

INSPECTION REPORT

Pitton C of E VA Primary School
Salisbury

LEA area: Wiltshire

Unique Reference Number: 126490

Inspection Number: 208449

Headteacher: Mr D J Morgan

Reporting inspector: Mrs P Francis, 2440

Dates of inspection: 18 – 20 October 1999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	White Way Pitton Salisbury Wiltshire SP5 1DT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Veck
Date of previous inspection:	15 January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Pam Francis, Registered Inspector	Science Art Geography History Under-fives	Attainment and progress Teaching Leadership and management
Mr Kenneth Parsons, Lay Inspector		Attendance Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Rowena Onions	English Music Physical Education Special Educational Needs	Attitudes, behaviour and personal development Staffing, accommodation and learning resources
Mr David Whalley	Mathematics Information technology Design and technology Equal opportunities	The curriculum and assessment The efficiency of the school

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The Registrar
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MAIN FINDINGS

What the school does well

- At the age of eleven, pupils' standards are above average in English, science and information technology and well above average in mathematics. Their standards in speaking and listening across the school are high.
- Pupils' attendance is very good, they have good attitudes, behave very well, have very good relationships with each other and their teachers, and have good personal development.
- Teaching is satisfactory throughout the school and is good in Key Stage 2.
- There is good curricular provision for four-year-olds and for pupils' spiritual, moral, social and cultural development.
- The school has a positive ethos, a very good partnership with its parents, provides good support and guidance for pupils and takes good care of them.
- The governing body provides good strategic leadership to the school and good financial planning.

Where the school has weaknesses

- I. The headteacher and co-ordinators do not monitor systematically the work of the school.
- II. Teachers do not use the information from assessment to plan work that challenges the higher attainers sufficiently, especially in Key Stage 1.
- III. Teachers do not always identify what they wish pupils to learn when they plan lessons. This makes it more difficult for them to assess pupils' attainment and progress accurately.
- IV. Teachers do not always use time throughout the day effectively to provide a balanced curriculum.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress against the key issues of the previous report and most have been fully addressed. Standards have been maintained, and improved in mathematics and information technology. Pupils' behaviour continues to be very good and pupils' attitudes and personal development are still good. A revised management structure and more time for the headteacher to manage the school have been implemented. Among other improvements are the quality of the accommodation, particularly for play and physical education. The principal remaining weakness is the lack of effective, systematic monitoring of the planning and teaching by the headteacher and co-ordinators. The school is striving to raise standards and has a sound capacity to make further improvements and to meet its newly identified targets.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
English	C	E	<i>well above average</i> A
Mathematics	A	B	<i>above average</i> B
Science	B	C	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The small size (12) of the cohort that took the tests means that one child can make a considerable difference to the result.

The information shows that in 1999, the performance of pupils was in line with the national average in English above average in science, and was well above average in mathematics. Test results also show that when compared nationally, the school has a very high proportion of pupils at eleven who reach the higher level in all three subjects compared nationally.

Inspection findings show that pupils across the school achieve above the nationally expected levels in English and mathematics and at eleven achieve above the nationally expected levels in science and information technology. Pupils make sound progress in most subjects across the school and in Key Stage 2 they make good progress in mathematics, science, history and music and very good progress in information technology.

Four-year olds make a good start to school and achieve above average standards in language and literacy, mathematics and knowledge and understanding of the world and well above average in personal and social development.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Good
Science	N/A	Satisfactory	Good
Information technology	N/A	Insufficient evidence	Good
Other subjects	Good	Good	Good

Teaching was at least satisfactory in 97 per cent of lessons. In 56 per cent it was good. The teaching in classes for 5-7 year olds was mainly satisfactory with a quarter of lessons being good, and in classes for the 7-11 year olds, the teaching was predominantly good. The teaching of children under five in the Reception class was mainly good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good.
Attendance	Very good.
Ethos*	Good, positive ethos.
Leadership and management	Satisfactory overall. The leadership and support of teaching and curricular development are sound. The lack of effective, systematic monitoring of the planning, teaching and balance of the curriculum across subjects and within subjects, by the headteacher and co-ordinators is unsatisfactory. The new co-ordinator for special educational needs does not have sufficient time to manage her responsibilities. The governors make a good contribution to the school's work.
Curriculum	Satisfactory overall. The curriculum is broad but the balance is not always secure because there are no procedures to monitor the balance and time is not always well used throughout the day. Teachers do not always plan sufficient challenges for the high attainers. The school's assessment procedures are not used sufficiently to inform curricular planning. The school has effective strategies for literacy and numeracy.
Pupils with special educational	The school makes good provision to meet the needs of pupils with special

needs	educational needs and they make good progress in English. Individual educational plans are out of date.
Spiritual, moral, social & cultural development	Good with a particular strength in moral development.
Staffing, resources and accommodation	Overall satisfactory. For its small size, the school has a very good number of appropriately qualified staff. Resources and accommodation are sufficient to deliver the school's curriculum.
Value for money	Satisfactory.

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

• **The parents' views of the school**

• What most parents like about the school	What some parents are not happy about
V. Parents find it easy to approach the school with questions or problems to do with their children.	XI. Some parents are not satisfied with the work that
VI. The school enables children to achieve a good standard of work.	XII. Some parents are not happy with the standards of en.
VII. The school encourages parents to play an active part in the life of the school.	XIII. Some parents felt there was a non-
VIII. The school keeps parents well informed about their children's progress.	XIV. The school's approach to the rare incidents
IX. The school achieves high standards of good behaviour	
X. The school's values and attitudes have a positive effect on pupils.	

The parents' views of the school are not necessarily a representative sample because only 20 parents attended the pre-inspection parents' meeting and only a small proportion of parents (21 per cent) returned the questionnaire.

Inspectors' judgements support parents' positive views of the school. Inspectors found that homework is appropriate, standards in mathematics are high in Key Stage 2, but agreed with parents that in physical education lessons there are occasions where pupils lack a competitive edge to their play.

The pastoral approach adopted by the school, involving getting the pupils themselves to resolve the issues of conflict with the support of other pupils, "shadows", does work in this school. Pupils feel secure in the school and they report that there is little or no bullying but that they are sure that any that occurred would be stopped.

· **KEY ISSUES FOR ACTION**

In order to improve the standards in the school further for the pupils, the headteacher and governors should focus upon the following key issues:

Improve the monitoring by the headteacher and co-ordinators of planning and teaching to ensure that:

- XV. teachers, within their planning, identify clearly what pupils should learn in order to assess pupils' attainment and progress more accurately;
- XVI. teachers use the information from their assessments to plan work that matches pupils' prior attainment more accurately, particularly in Key Stage 1 to challenge those who attain more highly;

- XVII. teachers use time throughout the day more effectively to provide a balanced curriculum for all pupils.

(These weaknesses are mainly discussed in paragraphs 25, 29, 34, 50)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- XVIII. to produce up-to-date individual educational plans for pupils with special educational needs;
(paragraph 27, 50)
- XIX. to improve the accommodation, especially the facilities for a library, to improve pupils' independent access to books for research.
(paragraph 54)

INTRODUCTION

• **Characteristics of the school**

1. Pitton Church of England Primary School is a small rural, village school in Wiltshire, about five miles east of Salisbury. The school changed its status on 1 September to voluntary aided from grant maintained. Since the last inspection the number on roll has increased by 18 per cent from 68 to 80 pupils on roll, all of whom are white and no pupils have English as an additional language. There is almost an equal balance of boys and girls. Children attending the school come from the village of Pitton and 63 per cent of the pupils come to the school from parental choice from neighbouring villages of Winterslow, Firsdown and Alderbury, and some from the city of Salisbury. The school serves a community, which is mainly advantaged socially. About four per cent of pupils are eligible for free school meals, which is below the national average for primary schools. Most pupils have attended pre-school provision. Pupils are admitted to the Reception class in the autumn term before their fifth birthday and attend school on a part-time basis until they become familiar with school routines. During the inspection, there were six four year olds, out of 14 pupils in the mixed Reception and Year 1 class. On entry, the school population reflects the full range of ability but is slanted towards above average attainment. The proportion, 12.5 per cent, of pupils of statutory school age on the school's register of special educational needs is below the national average. No pupils have been identified as holding a statement of special educational need, which is below the national average.

1. The school's aims to help every child:

- to listen with concentration and understanding;
- to read with understanding, material appropriate to his/her age;
- to communicate clearly and confidently in speech, writing and other art forms such as painting, music, drama and movement;
- to acquire knowledge and information from a variety of sources;
- to observe carefully and accurately;
- to master basic scientific and mathematical concepts and solve problems;
- to use computers to communicate and find information;
- to have a knowledge of the Bible, Christian beliefs and worship and have an awareness of other religions;
- to have a range of movement and gymnastic skills.

1. The school's priorities for development in 1999 and 2000 to raise standards are:

- In the curriculum:
 - to adopt the National Numeracy Strategy in mathematics;
 - to review the English policy for handwriting & spelling;
 - to review religious education;
 - to review policies and schemes of work for art and design and technology;
 - to produce a policy for health education.
- To review target setting.
- To review office procedures in light of the change of status.
- To continue to plan for a new school building.
- The Governors' priorities are to monitor the National Numeracy Strategy, to ensure that policies and procedures reflect the changed status and to set the budget.

4. Targets set by the school for 11 year olds in the national tests are:

Percentage at Level 4 & above

Year	2000	2001
English	83	100
Mathematics	83	100
Science	83	100

· **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	6	6	12
(1998)	(7)	(7)	(14)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	6	6
	Girls	6	6	4
	Total	11	12	10
Percentage at NC Level 2 or above	School	92 (79)	100 (93)	83 (93)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	6	6
	Girls	5	4	6
	Total	10	10	12
Percentage at NC Level 2 or above	School	84 (93)	84 (93)	100 (93)
	National	(81)	(85)	91 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	7	5	12
(1998)	(5)	(10)	(15)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	6
	Girls	4	4	4
	Total	9	10	10
Percentage at NC Level 4 or above	School	75 (93)	84 (53)	84 (67)
	National	73 (65)	72 (59)	83 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage at NC Level 4 or above	School	84 (80)	84 (67)	84 (80)
	National	(65)	(65)	(72)

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

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

1 Attendance

Percentage of half days (sessions) missed

%

through absence for the latest complete reporting year:

Authorised	School	2.5
Absence	National comparative data	5.7
Unauthorised	School	0.0
Absence	National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	0
Satisfactory or better	97
Less than satisfactory	3

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

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

1 **Attainment and progress**

5. Since the last inspection, at the ages of seven and eleven, standards of attainment in English have been maintained and are above the national expectation for the end of both key stages. Standards of attainment in mathematics at seven have been maintained and at eleven have improved and are well above those expected nationally. In science, standards of attainment at seven equal the national expectation but are not high enough for pupils who enter school with above average ability. At eleven, standards in science have been maintained. A key issue in the previous inspection to fully meet the requirements of the National Curriculum in information technology has been fully addressed and standards of attainment have been maintained in Key Stage 1 and have been improved in Key Stage 2. Due to the sound teaching, pupils in Key Stage 1 make satisfactory progress in most subjects, except science where the lack of challenge for high attainers means that too few pupils attain the higher levels. Pupils in Key Stage 2 make at least satisfactory progress in all subjects, good progress in mathematics, science, history and music and very good progress in information technology, due to the impact of the predominantly good teaching throughout the key stage.
 1. Pupils make a good start to school in the Reception class. Under-fives make satisfactory progress from their above average attainment on entry in all the areas of learning except in personal and social development where progress is good. By the time they enter statutory education at the age of five, they attain the expectations of the Desirable Learning Outcomes in physical and creative development. They exceed the expectations of the Desirable Learning Outcomes in language and literacy, mathematics, and knowledge and understanding of the world, and attain well above the expectations in personal and social development. These standards are above those expected nationally for pupils of this age. Many children are working within Level 1 of the National Curriculum in English, mathematics, science and geography by the time they are five.
 2. The results of National Curriculum assessments taken by seven-year-olds in 1999 show that against national comparisons, attainment in reading and science is well above average, in writing is very high and in mathematics is below average. When the proportion of pupils reaching the higher level is compared nationally, the school's results are well above average in reading, writing and mathematics but very low in science. Taking the three years from 1996 to 1998 together, the figures show that the performance of pupils in the statutory assessments in reading, writing and mathematics is consistently above the national average. From test data for seven-year-olds over the three years, there are no significant differences in the performance of boys and girls in writing and mathematics, boys perform better than girls in reading. In comparison with schools with similar backgrounds, the results in 1999 for the proportion of pupils attaining Level 2 and above were average for reading, well above average for writing and science and well below average in mathematics. In comparison with similar schools, the proportion of pupils who attained the higher level (Level 3), were above average in reading and mathematics, were well above average in writing and were very low in science.
 3. Test results for eleven-year-olds in 1999 against national comparisons, show that attainment in English is in line with the average National Curriculum levels, in science is above average and in mathematics is well above average. When the proportion of pupils reaching the higher level is compared nationally, the school's results are very high in all three subjects. Taking the three years from 1996 to 1998 together, the figures show that the performance of pupils in English, mathematics and science in the tests was consistently above the national average until 1998 when standards dropped. This was due to a much larger proportion than usual, over a third, of pupils with special educational needs in the cohort that took the tests in 1998 and 1999. From test data for eleven-year-olds over the three years, there are no significant differences in the performance of boys and girls in English. Boys perform better than girls in mathematics and science. In comparison with schools with similar backgrounds, the results in 1999 for the proportion of pupils attaining Level 5 were well above average for English and science and very high for mathematics. The school has analysed the results of nationally standardised tests in Key Stage 2 to set targets for individual pupils. This

information is used to set targets for eleven-year-olds for test results in English, mathematics and science for the Years 2000 and 2001. The process is new for the school and is effective in setting realistic targets for attainment at the end of Year 6.

4. One pupil can make a significant difference to test results, as the cohort that took the tests is small. Test results are based on one year's work while the inspection judgement is made from work from the previous year and from pupils currently in the last year of each key stage. In English, pupils make satisfactory progress throughout the school and, by the end of both key stages, attainment in speaking and listening is high, and in reading and writing is above the national expectation. Pupils are articulate and the high standards in speaking and listening are a strength of the school. By the age of eleven, pupils have learned to adapt the type of language they use to the situation and are proficient in both expressing opinions and listening to those of others. Pupils read confidently and accurately throughout the school. They enjoy books and in Key Stage 2 discuss the characters and the plot in fiction and find information in reference books and on CD-ROMs to assist their research in other subjects, such as history. In writing, pupils gain good skills in grammar, punctuation and spelling as they move through the school. They write in a range of styles and in Years 5 and 6 they choose different styles of writing within their work to increase variety and precision when they use direct and indirect speech and write instructions in the imperative form. Standards of handwriting are good overall, although there are occasions, particularly in Key Stage 2 when pupils allow their standards of presentation to slip. Their good literacy skills support standards in other subjects as pupils write well in different styles to record their findings across the curriculum.
5. In mathematics, pupils make satisfactory progress through Key Stage 1 and, attainment at the age of seven is above the national expectation. Pupils have a sound understanding of the number system, discuss their work using appropriate mathematical language and many pupils use their knowledge of multiplication tables to solve problems. In Key Stage 2, pupils make good progress and attain well above the national expectation at eleven. The vast majority of pupils has a good knowledge and understanding of mathematics and uses number accurately and appropriately in a number of different contexts. All pupils interpret line graphs, pie charts and frequency diagrams. They use this mathematical knowledge in other work, for example, in collecting data and analysing it as part of their scientific investigations and in geography.
11. In science at Key Stage 1, inspection findings show that progress over time is unsatisfactory. By the age of seven, attainment is equal to the expectation for the end of the key stage but not enough pupils are on course to attain the higher level. These standards are related to weaknesses in teaching where there is a lack of challenge for pupils of higher attainment, particularly in Year 2. Pupils have satisfactory knowledge and understanding of science and record their work accurately. In Key Stage 2, pupils make good progress and attain above the national expectation by eleven. Pupils undertake experimental work effectively, they understand the need for a fair test and by the end of the key stage show that they understand the need for some factors to remain constant while others vary. They use measuring skills accurately and information technology competently to collect data, record and analyse it.
1. In information technology in Key Stage 1 pupils make satisfactory progress in developing skills in word processing, drawing pictures and in retrieving information. At the age of seven, attainment is in line with that expected nationally. In Key Stage 2, pupils make very good progress and attainment at the age of eleven exceeds the national expectation. Pupils use word processing programs skilfully, they use spreadsheets to record and interrogate data, they use CD-ROMs to find information and send and receive e-mail messages to communicate with pupils in a German school. Pupils use information technology effectively across the curriculum.
13. In both key stages in art, design and technology, geography and physical education, pupils make satisfactory progress. In history pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2 and in music they make good progress in Key Stage 2. In art and design and technology, pupils' knowledge, understanding and skills are developed progressively as pupils move through the school, their work at eleven is more controlled, detailed and there is a more sophisticated use of skills. In geography, many pupils attain good standards and are working at higher than usual levels for their ages at the end of both key stages. Good features are their knowledge and understanding about their local environment and pupils' skills and understanding of maps. In history, pupils have

sound knowledge and understanding of the past, and skills in historical enquiry are well developed. Standards in music in the school are above those that are usual for pupils of this age. The oldest pupils have a wide knowledge of types of music, when listening to music they identify instruments and pick out themes and patterns, they talk about music with a good technical vocabulary and are beginning to compose using stave notation and elements such as scales within their musical compositions. In physical education, pupils show appropriate control, co-ordination and awareness of space in outdoor games.

14. Across the school, particularly in Key Stage 1, pupils with higher prior attainment do not always make the progress they should, due to the lack of challenge provided for them in teachers' planning. Examples of this lack of challenge were seen in Key Stage 1 in English, science and geography and in art in Key Stage 2. Pupils with special educational needs make satisfactory progress overall. They make good progress in English where they receive good quality extra support during the literacy hour from an experienced classroom assistant. However, the individual educational plans are not up-to-date enough to support effective learning.

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

15. In the Reception class, the response of the under-fives is at least good and in over half of the lessons, is very good. They have positive attitudes to school and their behaviour is very good. They have very good relationships with other children and the adults with whom they work and play. Children are helpful to each other and they show very good personal independence when they select resources and activities after they have finished their initial task and they work independently from the teacher when she is working with pupils in Year 1. They know the routines well, move sensibly from one activity to another and settle to work quickly. The children's very good response at the beginning of the school provides a firm foundation to their life and work in school.

16. The attitudes of the pupils in the rest of the school, including those with special educational needs, are good and have a positive effect on their learning. In lessons, they concentrate on the tasks set and try hard to improve their work. Pupils are very interested in their work and are generally prepared to concentrate and persevere with more difficult aspects of a task. For instance, in science, pupils in Key Stage 1 made very careful observations before making a painting of a light source and Key stage 2 pupils persevered well when making a Victorian style picture frame in design and technology. Pupils listen attentively, for instance, younger pupils listened carefully when working on patterns of counting in mathematics. Older pupils are confident in their use of language to discuss and make a point of view. They listen to the opinions of others and respond to these. They are keen to contribute to discussions, for instance in offering suggestions when using photographs of Roman artefacts to deduce the way Roman people lived, or why food hygiene is important in a local supermarket they had visited. Pupils enjoy a large range of activities, including mental calculations, reading a book about a survivor of an earthquake, playing ball games and painting a model. Pupils can work independently and in small and whole class groups. On rare occasions, however, when tasks are unchallenging or when pupils are unsure of the point of the work, attention is less good and too little work is completed when they are working independently.

17. Pupils' behaviour in class and around the school is very good. This reflects the opinion of the parents. Pupils are self controlled and polite. They know the rules of the school, are generally appreciative of the praise they receive and seldom step over the guidelines of expected behaviour. They show respect for property, both that belongs to the school and that of other pupils. Pupils feel secure in the school. They report that there is little or no bullying but that they are sure that any that occurred would be stopped. There have been no exclusions during the past year.

18. The school has a friendly atmosphere and relationships between pupils and adults and between pupils are very good. Pupils work very well in pairs, small groups and as whole classes. They listen to each other, respect the opinions of others, but will argue a point they feel strongly about. Throughout the school there is a strong ethos in which disagreements are discussed rather than fought over.

19. Pupils willingly take responsibility around the school. From the earliest age they are expected to take their share of tidying and setting up equipment. Older pupils have specific duties such as preparing for art lessons that they fulfil in a responsible and adult manner. In the main, pupils take responsibility for their own learning and show initiative and an ability to work unsupervised. There are a small number of lessons, however, where pupils lack the self-control to complete tasks that they have been set.

20. The quality of the pupils' attitudes, relationships, personal development and behaviour has been maintained since the date of the last report and this is a strength of the school.

12. **Attendance**

21. The attendance by pupils at the school is very good. In recent years the number of reported pupil absences has been well below the national average for a school of this type. The school has reported a zero level of unauthorised absences, and although there have actually been some during this period, the level is low. The vast majority of pupils attends school consistently and come to school each day on time. Very few pupils arrive late, and then usually by only a few minutes. There are no particular problems with the attendance of any particular group of pupils, including those with special educational needs. Registration periods are conducted efficiently and lead speedily into the school day. During the day pupils move around the site from building to building efficiently and they do not delay the start of lessons. Standards of pupil attendance have been maintained since the last inspection of the school.

12. **QUALITY OF EDUCATION PROVIDED**

12. **Teaching**

22. Across the school the quality of teaching was satisfactory and better in nearly all lessons observed during the inspection. In over half of the lessons observed, it was good. Since the last inspection the proportion of good teaching in Key Stage 1 has reduced. In 1996, in Key Stage 1 all teaching was at least sound, the majority was good or excellent. During this inspection the teaching in Key Stage 1 was mainly satisfactory with a quarter of lessons being good. There has been a change in staff and the planning and teaching in Key Stage 1 has not been monitored effectively to evaluate its impact on pupils' attainment and progress. During the inspection in 1996, the teaching in Key Stage 2 was more variable and ranged from excellent to unsatisfactory. During this inspection, in Key Stage 2 the teaching was predominantly good; an improvement since the last inspection as its quality has become less variable and more consistently good. The teaching of children under five in the Reception class is good. There were examples of good teaching in each class, in science and physical education in both key stages, in geography in Key Stage 1 and in English, mathematics, information technology, design and technology and history in Key Stage 2.
23. Overall, teaching for the under-fives in the Reception class is good. The teacher has secure knowledge and understanding of the needs of the four-year-olds and of the curriculum to meet those needs. She plans the curriculum to ensure that the under fives undertake many practical experiences and makes good use of play to extend learning. She plans effectively from the Desirable Learning Outcomes and the first level of the National Curriculum side by side to ensure a seamless transition. What she intends children to learn is not always as clearly identified in her planning as the activity she expects children to undertake. The strengths in the teaching are the high expectations of children's behaviour and attainment and the good management of children based on very good relationships and a calm, secure discipline. The large area is well organised and children know the routines well, know what is expected of them and become independent very quickly. Plentiful resources match the children's needs and are well organised for them to access them independently but there are times when the pace of sessions could be increased.
24. Overall, the quality of teaching of literacy is sound across the school and the teaching of numeracy is sound in Key Stage 1 and good in Key Stage 2. The use of the National Literacy Strategy Framework to teach the skills of reading and writing is having a positive effect. However, some issues, such as planning for the literacy hour and the teaching of writing using the Literacy Strategy, remain to be addressed. Teachers use the correct terminology in all subjects to increase pupils' vocabulary and teach skills such as spelling and writing within other subjects. This was seen in geography in Year 1/2, when the teacher used labels for the spelling of samples of local crops and tropical fruits for pupils to use in their subsequent writing. Overall, the teaching of numeracy is satisfactory and has a positive effect on raising standards. Teachers use numeracy satisfactorily across the curriculum, for example in science, design and technology and geography.
25. Teachers across the school have secure knowledge and understanding of the subjects they teach; in Key Stage 2 the teacher's expertise in information technology is very good. In Key Stage 1 teachers teach their classes for all subjects while in Key Stage 2 there is specialist teaching for all subjects.

During the previous inspection, unsatisfactory teaching in Key Stage 2 occurred when work was insufficiently demanding for pupils. Currently, teachers' expectations of pupils' attainment are usually appropriate except for pupils of higher prior attainment, especially in Key Stage 1. These pupils are not challenged enough by the tasks they are given because teachers' planning does not match their needs accurately. In Key Stage 2, pupils are usually challenged sufficiently, as seen in a history lesson in Key Stage 2. The teacher had matched work well to two differing prior attainments by the use of two texts of differing complexity. Teachers do not always identify clearly what they intend pupils to learn, for example in design and technology, where planning focuses on the product that pupils are to make rather than identifying objectives that systematically develop the skills required in the process. This lack of clear objectives for learning hinders pupils' progress and makes it more difficult for the teacher to make accurate assessments at the end of the lesson.

26. Teachers have very good relationships with pupils and manage their classes effectively. Across the school, teachers use a good balance of class teaching, group work and activities for pupils. Teachers prepare and use resources well but the pace of lessons is not always brisk enough in Key Stage 1. In Key Stage 2 in science and history, pupils are given deadlines for each part of the lesson and a brisk pace is maintained. In Key Stage 1 the pace is often leisurely and lacks a sense of urgency. Sometimes the time in a lesson for a subject is inadequate, such as in art, when pupils only had a quarter of an hour to weave patterns in raffia and their progress was hindered by the short time for practical work. Overall, teachers' day-to-day assessment is sound. In science, information technology and history in Key Stage 2, there are examples of skilful questioning that challenge pupils and improve their thinking. Written marking, in English, often includes evaluative comments that assist pupils in understanding how they might improve their work. In most other subjects, marking is merely a tick and a word of praise. Teachers use homework satisfactorily. Pupils take reading books and mathematics home, and this promotes progress in English and mathematics.

1. The quality of teaching of pupils with special educational needs is good. Both through tasks that are matched to the current attainment of these pupils and through additional support from the classroom assistant or the teacher, these pupils are assisted to make good progress in English and sound progress in other subjects. Up to the last term, there were very good quality individual educational plans for pupils who required them. These assisted the teachers to plan suitable work for the pupils and against which to assess their progress. Currently, there are no up-to-date individual educational plans to assist teachers in this way.

27. **The curriculum and assessment**

28. The curriculum for children under the age of five is broad and balanced. It covers all the areas of learning necessary for young children. At Key Stages 1 and 2 the curriculum is broad covering all the subjects within the National Curriculum and religious education. The governing body has adopted an appropriate policy for sex education. While there is no specific policy to systematically develop pupils' personal and social awareness, the provision is satisfactory. Health education, including awareness of the misuse of drugs, is suitably included within the science curriculum.

29. The balance of the curriculum, while satisfactory overall, is not secure and there are a number of areas where there is some concern. There are no procedures to monitor the balance of the curriculum either between subjects or within subject areas. For example timetables are very approximate. Although it is understandable that modifications to timetables would happen, there were examples during the inspection that showed that time was not used effectively. For example, Key Stage 2 pupils who were timetabled for the physical education lesson which should have lasted an hour were only able to have a half hour lesson because they spent too long in changing. During the inspection some lessons finished very early and other unplanned activities were used to fill the remaining time. Curriculum balance is not always planned, and this has an adverse effect on the quality of learning at both key stages.

1. All teachers work hard to make sure that all pupils have full access to the curriculum. Teachers know their pupils well and try to make appropriate provision. However, in many lessons there is not enough challenge for some of the higher attaining pupils and this adversely affects standards.

31. The curricular needs of pupils with special educational needs are met well. Pupils with both low and high attainment are provided with good access to the entire curriculum. There are good procedures for the identification of pupils with special educational needs. Good use is made of the assessment of pupils as they enter the school and of subsequent assessments to supplement the knowledge gained by teachers through activities in the classroom to identify these pupils. Currently, individual educational plans for pupils with special educational needs are out of date as the school was without a co-ordinator for special educational needs for half a term and the new co-ordinator is in a period of induction into the post.
1. Planning for children under the age of five is good and covers all the Desirable Learning Outcomes identified by the Qualifications and Curriculum Authority. This is a period of considerable change in curricular planning at the school. There is an effective strategy for both literacy and numeracy where the school has adopted national strategies. Literacy is effectively developed across the curriculum, for example in history where pupils are expected to write extensively and in science at Key Stage 2 where the writing of experimental evidence provide opportunities to extend writing skills. Numeracy is also effectively developed through work in science, design and technology and geography at Key Stage 2. New schemes of work published by the Qualifications and Curriculum Authority are used in science and are being introduced in history, geography and design and technology. It is the stated intention of teachers to evaluate and adapt these schemes of work to meet the needs of pupils within the school. However, at the time of the inspection the schemes had only been in place for a relatively short time and have not yet had any impact on standards. There is not an adequate scheme of work to inform the teaching of art throughout the school as the school is waiting for the national guidance due to be published early next year.
33. Extra curricular activities are satisfactory and enrich the curriculum, especially in music where recorder groups and the school orchestra make a positive contribution to high standards. Other extra curricular activities such as collectors' club, drama club and football all add to the life of the school. Parents who assist with some of these clubs make a valuable contribution to the curricular opportunities available to pupils.
34. The procedures for the assessment of pupils under the age of five are good. An initial assessment of children's attainment when they enter school helps to provide appropriate curricular challenges. Careful observation and monitoring provides useful information about each child's attainment which is recorded in a way that gives clear evidence of what each child knows and can do. At Key Stage 1 the informal procedures for assessing pupils' attainment are satisfactory. A Pupil Profile is designed to include notes about each pupil's strengths and weaknesses and to help identify areas for improvement. The notes kept do not always provide the quality of information that is intended and are not sufficiently objective or quantitative. At Key Stage 2 the Pupil Profile is still used as a basis for assessment although because of the subject specific teaching some teachers keep their own separate records. Assessment procedures at Key Stage 2 also include a wide range of tests, both nationally standardised tests and those devised by the teacher. In mathematics the use of these tests is rigorous and is making a very positive impact on standards. The teacher carefully analyses the results and uses them to set targets for individual pupils and also to modify future curricular planning. This good example of how assessment information can be used effectively to inform curricular planning has not been extended to other subjects in all classes. In general, insufficient use is made of assessment to inform curricular planning and this is unsatisfactory.

32. **Pupils' spiritual, moral, social and cultural development**

35. Parents, staff and pupils value the school's strength as a caring community, with parents commending its good "atmosphere". The school does have very good moral provision for its pupils; social and cultural provisions are good, whilst there is sound spiritual provision. Acts of collective worship take place on a daily basis, with appropriate planning of their themes. They do contain an appropriate spiritual element, although the emphasis within them is more on the moral than spiritual. They sometimes provide a period of time for stillness and private thought. There are few opportunities planned within the curriculum for reflection and wonder. Pupils attend services in the parish church several times a year.
36. The moral aspects of the school's provision are very good, with teachers often leading by example.

In all classes they successfully create a calm and disciplined learning environment, based on self-discipline and respect for others. Teachers encourage pupils to know the difference between right and wrong. They also sometimes encourage good behaviour by explaining the adverse consequences of unacceptable behaviour on others. Co-operation and understanding of other people's viewpoints are emphasised and most pupils recognise that they have to take responsibility for their own actions. An example is the work class 2 pupils have carried out to identify the various influences people face in their lives for both good and ill. The planning of both religious education and collective worship includes numerous opportunities to put across a strong and accessible moral message to pupils. All parents expressing a view agree that the school's values and attitudes have a positive effect on their children.

1. The school's provision for pupils' social development is good, with an emphasis on developing pupils' self-esteem. The pupils are encouraged to take on appropriate responsibilities around the school. In some classes every pupil has a specific duty to ensure the class runs smoothly, and these activities help pupils to become more independent and to relate well to each other and to adults. Pupils work together well in lessons in pairs or small groups. For example, in a science lesson, they helped each other to plan their experiment and were very sensible at taking turns using thermometers and other equipment without squabbling. Pupils have the opportunity to take part in extra-curricular activities, such as music, and these help engender a strong sense of community. The school organises various field trips, which are effective in helping the children to work as part of a team. Older pupils are encouraged to relate well to the younger ones. The school's formal provision of personal and social education is limited although much of the provision is delivered informally or through other subjects.

38. The provision for pupils' cultural development is good, with music being a particular strength. A high proportion of pupils are involved in the school orchestra, with the headteacher spending considerable amounts of his own time in its development, for example, in producing appropriate scores for individual players. The school's own music making is augmented well by visiting performers, such as a local string quartet, the Sarum Chamber Orchestra and the London Philharmonic Orchestra. Work on music making contributes to the social life of the school with the involvement of parents, and it is used to promote pupils' social development, for example, older pupils have composed music for performance by the younger pupils. The school is particularly successful in linking cultural appreciation seamlessly with the geography and history curricula. One example was the way work on desert climates in geography resulted in observational paintings of Tunisian and Moroccan artefacts, whilst work on a dissimilar environment led to a study of St Lucia's culture. Closer to home, visits to places of interest are also used imaginatively to extend the pupils' appreciation of cultural influences; for example, on a trip to Lyme Regis primarily to study fossils, they also found time to discuss and admire a Norman arch in the parish church. Religious education provides pupils with some opportunities to gain an understanding of other faiths and cultures; for example, through their work on Judaism and Hinduism. The school has a multicultural policy, which emphasises its commitment to this aspect of education. The school uses a range of visitors to let pupils see other cultures. The school had two pupils from Chernobyl last year, and pupils were encouraged to appreciate their particular perspective. Pupils in Year 5 and 6 communicate with pupils in a German secondary school. Various visiting teachers and other visitors have provided an insight into Japanese, Swedish and German culture.

39. Parents believe that the school's values and attitudes have a positive effect on their children, although some parents expressed the view that there is a trend for the school, in responding to governmental policies, to emphasise formal education at the inevitable expense of its less formal social provision. Overall the school has maintained its standards in the spiritual, moral, social and cultural aspects of education since the last inspection.

37. **Support, guidance and pupils' welfare**

40. Overall, the school provides good support and guidance for its pupils and the school's level of provision has been maintained since the last inspection. The headteacher and staff genuinely care about pupils' wellbeing and they provide both personal and academic help when pupils need it. They have created an emotionally secure environment within which pupils can feel safe. This support for pupils is based on the school's ethos, with particular emphasis on the valuing of each pupil's efforts.

This process of support starts even before children join the school, with the local playgroup regularly visiting the Reception class, and thus making for a stress-free transition to formal education. Children who are under five are provided with a consistent framework within which staff provide guidance as necessary. Monitoring of progress commences soon after the children join the school, with the school's baseline assessment procedures. Overall, the school's procedures for monitoring pupils' progress and personal development are sound. There are formal procedures to test their progress at regular intervals, particularly in mathematics and English, and there are externally marked cognitive ability tests to measure pupils' level of development. The identification of pupils with special educational needs is effective. There are no consistent procedures to monitor pupils' personal development, except in the very few cases where pupils are experiencing significant problems, but teachers do know their pupils well and support takes place on a less-formal basis.

41. The school's procedures for promoting discipline and behaviour are good. The school's formal behaviour policy lays out its approach and expectations. Good behaviour is encouraged and rewarded at the weekly "Golden" assembly. Teachers encourage good behaviour through good use of praise, and the occasional lapses from the usual standards of behaviour are dealt with appropriately. Two parents expressed concern at the school's approach to the rare incidents of bullying. The pastoral approach adopted by the school, involving getting the pupils themselves to resolve the issues of conflict with the support of other pupils, "shadows", does work in this school. However, it would help to allay parental concerns if these procedures were formalised and written into the behaviour policy. Lunchtime supervisors contribute well to the school's management of behaviour.
42. Procedures for monitoring and promoting attendance are good. Parents are aware of the school's procedures and most follow them. Either the school secretary or the headteacher monitors absences each day and attempt to contact parents in order to follow up any unexplained absences, which are recorded in the absentee logbook. The errors in the level of reported unauthorised absences indicate that these procedures are not sufficiently rigorous. The school receives support from its Education Welfare Officer when required.
 1. Procedures for child protection and the promotion of pupils' wellbeing, health and safety are sound. The headteacher is the named person responsible for child protection, and liaises when necessary with local support agencies. Appropriate records are kept. The child protection policy is a short document that on its own does not provide sufficient guidance to staff. The procedures to ensure that all staff have been made aware of their responsibilities under local child protection guidelines are informal, and even in this small school where informal liaison is efficient, a formal briefing at regular intervals would accord with best practice. The school pays due regard to the safety of pupils and staff. The governors carry out health and safety inspections of the site and their findings are written up and acted upon. Routine safety procedures are all in place. Safe practice was seen in all lessons observed during the inspection.
 2. The school receives support from a number of agencies including the special needs support and educational psychology services and speech therapy. Some of these contacts are new, dating from the start of the new status of the school. Those that have supported in the past, for instance the speech therapy services, have provided valued support and advice.
44. **Partnership with parents and the community**
45. The partnership with parents and the community is very good and this strong partnership has been maintained since the last inspection. The information the school provides to parents is good. Parents appreciate the effort the school has made to improve the written reports on each pupil's progress. These now include useful information on coverage of the curriculum, information on attainment and progress, with implied targets for the future; these are sometimes developed verbally at the meeting to discuss the reports. Teachers are accessible to see parents after school. The school prospectus and the Governors' Annual report to parents are satisfactory, although the latter lacked detail on how the school's action plan is progressing. Parents appreciate the regular newsletters about the life of the school. The school has its Home School Agreement finalised. Some parents want the school to provide more information on the curriculum being taught.

46. Parents' involvement with their children's learning is very good. The vast majority of parents think the school is approachable and that it encourages them to play an active part in its life. A number of parents help in school on a regular basis. Most parents involve themselves in their children's reading and other homework. In particular, pupils in Year 6 have borrowed Revision Guides from the school to work through at home with their parents in preparation for the end of year national tests. Despite this, opinions are divided amongst parents on the amount of homework set, some parents wanting more, some less. The involvement of parents of pupils with special educational needs in their reviews and setting of new targets is limited. There is an active Friends' Association, which organises social and fund-raising events. Parents provided good support in repainting the school hall during the summer holidays and there is an active Friends of Pitton School who organise social and fundraising events.
47. The school has very good links with its local community, and is an important element in the life of the village. There is effective liaison with the local pre-school group to provide children with an easy transfer into formal education. The links with the secondary sector are satisfactory; the large number of schools involved reducing the possibilities of close links developing. Pupils visit the parish church in support of the curriculum and for special services, which are also attended by villagers. The incumbent regularly visits the school, as does the Methodist minister. Pupils visit Pitton Ward in the local hospital to sing to the patients. The school has received useful support from a local supermarket in support of work in food technology. Local people come into school to help with science, mathematics and concerts. The local pub has held a fundraising barbecue for the school, and local people support school performances in the village hall. The school provides a room for an after school French club for pupils for which parents pay a fee. The expansion of the school site would not have been possible without the generous support of a local landowner in releasing the land.

44. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

44. **Leadership and management**

1. Overall management of the school is satisfactory. The headteacher, in close co-operation with his assistant head, provides sound and caring professional leadership. The Chair of Governors and other members of the governing body successfully bring a wealth of expertise to the school; they are very committed to the school's success, are well informed about its developments, give good strategic leadership and are influential in identifying financial and other priorities for the school. Subject co-ordinators give sound leadership and a clear educational direction to their colleagues. Over the last few months, the leadership of special educational needs has been unsatisfactory. The school was without a co-ordinator for a period of half a term and the new co-ordinator is in a period of induction into the post. As a result, individual educational plans are out of date. The paperwork left by the previous special needs co-ordinator is, however, of good quality and provides a good model for the new co-ordinator to follow. Although there are only a small number of pupils with special educational needs and the co-ordinator is prepared to work on a voluntary basis, she is on a part-time contract and has no release time in which to do her special needs work. This lack of time is unsatisfactory.
49. The staff and governors provide a good ethos in the school, and an effective learning environment for pupils, and the school's aims are met successfully. The school is striving to raise standards and has a sound capacity to make further improvements and to meet its newly identified targets. Relationships among all groups are very good in the school. The school's values and policies are reflected in its work. The school leadership has a positive effect on relationships within the school, and ensures that all pupils are treated equally and fairly, although the high attainers need to be challenged more in their work, especially in Key Stage 1.
1. The school has made satisfactory progress against the key issues of the previous report and most have been fully addressed. The governors have decreased the headteacher's teaching time to defray the unduly heavy load carried by him and have appointed an assistant head to assist the headteacher with his management responsibilities. Due to changes in the school or national initiatives, some of the key issues no longer apply. For example, the school does meet the requirements of the National

Curriculum for information technology but currently does not have to meet them for physical education. The principal remaining key issue is the lack of effective, systematic monitoring of the planning, teaching and balance of the curriculum across subjects and within subjects by the headteacher and co-ordinators. The headteacher and co-ordinators monitor samples of pupils' work and produce a portfolio of pupils' work to illustrate levels within the subject. The head and assistant head undertake detailed analyses of national and school test results to identify weaknesses and improve standards. The headteacher oversees teachers' planning but does not critically evaluate it to improve teachers' work. He has monitored teaching regularly in the past but no longer has a planned programme for visiting classes to monitor and evaluate teaching. The governing body has set up systems sensitively and with teachers' agreement, to monitor the work of the school. They work alongside teachers in the classroom as helpers with a specific focus on a subject and they have asked external consultants to monitor and evaluate the school's provision and report to them. The governing body has appointed governors with responsibility for literacy, special educational needs and some subjects. These governors visit the school frequently and are beginning to report to the governing body to assist them in monitoring and evaluating the provision.

51. The school's satisfactory plan for development is detailed and is a practical working document that is appropriately constructed in full consultation with staff and governors. The plan has relevant targets, related to improving standards of attainment in mathematics, literacy, religious education, art and design and technology as well as improving the school's process in setting targets. For the school's size, there are too many priorities in a year, which increases the pressure of work on the small number of staff. Co-ordinators' action plans are not related specifically enough to targets in standards in their specific areas of responsibility and the lack of effective monitoring means that evaluation of the implementation of the plan is not secure.

1. Most statutory requirements are met. The exception is that in their annual report to parents, the governors make a brief general statement about the progress they have made in their action plan since the previous inspection, with no details of how each key issue has been addressed.

52. **Staffing, accommodation and learning resources**

53. There is a very good number of suitably qualified and experienced teachers to teach all the subjects of the National Curriculum and religious education. There is a good range of expertise amongst the staff to assist with the delivery of the whole curriculum. There are an average number of experienced support staff who assist with both the smooth running of the school and the quality of education provided. The school has managed the reduction in the number of these staff well. Job description and appraisal procedures are in place. Inservice training is appropriately linked to the results of teacher appraisals as well as to the priorities identified in the school's plan for development. Of late, staff have received training in the introduction of the Literacy and Numeracy Strategies and this has helped with the implementation of these initiatives.

54. Accommodation is adequate in terms of space but the school is largely housed in non-permanent classrooms. Whilst this does not inhibit the delivery of the full curriculum, there are difficulties incurred when pupils have to move around the school, especially when the weather is wet or cold. The type and layout of the school buildings has a particular effect on school library facilities. These have been moved from a small building set away from classrooms, where use was severely restricted by difficulty with supervision of pupils, to inside classrooms. The latter arrangement is also unsatisfactory as it limits the size of the collection of books as well as ease of use. Consequently pupils have poorly developed skills in accessing books from a library which affects their ability to research in many subjects. In addition, one Key Stage 1 classroom does not have a sink. This makes activities in art, design technology and some aspects of science more difficult to deliver. The school has taken steps to increase the facilities for physical education criticised in the last inspection report. The acquisition of a school playing field, a large playground and a small hall has greatly improved facilities and although gymnastics is still difficult with the oldest pupils these facilities are now at least adequate. Overall, all staff do their best to maintain a pleasant and stimulating learning environment for the pupils by providing a good quality of display throughout the school.

55. With the exception of books in a library, the school has adequate learning resources to support the

teaching of all National Curriculum subjects. There are good resources in music, in information technology where there is a very favourable ratio of computers to pupils and in English where the recent national grants have been well used. Good use is made of collections of books from the library service to supplement the library books in the school. In addition, the school makes good use of the local environment to provide a variety of experiences for the pupils; for example, pupils use the local area for geography and science work and have visited places such as Salisbury and Southampton to supplement work in history and geography.

52. **The efficiency of the school**

56. Overall, the efficiency of the school is good. The financial planning of the school, the efficiency of financial control and school administration are good. There were no recommendations in the auditor's report received recently and the work of the administrative officer was applauded. The governing body takes its responsibility very seriously and is fully involved throughout the planning process. The budget is broadly founded on school and national priorities. The headteacher draws up an initial budget plan after discussions with the staff. This is then rigorously analysed and monitored by the governors' finance committee. All decisions on strategic budget setting are taken responsibly. The financial implications of the change of status from grant-maintained to church aided have been well considered and appropriate decisions made. The governing body carefully monitors expenditure and makes sure that all funds are targeted appropriately to the benefit of pupils within the school. Sensible decisions about the use of the very small budget surplus have been made and the plan is based on a number of different scenarios allow for changing circumstances. The last inspection report noted that subject co-ordinators did not have a budget to enable them to purchase resources for the subject area. The position now is that individual subjects are provided with funding only when that subject is a specific focus within the school. This arrangement is unsatisfactory because it does not enable subject co-ordinators to make sensible provision to replace consumable resources, nor does it reflect the real need to establish a system to maintain existing resource levels.

57. The staff is generally appropriately deployed, with teachers, support staff, administrative staff, mealtime assistants and cleaning staff all working very well as part of the team. The deployment of teaching staff is satisfactory. However, within the relatively generous staffing for the school of this size the deployment of teaching staff has not taken account of the need to monitor and evaluate teaching and curriculum. Changes in funding arrangements have resulted in a significant reduction in the level of support by classroom assistants within the school this term. As yet there has been insufficient analysis of how this reduced level of support can be most effectively deployed. On some occasions the deployment of the support assistant is ineffective when she spends too long merely observing class lessons when her expertise could be better utilised in other classes.

58. Learning resources and accommodation are generally well used within the limitations of the buildings. In lessons, teachers make good use of the resources for learning available. All resources including people and accommodation are well used to the benefit of the pupils with special educational needs. Generally, the quality of assistance given by the support staff is good and is having a positive impact on these pupils. The governing body manages the funds for special educational needs satisfactorily but there are no firm systems which enable the governing body to monitor the value for money of their spending decisions. Consequently there is no information on which to base the final statement in the annual report to parents on the success of the policy for special educational needs.

1. The school's income is above average in common with most schools of this small size and in the financial year 1998 to 1999 was greater than this year, due to its grant maintained status. The attainment of pupils on entry is above average and is also above average when they leave. Most pupils make at least satisfactory progress. In mathematics, science, information technology, history and music, pupils' progress is good in Key Stage 2. Good features such as the quality of teaching in Key Stage 2 and the pupils' good attitudes and very good behaviour across the school make a positive contribution to the quality of education. The provision for spiritual, moral, social and cultural development is good. Overall, taking into account all these factors, the school provides satisfactory value for money. The judgement on value for money has moved from good to satisfactory, but there are sufficient factors for this not to be of great concern. The previous report did not make firm

judgements about the provision for pupils' spiritual, moral, social and cultural development; two new teachers have been appointed, changing the teaching within the school. Standards have been maintained and have been improved in mathematics and information technology and judgements on progress were not made in the last report.

PART B: CURRICULUM AREAS AND SUBJECTS

59. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

60. Children are admitted to the Reception class in the September following their fourth birthday and during the inspection there were six four-year-olds. From results of baseline assessment and inspectors' observations, on entry to the school the range of attainment is above average. Under-fives are accommodated in the small Reception class where they are taught with Year 1 pupils. They make sound progress in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development, and good progress in their personal and social development. By the time children reach statutory school age, they meet the expectations of the Desirable Learning Outcomes in physical and creative development. Their standards of attainment in language and literacy, in mathematics and in knowledge and understanding of the world exceed the expectations of the Desirable Learning Outcomes and many children are working within Level 1 of the National Curriculum in English, mathematics, science and geography. Standards of attainment in personal and social development are well above the expectations of the Desirable Learning Outcomes. No comparisons can be made with the findings of the previous inspection as no judgements were made on the work of the under-fives.

61. The curricular provision for under fives is good. The procedures for the assessment of their work are good. An initial assessment of children's attainment when they enter school helps to provide appropriate curricular challenges. The teacher makes careful observations of each child and records it in a way that gives clear evidence of what each child knows and can do. At Key Stage 1 the procedures for assessing pupils' attainment are informal and inconsistent. A Pupil Profile Overall, teaching for the under-fives in the Reception class is good. The teacher has secure knowledge and understanding of the needs of the four-year-olds and of the curriculum to meet those needs. She plans the curriculum to ensure that the under fives undertake many practical experiences and makes good use of play to extend learning. She plans effectively from the Desirable Learning Outcomes and the first level of the National Curriculum, side by side to ensure a seamless transition. What she intends children to learn is not always planned as clearly as the activity she expects children to undertake. The strengths in the teaching are the high expectations of children's behaviour and attainment and the good management of children, based on very good relationships and a calm, secure discipline. The organisation of the large area is good, children know what is expected of them, know the routines well and become independent very quickly. Resources match the children's needs and are well organised for them to have access independently, but there are times when the pace of sessions could be increased.

59. Personal and social development

1. Under-fives make good progress and achieve well above the expectations in the Desirable Learning Outcomes in personal and social development on entry to statutory education. They have very good relationships with their teachers and each other. By the time children reach five, their behaviour is very good, they have positive relationships with others and often help each other. This was seen when children helped each other to put on and fasten their aprons for painting and in a science session, children supported each other when they wished to see the view inside a dark box and compare it when the torch was switched on. They work co-operatively in groups, seen when children practised skills with balls in a physical education lesson, and they also work independently. They are willing to take turns and show this when they take turns to be classroom helpers. They are aware of the right and wrong way to treat each other during classroom activities and at playtimes.

2. Children share resources fairly, are confident and they treat property with care, for example, in the role-play area, the tea-room, where they showed great care for the resources. Children show their feelings and enjoy the tasks they are given. They sustain concentration, sometimes for a long time for their age, and persevere, as seen when they needed to press hard with wax crayons for a wax picture to ensure that colour would show when paint was applied. They show very good personal independence when they select resources and activities after they have finished their initial activity and the teacher is busy with a group of pupils from Year 1. They know the routines well, move sensibly from one activity to another and settle to work quickly. The teaching is good; the teacher

and adult helpers have high expectations, they establish very good routines in the area and their discipline, based on very good relationships, is quiet but firm.

Language and literacy

64. Children make satisfactory progress and, by the time they are five, most exceed the recommended outcomes for children of this age in language and literacy and many are working within the first levels of the National Curriculum in English. Most speak confidently and articulately to adults and each other. They listen attentively to the teacher during literacy sessions and are keen to ask and answer questions. They have good attitudes to reading. They know how books work and that print carries meaning. They recognise familiar words and use their phonic skills to support their reading. They enjoy talking about the stories they have read and effectively relate them to their own experiences. Children are beginning to write; they copy underneath the teacher's writing of their ideas and they associate sounds with patterns in rhymes. They identify and write their names with appropriate use of upper and lower case letters; their handwriting is clear and letters are well formed.
65. The teaching in language is satisfactory. The teacher's expectations are appropriate for the four-year-olds and activities meet their needs. The teacher and classroom assistant give very good support to the children. The sound quality of teaching has a positive impact on the children's progress in this area of learning.

63. Mathematics

66. Four-year-olds make satisfactory progress and they exceed the expectations that are in the Desirable Learning Outcomes by the time they are of statutory school age: most children work within the first level of the National Curriculum. They are familiar with counting games and number rhymes. They are able to count in sequence; many children can count up to 20. A few of the more able children are able to add and take away with a reasonable accuracy. Teaching is satisfactory; the teacher has a good understanding of how young children learn and she makes good use of practical activities to consolidate children's knowledge and understanding of number.

Knowledge and understanding of the world

1. Children make satisfactory progress and most exceed the expectations in the Desirable Learning Outcomes by statutory school age. Children select materials from a wide range and use the skills of cutting, joining and building competently in models made from Lego, they make bread and a class book. They build models of a farm on a floor map to extend their understanding of an aerial view. There are opportunities to use information technology to support early learning as seen when children used the keyboard and mouse competently to paint a picture. They have opportunities for a wide range of scientific experiences including exploration of sand and water. Children explore sound and light in science with pupils from Year 1 and record their findings in pictures. Many pupils work within some elements of the first level of the National Curriculum in science and geography. They talk about their environment after watching a video of the journey of strawberries from a fruit farm to the supermarket and play a game to reinforce their learning. Teaching is good. The teacher uses a good balance of activities for children to explore the world around, some which are directed by an adult and some where children find out for themselves. The very good organisation of the Reception classroom and the high expectations of children's behaviour and independence enable children to increase successfully their knowledge and understanding of the world around.

67. Physical development

68. Children make satisfactory progress and their attainment is in line with the expectations that are in the Desirable Learning Outcomes by the time they are five. They show satisfactory, sensible control and co-ordination of their actions and sound awareness of space when they use small equipment, such as hoops and balls, competently in physical education. Children's manipulative skills are good, in that they use scissors accurately, and handle pencils, construction materials and other tools with increasing co-ordination and control. The teaching of physical development is good. The teacher

ensures the safety of the children and equipment is used very sensibly. She gives children opportunities to use large wheeled vehicles in their play outdoors, to develop their physical skills.

67. **Creative development**

69. Children make satisfactory progress and achieve the expectations of the Desirable Learning Outcomes by the time they are five. No teaching was seen but evidence of opportunities for creative development was available in the scrutiny of work, in photographs of previous activities and in the work on display in the classroom. Children have opportunities to paint pictures from their own experience such as the pictures of special people and their self-portraits on display. They also contribute to large friezes of the Little Red Hen and harvest time. The role-play area is regularly changed to provide opportunities for imaginative play and has been a space ship, a doctor's surgery, an estate agent, a ship, a castle and a post office as well as the current tea-room. Photographs show children exploring sound when they beat, shook and scraped percussion instruments.

67. **ENGLISH, MATHEMATICS AND SCIENCE**

67. **English**

70. Inspection findings show that standards in English overall at the end of both key stages are above the national expectation. Standards in reading and writing are above those expected and standards in speaking and listening are high. The cohort that took the tests is small. Test results are based on one year's work while the inspection judgement is made from work from the previous year and from pupils currently in the last year of each key stage. In 1999, pupils in Key Stage 1 attained levels in the national end of key stage tests that were well above the national average in reading and very high in writing. Compared with similar schools, results in reading were in line with those obtained in similar schools and levels in writing were very high. Results over the three years 1996 to 1998 are consistently well above the national average. In Key Stage 2, in the 1999 end of key stage tests, pupils obtained standards in English which were in line with the average National Curriculum levels, but well below those obtained by pupils in similar schools. However, when the proportion of pupils attaining the higher level is compared nationally, results are very high and in comparison with similar schools, results are well above average. From test data for seven and eleven-year-olds over three years from 1996 to 1998, at seven there is no significant difference between the performance of boys and girls in writing but boys perform better than girls in reading. At the age of eleven there are no significant differences between the performance of boys and girls in English. Present standards of attainment generally reflect the levels of attainment at the previous inspection in 1996.

71. Progress made by pupils throughout the school is satisfactory. Pupils enter the school with higher than average skills in English, particularly in their ability to communicate effectively and the school successfully builds upon their skills on entry to obtain the above average attainment at the end of Key Stage 2. Pupils with special educational needs make good progress in English through the well adapted activities they are given, the sensitive teaching they receive and the very good support provided by the classroom assistant.

72. Throughout the school, the development of reading is given proper emphasis. Pupils are taught to read in the literacy hour, are encouraged to use these skills in all their work and are given opportunity for private reading. The extra assistance given by parents, both at home and by those who help in school, contributes significantly to the progress pupils make. Younger pupils enjoy reading, they begin to read beyond the words on the page and, by Year 2 are able to compare the books they are reading, for instance to compare versions of the story of Red Riding Hood. They successfully build the skills they need to read unfamiliar words including phonic strategies, the context of the word and the use of illustrations. By the end of Key Stage 2 pupils read aloud confidently and accurately. They use their knowledge of punctuation to read with expression and use intonation well. All pupils talk about their favourite authors such as Roald Dahl and talk articulately about the way in which these authors write, for instance the way in which they describe characters. Pupils in Years 5 and 6 use a short extract of text to deduce aspects of a character's personality. Pupils use reading skills to research a topic in other subjects, for instance to research aspects of Roman life in history. However, the lack of a proper school library means that older pupils have too little opportunity to develop the skills of using a library to find books independently. Currently, teachers bring non-fiction books to the classroom for pupils to find the information they need. The

development of the full range of library skills is, at present, unsatisfactory.

73. Speaking and listening is a strength of the curriculum. Pupils of all ages are given good opportunities in literacy lessons, drama lessons and throughout the curriculum to use spoken language. By the end of Key Stage 1, pupils express opinions, for instance to talk about the way a piece of calypso music makes them feel, using a very good level of vocabulary. They talk about the meaning of words, for instance giving 'unhappy' as an explanation for the word 'glum' in the book they were reading. They talk articulately about their work and use language well with each other in play situations. In Key Stage 2, pupils build upon these skills and learn to adapt the type of language they use to the situation; for instance in drama they adopt the style of speech of a news reporter or that of a victim of an earthquake. Pupils are good at both giving opinions and listening to those of others; for example, in designing and making a storm gauge they discuss the different strategies they might adopt. In general it is the ethos of the classroom and playground to discuss difficulties rather than fight over them.
74. Pupils make satisfactory progress in writing. As pupils move through the school they gain good skills in grammar, spelling and punctuation. Pupils are taught to write in a range of ways; for instance, pupils in Year 2 have written instructions, poems and retold stories. Older pupils in Key Stage 2 gain skills in choosing different styles of writing within their work to increase variety and precision, for instance they learn to add variety to narrative by using both direct and indirect speech and to write instructions using short sentences in the imperative form. Pupils are given many opportunities to write in their work in other subjects and this assists their progress. The progress made in writing in English lessons, however, is not always appropriate when pupils spend too much time each week doing exercises or copying the teacher's writing and too little time writing independently. This also occurs in other subjects, such as geography, when higher attainers copied the teacher's writing when they were capable of writing independently. Pupils make satisfactory progress in learning to spell. However, pupils in Key Stage 1 are not as yet fully benefiting from the daily teaching of phonics and spelling, because teachers are not clearly identifying the particular sounds or word pattern they are expecting each group of pupils in the class to learn during each week. Progress is consequently slower than it could be, particularly for the half of the pupils who are more able. Standards of handwriting are good overall; however, there are occasions, particularly in Key Stage 2, when pupils allow standards of presentation to slip.
75. The pupils' attitudes to learning are usually good. They are interested in their work and keen to learn. All pupils are confident enough to contribute during whole class sessions and show themselves able to work co-operatively. Very good relationships are developed between the teachers and the pupils as well as between pupils; this enables a good level of discussion to take place and there are some good examples of pupils editing each other's work and assisting each other. All these good attitudes play a large part in the progress that the pupils make. There are occasions in both key stages, however, when pupils find the independent tasks they are set undemanding or without clear purpose. On these occasions, concentration is lost and pupils achieve too little.
76. The quality of teaching is satisfactory in both key stages. There are, however, some aspects of teaching which are good, especially at Key Stage 2. In both key stages, teachers organise the pupils well, using a good mix of whole class teaching, group teaching and independent activity. Extra adult support, where it is available, is well used when pupils are working independently, but is not always fully exploited when pupils are being taught as a class. Pupils are well managed, teachers successfully build good relationships which encourage pupils to take an active part in whole class activities and to accept personal feedback about their work. Marking is variable through the school, but it is very effectively used in Key Stage 2 where evaluative comments and points for development are clearly and regularly given. In conversation, pupils commented on how they appreciated this marking and thought that it helped them to improve their work. Teachers plan their work conscientiously. In Key Stage 1, teachers plan a good balance between reading and writing activities; however, planning does not clearly show what will be learned by pupils of different ages and abilities in the class. This lack of clarity sometimes causes too many objectives to be touched on in a single session, with a consequent reduction in the learning in each or in pupils not being sufficiently challenged by the activities they are set. In Key Stage 2, the level of challenge is more appropriate; however, weekly planning often lacks cohesion so that activities do not always have a purpose which

is clear to the pupils and motivation and learning is reduced.

77. The school has successfully introduced the Literacy Strategy over the last school year. There remains, however, a lack of certainty concerning some aspects, including planning for the literacy hour and the teaching of writing using the Literacy Strategy which remains to be addressed. More attention needs to be given to ensuring that pupils in Year 1 are given the same breadth of experience whichever class they are in. There has been some monitoring of the subject through looking at pupils' work, teachers' planning and some observation of teaching, however, monitoring is unsatisfactory because it has had very little impact on the practice in the school. The governing body, however, has monitored literacy well. Assessment procedures at a strategic level are well developed. Pupils' attainment and progress is monitored by a large number of tests, which are analysed and used to help set strategic and individual targets. There is, however, too little use made of information gathered on a day to day basis to ensure that all pupils are sufficiently challenged and that they build securely and rapidly on their present attainment. Resources for teaching English are good; however, the lack of proper library facilities has a significant effect on the pupils' ability to undertake research independently.

67. **Mathematics**

78. The national tests for pupils at the end of Key Stage 1 in 1999 show that standards are below the national average for pupils attaining the average level and above, although this is based on a small number of pupils. They are well above the national average for the proportion of pupils attaining the higher level. In comparison with similar schools, standards are well below average for the proportion of pupils attaining average levels and above but they are above the national average for the proportion of pupils reaching the higher level. Taking the three years from 1996 to 1998 together, the figures show that the performance of pupils in the tests is consistently above the national average and there are no significant differences in the attainment of boys and girls. The broader range of evidence from inspection, compared with test results, is that the attainment of pupils at the end of Key Stage 1 is above the expected levels. By the end of the key stage the majority of pupils have a sound understanding of the number system. They discuss their mathematics using appropriate mathematical language and use symbols accurately. They can use mental recall of addition and subtraction facts to 10, and high attaining pupils use mental recall of facts beyond this. Many pupils use their knowledge of multiplication tables to solve problems. The majority of pupils use mathematical names for common two and three-dimensional shapes.

1. In 1999, in national tests, against average National Curriculum levels, attainment at eleven was well above average. The proportion of pupils who attain the higher level was very high in comparison with all schools. In comparison with similar schools, standards are above the average for the proportion of pupils attaining average National Curriculum levels; they are very high for the proportion of pupils reaching the higher level. Taking the three years from 1996 to 1998 together, the figures show that the performance of pupils in mathematics in the tests was consistently above the national average until 1998 when standards dropped. This was due to a much larger proportion than usual, over a third, of pupils with special educational needs in the cohort that took the tests. From test data for eleven-year-olds over the three years, boys perform better than girls in mathematics. The evidence from the inspection is that the attainment of pupils at the end of Key Stage 2 is well above the expected levels. The vast majority of pupils have a good knowledge and understanding of mathematics. They are able to use number accurately and appropriately in a number of different contexts. Their understanding of place value is good and helps them to calculate quickly and accurately. The majority of pupils multiply and divide whole numbers and decimals by 10 and 100. They understand negative numbers. All pupils interpret line graphs, pie charts and frequency diagrams. They use this mathematical knowledge in other work; for example, in collecting data and analysing it as part of their scientific investigations.

80. In Key Stage 1 the progress made by all pupils is satisfactory. They systematically develop an understanding of mathematical concepts, and through repetitive exercises, consolidate their skills. However, too many of the exercises do not challenge pupils sufficiently or extend their knowledge and skills sufficiently rapidly. This impedes the progress made by the higher attaining pupils, who represent a large proportion of the class. In Key Stage 2 all pupils make good progress. This is due

to the positive attitudes of pupils together with a rigorous and carefully planned teaching programme, which is based carefully upon accurate knowledge of what pupils can already do.

81. At both key stages the behaviour of pupils in lessons is very good. The good behaviour sometimes masks the fact that pupils are not sufficiently challenged and are bored. For example, a group of pupils in Key Stage 1 were writing the days of the week. They already knew the days of the week and were able to repeat them in order. They were able to complete the activity in their workbook orally very quickly and without any effort, but worked slowly through the exercise without any complaint. Pupils listen attentively to the teachers and try very hard to succeed in what they are doing. For example, younger pupils in Key Stage 2 were investigating which shapes contained right angles and then finding lines of symmetry in the shape. They worked with sustained concentration and diligently completed the work sheets provided for them by the teacher.
82. The quality of teaching is good overall. At Key Stage 2 the quality of teaching is consistently good and makes a significant contribution to the high standards and good progress made by pupils; at Key Stage 1 it is satisfactory. This is slightly different from the previous report where the quality of teaching in Key Stage 1 was mentioned as often very good. Throughout the school the strength of teaching is based on the very good management of pupils. All teachers know their pupils well and establish very good relationships. There is a mutual respect between the pupils and the teachers, which promotes good discipline and sets good role models within the school. Lesson planning, while satisfactory, sometimes lacks a sharp focus. Teachers do not always identify precisely what they expect pupils to learn and, as a result pupils are sometimes confused about the reasons why they have to do a particular activity.
83. At both key stages the curriculum is broad and generally balanced. It includes all elements of the National Curriculum. There is a sensible emphasis on the teaching of number but due emphasis is also given to other aspects of mathematics including mathematical investigations, although this is more evident at Key Stage 2. The introduction of the National Numeracy Strategy from the start of the current school year has meant some changes in the curriculum. The scheme of work and school policy is being adapted to meet the new demands. Good provision is made for pupils with special educational needs who are well supported by their teachers and, occasionally by a support assistant. At Key Stage 1 the procedures for assessment are very informal. Although they achieve some success they lack the rigour of the procedures adopted at Key Stage 2. In this key stage pupils are regularly assessed through teacher-devised tests and activities, which give the teacher an insight into what each pupil knows, and can do. These assessments are supplemented by a system of nationally standardised tests, which give information, which is used to inform curricular planning. The use of assessment data at Key Stage 2 is one of the reasons why the standards of attainment have risen.
84. Although the co-ordinator has a good understanding of mathematics and is beginning to set sensible priorities for development, the lack of any system to monitor teaching and the curriculum across the school is a block to curricular development.

79. **Science**

85. Standards of attainment at the end of both key stages are similar to those found during the previous inspection. In 1999 at the end of Key Stage 1, the attainment of seven-year-olds in national teachers' assessments was well above average in comparison with national results and in comparison with schools with pupils from similar backgrounds. However, no pupils attained a higher level, a proportion that was very low in comparison with the national average and with similar schools. 1999 was the first year since 1995 that no pupils had attained a higher level. In 1999, in national tests, against average National Curriculum levels, attainment at eleven was above average. Attainment by the end of Key Stage 2 for the proportion of pupils attaining Level 4 and higher, was in line with the national average but was below the average in comparison with similar schools. The proportion of pupils who attained the higher level (Level 5) was very high in comparison with all schools and well above average in comparison with similar schools. Taking the three years from 1996 to 1998 together, the figures show that the performance of pupils in science in the tests is consistently above the national average until 1998 when standards dropped. This was due to a much larger proportion than usual, over a third, of pupils with special educational needs in the cohort that took the tests.

From test data for eleven-year-olds over the three years, boys perform better than girls in science.

1. Inspection findings support the results of national assessments. From the evidence of pupils' work and a limited number of lessons, at the end of Key Stage 1, pupils attain the national expectation. As pupils enter the school with a range of attainment, which is above average, they make unsatisfactory progress over the key stage. There is a lack of challenge and pace in the work for high attainers, particularly in Year 2, which slows the rate of their progress and not enough pupils are on course to attain higher levels at the age of seven. Pupils with special educational needs make satisfactory progress, as the work meets their needs more appropriately than for the higher attainers. In Key Stage 2, pupils, including those with special educational needs, make good progress in all aspects of science and at the age of eleven, the majority of pupils are on course to attain above the national expectation due to the good teaching that they receive.
2. In Key Stage 1, most pupils have a satisfactory knowledge and understanding of the content of the curriculum in science. Pupils in the Reception class identify sources of light in everyday life and record their findings in pictures. They are beginning to understand that darkness is an absence of light. Pupils in Year 1 and 2 are aware of safety rules and procedures for good hygiene when working with food, after a visit to a local supermarket's cookery demonstration. In one lesson, Reception and younger pupils in Year 1 made good progress due to the good teaching where the lesson was well structured and the teacher gave work to each group that was well matched to their prior attainment. Scrutiny of pupils' work shows that they have sound scientific skills; they predict the outcomes of practical tests and observe results carefully, for example, when predicting which toy car would travel down a ramp the furthest distance.
88. In Key Stage 2, pupils have good knowledge and understanding of the science content of the curriculum. They make effective use of scientific terminology to communicate findings and use mathematical skills to measure results and present data. They often make good use of information technology to record and analyse their data. Pupils undertake experimental work effectively; they make careful observations, as seen when pupils in Year 3 and 4 made predictions of which sample of kitchen roll would absorb the most water after they had carefully identified the similarities and differences in the two samples. They understand the need for a fair test and record their results in drawings, writing and tables. In Year 5 and 6 pupils extend their investigative skills and undertake fair tests independently showing that they understand the need for some factors to remain constant while others vary. This was illustrated in an investigation by pupils in Year 5 and 6 to test the insulating properties of two cups. Careful measurements of the temperature of the water were taken each minute and presented in a line graph. They identified a pattern in their results as the water was cooling in both cups and they calculated how many degrees hotter the water in the polystyrene cup remained compared with the plastic cup. The higher attaining pupils were able to extend their own thinking by discussing what effect a lid may have had on the test and how they might set up another test to check their hypothesis.
89. Pupils enjoy science, they behave well, work conscientiously, and co-operate appropriately to ask scientific questions and discuss ideas when working in pairs. As they become older, they take more responsibility for organising their work. Pupils in Year 3 and 4 worked under the teacher's direction while pupils in Year 5 and 6 organised themselves independently when they undertook an investigation. Pupils handle equipment safely and share resources sensibly. On occasions pupils are fascinated by their discoveries, illustrated by pupils in Reception and Year 1 who were excited when they saw a model room in a dark box when a light was switched on.
1. Overall the quality of teaching is good. In Key Stage 1 it is satisfactory, with some weaknesses in the teaching of the older pupils, while in Key Stage 2 it is consistently good. Across the school, teachers have effective, quiet, firm discipline, which is based on very good relationships with their pupils. They usually have good knowledge and understanding of science, use a good balance of explanation, discussion and practical activity in their lessons and they use resources competently. In Key Stage 2 the specialist teacher has high expectations of pupils and plans her lessons effectively. She knows what she wants pupils to learn and plans suitable activities for pupils of differing prior attainment to achieve her objectives. She gives appropriate support in the written recording of results to different ability groups, particularly those with special educational needs. A positive feature of the good teaching is the teachers' skilful questioning to challenge pupils' understanding, to extend their thinking and to assess their work. This is particularly effective with the higher attainers and enables

them to extend their thinking, attain more highly and make good progress. She also gives deadlines to pupils for each part of the lesson and encourages them to work at a brisk pace. In Key Stage 1, expectations for the younger pupils and those of average and below average prior attainment are appropriate and work is planned to meet the needs of these pupils. In Year 2, expectations for the higher attaining pupils are not high enough; all pupils undertake similar activities and there is a lack of challenge in the work for higher attainers. They are given tasks that involve copying from the teacher's work, when they are capable of writing for themselves and the pace of the lesson is too slow. These weaknesses hinder pupils' progress over the key stage. Teachers use and teach literacy well and use the correct technical language. There is good use of mathematical skills of measuring and good use of information technology for data handling. Teachers give their pupils sufficient opportunities to develop responsibility for organising themselves.

2. The curriculum is broad and balanced and meets statutory requirements. There is a good balance of scientific investigation across the other Programmes of Study; health education and attention to drugs misuse is included in the curriculum. Planning processes are based on the scheme of work provided by the Qualifications and Curriculum Authority. It provides good guidance for teachers and effective progression within the subject. There are sound procedures for assessing pupils' attainment, which include assessment tasks at the end of an unit of work in Key Stage 2 and are illustrated by a collection of examples of work that is annotated with the date and levels of the National Curriculum. Teachers use information from assessments competently to plan their lessons except for the higher attainers in Year 2. The experienced subject co-ordinator provides sound leadership in the subject. She teaches all the science in Key Stage 2. The criticisms in the previous report of the monitoring by the subject co-ordinator have been partly addressed as she has monitored teachers' planning in Key Stage 1, pupils' work and test results, but has yet to monitor teaching. Although there is a sound range and quality of resources, the co-ordinator does not manage a budget unless science is a priority on the school's development plan. Consequently as this year is a year for maintenance, she uses her class budget to provide consumable resources such as batteries; this is unsatisfactory.

91. **OTHER SUBJECTS OR COURSES**

91. **Information Technology**

92. The attainment of pupils at the end of Key Stage 1 is in line with national expectations but at the end of Key Stage 2 the attainment of the majority of pupils exceeds national expectations. This shows an improvement in the standards of attainment since the last inspection.
93. By the end of Key Stage 1 the majority of pupils are able to use the computer confidently. They can use computer technology to help them input text using a word processor, draw simple pictures and retrieve information. They are able to use the computer to support their learning in other areas of curriculum such as using interactive books to assist their reading skills. By the end of Key Stage 2 the majority of pupils are able to use a word processor skilfully. They can cut and paste text, use a spell check and import clip art and photographs to enhance the text. Pupils can use spreadsheets to record and interrogate data, producing a range of graphs and charts. All pupils are able to use computer technology to send e-mail messages, regularly communicating with pupils in a German school. They use information technology as part of their normal learning. For example, when a group of pupils used a CD-ROM to find out information for their project in history on the Romans.
94. In Key Stage 1 pupils make satisfactory progress in information technology. The rate of progress is faster at Key Stage 2 and is very good. At Key Stage 2, the direct teaching of skills and knowledge enables pupils to improve their attainment more rapidly and enhances their rate of progress.
95. Most pupils are enthusiastic about using computer technology. They enjoy working with computers and show a sustained concentration that enables them to complete tasks and to make good progress. For example, two of the oldest pupils used the computer to control a series of lights. They experienced a number of difficulties but through their perseverance they were able to solve many of the problems without any help from the teacher. The relationships between pupils are very good. They are prepared to help other pupils when they see a need. For example, pupils worked independently to send e-mail messages. One pupil had a problem accessing previous messages and

was immediately helped by the pupil working next to him. These very positive attitudes to work contribute significantly to the progress made by pupils.

96. No teaching of information technology was seen in Key Stage 1 and judgements are based on the scrutiny of teachers' planning and a portfolio of pupils' work. The quality of teaching in Key Stage 2 is good. The teacher is knowledgeable and enthusiastic which goes a long way to compensate for the limited planning. The planning fails to identify what skills and knowledge pupils will acquire as a result of the activities they are doing. Effective questioning of pupils helps the teacher to assess what pupils have learnt and to help them overcome any difficulties.

97. The curriculum for information technology is broad and covers all the elements required within the National Curriculum. This is an improvement since the last inspection, which stated that the National Curriculum was not fully covered. The school on a trial basis, has recently adopted a new scheme of work published by the Qualifications and Curriculum Authority. This scheme is raising a number of challenges for the teachers to meet and will require greater access to computers for pupils in Key Stage 1. However, since the scheme was only introduced at the beginning of the current school year it is too soon to see any impact on standards across the school. There are no procedures to assess what pupils know and can do in information technology.

98. The co-ordination of information technology is satisfactory but there is a lack of consistency between the two key stages due to the lack of procedures to monitor the effectiveness of teaching and the curriculum across the school. The resources for information technology are good. There has been an increase in the number of computers in all classrooms, which have contributed to the attainment, and progress of pupils. The quality of teaching and learning has also been improved by the good professional development, which has been made available to the co-ordinator and other teaching staff.

91.
Art

99. Only one lesson was observed in Key Stage 1 during the inspection and parts of two lessons in Key Stage 2. Evidence from the display around the school, from pupils' previous work, the art portfolio, from pupils' sketch books and talking to pupils shows that pupils make satisfactory progress in both key stages as knowledge, understanding and skills are developed progressively. In current work in Key Stage 1, pupils in the Reception class have painted self-portraits and have made pictures of people who are special to them in pastel crayons and paint. They have designed patterns for the plates in the tea-room role play area and have contributed to large collage pictures of the harvest and the story of the Little Red Hen. The older infant pupils painted tropical fruit from the story, Handa's Surprise, drew fruit using a program on the computer and have painted pictures in response to music from the aquarium section of Saint Saens' Carnival of Animals. During the lesson seen, they made patterns by weaving raffia. Work by pupils in Key Stage 2 increases in the sophistication of the skills they use. Sketches become more detailed and media are used in different ways to create texture and tones in compositions.

100. Pupils' response to teaching is usually at least good and in Key Stage 2 is very good. Pupils, including those with special educational needs, sustain concentration, persevere to master skills and enjoy the tasks. They behave well, share tools amicably, work very well independently from the teacher and take pride in their work.

1. In Key Stage 1, the quality of teaching was satisfactory in the single lesson seen. The teacher had a good knowledge and understanding of art, effective management of pupils based on very good relationships and she taught skills and techniques proficiently. The teacher's planning identified the activity to be taught but was not clear about the specific development of skills she wanted pupils to learn. Pupils shared resources when working in pairs and this constrained the speed at which they worked. In Key Stage 2, no direct teaching was seen as the teacher was working with two other groups on design and technology and information technology simultaneously. However, he monitored pupils' work regularly and reminded pupils about techniques to use in their observational drawings of Roman artefacts and encouraged them to modify their work to improve the finished product. In a lesson when pupils in the Year 3/4 class made a galley, some pupils were not

challenged sufficiently by the task as they had already mastered skills in using papier maché and building a model from templates did not challenge their creative skills.

2. The curriculum is broad and covers both programmes of study in the National Curriculum. Time for art in practice is not always the same as that which is planned on the timetable, as seen in Key Stage 1 when the art activity was curtailed inappropriately after fifteen minutes for an unscheduled story. There are insufficient opportunities to use art as a means of expressing a response to emotions and imagination. Assessment of art is unsatisfactory; it is inconsistent in quality as the notes that teachers make rarely give sufficient information on pupils' strengths and weaknesses. The co-ordinator provides sound leadership and teaches all the art in Key Stage 2. There is no clear scheme of work for the subject across the school as the co-ordinator is awaiting the national guidelines, due early next year. He does not monitor teaching or manage a budget to develop the subject. The accommodation is usually adequate except for one infant classroom, which does not have a sink in the classroom.

102. **Design and technology**

103. During the inspection it was not possible to observe any teaching of design and technology in Key Stage 1. Judgements are based on a scrutiny of teachers' planning, a portfolio of past work, evidence from pupils' work and discussion with pupils.

104. Pupils make satisfactory progress in design and technology at both key stages. They show a growing maturity and ability to create designs and convert these into structures. For example, younger pupils in Key Stage 1 were designing a lighthouse and produced a very simple picture with a list of materials, from a relatively restricted list. The oldest pupils in Key Stage 2 were designing and making a flood alarm. Their designs were far more adventurous and sophisticated and required a far greater range of skills to convert the design into a structure.

105. Pupils usually enjoy design and technology and apply themselves well to whatever task they are given. Behaviour in lessons is very good. All pupils are conscientious and try very hard to do their best. They show a mature approach to their studies. When working in groups, pupils respect the views of others and are prepared to listen carefully to what others say. For example, when the older pupils were making flood alarms they worked together in pairs. They conscientiously considered the success criteria for their planned structure and, as they made it, discussed how it could be improved.

106. The quality of teaching in Key Stage 2 is satisfactory. The teacher knows his pupils well and manages the lessons very effectively. He makes good use of the resources available to promote effective learning. The planning of design and technology is not always effective and tends to focus in general terms on what pupils are intended to make rather than making specific plans for the systematic development of key skills which would enable pupils to make more rapid progress.

107. The school policy and scheme of work are being changed to reflect changes in the curriculum and the present scheme is therefore not fully reflective of what is happening within the school. Although the curriculum provides opportunities for pupils to experience an appropriate range of techniques and skills these are not set out in any systematic manner. The curriculum therefore is slightly ad hoc and haphazard. There are a few procedures to formally assess the progress which pupils make in design and technology. They are insufficient and are unsatisfactory because although teachers try to introduce more demanding tasks as pupils progress through the school there is no system by which assessment can be used to inform curricular planning.

102. **Geography**

1. A lesson was observed in each class in Key Stage 1 but no lessons were observed in Key Stage 2 during the inspection. Evidence from scrutiny of pupils' work, from the subject portfolio and talking to pupils, shows that pupils make satisfactory progress across the school and many pupils attain good standards and are working at higher than usual levels for their ages at the end of both key stages. In

the small sample of lessons in Key Stage 1 pupils made good progress in using resources such as a film on video, tropical fruits and crops from the local area to answer questions about places such as St Lucia and make comparisons with their own locality. A good feature is their knowledge and understanding about their local environment. For instance, pupils in Key Stage 1 make a tourist guide of Pitton, orienteer around the school site and make maps of their village. In Key Stage 2, pupils make more detailed maps of the local area, they compare a local river study with the Nile making good use of geographical terms and in Years 5 and 6 they undertake a shopping survey in Salisbury and study their parents' patterns of commuting. Pupils' skills and understanding of maps are also sound. The pupils in the Reception class describe the geographical features of an island and by Year 2 can draw detailed maps of the Isle of Struay and identify the separate countries, the capital and their hometown on a map of the British Isles. In Year 3 and 4 they use aerial photographs of the local area, and use co-ordinates competently. By Year 6 pupils are using Ordnance Survey maps on their residential visits to Lyme Regis and are working within Level 5 on contour lines. They make good use of their literacy and numeracy skills to support their work, as well as their computer skills to produce graphs such as a daily record of weather data.

2. In Key Stage 1, pupils' response to the teaching is very good. They are very interested in the work and contribute knowledge from their own experience, such as the information on local farming when local crops were compared with those from St Lucia. They behave very well and sustain concentration for long periods of time for their age. Their personal development is good; they accept responsibility for moving on to the next activity without reference to the teacher in the Reception class and they showed fascination in Year 2 when shown the grains of wheat grown locally. In Key Stage 2, pupils show responsibility when at lunchtime each day, they use instruments independently to measure temperature, wind speed and rainfall to record weather data, and enter it on a database on the computer.
110. The quality of teaching in Key Stage 1 is good. Teachers have good knowledge and understanding of the subject, they manage pupils well, use a good balance of explanation, discussion and activity for pupils and a range of good resources. In the lesson for the class of pupils from Year 1 and 2, the samples of tropical fruit and crops from the local area greatly enhanced the interest of the pupils. The teacher introduced new vocabulary proficiently by the use of clear written labels on each sample and she drew pupils' attention to the new words as preparation for their writing. Planning for geography is sound with clear objectives for the lessons and work that is well matched to the needs of average and below average attaining pupils. In Year 2, the work matched the higher attainers' prior geographical knowledge and understanding but did not challenge their writing skills, as pupils copied the teachers' writing instead of composing their own independently. In one lesson, a governor helper supported the teacher and pupils. He was well briefed by the teacher who had prepared clear written instructions for his work with a group of pupils.
111. Since the criticism of the last inspection, the school has a clear policy supported by a scheme of work for geography and is revising its current scheme by adapting the Qualification and Curriculum Authority's scheme for its own use. Pupils receive a broad, balanced curriculum in which progression is planned satisfactorily. The scheme of work also identifies ways in which geography should develop social and moral responsibility in pupils' personal development. Overall the leadership and management of the subject is sound; the co-ordinator provides a clear educational direction for geography and teaches it throughout Key Stage 2 but the lack of monitoring of teaching, especially in Key Stage 1, and of a budget for the subject are weaknesses. There is a good positive ethos for the subject and it has a firm place in the whole curriculum. The resources are satisfactory and are enhanced by visits to many places of interest both locally and further afield and include residential visits for older pupils in Key Stage 2. The extra-curricular Collectors' Club, which focuses mainly on collections of stamps, enriches pupils' knowledge of the continents and countries of the world.
109. **History**
112. No lessons were observed in Key Stage 1 but two lessons were seen in Key Stage 2. Further evidence was obtained from pupils' previous work and the subject portfolio. In Key Stage 1, pupils make sound progress in chronology, the use of historical evidence and research from books. In Key Stage 2, pupils make good progress in chronology and have good knowledge and understanding of

historical periods, such as life in the time of the Tudors and Victorians. They make good use of historical evidence to investigate the past, to suggest how artefacts may have been used and they are beginning to understand how archaeologists use evidence to gain information about past civilisations such as the Romans. They ask relevant questions and use historical terms confidently. Older pupils in Years 5 and 6 are beginning to identify bias in a written account by Tacitus of a skirmish between the Romans and the British. Some of the work in the subject portfolio shows good standards with evidence of Level 5 of the National Curriculum by the age of eleven. Pupils make good use of information technology for research. They use CD-ROMs and the Internet competently to find information on life in the period that they are studying. Pupils with special educational needs make satisfactory progress in their historical knowledge, understanding and skills due to the good individual support that they receive from the teacher.

113. In Key Stage 2, pupils respond positively to their work in history. They have good attitudes to the subject and show great interest in their lessons in response to their teacher's obvious enthusiasm, they settle quickly to task and are well behaved. They collaborate in pairs to make suggestions to each other and are keen to share those suggestions with the class.
114. In Key Stage 2, teaching is good. The teacher's expectations are high and are shown by the challenging tasks that are set for pupils. Planning is effective, objectives are clear and activities are well matched to pupils' differing prior attainment. Good questioning skills are used to draw out deductions from historical evidence and to assess pupils' attainment and progress. During both lessons on the Romans, there was a good balance of exposition to the class and opportunities for pupils to develop their historical skills whilst collaborating with others in a pair. At the end of the lesson there was time for pupils to report their findings and for the teacher to assess what had been learned. Throughout the lesson the pace was brisk as the teacher continually gave deadlines to the pupils for the next task. The teacher uses history effectively to practise and improve pupils' literacy for the development of reading, writing and research skills.
115. The criticism in the last report of the lack of a scheme of work to support progression in the subject has been answered. There is a clear policy supported by a scheme of work that is being adapted to match the Qualifications and Curriculum Authority's guidance for teachers. The scheme of work also identifies ways in which history should develop moral responsibility and an awareness of their own cultural heritage in pupils' personal development. The curriculum is broad and balanced and planning for progression across the school, based on the scheme of work, is sound. While the co-ordinator gives a good lead in the subject, he does not monitor teaching nor manage a budget, which are weaknesses. Resources are adequate and are enhanced by contributions from visitors and visits to places of interest, such as Montacute House, Bath and a Victorian school building.
109. **Music**
116. Only one lesson was observed during the inspection. A range of other evidence, including scrutiny of a small amount of written work, pictorial evidence, conversations with pupils, observation of the school orchestra and some taped music was examined.
117. There is too little evidence to make judgements about the quality of teaching in the school or the progress of pupils in Key Stage 1. It is clear that standards in music in the school are above those that are usual for pupils in the primary age range and they make good progress in Key Stage 2. The oldest pupils have a wide knowledge of types of music, they listen with attention and intelligence. They identify instruments and pick out themes and patterns within the music. They talk about music with a good technical vocabulary and are beginning to compose music using stave notation and elements such as scales within their compositions. The extra curricular music in the school adds significantly to the musical experiences provided. The school is justly proud of its orchestra in which a third of the Key Stage 2 pupils play.
1. The school has a satisfactory scheme of work to support the teaching of music, good resources and sufficient accommodation to ensure that music teaching can be successfully carried out.

118. **Physical Education**

119. Only a few lessons in games were observed during the inspection. There was insufficient evidence to make judgements concerning teaching or pupils' progress in other aspects of the curriculum for physical education. In games, pupils across the school are making satisfactory progress and attain standards that are similar to those obtained by pupils of the same ages in similar schools. These findings are similar to those in the previous report. Pupils are assisted to develop games skills systematically. The youngest pupils use different size balls and bean bags to practise throwing and catching. Older pupils in Key Stage 1 develop skills of ball control by playing games to develop accuracy in kicking and throwing. In Key Stage 2 these skills are further developed by use of the Top Sport programme which introduces pupils to the skills required in games such as hockey, netball, football and cricket. By the age of eleven the pupils can choose from a variety of ways to throw, catch and kick a ball and mark a partner and can use these skills in small side games.
120. Pupils enjoy games lessons. They try hard to improve their skills by listening carefully to the teacher and practising hard. They are very good at playing co-operatively and games lessons are characterised by good natured sporting behaviour. There are occasions, however, where pupils lack a competitive edge to their play. Most pupils show themselves willing and able to sustain energetic activity.
121. In the small number of lessons seen, teaching was mainly good across the school. Teachers plan lessons which build pupils' skills systematically and which require the pupils to engage in energetic activity. Instructions are clear and teachers use a good balance of demonstration, individual practice and co-operative activities. On rare occasions the teacher talks for too long and the time for activity is consequently reduced. Teachers manage pupils very well and very good behaviour results. During the inspection the time actually spent in lessons did not match that on the timetables. This resulted in a considerable reduction in the time spent on physical education during the week. The progress in the lesson for the older pupils in particular was reduced by this loss of time in the lesson.
122. Although not programmed for the time of the inspection, planning and photographic evidence shows that pupils have opportunity to experience dance, swimming, cross country running, orienteering and gymnastics during their time in school. They thus have access to a broad and generally balanced curriculum in physical education. The conversion of a classroom into a school hall has provided a facility for gymnastics, although this is a little small for the oldest pupils. The school has, therefore successfully addressed the issue raised in the last report. The small range of extra curricular clubs provides a positive addition to the curriculum for physical education.

118. **PART C: INSPECTION DATA**

118. **SUMMARY OF INSPECTION EVIDENCE**

123. The inspection of Pitton Primary School was undertaken by a team of four inspectors who, over three days, completed a total of ten inspector days in school. For the majority of time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. A total of just over 38 hours was spent on these activities. In addition, interviews were held with the headteacher, teachers, and members of the governing body for approximately 12 hours.

Furthermore:

24 pupils were heard to read individually and they were questioned on their understanding and knowledge of books in general; many other pupils in each year group were heard to read in the course of lessons, particularly during the literacy hour;

samples of pupils' work covering the full ability range were scrutinised in all year groups;

a wide range of documents, including policies and the school development plan, was analysed;

attendance registers, the records kept on the pupils and teachers' planning documents were analysed;

the budget figures were analysed;

pupils were observed before the school day started, during play times and lunch times and after school;

before the inspection, 20 parents attended a meeting with the registered inspector to express their views of the school. During the inspection, informal discussions were held with a sample of parents.

118. **DATA AND INDICATORS**

118. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	80	0	10	3

118. **Teachers and classes**

118. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.5
Number of pupils per qualified teacher:	17.78

118. **Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	15

118.

118. **Financial data**

Financial year:	1998/99
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	£
Total Income	199,569
Total Expenditure	202,530
Expenditure per pupil	2,201
Balance brought forward from previous year	7,852
Balance carried forward to next year	5,145

118. **PARENTAL SURVEY**

Number of questionnaires sent out:	53
Number of questionnaires returned:	11

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	55	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	73	27	0	0	0
The school handles complaints from parents well	10	40	40	10	0
The school gives me a clear understanding of what is taught	10	50	40	0	0
The school keeps me well informed about my child(ren)'s progress	10	90	0	0	0
The school enables my child(ren) to achieve a good standard of work	40	60	0	0	0
The school encourages children to get involved in more than just their daily lessons	40	40	10	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	10	70	0	20	0
The school's values and attitudes have a positive effect on my child(ren)	40	60	0	0	0
The school achieves high standards of good behaviour	50	50	0	0	0
My child(ren) like(s) school	40	50	0	0	10

Note: Percentages may not always total exactly 100 due to 'rounding' to

the nearest whole number

The parents' views of the school are not necessarily a representative sample because only 20 parents attended the pre-inspection parents' meeting and only a small proportion of parents (21 per cent) returned the questionnaire.

118. **Other issues raised by parents**

Four parents wrote to the Registered Inspector, two expressing opinions that are reflected in the number of questionnaire responses summarised above. Two other parents expressed total confidence in the school.

At the meeting for parents, some parents expressed their concerns that there were weaknesses in:

- standards in mathematics in Key Stage 2;
- the school's non-competitive attitude to sport;
- the school's approach to the rare incidents of bullying.

118. **Response of the team during inspection**

Inspectors' judgements support parents' positive views of the school. Inspectors found that homework is appropriate, standards in mathematics are high in Key Stage 2 but agreed with parents that in physical education lessons there are occasions where pupils lack a competitive edge to their play.

The pastoral approach adopted by the school, involving getting the pupils themselves to resolve the

issues of conflict with the support of other pupils, “shadows”, does work in this school. Pupils feel secure in the school and they report that there is little or no bullying but that they are sure that any that occurred would be stopped.