

# INSPECTION REPORT

**ST GREGORY'S C of E (VA) PRIMARY  
SCHOOL**

Marnhull, Sturminster Newton

LEA area: Dorset

Unique reference number: 113805

Headteacher: Mrs J Buttriss

Reporting inspector: Mrs Kay Cornish  
21080

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> June 2001

Inspection number: 197680

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	New Street Marnhull Sturminster Newton Dorset
Postcode:	DT10 1PZ
Telephone number:	01258 820206
Fax number:	01258 821018
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Langhelt
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21080	Kay Cornish Registered inspector	English, Art, Design and technology, Equal opportunities, English as an additional language.	Characteristics of the school The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9644	Mike Whitaker Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
20671	Jon Palethorpe Team inspector	Mathematics, Information and communication technology, Music, Physical education.	How good are the curricular and other opportunities offered to pupils?
18498	Denise Morris Team inspector	Science, Geography, History, Areas of learning for children in the Foundation Stage, Special educational needs.	

The inspection contractor was:

MSB Education Ltd.

Broomhill  
Wimborne  
Dorset  
BH21 7AR

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

### **INFORMATION ABOUT THE SCHOOL**

This Voluntary Aided Church of England school is situated in the village of Marnhull, Dorset in an area of scenic beauty. It was first founded in 1815. The oldest part of the present building dates from 1874, but there have been extensive alterations since. Currently, a new classroom is being added. There is a community pre-school on site. The school's roll of 145 is smaller than average for primary schools nationally. Children are admitted part-time in September of the school year in which they reach five years of age, and all attend full-time by the beginning of the spring term.

Children's attainment on entry to the reception classes is widely diverse, but broadly in line with the nationally expected levels. The Dorset assessment of children on entry shows that children achieve lower than the county's average. There are six classes in the age group four to eleven years, averaging 24 pupils per class. The percentage of pupils eligible for free school meals, at 9 per cent, is below the national average. The percentage of pupils identified as having special educational needs, at 22 per cent, including statements, is broadly in line with the national average. There are six pupils with statements of special educational need under the terms of the DfEE Code of Practice<sup>1</sup>, which, at 4 per cent, is higher than the national average. No pupils speak English as a second language, which is lower than most schools. One pupil was excluded from school during the most recent school year. The majority of pupils attend the community pre-school on site before starting at St Gregory's.

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

St Gregory's C of E Voluntary Aided Primary is an effective school that gives a good quality of education. It helps pupils to make good progress in their learning. The headteacher, staff and governors have worked very hard to implement steady improvement since the previous inspection. Pupils' attainment by the age of 11 years in the core subjects, has improved significantly over the past four years and is good. Teaching is predominantly good. Pupils' attitudes and behaviour are good, and relationships are very good. The headteacher leads with dedication and informed, clear perception. She has the active commitment and support of governors and staff. The school is clearly effective in establishing good community links and with a significant majority of parents. The school gives good value for money.

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

- Teaching is predominantly good.
- Pupils' attainment and learning in English, mathematics, science, physical education and music are above the nationally expected levels and averages.
- Pupils' personal expressive and factual writing is exceptional and well above average.
- Relationships at both key stages are very good and are ensured by all the hard working staff who work well as a team.
- The leadership of the headteacher and the governing body is good.
- Provision for pupils' social development at both key stages is very good.

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<sup>1</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- Pupils' entitlement to an appropriate curriculum and education in Year 2, in mixed age classes, when these cross the key stages of schooling.
- The impact of co-ordinators of all subjects in order to monitor teaching and learning in classes for the further improvement of standards.
- The management of the personal, social and emotional development of children at the Foundation Stage<sup>2</sup>.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Most of the issues of the previous inspection in September 1997 have been addressed and rectified. The school has adapted the Qualifications and Curriculum Authority's guidelines and produced Programmes of Study for each year group. The curriculum for the Foundation Stage has been clearly defined and planning is firmly based on objectives for the Early Learning Goals<sup>3</sup>. Teachers have a better balance of duties and co-ordinators of subjects manage budgets for their subjects. Governors' management of the Legacy Fund has printed, clear guidance on its link with pupils' education and is now included in the strategic budget plan. New assessment procedures are good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores<sup>4</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	A	A
Mathematics	D	B	B	A
Science	D	C	B	B

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

At the time of the previous inspection, by the end of both key stages, pupils' attainment was close to the national averages and expected levels for most subjects. Trends over time from 1996 to 2000 show that the school's average National Curriculum points for all core subjects was above the national trend, and progressing upwards, exceeding national averages. The progress of the school compared with schools from similar contexts is well above average.

<sup>2</sup> From September 2000, the term 'Foundation Stage' refers to children's education from the age of three until the end of reception year.

<sup>3</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

<sup>4</sup> Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

Observed standards at the time of the current inspection show that, by the end of Key Stage 1, English and science standards are above the national averages. Pupils' attainment in mathematics is close to the national average, with good aspects in the learning of number. By the end of Key Stage 2, pupils' attainment is well above average in English and above average in mathematics and science, an improvement from the previous inspection. Attainment in information and communication technology (ICT) is close to the nationally expected levels at the end of both key stages. Most other subject standards are close to the expected levels nationally. Standards in art and design and design and technology at Key Stage 1, music at Key Stage 2 and physical education at both key stages are above expectations. The inspection of standards in religious education is reported upon separately by the inspector for the Diocesan Education Board. Literacy standards are well above the national average by the age of 11. Numeracy standards are above the national average by the time pupils are about to leave the school in Year 6. By the end of the Foundation Stage most children attain the Early Learning Goals, apart from personal, social and emotional development, which is below the expected level. Provision for pupils with special educational needs is good and these pupils make good progress in reaching their individual targets. Higher attaining pupils are well challenged, receive extra support and achieve higher standards overall.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are enthusiastic and purposeful in lessons and not distracted from their targets by isolated incidents. They are happy to come to school.
Behaviour, in and out of classrooms	Behaviour by a significant majority is good at all times. Any incidents of bullying or harassment by individuals are promptly dealt with.
Personal development and relationships	Mature, sensible and trustworthy pupils who contribute well to the life of the school and community. Relationships are very good at all levels in Key Stages 1 and 2. However, children at the Foundation Stage have taken longer than is normal to mature and co-operate.
Attendance	Good attendance compared with national statistics, with unauthorised absence.

### TEACHING AND LEARNING

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

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

During the week of the inspection, the quality of teaching was predominantly good. Out of 52 lessons observed, 21 per cent were very good; and 37 per cent were good. Thirty-eight per cent of teaching was satisfactory. Four per cent of teaching was unsatisfactory. Teaching has improved from the previous inspection, when 11 per cent of teaching was unsatisfactory. The impact of the good and better teaching has been substantial in raising the consistency of pupils' learning, particularly in the core subjects of English, mathematics and science.



Weaknesses in teaching are in the lack of monitoring of teaching and learning in all classes in order to raise standards further. Not all teachers match pupils' tasks to their needs closely enough in lessons. The existing good presentation and marking of written work in some classes is not consistent throughout the school. Some teachers lack confidence in their expertise for some subjects: for example in history, geography, art and design, and music. Teaching at the Foundation Stage is mainly satisfactory with good features in the teaching of art and physical development. However, the management of the personal, social and emotional development of children in the Foundation Stage is not always appropriate and consequently, is unsatisfactory.

Strengths are in the teaching of speaking and listening, literacy, numeracy, science, music and physical education throughout, and in art and design, and design and technology at Key Stage 1. Teaching in English lessons is very good. The teaching of pupils with special educational needs and pupils with higher attainment is good. Teachers use good assessment procedures to monitor academic performances of pupils. Features of the best teaching include high expectations of behaviour, discussion and academic performance. At Key Stages 1 and 2, there is very good management of pupils' behaviour. Teachers use the strengths of their classroom assistants most effectively. Teaching has a good impact on pupils' standards, learning, attitudes and behaviour, and it has improved since the previous inspection.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. At the Foundation Stage it is clearly based on the Early Learning Goals. All statutory requirements are met. In the main, the school is socially inclusive and ensures equality of access and opportunities for most of its pupils. The exception is at Year 2 where not all pupils receive the same entitlement to an appropriate curriculum and education for their age group due to the organisation of pupils into two groups, one in each key stage.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early and these are given good support to reach their individual targets.
Provision for pupils with English as an additional language	At the time of the inspection, no pupil was in need of support because the use of English at home was fluent, despite the fact that the languages spoken at home in two families was either Arabic or French.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision overall. Provision for spiritual development is satisfactory. Pupils' moral and cultural development is good. Pupils' social development at both key stages is very good.
How well the school cares for its pupils	The school has satisfactory procedures for child protection and for ensuring the welfare of its pupils. The monitoring and supporting of personal development are good at both key stages and classroom teaching assistants play a key role in supporting staff and pupils. There are good procedures for assessing and monitoring academic progress. The use of assessment information to guide curricular planning is thorough.

	All staff work hard to ensure a clean, safe working environment.
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Parents' views of the school are predominantly good. Parents are well informed about their children and the school. The school is an orderly community offering a warm welcome. The school receives good support from its Parents, Teachers and Friends Association.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads with dedication, industry and a clear, highly informed vision for the school. She is strongly supported by all staff and receives good respect from them. Although the delegation of responsibility to co-ordinators of subjects is clear, co-ordinators have not had sufficient opportunities to monitor teaching and learning in class lessons.
How well the governors fulfil their responsibilities	The perceptive Chair of Governors gives regular and good support, involving himself fully in the life of the school. Governors are well informed and show good commitment to improving the school. The governing body is very good at strategic planning.
The school's evaluation of its performance	The school's development plan provides a clear programme of action from a secure evaluation of the school's strengths and needs. The school's targets are based on a rigorous analysis of data and test results in order to improve standards. The school has identified already some of the emerging issues which need to be rectified.
The strategic use of resources	The school uses its budget prudently and has moved out of a deficit budget through careful financial planning, to a large contingency. This is earmarked for extra costs and refurbishment of the new classroom, which is being built. Financial and daily administration are good. Resources of staffing, equipment and new technologies are used effectively. The school makes good use of its strategic funding, and applies the principles of best value well. The school gives good value for money, which is an improvement from the previous inspection, when it was satisfactory.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are happy and confident about coming to school</li> <li>• Provision for music and sport.</li> <li>• The celebration of children's efforts.</li> <li>• Improved and better communications.</li> <li>• The quality of teaching.</li> <li>• The provision of a new classroom for autumn 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns about the differing curriculum provision for Year 2 pupils.</li> <li>• Some concerns over a lack of homework books, with pupils' work all completed on separate worksheets.</li> <li>• Some parents lack confidence about approaching the school with queries or suggestions.</li> </ul>

Inspectors agree with all that pleases parents and consider that parents have given good support to help the school. Inspectors agree with the concerns over the organisation of Year 2 pupils into two groups across different key stages, with its resulting lack of opportunities to provide an appropriate curriculum for all pupils in the mixed age classes. Since the pre-inspection meeting between inspectors and parents, homework is now collated in books to make its tracking easier. Inspectors wish to reassure parents that the school values parents' approaches. Inspectors encourage parents and staff to keep the lines of communication open and flourishing.

## **PART B: COMMENTARY**

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

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

1. During the previous inspection, by the age of five, children's attainment did not meet the requirements of the expected levels of the Desirable Learning Outcomes. Present attainment at the Foundation Stage is close to the expected levels of the Early Learning Goals in all areas of learning, apart from the personal, social and emotional development of children, which is below. Children maintain average progress in learning from entry in the September of the year they reach five years of age. They develop good skills in physical education and art.

2. At the time of the previous inspection, by the end of both key stages, pupils' attainment was close to the national averages and expected levels for most subjects. Good progress in learning was made in speaking and listening and reading at Key Stage 1<sup>5</sup>. There was good progress made at Key Stage 2 in English, science, music and physical education.

3. In Year 2000, National Curriculum test results showed an improved picture from 1996. Currently, by the age of seven, pupils' reading attainment, based on average point score, was above the national average and well above compared with schools in similar contexts. Writing attainment was close to the national average, but above compared with similar schools. Mathematics results were well above the national average and very high compared with similar schools. By the age of 11, National Curriculum test results in English were well above the national average compared with all schools nationally, and those schools in similar contexts. Mathematics attainment was above the national average and well above compared with similar schools. Science attainment was above the national average for both comparisons.

4. When analysing trends over time from 1998 to 2000 at Key Stage 1, reading and mathematics performances exceeded the national averages. Writing fell below the national average slightly (by 0.1 point). At Key Stage 2 from 1997 to 2000, trends show that the school's average National Curriculum points for all core subjects was above the national trend and progressing upwards, exceeding national averages. Analysing data for gender differences, indicates that at Key Stage 1 girls outperformed boys at school in all core subject tests from 1998 to 2000. Performances at Key Stage 2 for the same time are identical. Overall a healthy picture of improving standards emerges. Higher attaining pupils at Key Stage 1 do well in reading and mathematics in the higher Level 3 scores. The school has already correctly identified lower scores for Level 3 in writing and given due emphasis to writing within the school's development plan. Higher scores at Key Stage 2 at Level 5 in English are very good, but attainment in mathematics and science by the end of Key Stage 2 is less than that of English. A lot of the very good learning in English is due to the very good teaching overall, and excellent leadership of the subject.

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<sup>5</sup> Key Stage 1 refers to pupils in Years 1 and 2 aged five to seven and Key Stage 2 to pupils from seven to eleven.

5. Observed standards at the time of the current inspection show that, by the end of Key Stage 1, English and science standards are above the national averages. They are close to the national average in mathematics, with good aspects: for example in number. By the end of Key Stage 2, pupils' attainment is well above the national average in English and above average in mathematics and science, an improvement from the previous inspection. Attainment in information and communication technology is close to the nationally expected levels at the end of both key stages. Attainment in art and design and technology at Key Stage 1 is above the nationally expected levels and it is close to national expectations at the end of Key Stage 2. Attainment in history and geography is close to expected levels at the end of both key stages. No music lessons were seen at Key Stage 1, but at Key Stage 2 pupils reach above the expected levels nationally in music. Pupils' attainment in physical education is above nationally expected levels by the end of both key stages. Inspection of standards in religious education is reported upon separately by the inspector for the Diocesan Education Board.

6. By the time pupils are about to leave at the end of Year 6, their attainment in literacy is well above the nationally expected level. Pupils have very good skills in analysing texts and discussing the printed word confidently. Writing standards are exceptionally well developed due to its extra focus identified through the school's development plan and extra lessons given for further developing skills in expressive, extended writing. By the age of 11, pupils' writing style is fluent and enriched; complex sentences with good vocabulary, connectives, spelling and grammar are the norm. However, presentation is less well developed. It is unsatisfactory and detracts from the maturity and originality of the pupils' fluent expression. The impact of the National Literacy Strategy is good.

7. Numeracy standards are rising and trends are upwards, so that by the time pupils are about to leave, they have a secure knowledge of the value of digits within larger numbers and calculate competently and accurately in all four operations of addition, subtraction, multiplication and division. Pupils' secure numeracy skills help them to work out practical problems using measures and numbers. The implementation of the National Numeracy Strategy is consistent in all year groups and reflected in teachers' plans for lessons.

8. Provision for pupils with special educational needs is good throughout the school. It is particularly good in English so that these pupils often attain average standards in reading. Pupils with special educational needs are identified early and they make good progress towards their individual targets due to the very good support from classroom assistants, who are plentiful in number. There are no pupils with English as an additional language who require extra support. In most year groups, the school makes appropriate provision to include all pupils according to their educational entitlement. However, due to the fact that Year 2 pupils are divided across the two key stages, one group at Key Stage 1 and a second group at Key Stage 2, these pupils do not receive the same educational entitlement to the curriculum, and this is a weakness.

9. There is a determined statement and intent to raise standards, and the picture of pupils' attainment and their achievement in learning reflects strong improvement, for the core subjects. Attainment and learning in other subjects is developing and some subjects show definite improvement where teaching and co-ordination is strong. It now remains for co-ordinators of subjects to develop further their monitoring of teaching and learning in order to improve standards in all subjects as strongly as that of the core. Improvement since the previous inspection, so far, has been good, and very good for English.

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

10. Pupils' attitudes to school are good, as was the case at the time of the previous inspection. Pupils arrive at school in a positive frame of mind and chat in a happy relaxed fashion until it is time to go in. The great majority of parents report that their children enjoy

school. Once in school, the atmosphere is industrious. Pupils know the school routines and get on with any allocated tasks efficiently and without the need for reminding. Pupils are proud of their work and keen to show it to visitors. In lessons, pupils are keen, involved and confidently offer contributions. They show interest in their work as was seen, for example, in a science lesson to study habitats in the school grounds. Pupil participation is particularly good where the pace of the lesson is brisk, the tasks challenging and pupil management good. However, some of the youngest pupils, though undoubtedly enthusiastic, have yet to learn to put their hands up or wait until it is their turn to speak. Where classroom management is insecure or inappropriate, pupils' lively interest can impede their learning.

11. Behaviour, overall, is good as it was at the last inspection. Pupils are polite, welcoming and respectful. School premises and property are respected. Pupils understand the school's behavioural requirements and respond to its high expectations. At play, pupils are lively but considerate; there is no evidence of any harassment directed at any particular group of pupils. Parents are of the opinion that behaviour is very largely good. There is evidence, however, of aggressive conduct by a tiny minority of pupils with behavioural difficulties. Over the preceding twelve months, there has been one fixed period exclusion.

12. Pupils' personal development is good. Most pupils have classroom duties which they carry out with minimal fuss. Older pupils are keen to accept opportunities such as serving on the school council, acting as librarians or as 'breaktime buddies' for younger children. As a result, pupils are mature and confident, able to talk easily about their school lives. Pupils respond well to the school's philosophy of encouraging independence in learning. They draw up their own targets for improvement and assess how far they have achieved them. In lessons, they evaluate their own and their classmates' work fairly and rigorously. They research topics on the Internet and are trusted to work unsupervised on the computers at break and lunch times. They are beginning to develop an understanding of others' feelings and beliefs; in assemblies, for example, they are appropriately respectful.

13. Relationships are very good as they were at the last inspection. Adults in school provide good role models. Staff treat pupils with respect, valuing their contributions in lessons. Pupils of both sexes and all ages mix well together. Older pupils are conscious of their responsibilities to younger children and to the school community as a whole. The tiny minority of pupils with aggressive tendencies does not alter the fact that the school is very largely a harmonious place.

14. Attendance, at 96.1 per cent, is good, as was the case at the time of the last inspection. There has been no unauthorised absence over the preceding year. Pupils arrive punctually for school.

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

15. During the week of the inspection, the quality of teaching was predominantly good. Out of 52 lessons observed, 21 per cent were very good and 37 per cent were good. Thirty-eight per cent of teaching was satisfactory. Four per cent of teaching was unsatisfactory. Teaching has improved from the previous inspection, when 11 per cent of teaching was unsatisfactory. The impact of the good or better teaching has been substantial in raising the consistency of pupils' learning, particularly in the core subjects of English, mathematics and science.

16. Teaching in the Foundation Stage is satisfactory overall, and the impact of the good aspects of teaching upon young children has had a strong influence in their artistic and physical development, which is good. However, the teaching of personal, social and emotional development at the Foundation Stage is unsatisfactory. Apart from this aspect, teaching provides balanced provision for all other aspects of the Foundation Stage.

17. The teaching of English at both key stages of the National Curriculum is predominantly very good. The school has made considerable effort to enrich and extend pupils' writing skills and has been very successful in this. The excellent leadership in co-ordinating English throughout the school has ensured that teachers are very well informed about the National Literacy Strategy and are confident to implement it thoroughly. The very good teaching has had a significant impact upon pupils' standards in English, which are mainly well above the expected levels nationally.

18. The teaching of numeracy and other aspects of mathematics is predominantly good at Key Stage 2 and satisfactory at Key Stage 1. Teachers ensure that pupils have secure skills in calculating numbers in order to solve practical problems. Teachers encourage pupils to record calculations logically, but not all have the same high standards in presenting recordings neatly.

19. In science, teaching overall at both key stages is good. Teachers provide good first hand experiences for pupils. Experimental and investigative science is well developed. Although the teaching of information and communication technology was not observed directly at Key Stage 1, pupils' skills reflect satisfactory understanding and secure teaching. Teaching of ICT at Key Stage 2 is predominantly satisfactory; occasionally it is very good. Teachers' own subject knowledge and skills in ICT are developing well and there are well planned activities to challenge and improve pupils' learning.

20. There is good teaching of art and design and design and technology at Key Stage 1 and for physical education at Key Stage 2. The teaching of music observed at Key Stage 2 was very good and encompassed a range of expertise from visiting part-time music specialists. Teaching in all other subjects and age groups is satisfactory, with some good features observed. Outstanding features of the best teaching include high expectations of behaviour and discussion at Key Stages 1 and 2. Planning of the Programmes of Study is mainly good and well linked together in themes. Teachers are good at teaching and reinforcing basic skills. Despite some teachers insisting on high standards of presentation, as for example in Year 4, not all pupils at Key Stage 2 present formal recorded work neatly and carefully. Not all teachers ensure that pupils' targets closely meet their needs. At both key stages, the management of pupils' behaviour and encouragement of positive attitudes is very good. Teachers use support staff and resources most competently and ensure that classroom assistants are well informed with very good expertise. Daily assessment and knowledge of pupils' strengths and needs are good. There is good tracking of pupils' progress in the core subjects. Marking, generally, gives useful guidance for pupils to improve, finish or correct work, but is not of the same consistency in all classes. The use of homework is mainly satisfactory and its collation has recently been improved upon, so that each pupil's work is contained in individual record books for parents to check and assist with.

21. The teaching of pupils with special educational needs is good throughout the school. Teachers use pupils' individual education plans to plan appropriate support programmes in order for pupils to make good progress. The high level of teaching skills observed of the teaching assistants in a one-to-one situation, and in small groups, makes a very significant contribution to the quality of learning for these pupils. As a result of the good teaching, pupils with special educational needs have high self-esteem and are enthusiastic learners.

22. The main area for development in teaching is to ensure that co-ordinators of all subjects work alongside teachers in classrooms in order to monitor the impact of teaching upon all pupils' learning. The areas of development highlighted at the time of the previous inspection have been improved upon. Any outstanding issues, such as improving all teachers' subject knowledge in art and design and music, have been planned for through in-service training during the forthcoming autumn term. Teaching has improved since the previous inspection and it has a good, positive impact on pupils' learning, attitudes and behaviour.

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

23. The quality and range of opportunities provided by the school are good. An appropriate statutory curriculum is in place that reflects the aims and objectives of the school well. Good improvement has been made since the last inspection in providing a balanced programme for the under-fives. Features of good quality noted in the last inspection have been maintained, such as extracurricular activities and provision for pupils' social and moral development. Provision for cultural development has improved and is now good.

24. The Foundation Stage curriculum for the reception class is satisfactory overall. The Early Learning Goals are all addressed, although there are variations. For example, provision for pupils' art and physical development is good, whereas provision for their personal, social and emotional development is unsatisfactory. Children, on the whole, receive a soundly based curriculum in a structured learning environment comprising free choice and focused activities.

25. The breadth, balance and relevance of the whole curriculum offered to pupils in Key Stage 1 and Key Stage 2 are good. All areas of the National Curriculum are covered appropriately. Strong emphasis is rightly given to literacy and numeracy, and national strategies for teaching these skills have been implemented. In particular, the implementation of the National Literacy Strategy has been very good, and is already having a positive impact on pupils' attainment. Whilst schemes of work, based on national guidelines and incorporating good cross-curricular links, have been developed since the last inspection, there is still a need for some policies to be updated to reflect the changes in practice. Curriculum planning, which has developed well, is based on the new curriculum guidelines, and is centred around the school's chosen topics. This gives the curriculum a coherence and relevance which enables pupils to make connections between different areas of learning. However, insufficient emphasis is given to planning ICT in programmes of work to ensure pupils' regular access to computers.

26. The school fully implements the Code of Practice for pupils with special educational needs. There is good provision for these pupils, who are supported well both in and out of the class, by teachers and learning support assistants. Withdrawal sessions are well organised to create as little disruption to their learning as possible. Specific difficulties, such as poor fine motor control, are addressed through highly effective provision either in groups or on a one-to-one basis. Due consideration is given to higher attaining pupils, both in class and in withdrawal sessions. Whilst the school gives due regard to equality of opportunity in the majority of cases, particularly with the inclusion of pupils with disabilities, there are problems with Year 2 pupils. Some receive their curriculum with Year 1 pupils whilst others are with Year 3. The curriculum for these two groups of Year 2 pupils is not the same, nor are the expectations.

27. The school provides a good range of extracurricular activities, particularly in sport and music for both key stages. For example, there is a Year 2 netball club and board games club. The sporting clubs are particularly beneficial, not only in developing pupils' physical skills, but in their social skills when mixing with pupils from other schools. One pupil represented his school and was at the National Chess Finals in London. A good number of visitors to the school extend the curricular opportunities. Pupils have benefited from seeing Indian dancing, West African clay techniques, Caribbean street dancing, a ceramic artist, 1940's costume, and gardening and embroidery experts, amongst many others. Further enrichment is given through a series of planned educational visits, including residential stays for pupils in Years 5 and 6. The church, a synagogue, a stained glass workshop, an activities centre and a variety of museums, are just part of the school's provision.

28. Personal, social and health education is actively promoted throughout Key Stage 1 and Key Stage 2, and provision is very good. There are good links with science and health education where pupils learn about what humans need to keep fit and healthy. There is a very good programme of activities to prepare pupils for adult life. For example, there is a sex education programme that explains to pupils in Year 6 about the relevant aspects of their physical development. Pupils in Years 5 and 6 visit a safety centre, where various scenarios are set up to demonstrate aspects of keeping safe, including the use of drugs.

29. The community's contribution to pupils' learning is very good. The school readily draws upon local expertise to enrich lessons. People as diverse as thatchers, vets, gardeners, artists and naval officers talk to pupils about their work. Older villagers talk about the last war to support pupils' history work. Pupils visit the church each week and have used a local shop in support of their studies. They have designed a playground for the village recreation ground. A number of community members work regularly in school as volunteers, hearing readers and helping with practical activities.

30. There are good, constructive relationships with partner institutions. Although temporarily displaced, there is normally a playgroup on the school's site. Children attending the playgroup come into the reception class twice each week, and joint assessment records are being formulated to help with continuity in each child's education. There are good links with other primary schools in the pyramid of schools, particularly with the cluster of small schools. Many initiatives have a benefit for the group of schools, such as the organisation of visitors and the provision of a technician for ICT. Good links with secondary schools help to ease the transition for pupils from Year 6 to Year 7. Secondary school teachers come to talk to Year 6 pupils, who receive booklets made by Year 7 pupils, on their visit to their next school.

31. Provision for pupils' spiritual development is satisfactory. Assemblies, both in school and in church, are well planned, and encourage pupils to reflect and respond to a variety of day-to-day experiences, values and concerns. The assemblies make a significant contribution to pupils' spiritual development. 'Praise' assemblies each week provide opportunities for pupils to appreciate the work of others, as does looking at the work of various artists and composers.

32. Provision for pupils' moral development is good. The school's aim is to celebrate and promote the best examples of behaviour for all to see and follow. Pupils in Year 6 have written the school rules which are on display for all to see, and most classes have devised their own class rules. Most pupils have a clear sense of what is right and wrong, and their good attitudes and very good behaviour confirm this. House points are awarded for good behaviour, and certificates are awarded in praise assemblies. These help to promote the school's behaviour policy. Circle time, where pupils have the opportunity to discuss incidents that have arisen in school, is well used to promote the school's moral code.

33. Provision for pupils' social development and their understanding of citizenship is very good. Pupils are given opportunities to take responsibility with a range of minor jobs both in class and around the school, such as librarians or putting out chairs for assembly. In class, pupils are given opportunities to select resources for themselves, and to co-operate with others in pairs or small groups. In the playground, 'Buddies' are older pupils who look after younger ones, and there is a 'friendship bench' for pupils to sit on if they have no-one to play with. Each class has representatives on the school council, giving pupils an opportunity to air their views on many aspects of school life. The school's provision of clubs and residential visits are particularly effective in promoting group rules, relating to others and competing fairly. Adults provide good role models by showing mutual respect and valuing each other's, and pupils' work.



34. The provision for pupils' cultural development is good and has improved since the last inspection. Pupils learn about the traditions and customs of their own area through visits and visitors. Visitors include the rector, senior citizens to talk about World War II, a vet and a naval officer. Local crafts people have provided experiences for pupils to understand trades such as designing, printing and making new curtains, and thatching, where they saw a house being thatched by a parent. Visits have included museums, churches, a synagogue, and exhibitions such as the Tutankhamun exhibition and an exhibition of Victorian costume. Opportunities are provided for pupils to appreciate ethnic and cultural diversity through art, literature and music, and through more visitors. For example, pupils have seen and taken part in Kathak and Bahngra dancing from India, a potter from Benin with whom they made masks, figures and coiled pots, and a street dancer from the Caribbean. Another visitor talked to pupils about visits to countries who are experiencing war and famine.

35. Provision for pupils with special educational needs at the school is good. Pupils are well supported and their individual targets are regularly monitored. This is a similar picture to that of the previous inspection. The effective support that pupils with special educational needs receive, ensures that they make good progress overall. Some effective withdrawal groups during literacy or numeracy, help pupils to receive additional support in very small groups. This strategy is successful in promoting personal skills as well as improvements in both areas of learning. Special educational needs is well led and managed and statutory requirements are fully met. The local authority support service works closely with the school to improve provision for pupils with statements of special educational need. This is very effective in helping these pupils to succeed and feel positive about their own learning.

36. Good provision is made for able and talented pupils, who work in a small withdrawal group weekly to improve their literacy and numeracy skills further. Good levels of tuition for musical ability and sports are well established and ensure that particularly talented pupils have their skills extended, as well as improving skills for all who join in.

37. Sometimes, during whole class lessons, there is too little close matching of tasks for lower attaining pupils' needs. When there is no additional support in the class, progress is hindered because of this. Where support is available, pupils benefit and make better progress. Special educational needs assistants and learning assistants, work hard to promote a positive learning ethos, and help pupils to improve their skills in all areas of the curriculum.

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

38. Arrangements for child protection and ensuring pupils' welfare are satisfactory. The headteacher is the designated person for child protection purposes; she has been appropriately trained. All staff, including classroom assistants and lunchtime supervisors, are aware of the action to be taken in cases of concern. Relations with other statutory agencies are good. Parent volunteers are checked by the police. A community police officer visits to talk to pupils about road safety and 'stranger danger'.

39. The premises committee of the governing body is responsible for health and safety. The premises are inspected termly and there are arrangements for staff to report hazards. The school employs a handyman who is able to give immediate attention to minor defects. Contracts are in place for safety inspections of electrical equipment and physical education apparatus. Fire drills are held regularly. Trained first-aiders are available and records of accidents are kept.

40. Procedures for monitoring and promoting good attendance are good. Registers are properly maintained and examined regularly. Unsatisfactory attendance is rare but, should a case present itself, the services of an education welfare officer are available. When a pupil is unexpectedly absent, the school's administration officer telephones the child's

home. The most important factor, however, in promoting high levels of attendance is the fact that children enjoy school and their parents support it.

41. There are good procedures for monitoring and promoting good behaviour, based on the school's aims of demonstrating high expectations, recognising achievement and celebrating success. Parents reinforce these aims. The good behaviour seen in the school is obtained by expectation and ethos - children know what is expected of them and (very largely) they comply. Behaviour is discussed in personal, social and health education lessons. Good behaviour and effort is encouraged by a series of awards in the form of individual and house points. Pupils are involved in drawing up class rules which, as one Year 5 pupil said, "We try to stick to." The school strives for consistency in the application of its behaviour requirements and largely succeeds, although there are difficulties with some reception children. Elsewhere in the school, the behaviour of a tiny minority of difficult pupils is contained, albeit at the expense of the atmosphere in class. The school is an inclusive community, free of any sort of racial or sexual harassment.

42. Arrangements for monitoring and supporting pupils' personal development are good. Comprehensive pupil portfolios are kept, which chart pupils' progress, both personal and academic. Many opportunities for personal development are provided, including posts as house captains and school council members. There are opportunities to represent the school in sport and, for Years 5 and 6 to take advantage of a residential visit. In Key Stage 2, opportunities for the development of more able pupils are offered. Much of the personal support, however, is informal and low-key, underpinned by the good knowledge staff have of their pupils and the high quality of relationships throughout the school.

43. Procedures for assessment are good across the school and have improved since the previous inspection. There are some particularly good systems in place to analyse the results of the annual national tests in English, mathematics and science. Good procedures have been implemented to address weak areas, and these are helping to improve standards, particularly in reading. Statutory requirements in relation to the end of key stage assessments are fully met.

44. An effective termly 'task week' has been established in which teachers assess what pupils have learned in the core subjects over the term. The results of these are collated into task folders which enable individual pupils' progress to be monitored. This represents good practice. Good individual assessment records help teachers to monitor academic progress over time. These assessments are closely linked to the National Curriculum levels of attainment and provide helpful information for teachers, parents and pupils.

45. Assessment of standards in non core subjects is less well established. Co-ordinators are working to correct this and plans have rightly been established to evaluate what pupils know, understand and can do in all subjects. Sufficient information is gathered to enable teachers to report annually to parents, but current assessment in the non core<sup>6</sup> subjects is not specific enough to ensure that skills and knowledge are systematically developed. Some effective home-school reading diaries are well established in the lower school, and a good partnership exists with parents in monitoring and improving reading standards. In all years, pupils are tested on standardised reading and spelling tests twice yearly. These tests are subsequently used to implement remediation programmes where necessary. This is good use of assessment, and helps to ensure that pupils read texts appropriate to ability.

46. Across the school, teachers make good use of all assessment information to guide their planning and teaching. This ensures that appropriate content is available for pupils of all abilities.

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

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<sup>6</sup> Non core subjects refers to art, design and technology, geography, history, music and physical education.

47. Parents are provided with good quality information. Parents have three formal opportunities to meet their children's teachers each year. The autumn meeting is an open one, which focuses on curriculum matters; in spring, the child's progress against targets is discussed in private, by appointment. Children's reports are issued in the summer term, after which parents may, if they wish, meet staff to discuss them. In addition to formal meetings, parents confirm that staff are accessible and happy to discuss problems at any convenient time. Pupil reports are satisfactory, insofar as they meet statutory requirements. Some parents have described them as 'scant'. Although each subject of the National Curriculum is covered separately, the sections relating to non core subjects tend to be descriptive of the work covered rather than evaluative of the child's attainment and progress. Parents are provided with regular information through newsletters. The school's prospectus is comprehensive and informative. It has a minor statutory deficiency in that it provides only the rate of unauthorised absence; rates of both authorised and unauthorised absence are required. The governing body's annual report is equally comprehensive, lacking only the school's targets for Key Stage 2 assessments in English and mathematics.

48. Parental involvement in school is good. Parents are invited to attend school events such as celebration assemblies. There is a successful Book Fayre twice yearly, which parents support strongly. Numerous parents work voluntarily in school, hearing children read and assisting with practical subjects, particularly in the Foundation Stage. There is a flourishing Parents, Teachers and Friends Association, which acts as an efficient fundraiser and provides a social bridge between home, community and school. Pupils' learning benefits directly from their efforts, as they fund the school swimming pool and help to purchase the adventure play equipment jointly with one of the teachers, who was successful in winning the South of England Primary Teacher of the Year.

49. Parents support their children well at home, through their support of the school's homework policy. Pupils' reading diaries form effective vehicles for home-school dialogue and parents appreciate the recently introduced homework books, which serve to involve them more closely in their children's work.

50. Parents' views of the school are positive. They particularly like the fact that their children enjoy school. They regard the standard of teaching as good and they consider that the school expects children to work hard. However, 27 per cent of respondents to the Ofsted pre-inspection questionnaire did not feel that the school worked closely with parents and 21 per cent did not feel well informed about their children's progress. Inspection evidence suggests that both parental involvement in school and information for parents are good, although pupil annual reports could be more evaluative. A number of parents expressed concern both before and during the inspection about the impact of split-year classes upon their children's equality of access to the curriculum.

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

51. The current leadership and management of the school contribute most effectively to pupils' all-round achievement. The good leadership has been maintained since the previous inspection. The headteacher leads with dedication, industry and a clear, highly informed vision for the school. Well qualified, she gives staff good support, particularly in teaching English. All staff co-operate well as a team and are strongly committed to good relationships.

52. There is a clear focus in the school's work on raising standards and this has been mainly successful. For example, the headteacher and staff have analysed samples of pupils' writing, identified weaknesses, and successfully provided extra writing sessions for extending and enriching the writing styles of pupils. Most of the issues of the previous inspection have been addressed and rectified. The school has adapted the Qualifications and Curriculum Authority's guidelines and produced Programmes of Study for all subjects

and year groups. The provision for the Foundation Stage has been clearly defined. Teachers now have a better balance of duties and co-ordinators of subjects manage budgets for their subjects. Governors' management of the Legacy Fund now has printed, clear guidance of its link with planning for pupils' education.

53. Issues which still need to be improved upon are the personal, social and emotional development of children at the Foundation Stage; the further provision of in-service training for all teachers to develop knowledge in art and design, design and technology and music; and ensuring that the roles of subject co-ordinators have sufficient impact upon standards of teaching in all subjects by enabling co-ordinators to observe and work alongside colleagues in classes. The National Literacy and Numeracy Strategies have been successfully introduced so that literacy and numeracy standards have improved significantly. The school has already identified areas for development within its school development plan. The school's action plan is very clear.

54. The governing body has a very good overview for its strategic planning and has protected the contingency budget, or carry forward, to support future action. The governing body gives good support and is very good at fulfilling its responsibilities. The perceptive Chair of Governors gives regular and good support, involving himself fully in the life of the school. Governors are well informed and give very good leadership in shaping the direction of the school. There is good, shared commitment to improvement and the capacity to succeed.

55. The management of special educational needs is good. The documentation is up to date and includes thorough assessment, monitoring of pupils' progress and regular recording by the co-ordinators and staff for special educational needs. Training for learning support assistants is very good and teachers use their support staff efficiently. Resourcing is good. The link with governors is good so that the governing body is well informed about the school's special educational needs provision and is aware of the proposed national changes for special educational needs.

56. The delegation to staff of managerial responsibility for the curriculum is clear and well managed by the headteacher. The school is very successful in managing key changes for the curriculum: for example for literacy and numeracy. There are a number of good action plans for subjects, identifying the direction needed to be taken. However, not all co-ordinators as yet have had sufficient opportunities to monitor teaching and learning within lessons, despite closely monitoring samples of pupils' work. The impact of co-ordinators, therefore, on the total management of their subjects is still an area for development and is a weakness.

57. There is an adequate number of teachers for the number of pupils on roll, to deliver the curriculum. They are appropriately qualified and experienced for the age of the pupils, although there is some lack of expertise in music and ICT. There is a good number of skilful learning support staff who complement the work of the teaching staff extremely well.

58. Overall, there are sufficient resources of an appropriate range and quality to enable staff to teach the curriculum. However, within that judgement, there are some strengths and weaknesses. Strengths lie in English, where there are very good resources which have enabled the National Literacy Strategy to be implemented very well, and physical education, where the indoor and outdoor facilities are good and there is a good supply of small games equipment. The weaknesses are in ICT, where there are insufficient computers to enable pupils to practise the skills they have been taught, and in music, where there are insufficient percussion instruments available for pupils to experiment with sound.

59. The school comprises a Victorian Board school to which a number of later additions have been made. Outdoor provision is good. There is a tarmac play area, marked with

games and a good sized field, in one corner of which is an environmental area. There is plenty of shade for children on hot summer days. Due to rising numbers of pupils on roll, the indoor accommodation is cramped and cannot be regarded as satisfactory as long as Year 6 pupils have to use a former technology room cum resources store as a classroom. There is insufficient space for each pupil to sit at a table; some have to sit at workbenches around the walls. However, funds have been obtained from the Diocese and Department for Education and Skills to build a new classroom and, at the time of the inspection, work was in progress and due for completion for the beginning of the autumn term 2001. The premises are cleaned and maintained to a high standard.

60. The school's financial and daily administration is good and efficient, due in a large part to an experienced school administrator and an effective finance committee. New technology is used very effectively to provide up to date information which is independent of the local education authority's computerised systems. Governors are provided with regular monthly budget information, although the finance committee does not take advantage of the administrator's financial knowledge to include her regularly in governors' meetings to discuss finances. There is a good policy showing clear financial delegation. The school's educational priorities are monitored carefully for their financial implications. For example, a large reserve has been built up because of the school's new classroom being built currently. Although the Department for Education and Skills has funded the extra room, the extra demands made by the relevant planning authority because the area is restricted according to Conservation regulations, has meant extra costs for the school's budget. The prudent management of the budget has allowed for this extra amount if finally needed.

61. The use of specific grants and the financial support from the Parents, Teachers and Friends Association and the Church of England are good. There is very good use of a large number of classroom teaching assistants to support teachers and pupils. The school's learning resources are used to the maximum, despite the difficulties imposed at present from the building programme on site. Good daily administration ensures that the school operates calmly and efficiently. The school applies 'best value' principles thoroughly. As a result, the school has moved out of a previous deficit budget to one that will add to any extra building and staffing costs if needed.

62. The overall effectiveness of the school is good. Standards in key subjects have improved significantly and the school has won a 'School Improvement Award' from the Department for Education for the Year 2000. Priorities for development are clear. There has been a good analysis of the strengths and weaknesses of academic standards. Pupils show good achievement in their learning overall, and pupils' attitudes to work and behaviour are good. The quality of teaching has improved. Relationships are very good. In the majority of year groups, educational inclusion and fairness of opportunity are good. However, the organisation of the Year 2 class into two groups, one in each key stage, has created problems in ensuring equal access to an appropriate curriculum for all pupils in the Year 2 age range. This is a weakness. Overall, there is every indication that the school is moving forwards successfully and the school's improvement is good. The school currently gives good value for money, an improvement from the previous inspection, when value for money was satisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to address and rectify effectively the issues of the report, headteacher, staff and governing body, in conjunction with the Diocesan Education Board and the local education authority should:

- **Ensure** that all pupils in mixed age classes, particularly when they cross key stages of schooling, receive their full entitlement to an appropriate curriculum and education for their age group.

(Paragraphs: 8, 26, 50, 62, 79, 89, 106.)

- **Improve** the impact of curriculum co-ordinators upon standards and achievement in all subjects by:

- Enabling subject co-ordinators to work alongside colleagues more often in classes to observe teaching and learning;
- Ensuring that pupils' tasks match their needs more closely in all lessons;
- Ensuring that the existing good presentation of written work in some classes is consistent throughout the school;
- Ensuring that teachers receive further professional development for improving their knowledge and expertise for certain subjects;
- Ensuring that the existing good marking becomes common practice in all classes.

(Paragraphs: 6, 9, 18, 20, 22, 33, 37, 53, 56, 57, 79, 88, 91, 102, 108, 111, 113, 119, 125, 128.)

- **Ensure** that the management of the personal, social and emotional development of the children at the Foundation Stage is appropriate, in order to improve their social relationships.

(Paragraphs: 1, 10, 16, 24, 53, 65, 66.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	37

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	37	38	4	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	145
Number of full-time pupils known to be eligible for free school meals	13

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	32

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	9

### **Attendance**

**Authorised absence**

	%
School data	3.9
National comparative data	5.2

**Unauthorised absence**

	%
School data	0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	5	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	16	17	18
Percentage of pupils at NC level 2 or above	School	89 (87)	94 (74)	100 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	17	18	16
Percentage of pupils at NC level 2 or above	School	94 (87)	100 (92)	89 (92)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	87 (81)	91 (85)	91 (88)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	21	21	21
Percentage of pupils	School	91 (85)	91 (85)	91 (88)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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*Percentages in brackets refer to the year before the latest reporting year.*

*Actual numbers of boys and girls reaching the expected levels have been omitted from the tables due to the relatively small size of year groups.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	2

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

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	20
Average class size	24

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

Total number of education support staff	10
Total aggregate hours worked per week	199

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	295,668
Total expenditure	293,302
Expenditure per pupil	2,023
Balance brought forward from previous year	33,147
Balance carried forward to next year	35,153



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

**Questionnaire return rate**

Number of questionnaires sent out	145
Number of questionnaires returned	65

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	43	9	2	0
My child is making good progress in school.	43	48	8	2	0
Behaviour in the school is good.	31	58	2	8	2
My child gets the right amount of work to do at home.	18	63	17	2	0
The teaching is good.	58	37	5	0	0
I am kept well informed about how my child is getting on.	34	46	12	8	0
I would feel comfortable about approaching the school with questions or a problem.	65	21	8	6	0
The school expects my child to work hard and achieve his or her best.	58	39	3	0	0
The school works closely with parents.	40	32	20	6	2
The school is well led and managed.	48	37	5	11	0
The school is helping my child become mature and responsible.	46	43	9	2	0
The school provides an interesting range of activities outside lessons.	43	37	11	5	5

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

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

64. Satisfactory provision is made for children in the Foundation Stage of learning. This is similar to the previous inspection. Children's attainment on entry is just below the local area in relation to the local authority's assessment procedures. Although these are not linked to the national average, evidence from the inspection suggests that children are in line with average expectations on entry into reception. By the time they enter Year 1, children achieve the standards expected in most areas of learning, except in personal, social and emotional development. During their time in the reception class, children make satisfactory progress in language and literacy, knowledge and understanding of the world, creative development and in mathematical development. Children make good progress in art and physical development, but unsatisfactory progress in personal, social and emotional development. Children with special educational needs make similar progress to their peers. The quality of teaching is broadly satisfactory in all areas of learning, except in personal development.

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

65. Provision for the personal, social and emotional development of children is unsatisfactory. There are too few examples of children taking turns, working well together, listening to adults and learning to control their own behaviour. Too few systems have been established to help children learn how to be part of a group, and understand that they cannot all speak at once. The noisy behaviour of some children affects the learning of others. Often silly behaviour is allowed to impact negatively on whole class sessions. Where strategies are in place, such as during physical education lessons, children show that they can behave and respond very well to adults and their peers. During the physical education lesson seen, children were observed listening carefully, taking turns, helping others and waiting for their 'go'. They co-operated well and enjoyed the lesson. In the classroom, these strategies are not in place, and behaviour deteriorates.

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

66. Provision for language and literacy is satisfactory. Children benefit from a broad range of activities for this area of learning. They make satisfactory progress in speaking and listening, as well as reading and writing. All children can make recognisable marks on paper; many can write their own name, and a majority can write simple words and phrases. The teacher gives appropriate practising of letter formation and good encouragement for mark making and emergent writing. However, sometimes in literacy lessons, behaviour deteriorates as children all try to talk at once. Too few strategies are available to help them recognise the rules of conversation. However, good systems are in place to promote reading. Home-school diaries are of good quality, and show good partnership with parents. This has a positive impact on standards.

#### **Mathematical development**

67. Provision for mathematical development is satisfactory. Children count daily and learn to recognise numbers with the use of many games, and regular use of a numberline. Some higher attaining children count in 10s to 100, know how to add one more, and take away another. Other children join in with counting and are beginning to recognise numbers to 10. Many good activities are used to promote independence in numeracy. For example, children were observed playing a simple dice game together, working with numbers one to six. They quickly recognised which number they threw and knew how to move their counter on. Almost all children recognise basic colours, and they can match and sort colours and

shapes accurately. They enjoy numberwork and are developing appropriate enquiry skills. However, sometimes sessions on the carpet are too long. This leads to restlessness and then standards drop.

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

68. Provision for the development of children's knowledge and understanding of the world is satisfactory. Children have a broad and balanced range of opportunities and benefit from good support by classroom staff. For example, during the week of the inspection, some children were observed working with a student to make a pirate ship out of very large boxes. They responded well to the student, and worked hard to carry and position the boxes on the field. They showed high levels of enjoyment in this activity, and continually improved and changed the structure. Pupils have appropriate opportunities to work at the computer. They are developing appropriate mouse control skills as they use a range of different software. Children enjoy all kinds of cutting and sticking exercises. During the inspection week, they were making pirate artefacts, such as hats, swords and eye patches. They had great fun, although some of the resources were too difficult or inappropriate for children to manage. This limited their success in the project.

### **Physical development**

69. Provision for children's physical development is good, and is good in physical education lessons. Children ride large, wheeled toys with confidence. They use space well, and travel around the field appropriately. They respond well to the teachers' instructions and work safely. Many achieved high standards in the physical education lesson observed. All children can throw a ball or beanbag underarm. They can throw to a given line on the field. Many can explain, and demonstrate, an overarm throw as well. Because the teacher manages them well in this lesson, children are sensible and well behaved. Learning and standards rise as a result of this. The good teaching, and the good support of other staff in this lesson, benefits all children. They show confidence in their own skills, and good understanding of the need to exercise and the effect of exercise on their own bodies. In lessons, children use small resources and equipment appropriately. They use pencils, pens and scissors with adequate control. Many can control their own body movements very well.

### **Creative development**

70. Provision for creative development is satisfactory and children attain broadly average standards as they make satisfactory progress in lessons. They mix paint, to make new colours, and use paint well. They draw and paint many recognisable features and people. They draw houses and animals well, and they enjoy exploring clay and making new shapes. Children sing well in assemblies and join in with enthusiasm. Some good portfolios of children's work show evidence of a broad and balanced range of creative experiences. The classroom shows evidence of good past work in which children develop their creative skills by using many different resources.

## **ENGLISH**

71. Pupils' attainment in English has improved from the time of the previous inspection, when standards at the end of Key Stage 1 were average and at the end of Key Stage 2 were above average. Currently, in this inspection, pupils' attainment at the end of Key Stage 1 is above the national average overall, and is well above the national average at the end of Key Stage 2.

72. In Year 2000, results of National Curriculum tests for the end of Key Stage 1 reading, in comparison with all schools nationally, showed that pupils' attainment was above the national average and well above in comparison with schools in similar contexts.

The percentage of pupils scoring the higher Level 3 for reading was above the national average. In writing, pupils' performance was close to the national average at Level 2 and the higher Level 3, and well above the national benchmark for schools in similar contexts. In 2000, at the end of Key Stage 2, the school's performance in English was well above the national average, when compared with schools in a similar context, based on the percentage of free school meals.

73. Trends over time, from 1998 to 2000 inclusive, point to reading performance at Key Stage 1 as exceeding national averages. Writing performance was slightly below the national average for seven year olds. At Key Stage 2, the performance of pupils in English exceeded the national average trend for their age group. At the end of Key Stage 1, boys exceeded the national average for their year group, but did not perform as highly as girls in the school. In writing, boys were close to the boys' national average, but girls were slightly below the national average for girls at the age of seven. Girls outperformed boys in reading and writing based on average point scores between 1996 and 2000.

74. Standards of the current pupils are similar to Year 2000, although reading attainment at Key Stage 1 is closely in line with the national average but is below that of writing, which is well above the national average. This shows remarkable improvement in writing due to the extra focus given to it by all staff. Current pupils' attainment in reading and writing by the end of Key Stage 2, is well above the national averages and shows very good learning from being close to nationally expected levels at the beginning of Year 1. Throughout both key stages, there is very good achievement in writing, punctuation and spelling, although presentation of work is weaker and detracts from the high quality of content and style. There has been good teaching and support of pupils with special educational needs in English, resulting in higher standards. Higher attaining pupils are particularly well challenged and achieve high standards. Present teachers and assistants work hard to improve reading and writing standards still further, and there is strong evidence to show that pupils' attainment is rising.

75. Listening skills are very good throughout both key stages. Pupils have learnt to listen carefully to discussions and to the constituent sounds of words in order to read. By the time pupils are about to leave in Year 6, they respond confidently to questions, discuss constructively, and use appropriate specialist terms relevant to different subjects. As they move from class to class throughout the school, pupils learn to express opinions clearly and to take good account of the views of others. Good opportunities in drama, concerts and collective worship help pupils to speak out clearly in front of an audience. By the end of both key stages, speaking and listening skills are above the expected levels nationally.

76. In reading, current attainment by the end of Key Stage 1 is close to the national average. By the end of Year 6, attainment is well above, showing very good improvement from beginning the National Curriculum in Year 1. Pupils' memory of key words is very good, and pupils have secure phonic strategies to sound out new words. Higher attaining pupils are challenged well in all aspects of reading and a significant majority reach the higher Levels 3 and 5 at the end of both key stages respectively. Pupils with special educational needs receive very good support in reading so that by Year 2 and Year 6, they often attain national averages. By the time pupils are about to leave in Year 6, the majority are fluent readers. They have very good comprehension. Their analyses of the texts of shared books are very good. They have a good recall of plots and make perceptive comments about incidents in the story's development and the effects on characters. Evidence shows that pupils read regularly at school and at home. Pupils' reference skills are good and the majority of pupils use the contents and index pages of non fiction books competently. Pupils are confident about using the school's library and most pupils know about alphabetical order when using dictionaries.

77. Writing attainment of the current pupils at the end of Year 2 is well above the national average. Pupils have good skills in joining letters. Spelling and punctuation are



good. Most pupils write with good use of connectives, a rich vocabulary and in a freely expressive style. Due to a good proportion of extra time allowed throughout the school for sustained, extended writing, pupils' improvement is regularly and systematically developed. By the end of Year 6, pupils' style is significantly better. Pupils write correctly and imaginatively, in paragraphs, for a wide range of audiences, and use good spelling and grammar. Poetry writing is of a particularly high standard. There is good use of expanding and inserting phrases which help to create mysterious atmosphere or suspense. Pupils' writing by the end of Key Stage 2 is well above the average level nationally and supports other subjects most effectively.

78. The teaching of English is predominantly very good throughout both key stages. The teaching of special educational needs is predominantly good. All teachers have a very good knowledge of the National Literacy Strategy and their very good planning reflects close links to this strategy. There is good teaching of the alphabet, phonic blending and syllables. The teaching of spelling is managed systematically. Good opportunities are given for discussions of high quality. The teaching of personal, expressive writing is very good. There is good management of behaviour and the provision for homework is regular and consistent. The impact of the very good teaching has a significant influence on raising the standards, attitudes and behaviour of pupils.

79. One area of development for all classes is to improve the presentation of formal written work after initial drafting of thoughts has been allowed for, for example in line with the high quality of presentation in Year 4. Another area is to increase the use of picture dictionaries at Key Stage 1; and to ensure that all Year 2 pupils experience the same curricular entitlement, despite being organised in two groups across two key stages.

80. The subject has excellent leadership by the headteacher who is the English co-ordinator. There is a clear grasp of whole school issues, and the strategies needed to implement change. The analysis of National Curriculum test data is very good, as are the clear assessment procedures implemented. The school has identified the need to improve reading standards at Year 2 even further. The training of all teachers and assistants has been excellent and this has resulted in a significant impact on pupils' learning. Resources for English are very good and used to maximum efficiency.

81. The general literature introduced to pupils makes a powerful contribution to their spiritual, moral, social and cultural development through the analysis of different stories in a wide variety of settings. This strong stimulus encourages good attitudes and balanced viewpoints, all evident during the high quality understanding shown when pupils discuss texts. The support given to pupils to perform in role, in concerts and festivals, all add to a lively environment, where the spoken and written word has a rich prominence.

## **MATHEMATICS**

82. Results of Year 2000 National Curriculum mathematics tests for pupils at the end of Key Stage 1 were well above average when compared with schools nationally and with schools in a similar context. A higher than average proportion of pupils gained the higher Level 3, indicating that the school is paying good attention to more able pupils. There was no significant difference in the results of boys and girls. The trend was slightly down in 1997 and 1998, but since then has risen, sharply in 2000. However, with relatively small year groups, caution should be taken with year on year comparisons.

83. Results of the 2000 National Curriculum tests for pupils at the end of Key Stage 2 were above the national average, and well above when compared with similar schools. The difference between boys and girls was not significant. The trend over the past five years has been a steady improvement, except for a slight drop in 1998. Once again, care should be taken with year on year comparisons when analysing the results of this relatively small year group.

84. The last inspection reported that standards compared favourably with national expectations by the end of Key Stage 1 and were below average for pupils at the end of Key Stage 2. Inspection evidence indicates that pupils at the end of Key Stage 1 are attaining standards in line with national expectations for pupils of their age. However, there are strengths in that all pupils are reaching the expected standard of Level 2, but not as many pupils reached the higher Level 3 as last years' results show. At the end of Key Stage 2, pupils' attainment is above that expected for their age, which is a good improvement since the last inspection. This is largely attributable to the successful implementation of the National Numeracy Strategy, with an emphasis on teaching numeracy, and to the provision of work appropriate to pupils' needs, especially the higher attaining pupils.

85. By the end of Key Stage 1, the majority of pupils understand the place value of digits and order numbers to 100. They choose the appropriate method for addition and subtraction problems, including calculating change in money. The majority of pupils have a good knowledge of counting in twos, fives and tens, with some able to count in threes and fours. Most pupils have a good knowledge of the names of two-dimensional and three-dimensional shapes, describing properties including the number of sides and corners, and identifying right angles and lines of symmetry. Pupils are developing their understanding of fractions by colouring in halves and quarters of geometric shapes.

86. By the end of Key Stage 2, many pupils calculate to thousands using the four rules of addition, subtraction, multiplication and division. They use a variety of methods for their calculations, and explain what they have done and why. They use decimals, fractions and percentages to describe proportions, and many use and interpret co-ordinates in all four quadrants. Most pupils name and describe the properties of a number of two-dimensional and three-dimensional shapes, identify lines of symmetry, and accurately draw angles of a given size to the nearest degree. They construct their own drawings, with a good deal of accuracy, and work out the perimeter and area of a variety of regular and irregular shapes. Pupils collect data, and represent it in a variety of graphs and charts, sometimes using information and communication technology.

87. Pupils in Key Stage 2 are achieving well. This is due to a clear focus on raising standards. Test results are analysed carefully to identify areas of weakness. The school uses 'Booster' classes to give pupils additional help to reach national standards, and higher ability pupils are given specific tuition in an 'extension' group to enable them to reach the higher levels. The needs of each ability group within a class are addressed, and on most occasions, the set tasks challenge all pupils. Pupils with special educational needs are given appropriate work and support, enabling them to achieve well.

88. The quality of teaching and learning in Key Stage 1 is satisfactory and in Key Stage 2 is good, which is similar to that seen in the last inspection. Lessons are thoroughly planned, with clear learning objectives that are explained to pupils, ensuring that they know what it is they are to learn. New information is clearly explained to pupils, enabling them to grasp the concept quickly. Different levels of work are set for each group within the class, and these, for the most part, challenge pupils causing them to make good progress. However, there are occasions when there is insufficient challenge in the activities, and here, pupils do not make enough progress. For example, in one lesson in Key Stage 1, pupils spent the lesson consolidating work they had done previously, when many were ready to move on to the next stage. Pupils are mostly well motivated with stimulating teaching. Pupils respond well to this and display enthusiasm for their work. Their attitudes and behaviour are good, indeed very good in Key Stage 2. This is largely a result of the relationships established in the class and the motivation engendered by the teacher. These factors contribute to the good progress pupils make. However, marking is inconsistent across the school. Some marking gives appropriate praise or clearly identifies what a pupil has to do to improve, whilst other is cursory and of little help, with no comments even when

work is scruffy and poorly presented. Pupils are mostly well engaged in the activities and tasks set for them. However, there are occasions, particularly in the introduction to lessons, when pupils get away with taking little or no part, thus limiting their progress.

89. The organisation of classes with mixed age groups, in one case going across the key stages, has caused some inequality of opportunity. Year 2 pupils, some based with Year 1 and others based with Year 3, are not receiving the same entitlement to the curriculum. Whilst it is acknowledged that, in general, the lower attaining Year 2 pupils are with Year 1, different teacher expectations and curriculum content means that some pupils are disadvantaged.

90. There have been good improvements in mathematics since the last inspection, largely through the implementation of the National Numeracy Strategy. Good attention is given to careful planning with clear learning objectives, and an appropriate emphasis is placed on developing pupils' numeracy skills and methods of calculation.

91. The effective work of the co-ordinator is having a positive impact on the quality of teaching and the standards achieved. She monitors plans, looking for appropriate coverage, and ensures that there are sufficient resources to support teaching. Although the headteacher monitors teaching and standards effectively, the monitoring role of the co-ordinator is underdeveloped, particularly in knowing what is happening throughout the school. Assessment and tracking procedures are good, and enable teachers to set targets for all pupils. Information and communication technology is used to a certain extent in mathematics, but this needs to be developed further.

## **SCIENCE**

92. Standards in science are good across the school. In Key Stage 1, the most recent available teacher assessments for seven year olds, identifies standards that are above average in comparison to all other schools. In Key Stage 2, the 2000 attainment tests identified standards above average in science for pupils at the age of 11. In relation to similar schools, standards are broadly average at both key stages. Inspection findings concur with these results. Standards in science have improved since the time of the previous inspection. A strong focus is now placed on investigative science. This is having a positive impact on learning, and on the rise in standards.

93. Pupils at Key Stage 1 enjoy carrying out investigations. They develop their understanding and knowledge through many good practical activities. Their observational skills are fostered through different scientific enquiries. For example, pupils in Years 1 and 2 undertook an experiment to find out what happened when objects were placed in a bowl of water. They used simple equipment sensibly to make valid observations as they learned about displacement. They made appropriate predictions about how much water would be displaced, and offered valid reasons why this should happen. One pupil was able to generalise this, commenting: "This happens when you clean out the tadpoles. When you put the stone in, the water rises." In another lesson, Year 2 pupils improved their scientific questioning skills as they discussed how plants are sometimes grown for food. They showed that they are aware of the basic conditions needed for life, and for plants to survive.

94. Pupils in Key Stage 2 build on this prior knowledge. For example, in Year 4, pupils are able to sort living things from non living things. They know the differences between plants and animals and investigate different kinds of plants and the conditions they need for growth. They observe and record their observations carefully, as they are challenged to think carefully about the questions they need to ask. In Year 5, pupils show that they are making good gains in learning as they suggest how to carry out a fair test to discover the best conditions for plant growth. The high expectations of the teacher, and the practical, investigative approach, keep pupils interested and on task, ensuring that they reach high

standards. By the time they reach Year 6, pupils have all achieved clear understanding of what a fair test is, and how to devise one. They undertake a range of experiments in which they are required to work together to observe and describe different soils. They show clear understanding of the relationship between soil and plant growth. They demonstrate the importance of knowing what kind of soil is being used. Pupils make clear observations and valid predictions. They attain high standards as they show how this knowledge is important in the wider world in relation to cultivation in poorer countries.

95. The good standards in science are closely linked to the quality and range of opportunities and to the good teaching across the school. Teaching is particularly good towards the end of Key Stage 2, and standards rise quickly. Teachers show enthusiasm for the subject, and the well prepared lessons promote enquiry and interest. Because many practical activities are planned, pupils look forward to lessons. The investigative approach is highly motivating and ensures enjoyment and success. However, occasionally teachers do not let pupils do enough for themselves. Standards drop when pupils do not have the opportunity to have a turn, or to prepare and clear away after their investigation. At these times, pupils' thinking skills are not extended because everything is prepared for them.

96. Science is well led. The enthusiasm of the co-ordinator has a positive impact on the subject. Work is appropriately monitored, and the good 'task week' each term, ensures that progress is regularly monitored. The practical approach to the subject is a major factor in pupils' enjoyment and, standards. The co-ordinator is rightly planning to monitor teaching and learning further to ensure that standards remain high. One of the most positive features of science at the school is the way that pupils use their literacy and numeracy skills to improve their scientific knowledge and understanding. There are many examples of data collections and good presentation. All of which help to promote high standards.

## **ART AND DESIGN**

97. Pupils' attainment in art and design, by the end of Key Stage 1, is above nationally expected levels, and close to the nationally expected levels at the end of Key Stage 2. There are strengths in pattern making, abstract art designs, and large scale collaborative friezes. Weaknesses are at Key Stage 2 in the lack of different painting techniques in individual pupils' paintings, and in developing pupils' close observational drawings. Standards have been improved at Key Stage 1 since the previous inspection, when pupils' attainment was close to the nationally expected levels for the age groups. At Key Stage 2, standards have been maintained.

98. By the end of Year 2, pupils show good progress in their book cover designs, and fine line drawings. They have appropriate skills in computer generated art about moving vehicles, which reflect good links to other subjects studied. Pupils use colour imaginatively in their pictures and summer collages. Their fine line drawings in their books of natural and man-made objects are truly representational and recognisable. Perspective in landscapes is good, and pupils paint carefully with clean, bold lines.

99. By the end of Key Stage 2, pupils have received appropriate experiences in a range of media and their presentation is careful. Pattern making and abstract designing is good. Abstract designs in the style of Paul Klee are imaginative. Pupils have a good understanding of how to obtain an effective, repetitive pattern, horizontally, vertically and diagonally, and use a simple, single motif to good effect. Pupils use oil pastels and chalk appropriately and miniature pen-portraits in Tudor style are carefully done. The use of colour to reflect mood is good. However, painting techniques for pupils' individual paintings are underdeveloped and there are insufficient sophisticated viewpoints of landscape and when applying colour to paper. In the upper key stage, there is a lack of development in the techniques of close observational drawing, particularly of shading.

100. Pupils' present and past work, and in the few lessons observed, reflects satisfactory teaching overall, with good teaching in Years 1 and 2. Pupils' learning at Key Stage 1 is good. It is mainly satisfactory at Key Stage 2 with good learning of pattern and design. In the main, teachers ensure an appropriate range of experiences and media. There are good links with other subjects studied when, for example, at Key Stage 1, pupils linked their designs for making moving vehicles, and painted views about their visit to the seaside. At Key Stage 2, pupils identified scarab beetle designs when they were shown Egyptian cloth, and used other Egyptian motifs in their attempts at pattern making. In a topic on the Indus in Year 5, the teacher took good advantage to incorporate another culture's unique designs into her pupils' own drawings and designs. Teachers are well prepared for lessons and the management of pupils is predominantly good. Pupils with special educational needs receive very good support in art and design, and they often make good progress in learning. There is good teaching of printing and abstract designing.

101. The impact of teaching and management on pupils' attitudes towards art and design is good. Pupils have enthusiastic attitudes to the subject. They are attentive, ask perceptive questions and co-operate well when producing group efforts. Pupils' independence in choosing materials for drawing and colouring, and in tidying away, is mature. Most take pride in perfecting their work and talk animatedly about their art tasks and work on display.

102. The leadership of art is effective and there has been appropriate monitoring of lessons. Each class keeps a portfolio of art samples, and these are shared positively during meetings of staff to discuss standards. Further in-service training is planned for all staff for the autumn term in order to broaden teachers' knowledge of the full range of media and progression of pupils' skills needed, so that standards can be raised further. Although resources are adequate, the school lacks inspiring three-dimensional objects and ceramics for display and handling.

## **DESIGN AND TECHNOLOGY**

103. Pupils' attainment in design and technology is above the nationally expected levels by the end of Key Stage 1 and Year 4. They are close to the expected levels by the end of Key Stage 2. This is good improvement at Key Stage 1 and Years 3 and 4 from the time of the previous report, when standards were close to the national levels. Standards have been maintained close to the national levels at Years 5 and 6, the same as during the previous inspection.

104. By the end of Year 2, pupils show good skills in developing, planning and communicating ideas. They have good knowledge of the differences in materials and good assembling, combining and joining of materials. This is reflected in the high standards shown by Years 1 and 2 pupils in their making of moving vehicles from card and wood. In particular, the skill of a young Year 1 girl in making a well proportioned 'double-decker' bus, with its regular, cut out windows and secure wooden chassis, is most remarkable. Pupils' drawings and designs when evaluating different layouts and facilities of playgrounds are good, and convey their own ideas clearly. Pupils have a good understanding of the strengths and flexibility of materials as is shown in their collage pictures of St George and the Dragon, and of seaside creatures and views.

105. By the end of Year 6, pupils have designed and made a variety of items from 'pop-up' cards, electrical games using a circuit and batteries, moving monsters using card, balloons and plastic tubing, and delicate boxes whose sides are sewn with tapestry wool in a variety of colourful designs. At Year 3, pupils' portfolios demonstrate good understanding of food technology, describing the making of bread rolls, chollah bread and various sandwiches. Shields, made from coloured cellophane on black cut out paper and mounted on windows to reflect light through the designs, show maturity in design, as do the designs using fabri-crayons on large hanging curtains. Throughout the school pupils show good

skills in making clay objects and their finished masks and figures are very pleasing in design.

106. Pupils have good skills throughout in making and assembling, and learning is good. However, at Years 5 and 6, the further development in using tools on resistant materials, such as wood and heavy plastic, is too limited. Overall, pupils have a satisfactory understanding of the basic features of a variety of man-made commercial products, and Year 4 pupils in particular, show good learning when modifying plans and adapting designs to improve them. However, the high standard in designing and evaluating in Year 4 is not developed and built upon sufficiently in Years 5 and 6, and this aspect of learning in the upper part of Key Stage 2 is, therefore, unsatisfactory. Pupils with special educational needs have good opportunities and support to succeed and are fully integrated in all design and technology lessons, producing work of a high quality. Higher attaining pupils are well challenged in Years 1, 2 and 4, and reach higher standards. However, because of the organisation of Year 2 pupils into two classes across each key stage, they do not all have the same access to a planned curriculum for the Year 2 age group.

107. The quality of teaching observed during the inspection was predominantly good, which had a strong impact on pupils' learning. Teachers' planning is good overall and linked to the Qualifications and Curriculum Authority's document closely, apart from a failure of some teachers to allow sufficient time for pupils to plan, evaluate and modify their designs. In the main, teachers ensure a good progression of pupils' skills between year groups, although the progress loses momentum in Years 5 and 6. Teachers give pupils plenty of scope to experiment and develop their own creativity. There is excellent use of classroom assistants and volunteers whose evident skills are enthusiastically passed on to pupils. Teachers and assistants have a good impact on pupils' attitudes. Pupils' enjoyment of their tasks is evident and is a result of the interesting variety of tasks. Behaviour is usually very good. Pupils consider each others' ideas with deep interest and seriousness. They talk confidently about their models, showing a lot of commonsense in using tools and adhesives safely.

108. The enthusiastic co-ordinator leads the subject effectively and shows a very good knowledge of the National Curriculum guidelines for design and technology. She has compiled some very good portfolios of pupils' work in Year 4 as helpful examples for her colleagues. The monitoring of samples of pupils' work and of planning is good, but the monitoring of teaching by the co-ordinator to enable her to work alongside colleagues is underdeveloped. Resources are adequate for the subject, but at present their central storage is poor and not easily accessed by the rest of the school. The visit to the school by Kojo, the African potter, has had a significant impact in raising pupils' awareness of another culture's artistic techniques.

## **GEOGRAPHY**

109. Standards in geography are broadly average across the school. This is a similar picture to that at the time of the previous inspection. The new curriculum which has recently been implemented is ensuring that all pupils receive a broad and balanced range of activities.

110. At Key Stage 1, pupils learn about basic geographical concepts, such as the weather and the seasons. They begin to observe features of the countryside, including those in the village in which they live. Pupils quickly begin to use appropriate vocabulary, describing features such as the local church, the shops and well known houses. They undertake a local study and make good use of photographs to describe different features. They recognise that buildings change over time. Some pupils in Key Stage 1 recently watched a house being thatched in the local village. They used their enquiry skills well to find out about the process.

111. At Key Stage 2, pupils continue to develop their geographical skills through a range of different enquiries. They collect and record information in different formats, using their literacy and numeracy skills appropriately. They display data in different graph formats relating to temperatures, and describe their results carefully. Vocabulary develops well, and pupils show that they know how to use a range of sources, such as photographs, maps and records, to gather information. For example, in Year 5, pupils traced a water supply on a map. They used different 'keys' to indicate where there was water, and explained these in their writing. In Year 6, pupils show appropriate understanding of scale. Higher attaining pupils show how scales on maps can be changed, and they know how to interpret different scales on a range of maps. They successfully measure distances and show confidence in problem solving. Almost all pupils in Year 6 can formulate appropriate geographical questions about the places and features that they study. The good support for pupils with special educational needs across the school ensures that these pupils succeed in geography. However, sometimes there is too little differentiation in whole class lessons to promote higher standards for lower attaining pupils.

112. The quality of teaching in geography is always satisfactory, and is good towards the end of Key Stage 2. In these classes, standards rise. Teachers in both key stages prepare lessons well, and the good use of resources promotes high levels of interest and enthusiasm. Pupils enjoy the practical approach to geography, and they focus well on tasks. They make appropriate use of maps, photographs, books and artefacts, but the lack of the use of information and communication technology inhibits higher standards in the subject. Pupils are effectively managed, and this promotes confidence and self esteem. Some good interaction between adults and pupils increases pupils' confidence in speaking. For example, in Year 5 the teacher checks that pupils have understood a lesson about water supplies by asking pre-prepared questions, and encouraging pupils to share their thoughts. This means that all pupils attempt to answer at their own level. Pupils learn best when teachers show enthusiasm, and when lessons are planned to be interactive. Occasionally there is too little geographical content in lessons. This limits opportunities for pupils to learn more about the subject.

113. Leadership of the subject is satisfactory. The co-ordinator has good knowledge, and monitors work regularly. This ensures that the subject has an appropriate profile in the school. There is clear awareness of the need to develop more formal assessment procedures in geography, so that pupils' progress can be measured. The lack of monitoring of classroom practice is a weakness, and inhibits awareness of the progress of the subject across the school.

## **HISTORY**

114. Standards in history are broadly average across the school. This is a similar picture to that of the previous inspection, although improvements in the taught curriculum are developing well. The recent adoption of a new scheme of work, with a full range of historical activities, is helping to raise standards in all classes.

115. At Key Stage 1, pupils learn about the past from real people and from many good resources. For example, during the week of the inspection, an elderly visitor talked to pupils in Years 1 and 2 about her experiences as a child. She talked about a trip to the seaside during World War II. Pupils asked many good historical questions, and showed that they had learned about life then in a previous lesson. They showed clear understanding of how times have changed. For example, one pupil commented that: "You wouldn't travel as far then because not many people had cars like they do today." The good use of photographs of life in those times helped pupils to see the differences. Higher attaining pupils in Year 2, who are placed in the Year 3 class, were involved in a visit to a Tudor house during the week of the inspection. They showed high levels of enthusiasm and good gains in learning as they talked about the visit. They showed good understanding of the way Tudor people lived, including some interesting facts about the type of food they used to eat.

116. Pupils across Key Stage 1 learn about many people from the past. They make simple observations and use their literacy skills appropriately as they browse through books to gather information.

117. At Key Stage 2, pupils undertake more in depth historical studies. They learn about ancient civilisations, such as the Egyptians, the Greeks and the Romans. They begin to show appropriate awareness of the different periods, events and people from the past. They use books, artefacts and different sources to search for information. Information and communication technology is beginning to be used but as yet is still limited in many classes. By the time pupils reach the end of Key Stage 2, historical studies become more individual. This enables pupils of differing abilities to work at their own level. They work independently in Year 5 to find out about aspects of life in the Indus Valley and make appropriate gains in knowledge as they investigate for themselves. In Year 6, pupils show mature attitudes to learning as they investigate multicultural issues of more recent times. They showed empathy with the views of Martin Luther King as they listened to his famous "I have a dream ..." speech on the Internet. One pupil commented that: "It makes me feel sorrow that people act this way."

118. The quality of teaching history is satisfactory overall, and good towards the end of Key Stage 2. Teachers promote learning through many real experiences and visits. Standards rise when pupils have the opportunity to study the past through real sources, such as the visit to the Tudor house in Years 2 and 3, and the use of the Internet to listen to an actual speech in Year 6. Historical empathy, awareness and understanding are highest at these times. Teachers plan many such activities across the year, and this is helping pupils to make gains in learning.

119. History is appropriately led and managed. Some good portfolios of work are being established. However, little monitoring of teaching has taken place in classrooms, and this is a weakness that the co-ordinator is aware of. Monitoring of pupils' work is well established, although the lack of specific assessment procedures for the subject has a negative impact on progress across the school. Although the strategic use of resources is satisfactory, not enough use is made of information and communication technology in all areas of the school.

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

120. The previous inspection report found that standards in information technology were satisfactory at the end of both key stages. Current inspection findings are that attainment in information and communication technology is in line with national expectations at the end of both key stages. Whilst this is a very similar judgement to last time, in fact, pupils are now achieving far more. The requirements of the National Curriculum have changed a good deal, which has necessitated new hardware and software, and an increased level of teacher expertise. The school has addressed both these issues to some extent, enabling attainment to be at a satisfactory level. However, more improvements still need to be made to the provision of computers, so that pupils to have more opportunities to practise the skills they are taught; and to increase teachers' expertise. Improvements that have been made are recent and ongoing, and have not had time to make a significant impact on pupils' learning.

121. By the end of Key Stage 1, most pupils can use a word processor competently to change the style and size of letters, and write short texts. When they have produced a piece of work such as a poem in literacy lessons, they learn how to present it attractively using word processing programs. As part of their work in geography, pupils produced a holiday brochure, and have used paint programs to paint pictures on screen. They have used the computer in music to help them compose tunes. Pupils are learning mouse control and keyboard skills well.



122. By the end of Key Stage 2, pupils have further developed their word processing skills, using pictures as well as print to present their work. They can access information from a CD Rom or the Internet when researching personal projects. For example, they followed the foot and mouth outbreak by finding places on a map of the United Kingdom, linking well with geography. They have a sound understanding of how to collect information for databases, presenting their results in block graphs, line graphs or pie charts: for example in work for their 'Spare Time' project. Pupils use heat sensors linked to the computer in their science work: for example when investigating changing materials and keeping things warm. The digital camera is used across the school. Year 5 made storybooks in religious education using pictures they had taken for their work.

123. Computers are beginning to be used across the curriculum, although further development in this direction is needed so that all software is fully used in each subject. Pupils with special educational needs make good use of the computers to assist them with their learning and make appropriate progress for their age and ability.

124. During the inspection, there was insufficient evidence to make a firm judgement about the quality of teaching in Key Stage 1. Three lessons were seen in Key Stage 2, two of which were satisfactory, and one very good. In the very good lesson, learning objectives were appropriate and made known to pupils. The task was very clearly explained to pupils, who were all totally engaged and well motivated. Ideally, all pupils would then have had the opportunity to practise what they had been taught. Instead of that, differentiated worksheets were prepared for pupils to follow up the demonstration. This was good use of the time in the circumstances, but showed that the lack of available computers hinders the progress pupils were able to make. However, pupils were able to practise the skills when it was their turn during the following week.

125. Information and communication technology is very much at a developmental stage, but it is moving forward at a good pace. There are new systems of hardware and software in place which enable most of the requirements of the National Curriculum to be met. The requirements that are not met in school, such as aspects of control technology, are covered during a residential visit by Year 6 pupils. A digital camera, sensors, scanner, microscope, programmable toys and Internet access are all giving pupils valuable experiences, and helping their progress in the subject.

126. A new scheme of work for ICT has been developed which ensures coverage of all the required elements. The co-ordinator has worked hard on these developments, and on developing the awareness and competence of other teachers, although still more needs to be done on developing staff expertise. There are insufficient opportunities for the co-ordinator to work alongside colleagues for the purpose of monitoring and assisting with teaching, as most of the co-ordinator's non contact time is spent loading programs onto class computers. Assessment procedures are informal at the moment, and most records simply indicate when a pupil has used the computer. Self assessment sheets, linked to the learning objectives, are being developed for use by pupils.

## **MUSIC**

127. It was not possible to make judgements about music in Key Stage 1 as the only lesson observed was not its usual length, and was too short to make a valid appraisal. In Key Stage 2, pupils attain the standards above those expected for their age, particularly in performing skills, and enjoy their music making activities. This includes pupils with special educational needs and physical disabilities, and is similar to the judgement in the last inspection.

128. Pupils sing to a satisfactory standard, keeping in time and in tune. Most pupils sing enthusiastically, apart from Year 6 who are more inhibited. In Key Stage 2, pupils learn to

compose, using tuned and untuned percussion instruments. For example, Year 4 pupils used a pentatonic scale to create music for a Haiku poem they had written in literacy. They then rehearsed their piece to play to others. Similarly, Year 6 pupils composed their own rounds, including words, melody and accompaniment. Good opportunities for musical appreciation are taken during assembly, when there is a well considered programme of music playing for pupils to enter and leave the hall. The composer, type of music and instruments playing are displayed and discussed.

129. In the two observed lessons, both on composition, teaching in Key Stage 2 was very good. These teachers had a good knowledge and understanding of the subject, and motivated pupils well. All pupils, including those with special educational needs, made good progress, largely because the teachers gave them plenty of opportunity to experiment with instruments and the sounds they make. This enabled them to compose and rehearse well, producing good quality pieces. Evidence from talking to teachers and pupils suggests that not all teachers are this confident and competent, and that there is a need to develop teachers' expertise. The problem has been resolved to a certain extent by two teachers swapping their classes with the music co-ordinator in order that she can teach the subject. There are insufficient opportunities for the co-ordinator to work alongside colleagues to observe, and assist with, teaching and learning. However, during the autumn term 2001, the school has planned to make this aspect a main focus.

130. The choir and recorder groups offer opportunities for pupils to develop music further. They sing on a number of occasions, including church services and musical evenings. Recorder players play in musical performances and sometimes for hymns in assembly. A good number of pupils take advantage of opportunities to learn to play instruments, mostly through the county peripatetic music service. These pupils have opportunities to play on various occasions during the year, although, unfortunately, there is no orchestra at present. A number of additional experiences help broaden pupils' musical education. For example, pupils joined in a multicultural workshop with other local schools, and an African drummer visited to enable pupils to play the instruments and hear him play.

131. The school has a new scheme of work based on the Qualifications and Curriculum Authority guidelines. If this is followed, it ensures that all the requirements of the National Curriculum are covered. Assessment needs to be developed as there are no planned assessment opportunities at present. There are insufficient percussion instruments to enable pupils to experiment with sound, which limits their progress.

## **PHYSICAL EDUCATION**

132. Pupils' attainment in physical education is above national expectations at the end of both key stages, which is a similar judgement to that of the last inspection. Swimming is a particular strength, with many pupils in Key Stage 1 meeting the Key Stage 2 requirement to swim 25 metres. Good use is made of the school swimming pool, albeit for a short period during the summer. This provision is supplemented by visits to a local public pool. Pupils develop swimming strokes and water skills to a high level. Attainment in athletics is good. Pupils show good skills in running, jumping and throwing. They enjoy working hard at their activities, which enables them to make good progress. No games lessons were observed, but pupils' skills observed during lunchtime games were good, and the successes pupils have in local competitions indicate a high level of achievement. For example, the Key Stage 2 mixed tag rugby team was a 'runner up' and 'best behaved' team in the Dorset and Wiltshire Youth Games this year. A tennis player was in the winning team representing the county of Dorset.

133. The teaching observed in Key Stage 1 was for swimming, and was satisfactory. Pupils were well managed, and groups were well organised. Good use was made of parent helpers and learning support assistants, particularly with the younger pupils changing. Good attention is given to safety, with one parent in the water, and only one group of pupils

in the water at a time. Confidence is developed well, with a series of skills and tasks to be achieved. However, on occasions, too much attention is paid to developing the skills listed rather than developing swimming strokes. For example, in one lesson, a group contained pupils who could all swim widths. They swam four widths, all with actions which could be improved a good deal. Rather than working on those, such as developing a more effective leg kick, pupils went straight on to practising mushroom floats, and then other water skills. Such water skills are important, but should not dictate the content of the lesson as much as they do. The teaching observed in Key Stage 2 was for athletics, and was good. Three classes were taken together. With help from a past pupil now in secondary education, pupils were divided into four groups, each practising a different event. Good teaching points were made enabling pupils to make good progress. However, pupils could be more active for more of the time. For example, there is no need to have only one pupil skipping at a time, or only one pupil throwing a ball, with others standing around waiting. Good progress could have been very good or excellent with slightly different methods. Some pupils were assisting with measuring and timing, but this could be developed further. Greater use of pupils for these tasks would have developed their independence, and contributed to more pupils being engaged in the lesson.

134. The school has just adopted the curriculum of the Qualifications and Curriculum Authority which will ensure that all the requirements of the National Curriculum are met. The curriculum is enhanced considerably with a good range of extracurricular activities which are well supported by pupils, teachers parents and other coaches. Particularly good use is made of clubs in the community, including football, hockey, cricket, swimming and tennis. Opportunities are available for competition, both in school; with house matches, sports day and a swimming gala; and against other schools. A number of pupils have gained success in these events, and taken part in higher level competitions. The school is well equipped to deliver the curriculum. The hall, swimming pool, playground and field are all well used, and sponsorship has enabled the school to build up a good supply of small games equipment. However, the storage of the small equipment does not make access and retrieval as easy as it should be.