

# INSPECTION REPORT

## **BROAD HINTON C OF E PRIMARY SCHOOL**

Broad Hinton, Swindon

LEA area: Wiltshire

Unique reference number: 126305

Headteacher: Mr T Coles

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> June 2001

Inspection number: 214079

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Broad Hinton Swindon Wiltshire
Postcode:	SN4 9PQ
Telephone number:	01793 731262
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Atkinson
Date of previous inspection:	14 <sup>th</sup> June 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Science, information and communication technology, design and technology, special educational needs, English as an additional language, equal opportunities.	<p>What sort of school is it?</p> <p>How high are the standards?</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p>
	Mr T Heavey	Lay inspector		<p>Attitudes to the school.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30398	Mr C Scola	Team inspector	English, religious education, geography, physical education.	
	Mrs P Goodsell	Team inspector	The foundation stage, mathematics, art and design, history, music.	How good are the curricular and other opportunities offered to pupils?

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Broad Hinton Church of England Primary School is a small village school serving the local community, some seven miles south west of Swindon. It is much smaller than the average sized primary school with 72 pupils on roll, 35 boys and 37 girls. The school mainly serves the village of Broad Hinton although a small number of pupils travel to the school from the surrounding area. The percentage of pupils eligible for free school meals (0.7 per cent) is well below the national average of 20 per cent. Two pupils have statements of special educational needs, which is above average and 15 per cent are on the school's register of special educational needs which is broadly average. Three pupils are from minority ethnic backgrounds, although none require help for learning English. The school is currently organised into four classes but this will revert to three in September. Since the previous inspection a new headteacher has been appointed and all of the teaching staff are new to the school. The pupils' attainment on entry to the school is above average.

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

Broad Hinton is an effective primary school that gives good value for money. Throughout the school, the pupils make good progress in English, mathematics and science and achieve standards that are above the national average at the end of both key stages. The pupils have very good attitudes towards work, are keen to learn and behave very well. Teaching is good throughout the school. The provision for the pupils' spiritual, moral and social development is very good and there are good procedures in place for monitoring the pupils' academic performance in English, mathematics and science. The links with parents are very good and the strong leadership of the headteacher provides the school with a clear educational direction.

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

- The pupils achieve above average standards in English, mathematics and science at the end of both key stages.
- The teaching is good throughout the school.
- The pupils behave very well and are keen to learn.
- The provision for the pupils' spiritual, moral and social development is very good.
- The relationships between pupils and between pupils and staff are very good.
- The procedures for assessing the pupils' attainment in English, mathematics and science are good.
- The headteacher provides the school with strong, purposeful leadership.

#### **What could be improved**

- The pupils' achievement in history and geography.

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

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

The school was last inspected in June 1999 and was found to have serious weaknesses. It has made very good improvements since that time. Attainment at the end of Key Stage 2 in information and communication technology and science has improved and there is good progress in English, mathematics and science throughout the school and the quality of teaching in these subjects has improved well. The quality of teaching has improved since the previous inspection with a much greater proportion now being good or better. The work is well matched to the needs of all pupils and there are high expectations of what the pupils can achieve. The leadership and management of the school is very good and good links have been established with the parents who are very supportive of the school. The school development plan is a good document that provides the school with a clear direction for continued improvement. The school has made good progress in the development of schemes of work and assessment in the core subjects of English, mathematics and science but there is still further work to be undertaken in history and geography.

## STANDARDS

Test results vary considerably from year-to-year due to the small number of pupils in classes. No table indicating the standards achieved by the pupils over the last three years is included due to these small cohorts.

The pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was above average in English and well above average in mathematics and science. In comparison with similar schools, attainment was average in English, well above average in mathematics and above average in science. The school's results between 1996 and 2000 improved at a rate in line with the national trend.

The pupils in Key Stage 2 are achieving well. Inspection evidence shows that the pupils' attainment in English, mathematics and science is above the national average. Pupils of all abilities achieve the standards of which they are capable and this includes pupils with special educational needs and the higher attaining pupils. The pupils' attainment in information and communication technology is above average in most aspects of the subject. Their attainment in the use of spreadsheets is below average.

Children in the Reception class make good progress and achieve well. The good provision and good teaching enable most children to exceed the Early Learning Goals in all areas by the time they enter Year 1.

The pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 1 was in the top five per cent of schools nationally in reading, writing and mathematics and the same picture emerges when comparing the school with similar schools. There has been a steady improvement in test results over the last four years. However, as in Key Stage 2, the number of pupils in each group is small and consequently there are significant variations from year to year. Inspection evidence shows that most pupils are attaining standards in reading, writing and mathematics that are above average by the end of Key Stage 1.

The difference between test results and inspection judgements is due to differences in cohorts and the improved quality of teaching. The school has set challenging targets for 2001 and is well on course to achieve them.

Attainment in art and design, design and technology, history, geography, music and physical education is in line with national expectations at the end of both key stages. Attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of both key stages. Most pupils could achieve better in history and geography throughout the school. More time needs to be allocated to these subjects and the national guidelines need to be adapted to meet the needs of the school. All pupils, including those pupils with special educational needs achieve well in the core subjects of English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school, work hard and show good levels of interest in all activities.
Behaviour, in and out of classrooms	The behaviour of pupils in lessons, in the playground and in the dining room is very good.
Personal development and relationships	Personal development and relationships are very good. The pupils work well with one another and with the staff.
Attendance	Good. The attendance level is above the national average.



The very good attitudes shown by the pupils make a substantial contribution to their enjoyment of school, their achievements and the standards they attain. In the main, the pupils are enthusiastic, eager to attend school and punctual. The pupils behave very well and are caring and sensitive to the needs of others.

## TEACHING AND LEARNING

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

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

The quality of teaching is good. During the inspection, the quality of teaching was excellent in four per cent of lessons, very good in 11 per cent, good in 74 per cent and satisfactory in 11 per cent. There was no unsatisfactory teaching. The teaching of the children in the Foundation Stage is consistently good and this ensures they achieve well. The teaching of English and mathematics is good in both key stages and the literacy and numeracy strategies are implemented effectively. As a result, the pupils make good gains in learning in these aspects of the curriculum. There are good opportunities for the pupils to use their literacy and numeracy skills in other areas of the curriculum. The teaching of science is now good in both key stages and there are good links with subjects such as design and technology and information and communication technology. This adds interest and enjoyment to the lessons and encourages the pupils to achieve well. Since the previous inspection the staff have worked hard to ensure work is well matched to the needs of the higher attaining pupils and this is generally very effective. Work is also well matched to the needs of those pupils with special educational needs and all of these pupils achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall although there is good provision for children in the Foundation Stage. All subjects are covered in Key Stage 1 and Key Stage 2 but too little time is devoted to history and geography and the pupils do not achieve as well as they could in these subjects. The information and communication technology curriculum is good overall but the pupils need to carry out work with spreadsheets.
Provision for pupils with special educational needs	Good. The pupils with special educational needs are well supported enabling them to make progress in line with their peers.
Provision for pupils with English as an additional language	No pupils are at an early stage of learning English and no additional support is required.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good provision is made for the pupils' spiritual, moral and social development and there is good provision for their cultural development. The teachers expect high standards of behaviour and the very good assemblies are used effectively to foster the pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The procedures for monitoring the pupils' academic performance in English, mathematics and science are good although they have yet to be established in other subjects. Child protection procedures are good.

The headteacher has worked hard to establish very good relationships with the parents who now show a high degree of satisfaction with the work of the school. Parents are kept well informed about their children's progress and of the work the school. Parents support their children very effectively through homework and reading activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is enthusiastic and provides the school with a very clear direction. He has created a positive atmosphere in which the staff work co-operatively to ensure all pupils achieve well. Co-ordinators have only recently taken responsibility for subjects and need time to develop their roles.
How well the governors fulfil their responsibilities	The governors are very effective in fulfilling their responsibilities. They have an excellent understanding of the strengths and weakness of the school and the committees enables them to fulfil their duties effectively. The governors look very carefully at expenditure and the principles of best value are applied rigorously to ensure they get the best possible services.
The school's evaluation of its performance	Very good. The headteacher has worked very well with staff, parents and governors to review current provision and how things might be improved. Priorities for development are very relevant and have been set out clearly in the new school development plan.
The strategic use of resources	Good. Appropriate use is made of specific grants, with money being used effectively to support pupils with special educational needs. The school has accrued a substantial underspend due to staff changes and additional grants being made available by the authority. However, the underspend will reduce significantly when building work is carried out and new computers are purchased for the computer suite.

There is a good number of teachers and support staff and learning resources are adequate. The school makes good use of the accommodation that is adequate for most areas of the curriculum. Indoor physical education takes place in the adjacent village hall and is limited due to the small amount of fixed apparatus.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The significant improvements made at the school.</li> <li>• The standards achieved by their children in English and mathematics.</li> <li>• The quality of teaching.</li> <li>• The leadership.</li> <li>• The improved communication between school and home.</li> <li>• The children behave well and are enthusiastic about school.</li> <li>• The friendly, caring nature of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of homework.</li> </ul>

The inspection team agrees with the parents' positive views of the school. Homework is used effectively to support the pupils' learning in school.

## **PART B: COMMENTARY**

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

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

1. Although there is a full range of ability, the children's attainment on entry to the school is above average. The results of baseline assessments, carried out soon after the children enter the Reception class, show that most children achieve the Early Learning Goals in all areas of learning.
2. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in reading and writing was very high and was in the top five per cent of schools nationally. The same picture emerges when comparing the school with similar schools. Due to the small number of pupils in classes, there are variations from year to year, but the results do show a gradual improvement over the last four years. The proportion of pupils attaining the level above that expected for their age (Level 3) was very high. The inspection evidence shows that the current Year 2 pupils are achieving standards that are above average in reading, writing and speaking and listening. Pupils of all abilities achieve well and this is due to the good match of work to their abilities.
3. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in mathematics was very high and, again, in the top five per cent of schools nationally. When compared with similar schools, attainment was again very high. A high proportion of the pupils attain the above average Level 3 in the tests. Inspection evidence shows the pupils are attaining good standards. The good teaching, effectiveness of the numeracy strategy and good match of work to the pupils' level of ability, ensure that they all achieve well.
4. The 2000 National Curriculum teacher assessments for science show a very high proportion attained the average Level 2 and an above average number attained the higher Level 3. Inspection evidence shows standards are good.
5. The 2000 National Curriculum test results at the end of Key Stage 2 show that standards in English were above average and average when compared with similar schools. The proportion of pupils attaining the higher Level 5 was very high but the proportion attaining the expected Level 4 was average. However, this was due to the small number of pupils taking the tests and the presence of pupils with special educational needs, which made a significant difference to the overall average points score. Inspection evidence shows the current Year 6, standards are good with over half of the pupils working at the higher Level 5. The pupils have good speaking and listening skills that are extended well through opportunities to participate in formal occasions for speech and drama. The pupils have reading skills that are well above average, discussing books and authors with confidence. Their confidence in reading and appreciation for books is enhanced through the opportunity to read a good range of material, including poetry. Writing skills are developed well with the pupils achieving well above average standards. There are good links with other subjects, such as religious education, information and communication technology and history that enhance the pupils' skills. For example, they write a good description of the battle of Marathon from the perspective of a Persian soldier. Activities are challenging and exciting and as a result the pupils enjoy them and achieve well.

6. The 2000 National Curriculum test results at the end of Key Stage 2 show that standards in mathematics were well above the national average and the average for similar schools. The results show a steady improvement over the last four years, but class sizes are small and there are considerable year-to-year variations. The proportion of pupils attaining the above average Level 5 in the tests was well above average. Inspection evidence shows that standards are good and that, throughout the school, the pupils develop good mental arithmetic skills and solve problems confidently using a variety of strategies. The lack of progress made by the higher attaining pupils highlighted in the last report has been addressed successfully. These pupils achieve well, as do those pupils with special educational needs. Numeracy skills are used effectively in other aspects of the curriculum, for example in information and communication technology, where measurement of temperature and preparation of graphs add significantly to the pupils' knowledge in these areas.
7. The school's end of Key Stage 2 National Curriculum 2000 test results in science show that standards were well above the national average and above the average for similar schools. Inspection evidence shows that standards are good. The pupils are given many opportunities to plan scientific activities and they use a good range of methods to record their findings. They enjoy the activities and embrace technology to make them more interesting; for example, when investigating tooth decay they used a digital camera to record their findings.
8. The pupils achieve well in information and communication technology in both key stages and standards are above national expectations at the age of seven and eleven. The pupils have good word processing skills, use desktop publishing programs effectively and regularly search the Internet for information. In Key Stage 2, they are using sensors to record temperatures, improving design and technology work through computer connections and are competent in the use of digital cameras and scanners. The pupils' knowledge of spreadsheets is unsatisfactory and the school recognises the need for development in this area. Their achievements are all the more impressive as much of the computer equipment is dated and in need of upgrading. The pupils achieve well in religious education and by the end of both key stages attain in line with the locally agreed syllabus.
9. Attainment in art and design, design and technology, music, history, geography and physical education is in line with national expectations at the end of both key stages. However, the pupils could do better in both history and geography if more time were devoted to the subject and if the national guidelines in the subjects were adapted more closely to the needs of the school. The pupils' achievements in physical education are satisfactory, but the limited facilities impose restrictions on what the pupils are able to achieve in gymnastics.
10. Pupils with special educational needs make good progress towards the targets in their individual education plans. Work is well planned and there is good support to ensure they achieve their potential. The small number of pupils with English as an additional language are not at an early stage of acquiring English and no additional support is needed. There is no significant difference in the attainment of girls and boys.

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

11. Pupils display very positive attitudes to school. Behaviour and relationships throughout the school are very good and the very high levels of personal development are reflected in the eagerness of pupils to take responsibility as they become older. These very high standards are an improvement on the inconsistencies identified at the time of the previous inspection, and greatly aid pupils' learning.
12. The very positive attitudes are evident in the very high attendance levels, and in the eagerness that pupils show by arriving punctually at school. Parents responding to the questionnaire support this view, with 94 per cent of them declaring that their children like coming to school. The pupils' work is very tidy and they look after their workbooks. Starting in the Reception class the children respond well to good teaching, as seen in a science lesson where they displayed high levels of concentration and perseverance while experimenting with the effects of force on an object. Year 5/6 pupils showed great interest and motivation while changing a scene from a story into a play script. Pupils were eager to volunteer to read the script from the computer. Such positive attitudes demonstrate a growing sense of responsibility and maturity.
13. The judgement of the inspection team that behaviour at the school is very good is supported by all of the parents responding to the survey conducted prior to the inspection. The pupils are very polite with one another and with adults in the school. The staff, in the words of a visitor to the school during the inspection, "treat the children like young adults, and the children respect and admire them." There are no signs of aggressive or oppressive behaviour, and no exclusions have been recorded for many years.
14. The very high level of personal development shown by the pupils provides a solid platform for learning, and is recognised by the great majority of parents responding to the parent questionnaire. The pupils act very responsibly in the classroom and work independently even when not directly supervised. They eagerly volunteer their services for tasks around the school, such as in the dining room when they clean tables and stack chairs, and when they accept 'monitor' duties. Older pupils look after younger children, and show great respect for adults in the school, including visitors. Beyond the school, the pupils show their concern for the disadvantaged in society by raising sums of money for charitable causes such as a Homeless Project, Children In Need, and for famine relief in Ethiopia. They also take part in a Harvest Breakfast in which they are able to compare the respective diets of richer and poorer countries. Such activities imbue the children with a greater sense of citizenship and of their place in the scheme of things.
15. The pupils' attendance is very good. Not only is the overall attendance well above the national average but the school has also improved its own attendance rate year on year for the past three years. Inspectors also noted improvement in registration procedures, resulting in full compliance with legal requirements. Such an overall improvement demonstrates the positive attitudes of both parents and children in supporting the school's efforts to raise standards.

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

16. During the inspection the quality of teaching was excellent in four per cent of lessons, very good in 11 per cent, good in 74 per cent and satisfactory in 11 per

cent. There was no unsatisfactory teaching. The standard of teaching has improved since the previous inspection with more teaching observed that was good or better. The teaching is consistently good in English and mathematics and all pupils achieve the standards of which they are capable. The pupils work hard, enjoy their lessons and respond well to the good teaching.

17. The teaching of the pupils in the Reception class is good overall. A particular strength is the good relationships that exist between the adults and the pupils. Considerable encouragement is given to the children to build their confidence and self-reliance through a good match of teacher directed activities and those chosen by the children. The teacher knows the children very well and there is a good match of work to their ability. Expectations are high and the children respond appropriately and achieve the standards of which they are capable.
18. The teachers' understanding of the age groups they teach is very good. In both Key Stage 1 and Key Stage 2, classes comprise pupils from different year groups. However, work is planned effectively for these different age groups and the match of work is good, ensuring that the pupils maintain interest in the activity and are challenged by the work. Planning is thorough and makes good use of assessment information to meet the needs of individual pupils in English, mathematics and science. Assessment procedures are less well developed in other subjects, for example history and geography, and the school recognises the need to develop these in order to ensure all pupils make the progress of which they are capable.
19. The pupils' work is marked regularly and the teachers provide the pupils with good comments on how they might improve their work. A good range of teaching strategies are employed by the staff, from whole class activities to individual and group activities. The teachers are good at questioning the pupils to determine what they understand and move the lessons on at a brisk pace. Occasionally, a small number of pupils dominate the sessions and teachers are not always vigilant to ensure all have an equal opportunity to participate. In some lessons there is an over-reliance on commercially produced worksheets and this inhibits the natural flair of the teachers.
20. The teaching of English is good throughout the school and an excellent lesson was seen during the inspection. The National Literacy Strategy has been implemented effectively and it has a good influence in other subjects. Since the previous inspection there has been a significant improvement in the quality of planning and the teachers' understanding of what the pupils are to learn. Work is well matched to the need of the pupils, particularly the higher attaining, and this results in the pupils producing work of high quality. The pupils' contribution to the school brochure containing 'teacher profiles' and a paraphrasing of the National Curriculum, are good examples. Reading is well taught and the pupils study classical material such as 'A Midsummer Night's Dream'. In an excellent Year 5/6 lesson, taking place on the day of the General Election, the teacher utilised the situation to discuss democracy and who could not vote. This was skilfully interwoven with issues on bullying and formed the basis of a musical play, written by the pupils, which was to be performed for parents.
21. The teaching of mathematics is good in both key stages and the National Numeracy Strategy has been implemented effectively. Good procedures are in place to determine how well the pupils are learning and this enables the teachers to ensure there is a good match of work to the pupils' prior achievement. This was an issue at

the time of the last inspection and has been addressed very effectively. The teachers have good mathematical knowledge and have high expectations of what the pupils can do. The pupils respond well to the teachers' questioning and work hard to achieve good standards. Occasionally, the sessions are too long, resulting in less progress and the school needs to look at the time allocation for these lessons.

22. The quality of teaching and learning in science is good in both key stages. The quality of the teachers' planning is good and is consistent across the school. The pupils are given good opportunities to carry out scientific investigations and whilst guidance is given, the pupils are encouraged to consider for themselves how the investigation should be conducted. This is a significant factor in their personal development and in improving their confidence. The teachers' linking of the subject to other areas of the curriculum is good. For example, information and communication technology skills form an integral part of lessons and numeracy and literacy skills are developed well in the science activities.
23. There was no opportunity to observe direct teaching of information and communication technology during the inspection week. However, it is evident from the quality of work produced by the pupils, and the confidence with which they use computers, that the subject is well taught and has a secure role in developing learning across the curriculum. The teachers make good use of the computers, both in classrooms and in the small computer suite. Whilst some computers are dated, the teachers make effective use of the available programs to enhance learning. The school recognises the need to teach the pupils how to use spreadsheets. The regular use of computers ensures the pupils achieve standards that are above average at the end of both key stages.
24. There was only a limited opportunity to see history and geography being taught during the inspection but in the lessons observed, the teaching was good. The pupils have only a superficial understanding of these subjects and they could achieve better if more time were devoted to the subjects, and if they were taught on a regular basis and if the work were more challenging. The teaching of music, design and technology and physical education is good overall and the pupils achieve satisfactory standards in these subjects. No teaching was observed in art and design during the inspection but the evidence shows they make good progress and achieve standards in line with national expectations at the end of both key stages.
25. There is early identification of pupils with special educational needs. Individual education plans, which are mainly linked to literacy and numeracy, are good and the targets set for the pupils are clear and measurable. The teachers have a clear understanding of the needs of these pupils and their progress is carefully recorded. In lessons, pupils with special educational needs are well supported by teachers and learning support assistants and this enables them to achieve in line with their peers. Occasionally, pupils are withdrawn from lessons for additional help but this is done sensitively and without detriment to other teaching activities.

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

26. The school provides a satisfactory range of learning activities, including good provision for the pupils' personal, social and health education and very good opportunities for extra-curricular activities. All statutory requirements are met and all



the pupils have equal access to the learning activities and other opportunities provided by the school. The quality and range of learning opportunities is good for the children in the Reception Class and satisfactory in both of the other two key stages. The school is giving a high priority to developing the pupils' literacy and numeracy skills and is making good use of the opportunities provided by the National Literacy and Numeracy Strategies. This is having a good impact on the progress of the pupils in literacy and in numeracy.

27. A key issue from the last inspection was to complete schemes of work and define clear objectives in medium term planning. Overall this has been successfully addressed. As part of the implementation of the literacy and numeracy strategies, there is a programme of review and monitoring of the teaching and learning in English and mathematics and this contributes to the high standards attained in these areas. In the Foundation Stage the children have access to a well planned curriculum that takes into account the early learning goals and the literacy and numeracy strategies' planning for children under five. Information technology is linked effectively to other subject areas, particularly design and technology and science.
28. In the foundation subjects the national guidelines are being used to plan the work. The school has arranged the topics in a four-year rolling programme and the plans are monitored on a regular basis by the headteacher and by the subject co-ordinators. The activities are varied and make good use of individual, group, whole class and practical activities. However the school has not yet completely matched the national guidelines to the needs of the school. This is particularly the case in geography and history, where in some instances there are insufficient opportunities for the pupils, especially the higher achievers, to develop geographical and historical skills. At present there are limited arrangements for assessing pupils' progress in these areas and in planning suitable work to ensure that they build on what they already know and understand. In addition, more efficient use of the time allocated to geography and history could be made in order to extend the pupils' learning.
29. There are very good extra-curricular activities offered to the pupils including a wide range of sports, chess and computer clubs, and drawing and maypole dancing sessions. The school changes the activities according to the season, for example in winter the pupils can take part in roller blading and in the summer a range of athletics is offered. There are peripatetic teachers for piano, violin and brass instrument music lessons for which the parents pay. A very good range of residential and day visits have a positive and constructive effect on the pupils' learning. The curriculum opportunities for the pupils are further greatly enriched and enlivened by visitors to the school. These include local clergy, many friends of the school, governors, artists and recently a paralympic gold medallist visited the school to explain the work of 'Riding for the Disabled'. Together with the good use of the teachers' and pupils' own talents, they provide learning experiences that contribute to the very good personal development of pupils as individuals and members of the community.
30. The school has recently put in place guidance for teachers on what should be taught in each year group for pupils' personal, social and health education. This includes suitable arrangements for the pupils to learn about sex education and the use and misuse of drugs. As the pupils move through the school they are expected to take more responsibility for organising themselves and their work, for example in a history topic they can choose whether or not to use computers to produce their finished work. The older pupils have good opportunities to care for the younger ones, to join

in with their games and work and to demonstrate good examples of positive attitudes to school and learning. Throughout the year all the pupils take part in activities to raise money for a variety of charities both close to home and abroad. They talk knowledgeably about the General Election and explain how their ideas to improve school life are valued and their opinions taken into account. All these experiences contribute to their own personal development and to their understanding of the society and world in which they live.

31. There is good provision for those pupils with special educational needs. They are provided with a full range of curricular experiences. The pupils are given appropriate targets through their detailed individual education plans. Most pupils are supported within class but on the occasions when they are withdrawn for additional work it is carried out sensitively to ensure they do not miss out on other curriculum activities.
32. The community makes a good contribution to the pupils' learning. The 'Friends of Broad Hinton School', who are drawn from the whole community, give financial and social support to the school. The pupils take part in village events such as the church fete and good use is made of nearby facilities, as when the children visit the shop to practise using money, or a farm during harvest-time. Local companies have donated a television and video, goal posts, sports kit and trophies.
33. The Reception class teacher visits many of the children in their playgroups before they start school and the school makes sure that suitable arrangements are made to assist the smooth transfer of the pupils to the secondary schools by visits and liaison meetings with teachers. Recently the school has made very effective use of a collaborative design and information technology project carried out with a neighbouring primary school.
34. The school's provision for spiritual, moral, social and cultural education is very good overall.
35. The school makes very good provision for the spiritual development of pupils. The pupils experience a sense of awe and wonder in many aspects of the curriculum. The collective acts of worship are of a very high quality. They promote spirituality very well giving the pupils many opportunities to think, reflect and wonder at, for example, the beauty of a dandelion seed head or the fact that they are singing almost four thousand years old.
36. The pupils' moral development is very good. All adults working at the school have consistently very high expectations of pupils' behaviour and all pupils live up to this. The pupils are taught how to distinguish right from wrong and their behaviour nearly always reflects this. They have a very well developed appreciation of how their actions affect the well-being and happiness of others. Through their studies in geography and history, older pupils gain an understanding of the wider moral issues such as the difference between rich and poor countries reinforced by an international breakfast, when a very contrasting range of foods is served.
37. The social development of the pupils is very good. They contribute actively to the life of the school. Pupils are taught to take responsibility from an early age and their help and collaboration ensures that the classroom and school routines are very smooth. Older pupils use their initiative to care for younger pupils and the school functions very well as a community.

38. The cultural development of the pupils is good. The pupils' appreciation of their own and other cultures is furthered by lessons in art, music, history and geography. In history and geography they learn about the cultures of different times and places. In religious education, the pupils are introduced to the richness and diversity of other cultures through, for example, the study of Islam, but there is a lack of opportunity to experience other cultures at first hand. However, the school recognises this, and there are various initiatives currently being developed such as the school's links to a school in Malawi.

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

39. The school makes good provision for the welfare, health and safety and personal security of its pupils, resulting in a climate of confidence and well-being that promotes learning. The unsatisfactory provision noted at the previous inspection has now been remedied.
40. The arrangements for Child Protection are good. The designated person has completed the appropriate training and ensures a good level of alertness among adults in the school. The effective procedures for First Aid are enhanced by the fact that all adults in the school have attended a training course.
41. The comprehensive range of policies and procedures for health and safety comply fully with legal requirements, making a very substantial contribution to pupils' learning by providing a safe learning environment. Half-termly fire drills ensure that safe exit procedures are well rehearsed, and governors are actively involved in conducting regular risk assessments of the premises, while all staff are aware of their duty to report hazards around the school.
42. The very good procedures for pupils' personal support and guidance have been further strengthened by the introduction of a personal, health and social education programme into the curriculum, including provision for education about sex and drugs. Pupils with special educational needs, for whom provision in the past was unsatisfactory, are now well supported, ensuring improved access to the curriculum for both them and their peers. All of these pupils are integrated fully into classroom activities. The conscientious marking of homework and the shared identification of targets in annual progress reports provide the pupils with further guidance and support in their education.
43. The effectiveness of the very good procedures for monitoring and improving attendance is reflected in the most recent attendance figures, placing the school well above the national average for attendance. The school's registers now comply fully with legal requirements, and are regularly monitored by the Education Welfare Officer. Attendance figures are analysed, and any emerging patterns of absence are investigated. Regular reminders to parents about the need for their children to take holidays only out of term time are also proving to be effective in improving attendance.
44. The school's very good procedures for monitoring and promoting good behaviour have proved very effective in eliminating bullying and other forms of oppressive behaviour. The impact of the procedures springs not so much from the system of awards and sanctions as from the school's very strong 'family' ethos. The school promotes its shared values very well through its cross-curricular links, as in a Year 6

English lesson in which a discussion about aggressive behaviour was compared with the school's own approach to bullying discussed previously in a personal, health and social education lesson. The staff know the pupils very well, and they in turn acknowledge the school's high expectations in terms of behaviour and personal responsibility.

45. The procedures for assessing the achievements of the children in the Foundation Stage are very good. The school completes initial assessments when children join the Reception class. These are discussed with parents at the October parent evening. The teacher then uses this information very effectively to set detailed and individual targets in literacy and numeracy. These are reviewed every half term and new targets are set. Detailed records of each child are updated regularly, so that at the end of each term, the teacher is able to measure the progress the pupils are making.
46. The provision the school makes for the assessment and support of pupils with special needs is satisfactory and the school fully complies with the recommendations of the Code of Practice. Procedures for the identification and assessment of pupils with special educational needs are in place and the needs of those pupils who have statements of special need are fully met. Individual education plans are in place for those pupils who are at Stage 2 and above on the school's special educational needs register and these are regularly reviewed. They are of a good quality and contain clearly stated and measurable targets.
47. Assessment procedures in English, mathematics and science are good. Each pupil now has a record of achievement that contains samples of levelled work that record progress. The school now has very effective tracking systems, which monitor individual pupils' progress. All of this information is used by the teachers to plan work that is directly related to the pupils' ability and challenges them at the correct level. Because of this effective identification and good planning, the school has been particularly successful at providing work that challenges the higher attaining pupils. Since the previous inspection, the school has made very good progress in developing this aspect of its work and the pupils' success in attaining at the higher levels in national tests has been directly related to this. Procedures for assessing pupils' attainment in subjects other than English, mathematics and science are not yet of the same high standard and the school is aware of this as an area for development.
48. The school is currently engaged in extending the pupil profile to include areas of personal development. Although this formal record system is not yet in place, the staff know the pupils and their families very well and very constructive relationships are established from the start of the pupils' education. The school places a high priority on the importance of celebrating pupils' academic and non-academic achievements. There are many occasions when this occurs both informally and in assemblies when achievement is formally recognised and celebrated. All classes have regular personal, social, and health education sessions and 'Circle Time' during which there is an emphasis on developing tolerance and an understanding of them and others.

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

49. Parents attending the meeting with the inspectors and those responding to the parents' questionnaire express positive views about the school. The overwhelming majority stated that their children like school, that they are kept well informed about their children's progress, that the school is well led and managed, is helping their children to become mature and responsible and works closely with parents. Parents are unanimous in their view that their children make good progress and behave well, that the school provides an interesting range of activities outside lessons, and that parents would feel comfortable in approaching the school with any questions or problems concerning their children. Only in the area of homework was there a concern by a small minority of parents. The inspection team judge that the much improved relationship between home and school has contributed to the raising of standards in the school and the provision of homework is good.
50. In sharp contrast to the previous inspection report, the school's links with parents are now judged to be very effective, principally through the high quality of information provided by the school to enable parents to support their children's learning. The fully compliant governors' annual report to parents, the detailed prospectus, pupils' annual progress reports and the termly parents' evenings are supported by a steady stream of letters from the school and a regular spot in the village newsletter. The provision of a parents' notice board outside the school gives parents an additional opportunity find out what is happening at the school. Pupils' annual progress reports are particularly helpful because they identify targets for improvement by the pupil. They include a section on personal and social development, and they invite comments from parents, thus promoting their involvement.
51. Parents make a very good contribution to their children's learning both at school and at home. Several parents each week help out directly in school activities, supporting teachers and hearing pupils read. Parents have been heavily involved in establishing the increasingly popular 'After School Club', providing care and activities for children until their parents are able to collect them in the evening. Activities out of school, such as educational visits, are very well supported. Parents have also designed a web site for the school, containing valuable information on curriculum matters, and they regularly update it. The 'Friends' of the school make a valuable contribution by raising funds for resources and promoting the school in the community. At home parents help their children by hearing them read, ensuring that they complete their homework, and communicating with the school via the homework book. In this way parents play their part in sustaining and improving their partnership with the school.

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

52. The management of the school is very good. The headteacher is committed and enthusiastic and he has worked hard, together with staff, governors and parents, to address the issues outlined in the previous report. The quality of his teaching sets the tone for others and his support for colleagues raises confidence and creates a climate where all want to succeed. The improvements made since the previous report are a testimony to the headteacher's sense of purpose. Teachers are new and have only recently taken on various subject responsibilities. However, it is evident from the work carried out that they are performing their duties very effectively and having an impact on the work of the school. Most of the issues outlined in the previous report have been addressed very well. It would not be realistic to expect the school to address all of the issues, including schemes of work for history and

geography and producing assessment procedures for subjects other than English, mathematics and science, in such a short space of time. The progress made to date is impressive, from a low starting point.

53. The governors are regular visitors to the school and have an excellent understanding of the strengths and weaknesses of the school. They are very effective in fulfilling their responsibilities and work hard to support the school. Individual governors have responsibility for special educational needs and for curriculum subjects and they are effective in monitoring what is taking place. The governors appraise the work of the headteacher and have set targets for improvement.
54. The co-ordination of special educational needs is good. The headteacher shares responsibility with another member of staff and the joint role is performed effectively, meeting fully the recommendations of the Code of Practice for special educational needs. There are good procedures in place to ensure that all pupils with special educational needs receive the guidance and support needed to ensure they achieve well.
55. The school improvement plan is a good document that takes account of the previous report and demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. Specific grants awarded to the school are used well and linked to expenditure outlined in the School improvement plan. Due to the allocation of grants from the Local Education Authority and changes in staff, the school has accrued a significant underspend. However, there are clear plans in place for the purchase of new computers and building work and this underspend will reduce considerably as a result.
56. The school's finances are very well managed on a day-to-day basis by the school administrator. No significant issues were raised in the most recent financial audit. The headteacher and governing body have a clear understanding of the principles of best value and regularly apply them when considering the purchase of resources and services. Through the competitive tendering process, the school ensures that contracts for services are the most favourable.
57. The school makes good use of staff, deploying learning support assistants where they will have most impact on the pupils' achievements. Good use is made of the learning resources and in areas such as information and communication technology and physical education where resources are limited, efficient use ensures the pupils get the maximum benefit and achieve well.
58. There is a good match of teachers and support staff to meet the needs of the curriculum. Because of additional funding the school has been able to organise small classes for the current academic year. This has also enabled the very recently appointed new team of teachers to work together to address the weaknesses identified in the previous inspection. They have been able to receive regular in-service training to meet the needs of the school and their roles as newly appointed co-ordinators. Support staff are well deployed and are very effective in supporting pupils' learning.
59. The accommodation overall is satisfactory but has some serious shortcomings. The village hall has inadequate provision for large apparatus work and this limits the delivery of the physical education curriculum. Toilet provision is barely adequate,

particularly for older pupils who have to walk through teaching areas to access toilets in Key Stage 1. Parts of the buildings have been modernised and redecorated and there are plans for refurbishing the office and providing a covered area for the Foundation Stage's outdoor play area. The link building funded by parents is very useful for assemblies and houses the computer suite.

60. Resources for all subjects are of good quality and are adequate in quality and range. They are well maintained and are very well used to support teaching and learning.

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

61. The headteacher, governors and staff should now:

- (1) raise the pupils' achievements in history and geography by;
- Utilising time more effectively;
  - Adapting national guidelines to match the needs of the school;
  - Developing assessment procedures;
  - Enabling the co-ordinators to monitor teaching and learning;  
(Paragraphs 9, 24, 28, 52, 101 – 107)

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

The use of worksheets; (Paragraphs 19, 88)

The development of assessment procedures in other areas of the curriculum. (Paragraphs 18, 28, 47)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	11	74	11	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	71
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (88)	100 (88)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

\* Numbers omitted due to small number of pupils in year groups.

Key Stage 2 table omitted due to small number of pupils in class.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	54
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	16.1
Average class size	17.8

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

Total number of education support staff	4
Total aggregate hours worked per week	73

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	237,322
Total expenditure	232,577
Expenditure per pupil	3,231
Balance brought forward from previous year	37,161
Balance carried forward to next year	41,906

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	6	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	49	51	0	0	0
My child gets the right amount of work to do at home.	40	46	11	0	0
The teaching is good.	63	28	0	0	6
I am kept well informed about how my child is getting on.	46	49	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	66	31	3	0	0
The school works closely with parents.	49	49	0	0	0
The school is well led and managed.	69	28	6	0	0
The school is helping my child become mature and responsible.	46	49	0	0	6
The school provides an interesting range of activities outside lessons.	60	40	0	0	0

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

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

#### **Personal, Social and Emotional Development**

62. The children enter the school with an above average level of personal, social and emotional development. They make good progress in the Reception Class and most children achieve above what is expected by the end of the Reception Year. The children settle quickly and happily when they come into school and they have positive attitudes to learning. The quality of teaching in this area of learning is good, the teacher ensures that all children become confident and develop a clear understanding of what is expected of them. For example they know what to do on entering the classroom and quickly become involved with a range of activities. She has high expectations of the children's behaviour and ability to take care of themselves. When dressing and undressing, and in taking care of their personal hygiene, the children are confident and independent. The children's personal and social skills are developed well throughout the Foundation Stage. They are provided with good opportunities to work and play together and reflect on the effect of their actions on others. They persevere with tasks and behave well. There are very good relationships between adults and children. The children speak confidently to adults and respond well to questions from their teacher and other adults. There is a good balance of teacher-directed tasks and of children choosing activities in the classroom and this provides opportunities for the children to show self-reliance as they move confidently between the activities.

#### **Communication, Language and Literacy**

63. The majority of children enter the reception classes with above average language skills. They make good progress and by the end of the reception year, the proportion of the children who achieve the early learning goals is above average. Teaching in this area is good. The teacher develops and builds on the children's early reading skills through the sharing of books and stories and good teaching of phonic skills. The children have a good introduction to the Literacy Hour, for example in a lesson on the book *The Lighthouse Keeper's Lunch* the teacher extends the children's understanding of the development of a story and increases their vocabulary by explaining words such as *perched* and *industrious*. She encourages the children to join in the reading of the words that they know. The children enjoy listening to and reading stories and they pay close attention to the teacher; they respond well to events in the story and they are often keen to add their comments. They regularly take reading books home to share with parents and carers and this makes a positive contribution to their achievement. The children listen to and talk to their teacher and other adults in individual and group discussions. They recognise and read and write their names and the majority know individual letters of the alphabet by name and sound and can sound out the letters for simple words. They recognise many words by sight and use their knowledge of letter sounds to help them read and write unfamiliar words. The reception classroom has alphabet charts and labels that encourage the children to link letters and sounds and read words themselves. The children hold pencils correctly and are taught the correct way to form letters. There are good opportunities planned for the children to encourage them to write for a

variety of purposes. However, on a few occasions there is an over use of copy writing and rubbers which hampers some children's development of confidence and skills in writing independently.

### **Mathematical development**

64. Children enter the school with above average skills in mathematical development and they make good progress in gaining mathematical understanding and skills. By the end of the reception year, the proportion of the children who have achieved the early learning goals is above average. Teaching is good and the children are given a good introduction to number work through the Numeracy Strategy. The children make good progress because the teacher knows what they have learnt and plans the next stage of work carefully to challenge them and extend their knowledge and skills of working with, numbers. The teacher frequently provides good opportunities for the children to count and use numbers, and this enables them to develop their understanding of the number system. They all recognise numbers one to ten in digits and most of the children can count to at least 30 and many confidently beyond. The children enjoy counting together in 2's and 10's and the teacher extends their understanding by getting the children to crouch down and gradually rise to their full height as they count from nought to a hundred in tens. They understand the concept of simple addition, and most can add and subtract to ten. The more able can count money in two pence pieces, and can add different amounts of money together. The children can identify which three-dimensional shapes will roll and they learn to appreciate how time passes by thinking about day and night.

### **Knowledge and Understanding of the World**

65. By the time they enter Year 1, most children are likely to achieve beyond the level expected in knowledge and understanding of the world. The quality of teaching is good in this area because good activities are planned, for example those which enable the children to make progress in understanding that forces of pushing and pulling makes objects move. They test a variety of objects to see if they float or sink. They are given many opportunities to use the computer and they know how to use the keyboard to write and how to use the paint programs to create pictures and patterns. The children select activities for themselves and, where appropriate, adult interventions are made. The children have a good understanding of how things work and to talk about different materials that objects are made from. There are good opportunities for the children to explore and investigate as for example when the teacher sets up a pulley to illustrate the story *The Lighthouse Keeper's Lunch* showing how the basket of food is sent across the water to the lighthouse. This develops the children's knowledge of working mechanisms.

### **Physical development**

66. The children develop their physical skills through the indoor and outdoor sessions where there is a range of resources for climbing, balancing, throwing and catching. By the end of the Reception year, most children exceed the national expectation in this area of learning. The teaching in this area is good and enables the children to make good progress. The children show a good awareness of space by not bumping into each other as they move and they take care when they are playing not to act in ways that may harm other children. The physical education lessons outside

develop awareness of space and different types of movement. They have opportunities to develop their skills on wheeled outdoor equipment and in crawling and climbing through the large caterpillar. The children in the reception class are able to dress and undress themselves with occasional help with fasteners. There are many opportunities to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when making jigsaws and models.

### **Creative development**

67. The children make good progress in creative development and most exceed the early learning goals before they enter Key Stage 1. The quality of teaching is good because there is a wide range of activities planned to promote this area of learning. The children create a seascape together enjoying the feel of paint as they use their hands to form the waves of the sea. Other children cut out shapes of shells from card and use sponges to stencil the shapes onto the beach. A recording of waves breaking onto the beach plays in the background and the children choose percussion instruments to compose their own sea sounds. The children know a range of colours, and they paint with enjoyment and confidence the scenes from the story they have read together. The children enter imaginatively into a variety of role-play situations such as buying and selling toys and other items in the seaside shop or using the writing table to send letters and postcards. They know a good variety of songs and sing and join in with actions competently and enthusiastically.

### **ENGLISH**

68. The results of the Key Stage 2 National Curriculum tests for 2000 show that pupils' attainment in English is above average nationally and average when compared to similar schools. The end of Key Stage 1 National Curriculum tests show that pupils' attainment is in the top five per cent both nationally and when compared to similar schools for reading and writing. The school's results fluctuate yearly because the cohorts are very small and the proportion of pupils with special educational needs can significantly affect the results.
69. In the current Year 6 standards are good. All pupils attain the expected level with nearly half the pupils attaining at the higher level. In the present Year 2 standards are above average. This discrepancy between the current inspection findings and the 2000 end of key stage results reflects the difference in the ability of the cohorts. Pupils of all ages and abilities make good progress due to the quality of teaching that ensures that pupils reach their full potential. A considerable improvement, since the most recent inspection, is the way work is matched to the pupils' abilities. This is particularly significant with regard to the higher attaining pupils who are set a range of challenging work that enables them to work to their full potential. The standards achieved by boys, particularly at Key Stage 2 are lower than those of girls, although not significantly so, and the school works hard to motivate the boys through the use of resources that appeal to their range of interests.
70. By the end of Key Stage 1, pupils' speaking and listening skills are well above average and all pupils make good progress in this aspect of their English work. Most pupils are very confident at answering questions and often will sensitively judge the

moment to add a comment or put a question to the teacher. Often this is done in a confident, mature manner and the sentences and language are complex and extended. The teachers provide every opportunity for this to occur. In most lessons pupils will confidently perform to their classmates such as when Year 2 pupils read back their own versions of humorous poems to the rest of the class.

71. By the end of Key Stage 2, pupils' speaking and listening skills are well above average. All Year 6 pupils speak with great confidence to teachers and classmates and have no difficulty in engaging visitors in appropriate conversation. There are many opportunities to take part in group discussions and in English lessons there are almost always times when pupils read out their work to the rest of the class and receive constructive feedback from the teacher and their classmates. The school provides formal occasions for speech and drama, which the pupils enjoy. The preparation for the current end of term musical provides, not only the opportunity to perform in front of an audience, but also to enhance the pupils' own satisfaction gained by contributing to the writing of the play and to the composition of songs.
72. Standards in reading are well above average at the end of both key stages. In Key Stage 1, all pupils have a good knowledge of letter sounds, which they use to help them sound out unfamiliar words. They have a very good sight vocabulary of commonly used words and good phonic skills, so that by the end of the key stage almost all pupils attain at the higher Level 3 standard in their reading. A strong homework policy, with very good communication between teachers and parents, further supports this. The small minority of lower attaining pupils and those with special educational needs receive effective support from classroom assistants.
73. By the end of Key Stage 2, all pupils attain well above average standards and have made very good progress in their reading. They are able to discuss different authors and express their preferences and give reasons for liking different types of books. Detailed, comprehensive reading records show that all pupils have read a wide range of books at their level. The school library and books borrowed from the Library Service are used extensively for research. Many pupils belong to various local libraries and use both fiction and reference books for their home reading. The small reference library within the school is well used and pupils quickly locate the book they required using the Dewey reference system. Poetry features strongly in pupils' reading and older pupils are able to name several poets and explain what they like about their work.
74. The early skills of writing are systemically taught in the lower part of Key Stage 1, and by the end of the key stage, most pupils sequence simple sentences, use punctuation well in their written work and the majority have already developed a good cursive script. Year 2 pupils write for a range of purposes such as narrative stories, describing a route to their house or explaining traffic densities as part of their geography work. They experience a range of poetry and enjoy composing humorous poems with strong rhythms. Pupils of all abilities make good progress as they move through this key stage.
75. In Key Stage 2 progress in writing is consistently good and by the time the pupils leave school they are attaining at well above average levels. Spelling, which was identified as an area of weakness in the last report, is well taught and standards are high. Spelling homework, that accounts for individual pupils' ability, is taken home regularly. Dictionaries are used appropriately. The school marking policy ensures a common approach to correcting spelling. Presentation is also of a very high

standard. The pupils' work shows a wide range of writing for different audiences and purposes. For example a study of the stage directions in 'A Midsummer Night's Dream' leads to some excellent play writing with detailed scripts in the pupils' own work. There are good cross-curricular links with information technology, religious education and the foundation subjects. For example, Year 4 pupils accomplished some high standard work describing the battle of Marathon from a Persian soldier's viewpoint

76. The quality of teaching is consistently good throughout both key stages. No lessons were judged less than good and one was excellent. Planning and target setting have improved greatly since the most recent inspection and are now a strength of literacy teaching across the school. However the school's greatest achievement since the most recent inspection is the way in which work is matched to each pupil's ability. This is particularly striking in the case of the more able pupils. Very challenging work and individual targets are set for these pupils and this results in some impressive pieces of writing that are at the highest levels for primary pupils. For example, the adult humour, the character sketches of teachers, the paraphrasing of the National Curriculum all contained in a School Brochure written for children by a Year 6 pupil, exemplifies this high standard.
77. Although the subject co-ordinator has only recently taken over the management of the subject, she already has a very good understanding of the strengths in English and the areas for development. The tracking of pupils' performance in Literacy through a comprehensive range of data has been the key to raising achievement as this has enabled the school to deliver an appropriate curriculum. The co-ordinator has monitored both teaching and learning through looking at planning and observing lessons. Various areas for development have been identified in this way. Good use has been made of various funds to purchase resources for literacy. The school has a small but well stocked library and buys into the library loans service to ensure a sufficient range of reference books.

## **MATHEMATICS**

78. The results of the national tests for seven-year-olds in 2000 show the school's performance in mathematics was very high in comparison with the national average and in comparison with similar schools. The results of tests for eleven-year-olds in 2000 show that standards are well above average when compared to all schools and when compared to similar schools. Over time, the trend of the results shows a steady improvement but the numbers in each cohort are small and this means that there can be considerable year to year variation in the results. On the basis of the work seen during the inspection the pupils' attainment is above average at the end of both key stages and the pupils achieve well. In the last report, progress in Key Stage 2 was judged to be unsatisfactory especially for potentially higher attaining pupils. This issue has been well addressed and good arrangements are in place to provide work that challenges pupils of all abilities. In the group of eleven-year-old pupils taking the tests in 2000, there was some exceptionally high achievement at Level 6.
79. Throughout the school the pupils enjoy their mathematics lessons and eagerly offer answers to questions. They work well both independently and in small groups. The pupils are given good opportunities to use skills of estimation, which they do with confidence, and to solve problems using all four numerical operations. They count and calculate accurately and are able to use calculators to check their answers. The



pupils can explain how and why they have reached an answer and in some cases they are able to suggest alternative ways of working out.

80. By the time they are seven the pupils have a very good understanding of place value, most are able to multiply and divide by 2, 5 and 10 and they work out half of a two digit number using halves in the answer. The pupils recognise and extend number sequences, and the most able develop sequences using square numbers. They recognise basic three-dimensional shapes and can identify the properties of each one. They tell the time using half and quarter past the hour. In Years 3 and 4 the pupils are able to work out problems to do with temperature and they use negative numbers with confidence. The pupils learn to collect data using Carroll diagrams and to construct and interpret bar charts. They learn to measure angles accurately and know how to read a variety of scales for measuring. In Year 5 and 6 the pupils can round decimals to four places. They calculate equivalent fractions, decimals and percentages. The pupils learn to use negative numbers to find the answer to subtraction sums. They use scales in map reading to work out distances and they know the names and properties of different sorts of triangles such as isosceles and scalene. They can plot co-ordinates using all four quadrants. They are beginning to understand and use ratios in calculations. Although the pupils can find and justify probabilities in simple situations no evidence was seen of work to calculate the mean, mode and median of groups of numbers. The pupils can measure the perimeter of shapes, but do not yet apply a formula to calculate the perimeter and area of regular shapes.
81. The quality of teaching is consistently good with some very good features. The teachers have put in place good procedures to check how well the pupils are learning and whether they are making enough progress. The teachers then match the work well to the needs of different pupils and this enables the pupils make good progress in learning new numeracy skills and in gaining mathematical understanding. The teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and explain their answers. The teachers have a good knowledge of the subject and how to teach it, they use appropriate vocabulary and open-ended questions to extend the pupils' understanding of the mathematical topics. Occasionally, the pace of the central part of the lesson slows, and the effectiveness of the learning opportunities is lessened.
82. The co-ordinator is enthusiastic and well-informed. She has good opportunities to monitor teaching and learning and contributes to an ongoing evaluation of the subject. The school analyses the results from the regular half-term assessments and yearly standardised tests and then establishes individual learning objectives and target levels for each pupil. Mathematics is given a high profile in the school and in all the classes there are interesting and interactive displays to support the teaching and learning together with an adequate range of resources for teaching and learning.

## **SCIENCE**

83. The previous report indicated that standards at the end of Key Stage 1 were in line with national expectations and that progress was satisfactory. However, attainment was below average at the end of Key Stage 2, progress was unsatisfactory and throughout the school investigative and experimental science was weak. There have been good improvements.

84. The results of the 2000 teacher assessments at the end of Key Stage 1 show pupils' attainment to be very high and the proportion of pupils attaining the higher Level 3 is above the national average. Inspection findings show that the majority of pupils are attaining above the nationally expected levels by the end of Key Stage 1 and make good progress. The pupils' scientific knowledge is broad and secure. They know that plants need certain conditions to grow and thrive and accurately name the main parts of a plant. They distinguish between things that are alive and dead and things that have never had life. They have a good knowledge of the life cycle of a frog and can explain differences between these and other living things. They recognise and name a variety of materials and know their distinctive properties. The pupils know that heating and cooling can change some materials, like butter.
85. The results of the 2000 National Curriculum test results at the end of Key Stage 2 show the pupils' attainment to be well above the national average and well above the average for similar schools. By the end of the key stage, the pupils have a good grasp of the needs of living things. Through their studies of the human body, they are aware of the need to maintain a healthy life style and to look after their teeth. The pupils have a good knowledge of materials and are aware of the difference between liquids, solids and gases. They have a good understanding of how to separate materials, for example through evaporation, and which changes are reversible or irreversible. Higher attaining pupils demonstrate a very good understanding of forces.
86. Across both key stages there is good evidence of practical work and good opportunities for the pupils to describe and record their observations. There is good provision for the pupils to carry out open-ended investigations and good opportunities for the pupils to select their own equipment, repeat experiments and to gain a very clear understanding of the concept of fair testing. Opportunities for the pupils to record their work in a variety of formats are good and literacy, numeracy and information and communication technology skills are used effectively. This is a significant improvement since the previous inspection.
87. Pupils of all ages and levels of attainment, especially the higher attainers, make good progress in increasing their scientific knowledge and understanding. In both key stages, the pupils acquire a good range of scientific vocabulary that is used to good effect. They have a clear understanding of terminology such as chromatography. The pupils' progress is enhanced by their enjoyment and enthusiastic approach to science.
88. Teaching is good across both key stages, and some very good teaching was observed in Key Stage 2. Effective use is made of learning resources to enliven activities, a good pace is maintained and classroom support assistants are used effectively to support the pupils' learning. For example in a very good Year 5/6 lesson, what could have been an ordinary lesson looking at teeth was made much more interesting by allowing the pupils to determine how they would conduct the experiment and utilising a digital camera to record some of their findings. The pupils' understanding of electricity and circuits is enhanced through their making of 'buzzer games', an activity they enjoyed. The teachers' subject knowledge is good and this enables them to impart information clearly and to enthuse the pupils. Teaching is at its best when the pupils are encouraged to investigate and find out information for themselves. Homework is used effectively to develop what is learned in class and the pupils are well supported by parents. All lessons are well focused and the learning objects are shared with the pupils. This good practice gives the pupils a

good understanding of the tasks they are working on. Occasionally, there is an over-reliance on commercially produced worksheets that inhibit the flair of the teachers.

89. The quality of teaching has improved since the previous inspection when it was mainly satisfactory. The work is now more closely matched to the needs of the higher attaining pupils, ensuring they, along with other pupils, achieve the standards of which they are capable.
90. The co-ordinator is well-informed and has a clear understanding of the strengths and weaknesses in the subject. Monitoring is carried out on a formal basis and there is whole school moderation of work. The school is making very effective use of a scheme of work prepared by the Local Education Authority and this has helped to ensure lessons build on what has been taught previously. Assessment procedures are good and teachers have a clear understanding of how well pupils are achieving.

## **ART AND DESIGN**

91. The pupils' work in both key stages reaches a standard in line with national expectations and they make good progress. This is a similar situation to that found at the time of the previous inspection. No lessons were observed and the judgements are based on the displays of the pupils' work, their sketchbooks, discussions with pupils and teachers, and a scrutiny of the teachers' plans.
92. The pupils enjoy art activities, especially when they are taught, for example, the techniques needed to produce good quality watercolour landscapes. They mix subtle and bright colours when they paint from life or their imagination. They explore the medium confidently, refining their ideas both when they work and after they have finished. Throughout the school the pupils are proud of their work and talk knowledgeably and enthusiastically about it. Their achievements are celebrated in carefully presented displays that enhance the school's environment.
93. The pupils in Year 1 and 2 create patterns using seashells as inspiration for pastel drawings, and this work is extended into sewn collages of shells. The pupils model the shapes after observing the shells carefully and then decorate their pictures using a range of materials to create patterns and texture. The Year 2 pupils make detailed observational pencil drawings of hedgehogs and shells. The Year 3 and 4 pupils construct clay houses. These show a good sense of proportion and shape and the pupils use tools to decorate them with patterns and textures. The Year 5 and 6 pupils use clay to model plaques for the front of their topic books on the Greeks. In their paintings they show that they know how to use shadow and shades of colours to bring life to a picture.
94. The scheme of work is based on national guidelines and it ensures that the pupils are taught a range of skills and given the opportunity to use these with different media. The co-ordinator gives good support to her colleagues by checking their plans to ensure that the pupils are developing artistic skills consistently through suitable activities and ensuring that appropriate resources are available for the work that is planned. She provides further opportunities for the pupils to paint and draw at the after school 'Drawing Club'. The teachers plan interesting work, often linked to other areas of the curriculum. There is a good level of expertise amongst the staff that supports the standards achieved by the pupils, such as in watercolour painting. Good use is made of computer drawing programs, for example to enable the pupils

to learn about the work of an artist such as Mondrian, and to work by themselves in a similar style. The school provides and values opportunities to provide for the creative development of the pupils. Recently an artist came into the school and worked with all of the pupils to produce screen prints of a high quality, an experience which the pupils enjoyed considerably and which enabled them to make good progress in learning to use a previously unknown technique.

## **DESIGN AND TECHNOLOGY**

95. Only one design and technology lesson was observed during the inspection. However, photographic evidence, teachers' planning and discussions with pupils show that attainment is in line with national expectations at the end of both key stages.
96. At the time of the last inspection there was little evidence of the subject being taught on a systematic basis and insufficient progress had been made since the school's first inspection. The inspection evidence shows the subject is taught regularly and good progress has been made. The school is following the national guidelines but they need to be adapted to take account of the mixed age classes to ensure that the pupils build on what has been taught before.
97. Key Stage 1 pupils discuss and develop ideas for craft work and particularly for their work associated with food technology. There are good links with science and healthy eating. Opportunities are given for pupils to think about the food they prepare and to consider their likes and dislikes. The pupils have looked at 'pop up books' and then made their own simple version. They have recently been engaged in looking at clockwork toys and how they move. They demonstrate a good awareness of how the toys move and are given good opportunities to tell others about the mechanisms. Links with history are good, the pupils able to indicate how toys have changed over time.
98. In Key Stage 2, some effective links have been established between design and technology, science, mathematics and information and communication technology. The pupils have participated on a collaborative venture with a nearby school to make a Ferris wheel. The standard of work is good and the school is in the process of connecting a 'web camera' so that the schools can follow each other's progress as the project develops. The pupils show a good understanding of cogs and cams and how to power their models using electric motors. The pupils have a good awareness of how to plan their work and of the necessity to evaluate what they have done to see how it might be improved. All pupils achieve satisfactorily and there is no difference in attainment between boys and girls.
99. The quality of teaching is satisfactory overall. Classroom management is good and there is a clear focus to the lessons. The pupils enjoy design and technology but would benefit from more time for the subject. The limited time allocated to the subject in Key Stage 1 makes it difficult for them to plan large or extended projects that would challenge the pupils even further.
100. The subject is monitored effectively and the headteacher has a good awareness of what is being taught. Resources for the subject are good and they are used efficiently.

## **GEOGRAPHY**

101. By the time they leave school, the pupils have attained average standards and all pupils, including those with special educational needs, make satisfactory progress. However, although a four-year cycle of topics has been planned, there is still currently no detailed scheme of work. The school has not yet adapted the national guidelines in order to produce its own scheme of work so that the higher attainers are better challenged and so that work for all pupils is covered in more depth.
102. By the end of Key Stage 1, the pupils have a satisfactory knowledge of the local area. They examine the location and types of various buildings and start to develop an environmental awareness of their immediate locality and use the area around school to develop sound mapping skills. They conduct traffic surveys and study contrasting areas in the UK. They use the travels of Barnaby Bear to develop their knowledge of other countries far from England. They study the weather by keeping records of the weather over a period and can interpret simple weather symbols.
103. In Key Stage 2 the pupils continue to develop their mapping skills. There are good links with history when for example, in Year 3 and 4, pupils draw maps of Greece to show not only where the battle of Marathon was fought, but identify the main towns, mountains and seas. River features, weather systems, contrasting terrains such as deserts and arctic areas are studied and develop the pupils' awareness and understanding of other places and how climate and physical features affect human habitation. The curriculum is enhanced by opportunities for pupils to undertake fieldwork on the many visits the school undertakes. For example a study of habitats is undertaken at a local centre and contrasting localities are studied during extended visits to such places as Weston-Super-Mare and on the Kennet and Avon canal.
104. In both key stages, the standard of teaching is good. Teachers have a secure knowledge and understanding of the subject. Lesson activities are suitably planned and there are good cross-curricular links. However, effective monitoring and assessment of the pupils' work is still an area for development.

## **HISTORY**

105. The pupils' work in both key stages reaches a standard in line with national expectations; this is a similar situation to that found at the time of the previous inspection. The school has recently organised the teaching of history topics into a four-year cycle; as this proceeds it should ensure that the pupils do not study the same topic twice during their time at the school and provide them with a good breadth of study of historical topics. However, standards could be higher in history. At present the guidance for the teachers on what to teach does not yet include details of how the pupils will build on what they have learned before. There is some under-achievement in history for the most able pupils and the school needs to spend more time on history and extend the opportunities for the pupils to develop higher skills of historical enquiry and understanding. The guidance for teachers needs to be linked more directly to the school's requirements and developed in line with the needs of all the pupils. At present there is no permanent subject co-ordinator to check how well history is being planned and taught or to decide what needs improving.

106. By the end of Key Stage 1, the pupils have a sound sense of chronology. They know that castles were built some time before the reign of Queen Victoria. They understand that we can learn about the past by looking at pictures and artefacts. They learn about the role that Florence Nightingale played in modernising hospital care. The pupils in Years 4 and 5 learn about the main characters and events of the key Battle of Marathon. They have a good knowledge of the superior tactics of the Greeks and how they helped them to win the battle. By the time they are eleven, the pupils look at a wide range of sources to gather information about historical topics. Their skills in literacy and information and communication technology are very well used and extended by the subject. They research using books and the Internet to find out about the Ancient Greeks and produce a newspaper account of the death of Alexander the Great. The more able pupils understand the differences between the political and social systems of Athens and Sparta. The pupils are very interested in history; they enjoy talking about what they have learned and organising their work to present to others. However their understanding that some changes, events and people have been variously interpreted is limited and they are not yet able to suggest reasons for this.
107. In the lessons seen during the inspection the quality of the teaching was good and in these lessons the pupils made good progress. The teachers have a good knowledge of the subject and they introduce the topics in a lively and interesting way. They provide activities that give the pupils opportunities to learn about characteristics of past periods and societies and events and people involved in them. They manage the pupils very well and ensure that they concentrate and try hard with their work. There is an adequate range of resources to teach history which are augmented by the school buying into the local education authority project collection scheme. The pupils' learning at both key stages is well supported by visits out of school and visitors to the school, together with participation in events such as the Victorian Day when everyone dressed up and re-enacted life in a school a hundred years ago.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Attainment is in line with national expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. The pupils make good progress throughout the school and this shows good improvement since the previous inspection when attainment and progress at Key Stage 2 was unsatisfactory.
109. By the end of Key Stage 1, most pupils are familiar with the basic skills of entering text and simple editing procedures. They know that work can be saved and accessed at a later point and many can carry out these procedures. They have satisfactory keyboard skills and open and close programs with little adult intervention. The pupils made effective use of painting programs, for example as part of a study of Mondrian. With help, they accessed the Internet and viewed examples of his work and then used a program to 'paint' in his style. Good use was also made of the program and Mondrian's work to develop the pupils' understanding of symmetry. The pupils give instructions to a programmable toy and understand that data can be entered and stored.
110. By the end of Key Stage 2, the pupils create a wide range of documents and incorporate pictures from a range of sources. They regularly access the Internet and CD-ROMs to search for information and do so with little adult direction. They manage the equipment independently and older pupils help teachers by saving and copying files for them at break-times and lunchtimes. The pupils have good skills in

managing and manipulating data, producing graphs and pie-charts. The pupils have been introduced to control and understand how computers can be used to monitor sound, light and temperature. They use technology, such as tape recorders, digital cameras and scanners, regularly and effectively. The pupils have not had the opportunity to carry out work using spreadsheets and the school recognises the need for this to happen.

111. Since the last inspection, the school has created a small computer suite where large groups of pupils can work together. This is a very good provision. However, many of the computers are dated and this restricts the quality of programs available to the pupils. Plans to replace this equipment are well advanced and this will give the school an excellent facility. Computers are used regularly in classes and the strength of the computer provision is how it is considered an integral part of the learning process and used to enhance learning in other curriculum areas.
112. No direct teaching of information and communication technology was observed during the inspection but, from the evidence of work produced and the pupils' regular use of computers, it is good. All staff have undertaken training and the confidence with which teaching staff use the equipment engenders a similar level of confidence amongst the pupils.
113. The subject is well-managed and the co-ordinator works closely with the headteacher and colleagues to develop the subject further. Assessment in the subject has yet to be established.

## **MUSIC**

114. Standards are in line with those expected nationally by the end of both key stages. This is a similar situation to that at the time of the last inspection. The pupils are provided with well-planned experiences that enable them to make good progress in listening to music and in singing. The school is using national guidelines to plan what should be taught in each year group and to make sure that the pupils build on what they have learned before. These plans include opportunities for the pupils to create and develop musical ideas for themselves but these are at an early stage of implementation. Music and singing are very much positive features of the school and are enjoyed by all of the pupils and the subject makes a very good contribution to the pupils' spiritual, social and cultural development.
115. The pupils' response to music is very good, they are eager to become involved in the singing and instrumental activities and they remain focussed and attentive throughout the lessons. They handle the instruments well and treat them with care and respect. Throughout school, the pupils have good opportunities to play a range of tuned and untuned percussion instruments. They listen to a variety of pieces of music and can identify different instruments and evaluate the effect they produce. The pupils often sing together and the good singing is a feature of the school. The pupils sing enthusiastically, tunefully and with expression. They can accurately sing scales and older pupils will confidently sing a solo in assembly. By the end of Key Stage 1, the pupils have learned to sing songs with the correct tempo and dynamics, they know a good range of songs off by heart and can already sing in three parts. They know the names of a variety of instruments and can respond well to changes in pitch. The Year 3 and 4 pupils make good progress in selecting suitable instruments to interpret impressionist paintings and are able to evaluate their performances by,

for example, explaining that some instruments give sounds that are too loud and harsh for quiet, calm pictures. The Year 5 and 6 pupils understand and use the pentatonic scale and apply musical terms such as lyric and rhythm correctly. Because many pupils have music lessons they know how to use and understand musical notation, however, the opportunities to compose music are limited and progress in this area of musical learning is slower.

116. The quality of the teaching in music is good. The teachers have good subject knowledge; they explain the objectives of the lessons clearly and have high expectations of the pupils' participation and attainment. One of the teachers extends the pupils' musical opportunities by providing guitar tuition out of lesson time and all the pupils take part in various performances such as the Christmas Nativity play. There are opportunities for the pupils to learn to play the piano, violin and brass instruments; these lessons are paid for by the parents, and a good standard of tuition is available. The headteacher, who co-ordinates the curriculum, is an accomplished musician and he enthusiastically promotes the pupils' musical learning and provides a good range of experiences for them, including playing the didgeridoo.

## **PHYSICAL EDUCATION**

117. Attainment in physical education is average in both key stages. Opportunities for floor and apparatus work are very limited because of the inadequacy of the accommodation used by the school for indoor lessons. This is limited both by the amount of time for which it can be used and by the poor range and accessibility of large apparatus. Outdoor facilities are much better and the school playground and large grassed area are well used by the school. Despite this, all of the pupils, including those with special needs, make satisfactory progress. The curriculum includes a range of games such as cricket and football and athletics, gymnastics, dance, swimming and outdoor education activities.
118. The pupils in Key Stage 1 move round safely, stopping and changing direction when instructed by the teacher. They make effective use of space on the floor and are able to make a range of body shapes by curling and stretching. They make satisfactory progress in developing their awareness of the rules of team games and developing throwing and catching skills.
119. By the end of Key Stage 2, gymnastic skills are more developed. All pupils including those with special educational needs make satisfactory progress. They understand the importance of warming up and have a good bank of warm-up exercises. In dance lessons, the pupils respond to music by composing their own sequence of movement. By the end of the key stage the pupils have experienced a variety of team and individual games such as football, netball, hockey, tennis, cricket and athletics. Records indicate that by the time they leave school all of the pupils are able to swim 25 metres.
120. Overall the teaching is good. Teachers plan their lessons thoroughly. They have clear learning objectives and high expectations. Teachers manage lessons well and a high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points.
121. A very wide range of extra-curricular activities, delivered by several of the staff and parents, effectively provides support for the subject and extends Key Stage 2



learning. The school is currently participating in a national scheme to increase teaching skills and improve resources. It has also developed good links with the local football club, which has enabled the pupils to receive some specialist coaching.

## **RELIGIOUS EDUCATION**

122. By the end of the Key Stage and by the time they leave school, achievement is in line with the expectations of the Locally Agreed Syllabus and pupils of all abilities, including those with special educational needs, make satisfactory progress.
123. By the time they are eleven, the pupils have gained satisfactory knowledge of the major Christian festivals and ceremonies through stories and visits to the local church. They display some sound knowledge of the basic beliefs of Christians and have some detailed factual knowledge of what happened at major Christian festivals such as Christmas and Easter. They have some knowledge of Bible stories both from the Old and New Testament. They are able to compare the similarities and differences in other world religions and can explain, for example that Hindus have many gods but Muslims worship only one.
124. Teaching of religious education in both key stages is good. The teachers plan their lessons thoroughly in line with the Nationally Agreed Syllabus. They make good use of resources such as appropriate and well-chosen reference books, artefacts and materials. Religious Education makes a contribution to the pupils' literacy development and has links with other subjects such as history where the pupils learn about Greek gods. The pupils read and write about aspects of different faiths and listen to and retell Bible stories. The subject makes a good contribution to the pupils' spiritual, moral social and cultural development.
125. The co-ordinator has a sound overview of the subject from the teachers' planning. Representatives from various Christian churches make visits to school and lead acts of worship in school assemblies which link to religious education themes.