed and take an active part in curriculum development, school improvement and financial management. Since the last inspection governors have become more involved in the life of the school through regular visits and they support its activities in the wider community. They have a good understanding of strategic planning, are involved in target setting and look critically at the school's results. The school has made a good response to the issues raised in the previous report and is poised to build effectively on its success.
63. The monitoring of teaching, learning and curriculum development are good. Since the last inspection the deputy head has played a major role in the production of good policies and schemes of work which closely reflect the National Curriculum requirements. The senior management team monitors curriculum development by scrutinising the long and medium-term planning. The co-ordinator's role is to check that the planning closely matches the National Curriculum Programmes of Study and that the newly agreed methods of assessing pupils'

attainment and progress are carried out routinely by all teachers. The headteacher supports, guides and influences teaching in a more formal way in literacy and numeracy. She sets targets for improvement and monitors the outcomes. Policies are kept under constant review by means of an agreed timetable.

64. The generous provision for special educational needs is managed effectively. A comprehensive policy clearly indicates roles, responsibilities, procedures and support. The requirements of the Code of Practice are met and formal assessment and reviews are in place. All statutory requirements are met except for the inclusion of pupil absence in the school prospectus.
65. The school's aims effectively permeate the life of the school. There is a very positive ethos. The school is a welcoming and friendly place where everyone's contributions are valued. The ethos reflects very well the improved relationships with parents in the education of their children, for example, in providing opportunities for parents to come into school assemblies to share in a weekly celebration of pupils' work. There is an effective, learning environment and a purposeful, working atmosphere conducive to learning. Relationships are good. The school promotes equality of opportunity effectively through its aims and ethos.
66. Planning for school development is very good. The school development plan comprises three documents, an overview and two working plans which include details of the school's achievements and sharply-focused objectives for improvements. The plans are costed effectively and include timescales and responsibilities in addition to measures of success. Staff and governors are fully involved in identifying priorities and careful attention is paid to long-term planning. For example, the governors and headteacher have clearly identified future staffing levels, further improvements to the building and school improvement, and have taken account of budget fluctuations. The governors fulfil their curriculum responsibilities and are involved in setting targets for improvement and in carefully monitoring the school's progress in meeting them.
67. The school has made significant improvements since the last inspection. Standards in the core subjects of English, mathematics and science have remained above average overall. Progress in most subjects is good. At Key Stage 1, although standards in reading, writing and mathematics fell, and pupils continued to make at least satisfactory progress this did not match the previous good progress. All of the previous key issues have been addressed well. Curriculum frameworks which focus closely on the National Curriculum Programmes of Study are now in place and ensure appropriate progression in subjects as pupils move through the school. Improvements have been made in the level of parental involvement and the formulation of a 'Young Governors' group has led to increased opportunities for pupils' personal development. The successful development of the accommodation has resulted in enhanced educational facilities with a corresponding increase in pupil numbers. Having sought the views of parents about homework provision, the new policy addresses effectively its consistent application across the school. The effective teamwork established amongst staff, most of whom have been appointed since the last inspection, and the commitment of the headteacher and governors, are key elements in the school's very good capacity for further improvement.
67. **Staffing, accommodation and learning resources**
68. There are sufficient teachers suitably qualified and experienced to teach the subjects of the National Curriculum and religious education. There has been a high turnover of staff in recent years but the situation is now stable. There is a large number of teaching support staff. They are well qualified and bring additional benefit to the school, for example in promoting good progress. All staff are hardworking and committed to the school. The appraisal process is in place but is not completely up to date due to unavoidable practical reasons. Staff have attended a considerable range of in-service courses, mainly related to their subject areas of responsibility. Opportunities are provided in a formal and systematic way for the information and understanding gained by individual teachers to be communicated to the whole staff. In-service training is mainly linked to the school's improvement and management plans. Informal records are kept showing courses

attended by individual members of staff and some evaluation is undertaken on how effective they have been for individual and whole school development. A school staff handbook is being developed to assist temporary or new teachers. All members of staff have appropriate job descriptions.

69. The special needs support assistants and classroom assistants make a very good and effective contribution; all work closely with the teachers. They are well supported and involved in training to enhance their role. The caretaker and other support staff make a major contribution to the smooth running of the school. There is good voluntary parental help available to help in school. This is much valued by pupils and teachers alike. These helpers make a significant contribution to the life of the school and the progress that pupils make.
70. The accommodation at the school is much improved since the last inspection and now provides a suitable and stimulating environment for the delivery of a full curriculum. It is attractive, clean, safe and supports pupils' learning. Displays of pupils' work are good. They show a wide range of work enhancing all areas in the school. However, there is insufficient storage space. The school grounds are attractive and spacious with an extensive climbing apparatus offering challenge and enjoyment. Within the grounds is a pond and nature area, which are used appropriately for various studies. The under-five pupils have a separate fenced play area adjoining their classroom, enabling them to play safely.
71. Learning resource provision is satisfactory overall in most subjects of the National Curriculum and religious education. In science, there is a good deal of equipment to enable pupils to conduct a wide range of investigations. Provision for pupils with special educational needs is good and the school has ready access, for this purpose, to further resources from outside. There is a shortage of appropriate tools and machines for use by the older juniors in design and technology lessons. There are insufficient musical instruments that represent other cultures. The school is aware of these deficiencies and has plans to provide the additional resources. There is appropriate provision for the National Literacy and Numeracy Strategies. Good opportunities are provided for visits to places of educational interest and visitors are encouraged to come to school to support pupils' work in topics and in the development of knowledge of citizenship. The reading scheme is well resourced and the library contains sufficient up-to-date non-fiction books suitable for the age range and appropriate to support the delivery of the curriculum. Good use is made of the opportunity to augment book provision from the local authority's travelling library service. There is a satisfactory number of books that contain information about other cultures. This is different from the findings of the last inspection which judged resource provision to be good. However, there are improvements, notably in the provision of control technology and resources for science.

**71. The efficiency of the school**

72. Overall the efficiency of the school is very good. The use of teaching and support staff and of learning resources and accommodation are good. The financial planning and the efficiency of financial control and school administration also are very good.
73. The school's financial planning is very good. The high priority items in the school development plan are given a definite date for completion and fully costed. The different departments produce a 'wish' list every year prior to the setting the school budget and these are discussed by the senior management team and the finance and buildings committees. The finance and buildings committee has set out a very carefully formulated budget plan until 2002. The school has planned to use the monies remaining from the Trust Fund made available for improvements to the accommodation, to maintain seven year classes with a high level of support staff. This, together with an anticipated continuation of the current rise in pupil numbers, is expected to secure the school's financial health. The rise in pupil numbers has happened more quickly than foreseen and the decision of the governors has, therefore, been justified. However, funding from the local education authority to support the increase will not be received until the year 2000 and the school has yet to pay Trust Fund money into the account in order to balance the budget. These are the



reasons for the budget appearing to be in deficit.

74. The school is reviewing the role of the special educational needs co-ordinator in relation to the number of pupils with special need. There are plans to increase further her role across the school in addition to her co-ordinator's duties.
75. The level of expenditure for each pupil is above average, but it is in line for most schools of this size and the school uses its resources and accommodation effectively. Apart from the general use of the accommodation across the school, the library is used well by pupils, who can be seen researching information, from books and the computer, out of lesson time. In the classroom, resources are used efficiently as is the equipment in the playground and hall. As the school now has a spacious new school hall it is planning to let it for outside functions which will supplement the school's annual budget. The school has fulfilled its aim to develop the accommodation to meet the educational needs of the children, which was one of the key issues at the last inspection. The only remaining feature will be the replacement of the outside temporary classrooms with a permanent structure.
76. There are very good financial control systems in place that operate very effectively. If any resources are required outside the planned budget they have to be approved by the governing body. The secretary carries out the day-to-day management of the budget very well, supported by the headteacher and supervised by the chairman of the finance committee. The school uses the Hampshire system for financial management. The system runs smoothly and any queries are quickly answered by the local education authority. The chairman of the finance and buildings committee receives regular print-outs and reports to the governing body at each meeting. The accounts have been recently audited and the recommendations have been carried out.
77. Taking into account the socio-economic circumstances of the pupils, the attainment on intake, the standards of pupils in relation to national averages and the progress pupils make at the school, their attitudes, behaviour and personal development, and the quality of education the school provides, set against the high unit cost for a school of this type, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

78. Pupils start in the Reception class during the year in which they will be five years old. At present, there are 23 children of non-statutory school age who form about two-thirds of the class. At the time of the inspection the youngest of these were attending for mornings only, as part of the induction process. In the spring term, their attendance will be full-time. During the inspection, a temporary teacher and a nursery nurse, who also fulfils an effective and sympathetic role in helping these children settle into the routines of the school, taught these children. Almost all children have benefited from pre-school experiences. When they enter the school, most children are attaining at levels that are expected for their age. Some children are verbally articulate. By the time they are five, most achieve the desirable learning outcomes in all areas of learning and make at least satisfactory progress. They exceed the desirable outcomes in personal and social development and in aspects of knowledge and understanding of the world and physical development. In these areas of their work, most make good progress. In the Reception class, children are making a good start to their statutory education.

#### 78. *Language and literacy*

79. Overall, children make satisfactory progress in language and literacy. They make good progress in the development of the skills of speaking and listening. Staff provide good opportunities for children to listen attentively and to talk about their experiences with increasing confidence. Children readily share books with adults, talk appropriately about the pictures and show an increasing understanding of the meaning of print. Some children are beginning to use their knowledge of initial sounds to read simple words. Staff make good use of an appropriate range of resources to motivate children to learn to read. In writing, most children make reasonable attempts to write their names without help. Teaching in this area of learning is satisfactory, with a thorough approach to teaching sounds and sharing books and patient encouragement of talk and of widening children's vocabulary. Appropriate provision is made for role play. Staff provide satisfactory activities for children to practise writing through, for example, designing and writing messages in Christmas cards. Most children 'write', using symbols and letters; the higher attainers write simple words.

#### 79. *Mathematics*

80. In the mathematical area of learning, children make satisfactory progress towards achieving the expected standards. In counting, children make good progress. Most count confidently and accurately and recognise numbers to at least ten, and match objects up to five correctly. The staff make effective use of resources to give a satisfactory range of practical experiences enabling children to learn to sort, sequence, measure and learn about shape. Most make good attempts at writing numbers to at least five and are beginning to understand their value. Teaching in this area is satisfactory and appropriate opportunities are provided for children to begin to solve problems and subtract numbers in practical everyday situations. Expectations, informed by thorough planning procedures, are at least satisfactory and staff make good use of the information to check progress, reinforcing learning effectively by useful strategies where appropriate.

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

81. Children benefit from the strong emphasis on extending their understanding through a wide range of experiences within school and on local visits. They make good progress and most reach the expected level of the desirable learning outcomes by the time they are five. Children are encouraged to talk informally about their families. They label parts of the body, such as head and arm, leg, accurately. Staff reinforce this element by, for example, discussing where they live and give opportunities to make paintings of their houses. Children are very interested in exploring the vibrations caused by sound. The teacher gave children good opportunities to explore and feel

percussion instruments when played, before setting them the task of making one for themselves which they tested for the vibrations when they were played. In information technology, children become increasingly confident in handling the mouse and keyboard to operate programmes which support their learning. Overall, staff promote the acquisition of knowledge and understanding of the world well.

81. *Physical development*

82. Children make good progress in the physical area of learning. They have well-developed hand and finger control, as demonstrated by the way they handle construction equipment when they join the pieces adroitly and quickly. They use pencils, crayons, brushes and scissors correctly, and, for example, flatten and pull salt dough to make a range of shapes including snowmen. Most move confidently about the classroom. In a physical education lesson in the hall, they moved with ease, crawling, jumping and running. Staff supported children well, and as a result, most quickly learnt dance steps, which they performed in groups in time to the music, although a few were unable to change direction at the appropriate time.

83. Children have good access to the outside play area. The playground used by the children is very small. This prevents the regular use of wheeled toys and bikes. Staff compensate well for this by providing opportunities for children to use a large climbing frame in the main playground to challenge and encourage imaginative and physical development.

83. *Creative development*

84. Children make satisfactory progress to reach the desirable outcomes in their creative development. They produce appropriate pictures using a variety of media, such as pencils, paints and crayons. For example, in their observational drawings of the school, children show a satisfactory sense of line, shape and shading. They enter into the mood of the dance lesson and pretend, for example, to cradle a baby in their arms gently. Children sing tunefully with an appropriate sense of pitch and keep in time with the beat using body and percussion instruments.

84. *Personal and social development*

85. Children make satisfactory progress in their personal and social development. Staff give high priority to promoting and establishing personal skills. They plan a wide range of activities which promote social skills and enable children to make some good progress. The Reception class provides a very secure environment where children take part in purposeful activities. Through these, they quickly develop positive attitudes to learning. They settle to tasks and become absorbed, as when playing sorting and matching games. Children are self-confident and establish good relationships with adults. Most play amicably together and develop good friendships. They cope well with changing ready for physical education. Teaching in this area of learning is good with appropriate reminders about kindness, taking turns, and good use of praise and encouragement.

85. **ENGLISH, MATHEMATICS AND SCIENCE**

**English**

86. Results in the National Tests for 1999 at Key Stage 1 showed that standards were broadly in line with national standards in reading and writing. When compared with similar schools, standards in reading were average but they were below in writing. On the evidence of the inspection pupils reach average standards in reading and writing by the age of seven. The results of the 1998 tests were broadly similar to the findings of the inspection.

87. Results in the 1999 Key Stage 2 National Tests showed that standards were well above average both nationally and when compared to similar schools. This is an improvement on the 1998 tests

when results were above average. The findings of the inspection are that standards are above average. This represents an improvement at Key Stage 2 since the last inspection when standards were judged to be sound. Taking the three years, 1996-98 together, the figures show that the performance of pupils in English was above the national average. During that period the performance of girls was well above the national average while the performance of boys was below. Any discrepancy between the test results and the inspection findings are due to the variations between the cohorts.

88. The introduction of the National Literacy Strategy has been effective. It has been integrated sensitively into the good practice already in place. Good curriculum planning with clear learning objectives is evident. The impact of the school's strategy for literacy is positive. The results of the 1999 national tests show a rise in attainment and most pupils are making good progress. Pupils with special educational needs receive good support and are making good progress.
89. Pupils in Year 1 make satisfactory progress in gaining the skills of listening carefully and responding appropriately to questions. About half are beginning to add relevant detail to their answers in classroom discussions. Through the key stage, progress made by the majority of pupils is satisfactory. By Year 2, the higher and average attainers respond to questions and put their ideas forward confidently, in sentence form. In a lesson where pupils were constructing a class story, for example, almost all who volunteered provided an idea that would follow on and continue the interest. About two-thirds of the younger pupils in Key Stage 2 are making good progress in listening carefully. This is evident in the contribution they make in discussion through relevant comments and questions. Progress through the key stage is good. By Year 6, a high proportion have become confident speakers and careful listeners. In one lesson during a discussion about Macbeth, pupils described events in the play, expressed their opinions articulately, and defended their arguments convincingly using suitably descriptive words.
90. Above average pupils in the Reception class make a satisfactory start in reading. They are making satisfactory progress in learning to recognise a growing range of words and are becoming confident early readers. By Year 2, about half the pupils have made satisfactory progress in learning an appropriate number of useful ways of overcoming difficulties and are well launched into reading. Average and below average attainers are making satisfactory progress in relation to their developing capabilities. The majority tackle known and predictable texts confidently, but the lower attainers, about a quarter, still need a good deal of adult support when using books for information. Above average pupils in Key Stage 2 make good progress. By Year 6, most are self-motivated, confident readers who appreciate meanings beyond the literal. They retrieve and collate information effectively from a wide range of sources. Average pupils read with appropriate expression and a clear understanding of the text. They are making good progress in learning ways to locate information quickly. Below average readers read straightforward stories accurately, but their reading lacks suitable expression. They are beginning to develop confidence when using reference books for research.
91. The youngest higher attaining pupils in Key Stage 1 write words in short phrases and copy, using legible letters which they are beginning to group into words. In one lesson, about six of the highest attainers wrote words with joined letters, independently, using plausible phonetic spelling. Average and lower attainers have difficulty in ordering words and understanding when to use capital letters and full-stops. Progress through the key stage is satisfactory. By Year 2 almost all pupils write joined letters in handwriting exercises, but this is continued through all writing by only about a third of the pupils. The writing of about half the pupils is beginning to show meaning and is demarked accurately using simple punctuation. Stories are beginning to show imagination and descriptive writing includes appropriate detail. Progress through Key Stage 2 is good. Pupils write for a rapidly widening range of purposes and show a secure understanding of grammar. In one very good lesson in Year 4, for example, pupils identified verbs and adverbs accurately, showed a clear understanding of the difference between fact and opinion and changed homophones correctly so that they achieved the correct spelling. Progress in skills development is good. By Year 6 pupils write poetry, book reviews, reports, adapt stories into plays and complete exercises

in comprehension and use of grammatical devices. In one past lesson, most pupils had written a letter to Macbeth that was fluent, grammatically well constructed and accurately spelt and punctuated.

92. The quality of teaching, overall, is good. It is stronger in Key Stage 2 where all lessons observed were good. There was a small percentage of unsatisfactory teaching in Key Stage 1. Teachers are familiar with the requirements of the National Literacy Strategy and implement it effectively. They make good use of the scheme of work the strategy provides. Planning is detailed and thorough, and the learning objectives of lessons are frequently made clear to the pupils. In the best lessons, challenging questioning is used skilfully to extend pupils' speaking and listening skills and results in standards being high by Year 6. Teachers have high expectations of pupils' written work. In one very good lesson in Year 4, all pupils were expected to work independently at a wide range of tasks and produce carefully thought-out, extended writing to a very high standard. Teachers make good use of classroom assistants to support lower attainers, pupils with special needs, and to monitor the progress of all pupils in class discussions. Lessons are well organised, using methods that are clearly understood by the pupils. Where teaching is unsatisfactory, the main weaknesses are lack of sustained challenge for the higher attainers and ineffective management of pupils' behaviour, and results in instances of unsatisfactory progress.

93. There are good opportunities for pupils to practise and develop skills of literacy across the curriculum. Speaking and listening are well encouraged in most subjects. There are good opportunities for writing in history, geography and religious education. In mathematics, science and music, pupils are expected to use the appropriate vocabularies. The library has a satisfactory collection of books covering all subjects of the National Curriculum and religious education, different cultures, hobbies and interests. It was observed as well used by pupils during the inspection.

### 93. **Mathematics**

94. The school's results in the Key Stages 1 and 2 National Curriculum assessment for 1999 were above the national average. The results show a decline at Key Stage 1 and an improvement at Key Stage 2 from the results in 1998. At Key Stages 1 and 2, pupils' performance in the 1999 mathematics tests are broadly in line with national averages and in line with those of similar schools. The school has introduced the new National Numeracy Strategy from the start of this term. With this initiative together with target setting the school is anticipating a positive effect on standards. Pupils are provided with a balanced programme of work, which meets requirements of the National Curriculum. Evidence from the inspection showed that attainment at both key stages is average.

95. Standards of numeracy are mainly average. Pupils' understanding of number and its application across the curriculum is varied, but mostly secure. Many younger pupils carry out accurately the operation of addition and subtraction and older pupils are able to use standard units for measuring length. They understand when to apply the four basic mathematical rules of number. Most pupils at Key Stage 1 are developing confidence with written and simple mental calculations. A growing number of the older Key Stage 2 pupils show a growing ability and increasing confidence in this area.

96. The standard of work in most other aspects of mathematics is average and there are a few examples of where it is above. Most Key Stage 1 pupils identify sequences and patterns, do simple calculations, make simple measurements, handle money, tell the time and identify a number of two and some three dimensional shapes. Pupils are involved in practical work and there is an emphasis on the using and applying of mathematics to real situations. Most pupils at Key Stage 2 have a sound understanding of number concepts and measure accurately. Pupils in Year 4 are confident in telling the time with both digital and analogue clocks. Year 6 pupils gain an understanding of the metric and imperial measurement systems and many are able to compute advanced calculations. Most interpret mathematical information and present it in appropriate

forms including graphs. The pace of work is at least sound. Pupils achieved most in the lessons where the pace was brisk.

97. The progress made by pupils is mainly sound at Key Stage 1 and often good at Key Stage 2, particularly as they reach the end of the key stage. In lessons where pupils' mathematical thinking is sufficiently challenged and extended, pupils made greatest progress, as seen in the lesson on measuring in Year 6 where most pupils could recall past knowledge and apply it to new situations. Pupils learn to use competently a suitable range of mathematics equipment to assist their learning. The progress made by pupils with special educational needs is often good.
98. Pupils' response is good at both key stages. They react in a positive manner to their lessons and show an interest in the subject. Most talk confidently about their work and many are able to use the correct terms. They co-operate well in group activities, and are well behaved. The great majority enjoy their mathematical tasks.
99. Overall the quality of teaching is generally good. All teachers work hard and are committed to the improvement of standards. They have all successfully introduced the National Numeracy Strategy and plan accordingly. Teaching was best when all pupils were challenged effectively by questioning, expectation was high, the pace of work was demanding and the learning objectives of the lesson were clear to all. The higher-attaining pupils at both key stages are sometimes under-challenged by an undemanding level of work. Throughout the school, teaching assistants and other teachers give valuable support to the class teachers. All lessons are planned, prepared and organised well. Good use is made of formative assessment to amend the weekly lesson plans. Effective teaching strategies are used and suitable use is made of pupil grouping. Helpful in-class encouragement and feedback is given to pupils.
100. Very little use is made of computers to reinforce and extend pupils' mathematical experience. The extensive school grounds provide excellent opportunities for mathematical investigations. Mathematics features as a major aspect of the school improvement plan with the aim of raising standards.
100. **Science**
101. Results of the 1999 Key Stage 1 teachers' assessments showed that performance was close to the national average. It was below average in comparison with similar schools. When compared to the previous year, a reduced number of pupils achieved the higher Level 3, which is below the national average.
102. At the end of Key Stage 2, the 1999 National Curriculum assessments show that the percentage of pupils attaining the expected level was well above average when compared with all and similar schools. This shows an improvement over the previous three years. The number of pupils, almost one half, who gained Level 5 is also well above average and signifies a considerable improvement since the previous year. Over the three years, from 1996 to 1998, results are above average overall, with girls performing better than boys.
103. Inspection evidence shows that by the end of Key Stage 1, attainment meets national expectations. The oldest pupils in Year 2 have a satisfactory knowledge of some life processes and living things. Most describe satisfactorily, for example, the life cycle of a frog. In their topic on light, they have learnt and explain accurately, the meaning of 'opaque', 'translucent' and 'transparent'. Pupils have had few opportunities to carry out investigative work. In discussions they were unsure how to prepare an investigation, and attainment in this aspect is below average. Standards of attainment by the time pupils are eleven, are above national expectations. Pupils in Year 6 have a secure understanding of a fair test. They select suitable equipment and make careful and appropriate measurements in experiments. They relate their findings to prior knowledge about, for example, forces. They learn about the effects of friction on a moving object and that different surfaces affect the speed of movement of a shoe. When setting up an

experiment to prove this, the higher-attaining pupils were quick to realise the need for a timing device to measure the speed of movement in order to make accurate comparisons.

104. Overall, progress is good. Pupils make satisfactory progress in Key Stage 1 and progress is good in Key Stage 2, promoted well by the teacher's good subject knowledge, high expectations for learning and challenging practical tasks. The concept of a fair test develops steadily from a simple understanding in Year 3, to fair testing, involving predictions, explanations, conclusions and some generalisations, based on prior learning in Years 5 and 6. The recording of experiments becomes more complex as pupils move through the school, from very simple descriptions to well structured accounts. Pupils at Key Stage 2 make good gains in their learning through relevant and interesting lessons. For example, pupils in Year 4 found out how to construct a parallel circuit and applied this knowledge to explain why selected circuits will not function effectively. Pupils make good use of their skills in handling data to record information on graphs and charts. At Key Stage 2, computers are used well to confirm pupils' findings and to broaden scientific skills and knowledge. At Key Stage 1, recording skills are under-developed, there being only a small amount of written work in pupils' books. Pupils with special educational needs make satisfactory progress, comparable with their peers.
105. Attitudes, overall, are good. They are satisfactory at Key Stage 1 and good at Key Stage 2, where pupils work purposefully and carefully, especially in practical tasks. They work well in small groups or pairs and discuss their work constructively. This is because, in most classes, good routines have been established for approaching the work set. At Key Stage 1, where pupils are inattentive, it is because they are unclear about what is expected. Pupils respond positively to the good and very good teaching and work at a brisk pace. They compare their ideas and results co-operatively with those of others in the class, checking carefully the outcomes of their experiments.
106. The quality of teaching is good overall. However, in the one lesson observed at Key Stage 1 it was unsatisfactory. There is some very good teaching in Key Stage 2. Teachers give clear explanations and ask questions that are well designed to focus pupils' ideas on scientific aspects of their work and challenge their thinking. They place a strong emphasis on practical tests, which effectively motivate and interest the pupils. Daily planning is satisfactory and there are examples of where it is good. A series of lessons about materials dissolving in water was well designed to develop pupils' scientific understanding of saturated solutions. In the best lessons, teachers share clear learning objectives with pupils and support them effectively during experiments. In the one unsatisfactory lesson, pupils were left unclear as to how to begin preparing an investigation and inadequate resources were provided. Most whole class sessions are used to good effect to check outcomes from practical work and to reinforce learning. Teachers manage pupils well with firm, but kindly control.
107. The curriculum is satisfactory and enhanced by a wide range of practical experiments, particularly at Key Stage 2. A rolling programme of topics and clear termly outline frameworks support the curriculum appropriately. Assessment procedures are good. The new topic evaluation sheets are well designed to check understanding and inform future planning. The newly appointed co-ordinator manages the subject satisfactorily and has a clear view of its future development.
108. The last inspection found that standards at Key Stage 1 were in line with national expectations; at Key Stage 2, some achievement was better. These standards have been maintained at Key Stage 1 and at Key Stage 2; the present inspection findings are that attainment has improved and is above national expectations.

## **OTHER SUBJECTS OR COURSES**

### **Information and communication technology**

109. Attainment meets national expectations at Key Stage 1 and exceeds them at Key Stage 2.

110. At Key Stage 1, pupils are confident users of computers, and most show appropriate competence. They use many of the functions and the keyboard effectively. At Key Stage 2, pupils operate successfully the range of programs available to them and use them to good effect when given the opportunity. Effective use is made of word processing, particularly at Key Stage 2. Opportunities are provided for pupils to experience work involving use of databases, and various graphic forms. Some good work in this area was happening in Year 5 to support lessons in science. Key Stage 2 pupils are able to use CD-ROMs to develop research and retrieval skills and some were applying these skills well in their history work. There is insufficient use of control, monitoring and modelling technology and other forms of information gathering and transmitting. A significant number of older pupils show higher attainment; they use spread-sheets, interrogate data banks and select relevant information. Many pupils are familiar with the purpose of e-mail and use it effectively. Pupils apply their previously acquired skills on a variety of programs. They respond readily to advice and progress overall is good.
111. Pupils respond well to the subject. They show a positive attitude and interest in the use of computers. Most are keen to discuss their work and explain the activity they are involved in.
112. The quality of teaching is generally sound and the programs used match the needs of the pupils. When they operate computers they are expected to work independently at a brisk pace. Lesson planning takes sufficient account of the subject. Teachers are developing their expertise, are generally confident and show a good example to the pupils. Pupils are encouraged in their efforts and supported appropriately.
113. The previous inspection report identified a number of strengths. These have been maintained and further developed. Resources are satisfactory, but the provision of subject specific programs is limited. The networking facility for the computers is proving an advantage and is being used to good purpose to enhance pupils' communications skills.
113. **Religious education**
114. By the ages of seven and eleven, most pupils reach standards that are in line with those laid down in the Locally Agreed Syllabus.
115. Younger pupils focus on studies of themselves, for example, in the ways that they celebrate birthdays and other important occasions in their lives. They gain a satisfactory understanding of belonging to a group. In a lesson in Year 1, more than three-quarters of the class talked knowledgeably about the similarities and differences between class rules in the school. They drew pictures to illustrate, appropriately, things that they could all do together. Pupils in Year 2 have a sound understanding of festivals in religion, for example the Christian Christingle and the Hindu Divali. Younger juniors are learning about symbols in religion. In a Year 3 lesson, they knew that flight is symbolised in Christianity by the movement of angels, such as when they visited the shepherds at the birth of Jesus. Older children know some of the main points about major world religions. In Year 5, for example, most pupils successfully made a Hannukah spinner as used by Jewish children and appropriately demonstrated its use. The oldest pupils know that Buddhists believe that the 'middle way' is the best way to live. They understand that the Buddhists' Four Rules and Eightfold Path are similar in significance as the Ten Commandments are to Christians.
116. The majority of pupils are making good progress in the development of knowledge and understanding of the similarities and differences between religions. Younger pupils know that groups of people do the same things within their own group and that other groups often do the same things in different ways; for example, in worship of a god. Older pupils are developing well their knowledge of the importance of symbolism, stories and rules in religion.
117. Pupils' attitudes in lessons are good. Younger pupils listen attentively to stories and join in willingly with discussions. Almost all pupils settle purposefully to written and group discussion tasks. Older pupils take a mature attitude to group activities and enter into sensible debate,



independently of the teacher. Behaviour is good.

118. The quality of teaching is good. Teachers demonstrate a secure knowledge of religious practices and symbolism. They present lessons with enthusiasm and confidence and this is effective in engaging and sustaining the interest of pupils. They have high expectations of pupils' willingness to think positively about the differences and similarities between religions. Questioning is used well to stimulate and extend pupils' thinking. In one lesson about Christianity, pupils were made to think hard about where their inspiration had come from for their drawing of an angel. Lesson planning provides equitable time for discussion and activity.

#### 118. **Art**

119. No lessons were observed in Key Stage 1 and only one at Key Stage 2. This together with other sources of evidence and teachers' planning shows that standards of attainment meet expectations for age at both key stages. All pupils make suitable use of observation, memory and imagination. Older pupils produce high quality close observational drawings of a selection of natural objects showing careful use of line and colour. Throughout the school a limited range of art techniques are used to good effect. Pupils of all ages talk about the work of named artists and appreciate and comment on their work. Some of the work in art is effectively related to the topics being studied. Younger pupils are beginning to understand colour mixing and combinations and use correct terms for different media. There is little evidence of three-dimensional work. Some computer-generated art form is used productively in other subjects.

120. Progress is satisfactory. Pupils build on previous knowledge and experience and are able to amend and improve their work. They are willing to practise and look to improving their skills and product.

121. Most pupils are well motivated and concentrate on their activities as individuals or in groups. They are well behaved, co-operate to good purpose and most are able to make informed contributions to discussions. They make effective use of all the resources available to them. Most pupils show a noticeable interest in their art activities and a number demonstrate a sense of pride in their work.

122. Overall, the quality of teaching is satisfactory. Lessons are planned and prepared carefully. Aims are clearly stated and appropriate resources are made available. Teachers make satisfactory use of the work of acclaimed artists to illustrate and explore ideas and make links to ongoing themes and topics.

#### **Design and technology**

123. At the end of Key Stages 1 and 2 standards are similar to those reached by most pupils aged seven and eleven. Limited lesson observation was made in Key Stage 1, but evidence from the scrutiny of previous work was sufficient to inform the judgement. Work is often related effectively, at both key stages to the topic being studied. Pupils, when given the opportunity, achieve satisfactory levels in the complete design process. In some lessons they suggest a range of imaginative ideas, test and evaluate their designs and refine and improve their work. Most pupils develop a satisfactory range of basic skills. Pupils, including those with special educational needs, make appropriate progress. They build on previously practised skills and develop new approaches.

124. Pupils work with great interest, purpose, concentration and co-operation, for example, on model making. With a variety of materials they carry out basic skills of cutting with care and accuracy. Safety is appropriately considered. Most pupils talk confidently and clearly about their work and show an understanding of the nature of materials being used.

125. The quality of teaching is sound, with some good practice evident at Key Stage 2. Pupils are well

managed and organised effectively. Most lessons are planned well, prepared carefully, with suitable materials made available. Older pupils are not provided with a sufficient range of resources, including electric motors, gears and other mechanical equipment to design and construct at a higher level. The practical work is managed safely and efficiently. Teachers give clear instructions and pupils are provided with positive support and encouragement, which enables them to complete their work in the given time. Much of the work is appropriately linked to the topics being studied. In the best lessons, purposeful discussions with the teacher enable pupils to explore their own ideas and improve their work. In most lessons teachers have high expectations of the pupils and they ensure that they understand and appreciate the full design process.

126. Assessment is unsatisfactory and little systematic recording of pupils' attainment in the subject is completed. The school's level of resources including tools and materials is unsatisfactory at Key Stage 2 in the provision of electrical and mechanical components.

## 126. **Geography and history**

127. The majority of pupils at both key stages make satisfactory progress in geography. At Key Stage 1, in history, they make sound progress and most pupils make good progress at Key Stage 2. Pupils with special educational needs make progress comparable with that of their peers in both subjects.

128. In geography, no lessons were taught at Key Stage 1 during the inspection but through talking to pupils and looking at samples of past work, indications are that most pupils are beginning to gain a satisfactory awareness of their own locality, for example the parish church. The youngest pupils at Key Stage 2 are beginning to develop appropriate map reading skills and realise that climates in some other countries differ from their own. Pupils in a Year 4 class made good progress when carrying out an investigation concentrating on various types of pollution found in the environment, such as rubbish and the amount of noise made by people. This was as a result of the teacher's clearly-focused learning intentions and the provision of good opportunities for independent research. Pupils consolidate their learning through practice and make appropriate gains in knowledge from sources such as reference books when learning, for example, about the Amazon River in South America. Direct experience beyond the classroom, such as visits to local field centres and residential visits, further promote appropriately pupils' progress.

129. In history, pupils at Key Stage 1 are acquiring a satisfactory understanding of the past and present. Through their topic about toys, for example, they learnt that designs change over a period of time. They are beginning to develop appropriate skills of historical enquiry when, for example, thinking of useful questions to ask adults who came to talk to them about their favourite toys. Pupils in Key Stage 2 use a range of writing expressions and styles, for example when providing possible explanations of the reasons for the sinking of the Mary Rose as seen by eye witnesses at the time. Through their study of the Victorians, pupils in Year 6 show a sound awareness of aspects of the social life of the times, such as the differences between the lives of the rich and poor. A strong link with literacy is well promoted through stories, such as *Oliver Twist*, that were written during the period and enables the oldest pupils to make good progress in their study of, for example, the conditions experienced by children through their study of the work of Dr Barnardo.

130. Pupils' attitudes to geography and history are good. Pupils enjoy history and finding out about the past. In their written work, they often show a high level of interest in the way information is presented. Overall, pupils show motivation and enthusiasm. They are eager to talk about their work and contribute well to discussion. They co-operate well with each other, sharing information and ideas. Pupils in Key Stage 2, in particular, take research tasks seriously. In one geography lesson they behaved very sensibly when measuring noise levels in the school and later willingly shared their information with the class.

131. The quality of teaching in history and geography at Key Stage 1 is satisfactory. It is good in both

subjects at Key Stage 2. Teachers plan a wide range of activities and at Key Stage 2 they manage and control pupils well, especially when allowing them to pursue research independently and in group work. They plan thoughtfully and each class covers a range of aspects within the topics. These are well matched to the Programmes of Study in the National Curriculum. Some topics are well supported by a visit or visitors to the school. Lessons at both key stages are characterised by a brisk pace and the provision of stimulating resources.

132. The subject is adequately resourced and effective use is made of visits locally. For example, there are regular visits to a toy museum, Roman villa and manor house, where pupils have the opportunities to investigate local history. Good use is often made of information technology to classify and present geographical and historical evidence, for example, from databases on CD-ROMs. Both geography and history make a good contribution to the school's literacy and numeracy strategies, through the use of non-fiction texts for the gathering of information and the opportunity to practise a widely differing range of writing styles, and in the collection, measurement and analysis of data.

133. Since the previous inspection, in geography, the satisfactory quality of teaching and the rate of progress have been maintained. Progress in history at Key Stage 2 has improved to good and the quality of teaching overall is good.

### 133. **Music**

134. It was only possible to observe two lessons during the inspection, one at each key stage. However, in looking at pupils' past work, teachers' planning and in discussion with pupils, it is evident that the majority of pupils at seven and eleven reach standards that are in line with most pupils of the same age.

135. The youngest pupils in Key Stage 1 learn to maintain a steady beat using body percussion and instruments. They learn how to hold instruments correctly and widen their repertoire of known unison songs. By the age of seven, they respond to a variety of signs and symbols when playing and copying rhythm patterns which include silences. They regularly listen to and appraise music. In one lesson, when listening to a selection of excerpts from 'Carnival of the Animals', a good number of pupils recalled the various instruments portraying the animals, for example the double bass as the elephant. Most pupils recognised that the piano was in each of the pieces they heard. All pupils sing with a good sense of pitch, pulse and sensitive expression. A good example of this was when they sang to the accompaniment of a string group who played much slower than they were used to, and they matched it well. By the age of eleven, the majority have a satisfactory understanding of how to play instruments from graphic notation. They know how to maintain ostinati patterns against other rhythms when performing. In a lesson for Year 6, the majority of pupils worked in pairs and small groups to compose a rap. They listened carefully to ensure that the rhythm matched the words.

136. The vast majority of pupils make good progress in skills development as they move through the school. Younger pupils develop well their skills of listening, by picking out the sounds of different instruments when appraising orchestral music. They are making good gains in learning the meanings of a growing musical vocabulary, for example pitch, dynamics and tempo. Most older pupils are making good progress when practising to improve skills of playing percussion as an accompaniment to words. They are making good gains in recognising differing styles of topical music.

137. Pupils' attitudes to lessons are good. Most pupils settle well to listen intently to extracts of music and respond well to questions. They sometimes express emotions, spontaneously as they listen. Most pupils act responsibly when choosing instruments and treat them with respect when practising to improve.

138. The quality of teaching is good. Teachers present lessons confidently and conduct them at a brisk

pace. This is effective in stimulating and retaining pupils' attention and interest. Teachers match the lesson content well to suit the age range of the pupils. In one good lesson in Year 2, for example, there was an equitable division of time between listening and appraising, which gave pupils plenty of time to make their judgements. Pupils are expected to develop understanding of musical terminology. In a lesson for the oldest pupils, they were given good opportunities to develop independence and learn to co-operate with each other in pairs and small groups when composing. Lessons are well planned to enable pupils to make continuous progress as they move through the school.

139. The recently appointed co-ordinator is experienced and well-qualified and has made a good start in developing the subject further. Pupils who take instrumental lessons in string, brass and woodwind playing, both in and out of school time, are provided with good opportunities to enhance their skills in technique and in reading musical notation.

140. These findings are an improvement since the last inspection. The quality of teaching is now good and a good scheme of work is firmly embedded as a means of helping teachers plan.

140. **Physical education**

141. By the ages of seven and eleven, the majority of pupils reach standards that are similar to those of most pupils of the same ages.

142. The youngest pupils in Year 1 make a satisfactory start. Almost all balance appropriately on different parts of their bodies. They make satisfactory use of space, as they move around the hall. They make good hopping and jumping movements, landing safely. By Year 2, they warm up for lessons, by gradually increasing the vigour of their actions to raise their heartbeats and respiration to suitable levels. They use differing muscle tensions effectively to control their movements when, for example, rocking their bodies. In one games lesson, involving the manipulation and control of a very large parachute, they reached high and low and crawled and propelled themselves across the floor appropriately. Younger juniors control their movements with a conscious awareness of safety. They develop gymnastic movements involving running, turning, reaching up and crouching low into a sequence. In one dance lesson, for example, they used these movements effectively to demonstrate the behaviour of litter on a windy day. By Year 6, most pupils control their body movements to suit a range of different purposes. In one lesson, for example, they used the theme 'light as a feather' to skip, across the floor, their bodies tensed upright, turning and moving in the air at varying speeds. They flexed their knees appropriately to achieve a safe, controlled landing. Almost all pupils, by the end of Year 5, achieve the National Curriculum requirement to swim 25 metres, unaided, using a recognised stroke and many pupils achieve much longer distances.

143. Progress, overall, is good in the development of skills and this includes pupils with special educational needs. Younger pupils make satisfactory progress in gaining increasing control over starting, stopping and turning. The majority of older pupils make good progress in using muscle tension with increasing effectiveness to control the speed, direction and height of their bodies when building up sequences of movements. Progress is good in interpreting music to help pupils develop control of their limbs in sustained vigorous activity. This is an improvement since the last inspection when progress was judged to be sound.

144. Pupils' attitudes are mostly good. Most of the younger pupils are quick to respond to the teacher's instructions and maintain a satisfactory level of interest throughout lessons. There are occasions when pupils become over-excited and teachers' constant interruptions to control the noise causes the pace of the lesson to slow and this adversely affects progress. Pupils in Key Stage 2 cooperate well with their teachers. They demonstrate obvious enjoyment and take seriously the opportunity to demonstrate their developing skills. They practise to improve with a high level of commitment to the task.

145. The quality of teaching overall, is satisfactory, with significant examples in Key Stage 2 of where it is good. In the best lessons, teachers demonstrate confidence and a secure knowledge of how to present the lesson to suit the age range of the pupils. In one lesson for Year 4, the teacher made a good link with literacy during a short discussion about the various ways in which pupils might portray the movement of litter. Teachers make good use of warm-up sessions to prepare pupils for vigorous activity but there is a lack of sufficient emphasis of the effect of exercise on pupils' bodies. In Key Stage 2 most teachers have high expectations of pupils' performance and behaviour. Where teaching is less effective, the main weakness is the lack of sufficient control over pupils' natural enthusiasm, which means that time is wasted restoring their full attention and, consequently, progress becomes unsatisfactory.

146. There is provision for a wide range of competitive and fun sports which take place outside of school time at appropriate times of the year and which are open to boys and girls. These make a useful contribution to the enhancement of pupils' physical and social skills.
147. A full range of gymnastic apparatus includes wall bars and hanging ropes in the large hall. This represents a significant improvement since the last inspection.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

1. The inspection was carried out by a team of four inspectors, including a lay inspector. A total of 14 inspection days was spent in the school gathering evidence. The inspection activities included:
  - holding a meeting for parents prior to the inspection attended by 15 parents, and analysing 68 completed questionnaires;
  - inspecting 58 lessons or parts of lessons, adding up to a total of 53 hours;
  - hearing a representative sample of 10 per cent of pupils read, from all year groups;
  - scrutinising a representative sample of current and past work of pupils in each year group;
  - interviewing all members of staff with areas of responsibility;
  - discussion with the chair and other members of the governing body;
  - observing pupils during break times;
  - discussing work with pupils during lessons, and at other times, to gain evidence of standards and progress;
  - discussing aspects of school life with selected groups of pupils;
  - attending registrations and acts of collective worship;
  - scrutiny of all the documentation for special educational needs;
  - and examination of a broad range of the school's documents and records, including the minutes of governors' meetings, school policy statements, the prospectus, the annual report, curriculum and development plans and financial statements.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	201	4	38	13

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8.6
Number of pupils per qualified teacher	21.63

#### Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	117

Average class size:	26.6
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### Financial data

Financial year:	1998/1999
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	£
Total Income	323,790
Total Expenditure	357,069
Expenditure per pupil	1,909
Balance brought forward from previous year	-26,939
Balance carried forward to next year	7,648



## PARENTAL SURVEY

Number of questionnaires sent out:	220
Number of questionnaires returned:	68

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	52	6	2	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	43	6	2	0
The school handles complaints from parents well	16	38	44	2	0
The school gives me a clear understanding of what is taught	40	44	12	4	0
The school keeps me well informed about my child(ren)'s progress	30	43	21	7	0
The school enables my child(ren) to achieve a good standard of work	27	53	19	0	2
The school encourages children to get involved in more than just their daily lessons	28	53	12	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	54	19	3	2
The school's values and attitudes have a positive effect on my child(ren)	37	50	10	3	0
The school achieves high standards of good behaviour	27	52	18	4	0
My child(ren) like(s) school	56	35	9	0	0

### Summary of responses

The comments on the questionnaire and at the meeting were almost all supportive of the school. Parents agreed overwhelmingly that their children liked coming to school.