

INSPECTION REPORT

NEWLANDS PRIMARY SCHOOL

YATELEY

CAMBERLEY

LEA area: Hampshire

Unique reference number: 116080

Headteacher: Mrs N Breese

Reporting inspector: David Welsh
10992

Dates of inspection: 25th – 28th September 2000

Inspection number: 224285

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Dungells Lane Yateley Hampshire
Postcode:	GU46 6EY
Telephone number:	01252 871188
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Maureen Bax
Date of previous inspection:	27 th April – 1 st May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Welsh - 10992	Registered inspector	Mathematics	What sort of school is it?
		Physical education	How high are standards?
		Under fives	How well are pupils taught?
			How well is the school led and managed?
Heather Danpure - 9121	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Karen Brock - 13065	Team inspector	Art	
		Music	
Ian Punter - 4474	Team inspector	Science	
		Design and Technology	
		Information and communication technology	
Michael Weller - 4486	Team inspector	English	How high are standards?
		Equal opportunities	How good are the curricular and other opportunities offered to pupils?
		Special educational needs	
Roger Howarth - 4451	Team inspector	Geography	
		History	
		Religious Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newlands Primary School is situated in the town of Yateley near Camberley in the County of Hampshire. There are 265 pupils who attend full-time but the school is not fully subscribed and numbers are expected to continue to decline due to demographic changes. The majority of pupils who attend are of European origin and live in the immediate neighbourhood. English is the main language for all pupils. The proportion of pupils on the register for special educational needs, including those with a statement of special educational need, has risen since the last inspection and is currently in line with the national average. Assessment on entry shows that the school has a larger number of pupils in the average to above average range than most schools in Hampshire although few pupils have exceptional skills. The proportion of pupils eligible for free school meals is small and well below the national average.

HOW GOOD THE SCHOOL IS

Newlands Primary School provides its pupils with a satisfactory standard of education but as a result of the school's income being well above average the school does not currently provide value for money. However, the potential for improvement is good. The provision for the children under five is a particular strength. Pupils behave well and have good attitudes. Most of the teaching is at least satisfactory and much is good or better. Pupils' learning is satisfactory overall. The school has made satisfactory improvement since the last inspection.

What the school does well

- The new headteacher is providing strong leadership. Priorities for improvement have been clearly identified and initiatives to affect standards have already been introduced.
- Standards in English, mathematics and aspects of science are above the national average.
- The provision for children with special educational needs is very good.
- The provision for children under five is good.
- Relationships within the school are good and this is reflected in the very good behaviour shown by the pupils.
- Attendance is very good.

What could be improved

- Teaching at Key Stages 1 and 2.
- Procedures for assessing, monitoring and supporting pupils' attainment and progress (identified in the school improvement plan).
- The provision for above average pupils, including those who are gifted and talented (identified in the school improvement plan).
- The use and application of information and communication technology to support teaching and learning in all subjects (identified in the school improvement plan).
- Standards in all other subjects to the same levels as those in English, mathematics and aspects of science.
- The pupils' personal development, particularly the knowledge of their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall since its last inspection. When it was last inspected in 1998 Newlands was found to provide a satisfactory education for its pupils although there were serious weaknesses, particularly in the leadership of the school. Appropriate action has been taken to address the key issues of leadership and raising pupils' attainment. The school acknowledges there is room for further improvement. The provision for pupils with special educational needs is good now. The use of support staff is better and the standards in geography have improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	B	C
mathematics	B	B	B	C
science	A	B	A	B

Key

well above average A

above average B

average C

below average D

well below average E

- Eleven year olds attain standards above the national average in English, mathematics and science and these have improved in line with the national trend since the last inspection. The school's adoption of the literacy and numeracy strategies has helped to raise standards. The pupils' skills in investigative and experimental science are not as good as other aspects of science and the pupils' strategies for mental arithmetic and abilities to use and apply mathematics are not well developed.
- The school's performance in 1999 was not quite so high as in 1998 but in 2000 the proportion of eleven year olds attaining higher levels than those expected nationally in English, mathematics and science increased significantly. In 2000, the school narrowly missed its target in mathematics but achieved its target in English. Realistic targets have been agreed for the year 2001.
- Standards in design and technology and information and communication technology are too low because not all teachers have sufficient understanding of these subjects. Standards in other subjects could be higher. Pupils make good progress in improving their skills in swimming during Year 5.
- Standards achieved by pupils aged seven in reading, writing and mathematics are well above the national average. Standards in all other subjects are in line with those expected of pupils aged seven.
- At the foundation stage, nearly all children under five are likely to attain the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Pupils like school and their teachers.
Behaviour, in and out of classrooms	Behaviour is very good overall. Pupils move around the school in an orderly manner. Unsatisfactory behaviour by small groups of pupils occurs sometimes when teaching is not sufficiently challenging.
Personal development and relationships	Relationships are very good throughout the school but pupils are not given sufficient opportunity to work independently and to take responsibility for their learning.
Attendance	Very good.

TEACHING AND LEARNING

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

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.

- Teaching is satisfactory or better in 89 per cent of lessons. It is good in 38 per cent and very good or excellent in 12 per cent of lessons. In 11 per cent of lessons it is unsatisfactory. The proportion of lessons that are unsatisfactory is similar to the findings in the last inspection.
- There have been significant improvements in English and mathematics where the teaching is appropriate to differing age and ability groups. The headteacher is aware of the weaknesses in teaching and has begun a programme of monitoring and support to address the issue.
- The teaching of the under fives is good and the children make good progress. Learning is better in the infant classes than the junior classes because the teaching is more consistently good at Key Stage 1.
- Teaching is good in English and literacy. The teaching of mathematics and numeracy is satisfactory overall.
- The learning support assistants provide very good support to pupils with special educational needs and this is reflected in the pupils' learning.
- Particular strengths in teaching are the management of pupils, the use of learning support assistants and the good planning, preparation and organisation of lessons and use of resources in English. Weaknesses include insufficient subject knowledge, particularly in design and technology and information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have access to the full range of subjects. Visits and visitors contribute significantly to pupils' learning. Pupils receive unsatisfactory provision in information and communication technology, design and technology, using and applying mathematics and investigative science.
Provision for pupils with	Very good. Pupils are very well supported by teachers and learning

special educational needs	support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are promoted well across all subjects. Spiritual development is promoted well through assemblies but not other subjects. Pupils' learning of western culture is good but their understanding of other cultural traditions and practices is less well promoted.

How well the school cares for its pupils	The school provides a safe, caring and happy environment for all its pupils. The procedures for monitoring academic performance are unsatisfactory but the school knows this and has begun to address the weakness.
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The school has appropriate arrangements in place for parents to receive information concerning their child's progress but the reports do not always state what the child needs to do to improve. Communications between the school and parents have improved since the appointment of the new headteacher, particularly concerning what the children are to learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher is providing very good leadership. She is supported well by senior staff. Subject managers for English, mathematics, under fives and special educational needs have made a positive impact on standards and progress but the role of managers for other subjects is still underdeveloped.
How well the governors fulfil their responsibilities	The governing body is well aware of its responsibilities and it has taken appropriate action to make itself efficient and effective. It is effectively involved in strategic planning but it does not use comparative data sufficiently to ensure best value for money.
The school's evaluation of its performance	Staff are actively involved in evaluating standards in English and mathematics. However, evaluation of standards in other subjects is not as advanced. Teaching is being monitored and supported well, particularly in English and mathematics.
The strategic use of resources	The school is making increasingly effective use of its funds since the appointment of the new headteacher. Funds are allocated according to the school's priorities for improvement and specific grants are used effectively.

The school has an appropriate number of suitably experienced and qualified teachers, except in information and communication technology and design and technology. The accommodation is generally adequate although some areas of the school are not used enough. The very limited accommodation for the reception class limits the teachers' range of organisations. In some lessons, noise from adjacent classes prevents teachers and pupils from hearing each other. There are not enough resources in information and communication technology and design and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects children to work hard and achieve their best.• Children make good progress in school.• Teaching is good.• Parents feel comfortable about approaching the school with questions or a problem.• The school helps children to become mature and responsible.• Their children like school.• Behaviour in the school is good.	<ul style="list-style-type: none">• Information on how well their children are getting on.• A closer working relationship between the school and parents.• A more interesting range of activities outside lessons.• A more consistent approach to homework.

Inspectors' judgements support the majority of parents' views. However, not all the teaching is good. The school has adequate procedures for ensuring parents receive information on how well their children are getting on. Discussions with children show the homework policy is being applied more consistently across the school this term. The new headteacher has introduced measures to support a closer working relationship between the school and parents. The range of activities outside lessons is within the range normally seen in primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Since the previous inspection standards have improved in English, mathematics, science and geography. In all other subjects except design and technology and information and communication technology standards have been at least maintained although they still could be higher. In design and technology at Key Stage 2 and in information and communication technology standards have not been maintained.
- 2 The school's results in national tests indicate that attainment in English, mathematics and science at the age of eleven is above the national average. The proportion of pupils attaining above average levels in the national tests has increased over the past few years and this is an improvement upon the findings in the last inspection. There are some differences between subjects with fluctuations in the overall results from year to year but taking into account the results in English, mathematics and science together over the past four years, the trends in the school's average score is broadly in line with the national trend. Findings in the current inspection confirm that standards are in line with the test results except that in mathematics, strategies for mental arithmetic are only average and the ability to find different ways to approach a problem and to search for patterns, develop logical thinking and explain their reasoning are not so well developed. In science, the pupils' investigative skills are not in line with their knowledge of life processes and living things, materials and their properties and physical processes. When compared to similar schools throughout the country, the school's results in English and mathematics are in line with the average and in science they are above average. The school's results in 2000 are an improvement on the results in 1999, particularly in the number of pupils attaining the above average level in English and science. This is the result of the school setting specific targets to improve the school's performance. There are no significant differences in the performance of girls and boys. Targets have been set in English and mathematics for the years 1999 to 2001. The targets are realistic in that they are based on the pupils' prior attainment. In 2000 the school met its target for English but just failed to meet its target in mathematics. The school is developing a system for tracking individual pupils' progress and setting targets throughout the key stage to ensure that all pupils achieve the highest standards possible.
- 3 The school's results in the national tests when the pupils are aged seven indicate that attainment in reading, writing and mathematics is well above the national average. When compared with similar schools across the country, the school's results are again well above the average. The inspection found that nearly all the pupils attain the level expected of them but that the number of pupils attaining above average levels is not as high as it could be. Pupils are not being consistently challenged across all classes at Key Stage 1. From 1996 to 1999 the school's results have fluctuated but they have always been above the national average. In 2000 the school's results are not quite so high.
- 4 The children under five make good progress in the reception class and nearly all children are likely to attain the Early Learning Goals by the end of the foundation stage in all six areas of learning; personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. When compared with schools in the County of Hampshire, the school's baseline assessments over the past two years show that the school's intake of

children is largely in the average band with rather fewer children who have particular gifts or weaknesses. In the current reception class a third of children have no educational pre-school experience. During the foundation stage children learn what is right and what is wrong. They gain confidence and work independently and in groups. Children learn to speak confidently in large groups and they listen well to their teacher and to stories. They learn to read and write their name. They learn to count to 10, recognise numbers and learn the names of a variety of shapes. Children have a good understanding of the past and how things change over time and they are learning to use modern technology such as computers. Children develop their balancing and climbing skills and they learn to use writing and drawing tools. Children have opportunities to develop an awareness of colour in their art and they learn how to sing and play instruments in music.

- 5 In English, pupils read accurately and with understanding by the end of Key Stage 1. By the end of Key Stage 2 the majority of pupils can read fluently and independently from both fiction and non fiction texts although some of the above average readers do not select sufficiently challenging books. Speaking and listening skills are good although the pupils at Key Stage 2 are not given sufficient opportunities to give a sustained talk. Standards in writing are not as high as standards in reading, especially at Key Stage 2.
- 6 In mathematics, standards are above those expected of pupils at the end of Key Stages 1 and 2 in the areas of number, shape, space and measures and handling data but pupils' skills in problem solving, communicating and reasoning are less well developed at both key stages. The pupils' strategies for mental mathematics are satisfactory in Key Stage 1 as these pupils have benefited from the introduction of the numeracy hour in their earliest years at school. However, the pupils' attainment in mental mathematics at the end of Key Stage 2 is weaker as they have insufficient strategies for calculating the answers.
- 7 In science at Key Stage 1, standards are above average although there are weaknesses in the aspects of science concerning investigative work and the study of materials and their properties. At Key Stage 2, standards of attainment concerning scientific knowledge and understanding are above average but standards of scientific enquiry are below average. Most of Year 5 and 6 pupils understand the concept of a fair test but since the last inspection there has been a marked decline in standards of scientific enquiry.
- 8 Standards in information and communication technology are in line with those expected at the end of Key Stage 1. Pupils in Year 1 and 2 are able to use a range of software to produce text and to make pictures. At Key Stage 2 standards are below those expected of pupils aged eleven. By Year 6 pupils use word-processing to write extended texts and they are able to enter data concerning the weather but they have little experience of finding things out or using simulations and exploring models or creating, testing, improving and refining sequences of instructions to make things happen.
- 9 Standards in religious education are in line with the expectations of the Hampshire Agreed Syllabus of religious education for most pupils at the end of both key stages. However, progress in this subject is uneven because some teachers lack subject knowledge. At Key Stage 2, most pupils know about religious items and can explain their purpose and the symbolism behind their use but the pupils are less secure in their understanding of what beliefs there are about God.
- 10 Attainment in art is broadly in line with that expected of pupils aged seven and eleven, but standards across the school are not always consistent. Some Year 2 pupils produce more

detailed observational work than many in Years 5 and 6. Standards in design and technology are in line with those expected of pupils aged seven although currently the pupils have few opportunities to be involved in designing and making activities. Standards at Key Stage 2 however, have declined since the last inspection and are now below levels expected of pupils aged eleven. Pupils receive too little teaching of skills and therefore standards of making vary. Design sheets do not present a range of alternative ideas and design proposals are not supported by any information gathered through research.

- 11 In geography, pupils attain standards expected of pupils aged seven and eleven which is an improvement upon the findings in the last inspection. In Key Stage 1, pupils have a familiar knowledge of their own locality and at Key Stage 2, they are able to make comparisons between where they live and other places which are different in terms of climate and economy. In history standards are in line with those expected of pupils aged seven and eleven with the exception of the more able pupils who should be attaining higher than the national averages. In Key Stage 1, pupils can use a timeline appropriately and in Key Stage 2 they can use primary and secondary sources accurately to find evidence and explain, for example, why the Egyptians used mummification.
- 12 Attainment in music is in line with that expected of pupils aged seven and eleven. Standards in singing are average and by the end of Key Stage 1, most pupils are able to maintain a steady beat and clap rhythms. By the end of Key Stage 2, pupils are beginning to perform their own work to others and sing and accompany songs with tuned percussion but pupils who already play instruments are not always sufficiently challenged in their class lessons.
- 13 In physical education, standards at the end of both key stages are in line with those expected of pupils aged seven and eleven. Pupils acquire appropriate skills in games, gymnastics, dance and outdoor activities. By the age of eleven, nearly all pupils are able to swim unaided for a distance of at least 25 metres.
- 14 In the literacy and numeracy lessons, the pupils' learning is at least satisfactory. Learning in science is satisfactory except in investigative and experimental science. In information and communication technology learning is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2 as a result of insufficient access to the programmes of study. In design and technology, learning is unsatisfactory at Key Stage 2 as a result of insufficient teaching of skills. In art, geography, history, music, physical education and religious education the pupils' learning is satisfactory but it could be better, especially for the above average pupils.
- 15 Pupils with special educational needs are well supported and they make very good progress in their reading, writing and mathematics. Pupils with behavioural and emotional disorders are supported very well and this enables them to make very good progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

- 16 Pupils' attitudes to school are good. They enjoy coming to school. They are allowed into classrooms early before lessons start in order to undertake independent work. They enter in an orderly manner and settle down quietly ready to begin. Many pupils attend clubs and other activities at lunch times and after school. For example, during the inspection Year 5/6 pupils were practising a performance for assembly; other pupils were attending music groups and

others were independently producing a magazine using computers. Attendance is very good and the number of unauthorised absences is low.

- 17 Pupils' attitudes to learning are very positive. They are mainly responsive and attentive in lessons. Occasional lapses of concentration or off task behaviour are generally as a result of weaker teaching. Pupils work well together, for example, in pairs working with new computers, in group reading tasks, or discussing "What is a fair test?" in small groups in science. Those engaged in independent group work in the literacy and numeracy lessons persevere and sustain concentration; this includes pupils of low ability or with special educational need who are very well supported.
- 18 Pupils speak out confidently and are eager to share their work and ideas with others in lessons and in assemblies. There are very good examples of pupils of all abilities explaining their methods of calculation to the class in Numeracy, or reading their poems or stories aloud in the Literacy lessons. The rest of the class listens carefully and appreciatively often applauding their efforts.
- 19 The school revised its behaviour policy last term and there is a strong emphasis in the school on pupils working together and taking responsibility: themes that are reinforced through assemblies. Behaviour is very good in lessons, around the school and in the playground. Pupils are polite and friendly to visitors. The few pupils with emotional and behavioural difficulties are well supported and other pupils are tolerant and not easily distracted. There have been no permanent exclusions over the last year.
- 20 Respect for property, the environment and for one another are well developed. The school is very tidy and well cared for. Pupils have suggested ways in which they can improve their environment and they voluntarily collect litter. They show consideration at breaks and lunchtimes with no over-boisterous play. Pupils are very considerate of those with physical disabilities and older pupils support early years children on play apparatus in the adventure playground. Pupils volunteer to help teachers with tasks. In the reception class they make choices about the organisation of their work but older pupils are less able to plan and organise their work and take responsibility for their learning as they do not have enough opportunities. There are very few instances of bullying and when these occur they are dealt with quickly and effectively.

HOW WELL ARE PUPILS TAUGHT?

- 21 Teaching and learning has been a focus for improvement since the appointment of the new headteacher and to a limited extent before that. A programme of classroom monitoring has been introduced since April together with staff discussions to support teachers in improving their practice. In the current inspection, 3 per cent of lessons were excellent, 9 per cent very good, 38 per cent good and 39 per cent satisfactory. Eleven per cent of lessons were unsatisfactory and this is similar to the finding in the last inspection. The proportion of lessons that is good, very good and excellent has not been maintained since the last inspection. The overall good teaching in the reception class is not consistently maintained through the remainder of the school. Teaching is good overall at Key Stage 1 although it ranges from unsatisfactory to excellent and it is satisfactory overall at Key Stage 2 where it ranges from unsatisfactory to very good. Good teaching was seen in all year groups and in English, mathematics, science, information and communication technology, music and physical education.

- 22 The teaching of English is good and the teaching of basic literacy skills is good in the specific lessons. Teachers display competence in the teaching of phonics and especially for those pupils who have limited reading skills. Key features of the teaching in English that enhance the pupils' learning are the careful planning and preparation, appropriate groupings, attractive resources and the very effective deployment of teaching assistants.
- 23 The teaching of mathematics and the teaching of numeracy in the specific lessons is satisfactory although the pupils have too few opportunities to select and use appropriate mathematical equipment including information and communication technology and to search for pattern in their results, develop logical thinking and explain their results. Teachers generally keep to the format of the national strategy although there are occasions when there is insufficient time spent on the main learning objectives in the lesson. In these cases, either pupils have too little time to consolidate their learning or the plenary session is too short.
- 24 Teaching in science is good at Key Stage 1 although pupils do not have sufficient opportunities for investigative work. Most of the teaching at Key Stage 2 is satisfactory or better but in the lessons observed two lessons in five were unsatisfactory. In the more effective lessons there is good reinforcement of key teaching points within whole-class question and answer sessions that take pupils' knowledge and understanding forward at a good pace. Less effective teaching results from over-prescribed investigations and a lack of focus on the lesson's purpose and objectives. In these lessons pupils make slow progress and sometimes overlook important detail in their work. Levels of challenge in these lessons are often too low for more able pupils.
- 25 In information and communication technology teaching is satisfactory at both key stages. Standards at Key Stage 2 do not reflect this as pupils have received insufficient opportunities to access computers in the past few years. Teaching is satisfactory overall in religious education, art, geography, history, music, physical education and in design and technology at Key Stage 1. It is unsatisfactory in design and technology at Key Stage 2. Teachers have a lack of understanding of the designing and making process and low expectations which results in pupils learning too little.
- 26 In teaching seen during the inspection there were strengths and weaknesses.
- Strengths:
- In all areas of the curriculum, teachers are planning together and they nearly always identify learning objectives. These are usually shared with the pupils at Key Stage 2 and most often at Key Stage 1. In the best lessons the teachers constantly return to the objective so that pupils are reminded about their learning and in the summing up at the end of the lesson, pupils are asked to state whether they have understood what they should have learnt. This helps to consolidate their learning.
 - Teachers have good management skills and, as a consequence, pupils' behaviour is good. This ensures pupils remain on task and work at a good pace. Teachers, with the help of the learning support assistants are particularly adept at managing those pupils who have emotional and behavioural disorders so that there is minimum disruption to lessons. Adults are firm in their expectation and at the same time exhibit patience and kindness. This is a key factor in enabling all pupils to make satisfactory progress overall.
 - Teachers and learning support assistants work very well together. Roles are agreed concerning the support for individual pupils and this has a very positive effect on the learning of pupils with special educational needs. It enables them to make very good progress in those lessons where they are individually supported.

- In English, phonics are taught well. After reading the story, “The Apple”, to the reception class effective questioning established that the children understood the story. Questions such as, “How do you think Chip felt when the dog ate the apple?” and “Why do books have a cover?” made the children think and developed their knowledge. The teacher asked the children what sound the word ‘apple’ begins with. Many children knew the answer and could point to the word ‘apple’ on the wall.
- Good subject knowledge was shown in a Year 5 and 6 physical education lesson when the teacher demonstrated to pupils three different types of pass, from the chest, the bounce pass and the overhead pass. The pupils responded well and practised hard to improve their skills and to apply them in a game.
- Lessons are appropriately planned to cater for a range of abilities in a mixed age class. For example, in a science lesson in Year 1 and 2 the above average pupils are challenged to develop their own system of recording the sorts of food required for a balanced diet.
- Teachers continually assess the pupils’ learning. In a Year 1 and 2 class, two pupils were observed by the teacher to be finding their task too difficult. The teacher placed them with the learning support assistant who helped them with their learning for the remainder of the lesson, at the end of which the progress made by the two pupils was reported to the teacher.
- The school has a policy for homework. In Key Stage 1, most of the homework is related to reading and has a direct effect on what is being learnt at school. In Key Stage 2, the homework is directly related to the work in school and therefore builds upon the pupils’ experiences.

27 Weaknesses:

- In some lessons throughout Key Stage 1 and 2, the above average pupils are not expected to think deeply enough nor to complete sufficient work, particularly in subjects other than English. Pupils are not made sufficiently aware of how much written work is expected of them.
- Control is not satisfactory and the pupils talk too much and do not respond immediately to the teacher’s instructions. This results in delays and unsatisfactory learning.
- Some teachers have insufficient subject expertise, for example in design and technology, where in a Year 3 and 4 class the activity did not include any skills teaching and the pupils were not clear of the context in which they were trying to make a switch.
- Teaching fails to address the objective of the lesson. In a science lesson in Year 5 and 6, the objective focused on healthy eating but the lesson failed to concentrate on this aspect with the main part of the discussion focussing on posh restaurants and expensive menus compared with unsavoury and unhealthy menus resulting in unsatisfactory learning.
- Poor organisation and management results in unsatisfactory learning; for example in an information and communication technology lesson half the class sat around one computer when learning about the characteristics of a spreadsheet. Most of the pupils were spectators and were not sufficiently involved in the lesson.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 28 At the previous inspection the curriculum was judged to be broad and balanced but having significant weaknesses. These weaknesses were concerned particularly with teachers’ planning and the absence of effective schemes that matched appropriate work to pupils of different abilities or different age groups. The school has adopted the Literacy and Numeracy Frameworks and is now implementing at least satisfactorily the National Literacy Strategy and National Numeracy Strategy. As a result there is clear continuity and progression in English and mathematics. Weekly plans identify clear learning objectives and tasks matched to pupils’

abilities, and teachers have a clearer idea of National Curriculum levels of attainment and clearer expectations of what pupils can achieve.

- 29 Schemes of work are in place for all other subjects in the curriculum but whilst planning is satisfactory it is not yet secure. The needs of all pupils are being met in English and mathematics, and to some extent in science. In other subjects not enough attention is being paid to planning for different ways of learning, different objectives, different activities or resources appropriate to pupils' varied abilities or needs. In some subjects including science, design and technology, music and art, teachers are still not sure enough about teaching a progression of skills, building year on year.
- 30 The school has acted to ensure that pupils with special educational need do not miss assemblies or important time from lessons by being withdrawn. Support for these pupils nearly always takes place in class. Provision for pupils with special educational need is very good. They have as full access to the curriculum as is possible and every effort is made to ensure that pupils with statements for emotional and behavioural difficulties, physical disability, or specific learning difficulties are included. The deployment of learning support assistants is very efficient and special educational need pupils make very good progress.
- 31 A draft policy for teaching able pupils has been formulated and an Able Child Co-ordinator appointed but it is too early to judge the impact of this. Planning for able children is increasingly effective in English and mathematics. These pupils benefit, as do others, from small groupings and directed tasks in the Numeracy and Literacy Hours as well as from setting arrangements for extended writing and numeracy at Key Stage 2. There is still evidence that the needs of able pupils are not being fully met in other subjects.
- 32 Despite concerns raised by some parents about homework all pupils at Key Stage 2 have homework records and appropriate reading and spelling tasks are being set for younger pupils.
- 33 The school makes a strong contribution to pupils' personal development. The headteacher has a clear vision of how she wants the threads of pupils' spiritual, moral, social and cultural development drawn across the curriculum with themes from assemblies reinforced through class sessions and subjects.
- 34 Provision for pupils' spiritual development is sound. Daily assemblies include time for reflection and prayer and these assemblies and lessons in religious education provide pupils with knowledge and understanding of values and beliefs. Particularly effective was an assembly at the start of the week where a lighted candle was a focus for pupils' reflection. Links have also been made with a local church whose youth workers and minister contribute to assemblies.
- 35 Provision for pupils' moral development is good. Pupils understand the difference between right and wrong. This has been developed strongly through themes in assemblies and the school's revised behaviour policy which stresses positive behaviour and makes clear the disapproval of bad behaviour, not the child, thus building self esteem.
- 36 The provision for pupils' social development is good. This has been strongly promoted through the themes of working together and responsibility. The school has taken part in a number of charity initiatives. The school supported the National Society for Prevention of Cruelty to Children 'Full Stop' campaign with visits to the school by a representative of the Society and the Jeans for Genes Day (helping children with disabilities). At Christmas the school is

planning a Shoebox Appeal, to collect presents for children further away. All these initiatives also help pupils to consider their values and the needs of others.

- 37 Cultural development is good. Infants take part each year in a nativity play. All Year 5 and 6 pupils took part in a musical production about the environment called “The Bumblesnouts” at the end of last year and the whole school mounted a history exhibition and celebration to mark the Millennium. Pupils also learn about the religions of Judaism and Islam and related cultural practices in religious education; living in St Lucia in geography; and about music and instruments from other cultures.
- 38 Early Years provision is good. Planning is good and the staff are now planning for the foundation stage based upon the Early Learning Goals in all six areas of the curriculum. There is a good induction programme for children with a phased entry in their first term of school. All children attend full-time by January. The programme offers children opportunities to work independently and in small and large groups. It also provides opportunities for children to be involved in teacher-directed activities as well as offering opportunities to choose within a selected range of activities.
- 39 The school continues to provide a good range of extra curricular activities particularly in sport and music such as rounders, athletics, choir, recorders, country dancing, football, netball and cheer leading and in a range of visits; for example, Brecon, Ironbridge and the British Museum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The school continues to provide a safe, caring and happy environment for all its pupils, an aim clearly stated in the home-school agreement. Parents endorse this view. The staff know the pupils well, understand their needs and take good care of them. The support for pupils on the special needs register and for those with medical conditions is very good. Staff are good at encouraging children to become mature and responsible, another view endorsed by parents.
- 41 The new personal, social and health education policy provides a good structured plan to ensure pupils receive guidance to help their personal development. However, personal, social and health education lessons are not provided for all pupils at present; those that were seen during the inspection were good.
- 42 The school has a satisfactory health and safety policy but it needs updating to include risk assessments. The school already has plans to do this. A few health and safety issues were identified and reported to the school.
- 43 At the last inspection there was concern about the lack of training for all staff, except the head, in the procedures to deal with child protection. This is now satisfactory. One member of staff has received extended training since the last inspection and all members of staff have received training in the identification of injuries and the school’s procedures. The new head has also received training recently.
- 44 Assessment was a key issue at the last inspection. A good policy for assessment is being implemented in English and mathematics. Data from testing pupils on entry, at the end of key stages and other times are being used effectively to track pupils’ progress through the school and to predict the grades they should achieve at age seven or eleven. Individual pupil targets

are being produced but this information is not yet being shared with pupils except in English and mathematics. Similarly, subject managers, other than in English and mathematics, are not yet using assessment information sufficiently to monitor attainment in their subjects nor to ensure that the curriculum is planned appropriately. In particular, the school is not yet providing adequately for the needs of the more able, talented and gifted pupils. These aspects of assessment remain a weakness and a key issue for action.

- 45 There has been an improvement in the management of pupils' behaviour with a new policy and staff training. The new positive approach to recognising good behaviour in the classroom and acknowledging good work, effort and behaviour in celebration assemblies is working well. 'Golden time' has been introduced in infant classes to reward pupils for their consistently good behaviour. The new school rules are prominently displayed in classrooms and classes are beginning to choose their own rules. Although the school does not have an anti-bullying policy as yet, staff are vigilant and there was little evidence of any anti-social behaviour. Parents reported that there has been an improvement in the pupils' behaviour since the appointment of the new headteacher.
- 46 Procedures for monitoring attendance are good and have improved since the new head arrived. Registers are completed properly and absences are now correctly categorised as authorised or unauthorised. The school now receives a high percentage of notes from parents following their child's absence. The good monitoring of attendance is helping to maintain the school's very good attendance record.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 Parents continue to express positive views about the school and note particular improvements since the new head arrived, in areas such as management of behaviour and communications. Both the school and parents support the school's aim of having a working partnership that ensures the health, safety and success of the children.
- 48 Parents like the school's 'open door' policy and the fact that staff are approachable and helpful. As a result they feel welcome and happy to express their views and concerns. Most parents are satisfied that their child is making good progress and is expected to work hard and achieve their best.
- 49 There was however a significant number of parents concerned that pupils did not know who their new class teacher would be until their child was told on the last day of the summer term. The headteacher intends to clarify the process and to keep parents informed of any changes. A small number of parents do not think that the school works closely with them. Evidence collected for the inspection does not support this view.
- 50 The question of homework provoked a mixed response from questionnaires and at the parents' meeting. A survey of pupils during the inspection indicates that provision of homework has improved this term. Homework is provided regularly for all pupils; this is mostly reading in reception and infant classes. Older pupils receive a weekly homework sheet clearly stating the homework set and when it is due in. Pupils also report that homework is linked to the work being done in lessons and may differ depending on pupils' age or ability.
- 51 Information for parents about school policy and practice is good and has improved since the new headteacher arrived. The newsletter, prospectus, governors' report and other letters are

informative and helpful. They include information on the main targets in the school's strategic plan. The new head has introduced two information evenings this term for parents of infants and juniors. In addition, all parents have been sent details of the curriculum their child will be studying this coming year.

- 52 A significant number of parents do not think that they are well informed about how their child is getting on. However, parents continue to have good opportunities to see class teachers and discuss their child's progress with a meeting or report each term. Parents are encouraged to see teachers at other times if necessary. The quality of pupils' reports is satisfactory. They provide detailed information about what pupils know and can do; this is much better in English, mathematics and science than other subjects. The weakness in the reports is similar to that reported in the last inspection, namely that not all reports provide information about what pupils need to do to improve in each subject.
- 53 Parents make a good contribution to pupils' learning through the help they provide in school, such as listening to children reading, helping with clubs and the library and visits. The school also benefits considerably from the work of the governors, who are mostly parents or ex-parents, and the work of the friends association, 'FONDS'. 'FONDS' organises a wide range of social and fund-raising activities and the money they raise has been used to purchase many additional items of equipment for the school and to contribute towards the cost of school outings. Parents also make a good contribution to children's learning at home by for example, listening to them read, ensuring they do their homework and encouraging them to take part in many out-of-school activities. Parents also fulfil the aims in the home school agreement, such as attending parents' evenings regularly and ensuring that their child attends school regularly. The good link between school and parents is helping to raise standards in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The leadership and management by the headteacher and key members of staff is satisfactory overall. Since her appointment in April the headteacher has provided very good leadership. With the help of staff and governors she has verified those priorities previously identified for development at the school and constructed a school improvement plan which sets out very well the appropriate actions required to bring about the improvements, linked with the processes for monitoring and evaluating them. Priorities include writing, a range of strategies to help pupils with mental arithmetic, assessment relating to planning, behaviour and information and communication technology, which currently does not give value for money. Also identified was the need to consider how the school's finances are allocated to ensure that the school makes the most effective use of the funds at its disposal. Money allocated through specific grant has been spent appropriately, for example for pupils with special educational needs. A review of documents and practices has led the headteacher to embark on a programme of improvement in teaching and learning through monitoring and developmental activities. This is already making an impact with nearly all lessons well planned with learning objectives clearly shared with the pupils. The headteacher has a high profile within the school and she has already made an impact with the pupils. The policy for behaviour management has been reviewed and new practices adopted. Parents report behaviour has improved since the headteacher's arrival. Generally, communications with parents has improved.
- 55 The management structure in the school has been reviewed and responsibilities re-allocated. Members of the senior management team effectively support the headteacher and contribute to improvements by monitoring and advising practice within their areas of responsibility. One

innovation is the standards team whose prime role is to raise standards through the analysis of data and subsequent feedback to staff. The subject managers in English and mathematics have introduced the literacy and numeracy initiatives to good effect with standards continuing to rise in line with the national trend. This has been achieved through a programme of monitoring and support. The co-ordinator for special educational needs has overseen the improvements in the provision for pupils with special educational needs and with the specific support they receive these pupils are making very good progress. Class teachers are well supported and learning support assistants are well trained. The good provision for children under five, which is a strength of the school, has been maintained since the last inspection and the teacher responsible has provided effective leadership for the small group of adults involved. The key stage coordinators are providing appropriate support to staff in each key stage and they are having a positive effect on standards. The role of the subject manager in other areas of the curriculum is still in need of development. Subject managers are becoming more effective in identifying strengths and weaknesses in their curriculum areas but as yet, they have not made sufficient impact on standards in their curriculum area, except in geography where standards have been improved since the last inspection.

- 56 The governing body is well aware of its statutory responsibilities and is committed to carrying out its duties effectively. It is making an effective contribution to the leadership and management of the school. It has ensured that satisfactory progress has been made in two of the key issues from the last inspection, those concerning leadership and management of the school and ensuring pupils with special educational needs have equal opportunities for learning. It has ensured that action is occurring to address the third key issue, that of developing an assessment policy for the whole school, which informs teachers how well pupils are faring against others nationally. A vision for the school has been agreed and it is intended to review this annually after reviewing how effective the school has been in meeting its vision. To improve its efficiency the governing body has been engaged in a process of self-review. It has identified priorities for itself and is in the process of completing an action plan. It has involved outside agencies to help it to become more efficient and effective in its business. Individual governors have attended training, for example in performance management and many have accepted additional responsibilities. The governing body has organised committees to enable it to deal with its business in an efficient manner. It is more effectively involved in the strategic management of the school; for example it regularly reviews the situation with regard to projected numbers on roll. It holds the school to account for its standards and has agreed the need for a member of staff to take responsibility for developing appropriate strategies to meet the needs of the talented and gifted pupils. It ensures that the principles of best value are applied through competitive tendering and by looking at some of the activities in which the school spends money, for example school ski trips, but it does not make sufficient use of data to compare the school's performance with others of a similar nature.
- 57 The deputy headteacher, who is also the subject manager for mathematics, and the subject manager for English have suitable methods for analysing data from the results of the national curriculum tests. These have been used to diagnose particular weaknesses within the school, for example, writing in English and mental mathematics. Both teachers have strategies for tracking pupils' attainment and progress through the school from the time the children enter school in the reception class, where baseline assessment is carried out in the first half of the autumn term, until the pupils reach the end of Year 6. It is intended to set targets for improvement for all pupils annually. This is an effective tool for continuing to raise standards and it has already been helpful in assisting the school to raise the proportion of pupils who achieve above average results in the national tests. As yet not all the data is available for all year groups and these same strategies are not in place for science.

- 58 The school has an appropriate number of suitably experienced and qualified teachers to meet the demands of the curriculum although a few staff lack particular subject expertise, for example, information and communication technology and design and technology. The support staff are suitably qualified and experienced. The school's strategy for appraisal and performance management of all staff is satisfactory. There is regular monitoring of classroom performance by the headteacher, deputy headteacher and subject managers. The school has effective arrangements for the induction of staff new to the school. A staff handbook effectively helps staff new to the school to understand their role and makes clear the routines of the school and where help may be found. Newly-qualified teachers are well supported.
- 59 Overall, the accommodation is satisfactory but there are some aspects which are unsatisfactory in that they do not allow flexibility. The classroom for the under fives is cramped and restricts the range of organisations for the teacher. The library is rather small for all the pupils in a class to use it at the same time. Noise sometimes permeates into classrooms from adjoining classes, particularly at Key Stage 1, which prevents staff and pupils from hearing what is being said. **These deficiencies were noted in the last inspection.** The accommodation is not used efficiently. There are large areas of space adjacent to the class bases which are not used for large parts of the day and week and which could provide pupils with opportunities to develop their independence. Resources are satisfactory in most subjects but there are insufficient resources in design and technology and information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 The school should:

- (1) improve the quality of teaching by:
 - sharing the good and very good practice in the school,
 - developing teachers' subject expertise,
 - improving planning to ensure learning objectives are clear for all lessons,
 - improving planning to ensure the needs of all pupils are met,
 - developing teaching strategies to make pupils think and to ensure the learning objectives are achieved.(paragraphs 21-27)
- (2) fully implement across all subjects the policy for assessing, monitoring and supporting pupils' attainment and progress by:
 - ensuring teachers have a full picture of pupils' strengths and weaknesses in all aspects of their work, behaviour and personal development,
 - ensuring consistent records are produced and made use of throughout the school to guide planning,
 - monitoring results in tests to identify areas of weakness and strength and taking appropriate action,
 - monitoring the achievement of different groups of pupils, for example boys and girls, and the gifted and the talented.(paragraph 44)
- (3) ensure the above average pupils, including those who are gifted and talented are suitably challenged in all lessons by:
 - planning activities related to the learning objectives which make the children think and extend their knowledge, understanding and skills.(paragraph 44)
- (4) use and apply information and communication technology to support teaching and learning in all subjects by:
 - providing pupils with sufficient opportunities to develop appropriate information and communication technology skills,
 - including in schemes of work for all subjects opportunities to use and apply information and communication technology,
 - encouraging pupils to identify opportunities when information and communication technology can be used to assist in solving problems in other areas of the curriculum.(paragraph 113-119)
- (5) raise standards in all subjects to the same levels as those in English, mathematics and aspects of science by:
 - raising teachers' expectations,
 - ensuring teachers have adequate subject expertise,
 - ensuring sufficient resources are available in all subjects for pupils to learn the necessary skills,
 - applying the skills developed in (1).(paragraph 1)

- (6) improve the opportunities for pupils to take greater responsibility for their learning and their behaviour by:
- being given opportunities to take responsibility for others,
 - being given opportunities to work independently,
 - being given opportunities to identify their own strengths and weaknesses with appropriate action plans to improve,
 - helping them to become knowledgeable about their own learning.
- (paragraph 20)

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

Investigative science (paragraphs 86, 87, 88, 89)
Mental mathematics & using and applying mathematics (paragraphs 79, 84)
Accommodation (paragraph 59)
Role of subject managers (paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	9	38	39	11	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	265
Number of full-time pupils eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	60

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

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	1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	11	11
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	96 (90)	96 (90)	96 (95)
	National	82 (80)	83 (80)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	11	11	10
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	93 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	26
	Girls	23	17	24
	Total	45	39	50
Percentage of pupils at NC level 4 or above	School	88 (89)	76 (74)	98 (98)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	26
	Girls	24	23	24
	Total	47	44	50
Percentage of pupils at NC level 4 or above	School	92 (76)	74 (86)	92 (99)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	265
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	10.2
Number of pupils per qualified teacher	25:1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	219

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	530955
Total expenditure	527677
Expenditure per pupil	1892
Balance brought forward from previous year	25995
Balance carried forward to next year	29273

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

265

Number of questionnaires returned

68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	37	7	3	0
My child is making good progress in school.	31	62	6	1	0
Behaviour in the school is good.	25	57	13	1	3
My child gets the right amount of work to do at home.	15	66	16	3	0
The teaching is good.	37	56	3	1	3
I am kept well informed about how my child is getting on.	18	49	29	4	0
I would feel comfortable about approaching the school with questions or a problem.	41	46	12	0	1
The school expects my child to work hard and achieve his or her best.	29	68	1	0	1
The school works closely with parents.	12	51	34	3	0
The school is well led and managed.	24	53	2	3	18
The school is helping my child become mature and responsible.	34	51	15	0	0
The school provides an interesting range of activities outside lessons.	22	30	28	7	12

Other issues raised by parents

There have not been good communications between the school and parents. It has improved since the arrival of the new headteacher.

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

- 61 All children in the reception class attend school from the beginning of the autumn term, the year in which they will attain the age of five. The school introduces the children to school by phasing the entry of the children. The oldest children attend full time from September and the remainder of the children attend full time by January. The school has adopted the principle of the foundation stage and is planning the curriculum based on the Early Learning Goals and where appropriate the stepping stones, in the six areas of learning; personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, physical development and creative development.
- 62 The school makes good provision for the children under five. The teaching is good and the teachers and the nursery nurse work and plan effectively together. This ensures that the children's learning is of good quality and that they make good progress. Nearly all the children are likely to attain the early learning goals in all six areas of learning. This is a similar finding to that reported in the last inspection.

Personal, social and emotional development

- 63 The children's personal, social and emotional development is promoted well. Children enter the class with confidence and they quickly engage in conversations with adults and with their friends. Children are expected to conform to the rules of the class and the teachers emphasise this in discussions such as when they remind the children that no more than two children may play in the role play area. Children are expected to behave well towards each other and to take care of equipment and other resources such as books. Children learn to fetch items they need and to tidy things away when they are finished with. Children learn to play in small groups, for example in the sand tray and they cooperate on tasks such as building a railway. Children are encouraged to talk in front of the class when the teacher discusses the morning's activities and they learn to take turns and not to all speak at once. They concentrate well in many activities, both individual and whole group. They dress and undress themselves when they go for physical activities in the hall. They begin to understand about feelings when the teacher asks them how they think 'Chip' felt when the dog ate his apple.

Communication, language and literacy

- 64 The children's communication, language and literacy skills are promoted well. Teachers make effective use of opportunities to develop the children's skills. Children read their name upon entering the class and they have regular opportunities to look at books and to listen to stories. Teachers give children the opportunity to talk to the whole class and in small groups. Teachers insist on children listening without talking to the stories they tell but they also give the children the opportunity to answer questions. Children are encouraged to speak clearly so that others can hear what they say. Children are taught about books and the purposes of the cover. They learn how to look after books so they are not damaged. Teachers emphasise the acquisition of vocabulary by introducing new words whenever relevant and this has a positive effect on children's learning. The teacher reinforces the learning by asking questions of the

children such as, “Was Dad tall enough to reach the apple?” Children have opportunities to make marks in their busy books and they have opportunities to practice writing letters of the alphabet. Opportunities for children to write are always available on the writing table and usually in the role play area. They are learning to write their names. Children join in rhymes and songs and they learn the names of the letters of the alphabet and the initial sounds. Children know how books work and they know that pictures and text have meaning.

Mathematical development

- 65 The programme for mathematical development is good. Children are given regular opportunities to count to 10 and some children can count beyond that. Children learn to recognise numerals to 10 and they are learning the names of shapes such as square, circle and oblong. Children are being taught mathematical language such as ‘more’ and ‘less’ and ‘heavier’ and ‘lighter’ when they play with the sand. They learn about first and last when they line up to go the hall for physical activities and for assembly. Number rhymes help the children to count accurately. Teachers provide opportunities for children to count, to add and to take away in practical situations such as when counting the number of children staying to lunch. Teachers encourage children to recognise patterns and to re-create some of the patterns seen with objects such as beads. Children use the computer to match bananas to monkeys.

Knowledge and Understanding of the World

- 66 The programme for knowledge and understanding of the world is good. Children learn about past and present events in their lives when teachers introduce the notion of change by asking children to consider how they have changed in their lifetime. Through the well read story of “Eat up Gemma”, effective questioning and the use of photographs and objects, the children learn how babies grow and how they themselves differ from when they were born. Children use technology. They learn how to use a mouse to click on icons on the computer. They explore materials such as sand and learn how its properties change from when it is dry to when it is wet. They use bricks to make constructions of their own designs and they adapt them where they feel that improvements are required. Teachers intervene and ask questions to make the children think and this promotes their learning. They learn about their own culture and celebrate occasions during the year such as birthdays and Christmas. They have opportunities to use material for fastening such as paste, glue and sticky tape when they make models from card. Children are introduced to the notion of change through considering the weather each morning and how it has changed from the previous day. Teachers effectively link this with learning the days of the week and numbers related to the date.

Physical development

- 67 The programme for physical development is satisfactory. Children have limited opportunities to use large wheeled toys outside other than at lunchtime. They also have opportunities to use balls, hoops and ropes to develop their skills and co-ordination. They have opportunities for physical activity in the hall and children are taught well how to move apparatus safely. They walk along the benches and they travel around and through balancing equipment. Teachers ask them if they notice any changes to their bodies after exercise and some children notice their hearts are ‘bumping’. They learn how to use the space and to move around safely.

However, the activities are not very imaginative and the children are not always sufficiently challenged by them. Teachers ensure children have many opportunities to handle tools, objects, construction materials and malleable materials safely and with increasing control. They challenge children to find beads that are hidden in the sand and to discover which tool is most effective in helping to find them. Children use pencils for writing and drawing and they are given much practice to develop their finger skills.

Creative development

- 68 The programme for creative development is good. Children have opportunities to mix colours such as red and white and they learn that it is pink. However, an opportunity was missed to develop their understanding further as they only mixed the colours once rather than adding white to the red several times to see how many shades of pink they could make. Children use a variety of media. They print using apples cut in half and they notice the patterns they make. They draw plants from observation and they make models using media such as dough. They have opportunities to see, smell, touch and feel a variety of objects. They are encouraged to use their imagination in their constructions, drawings and role play. Teachers create a variety of settings to extend the children's imagination, for example the hospital, the kitchen, the travel agents and the post office. Children are introduced to music. They sing together and they learn how to play a range of instruments, the names of which they are taught. Children learn about high and low notes although the lack of subject expertise results in children singing a song that includes the words "go down" as the song goes up in pitch.
- 69 The quality of teaching is good overall although it ranges from satisfactory to very good. The teachers plan well for the week and they encourage the children to become independent by making choices of activity at the beginning of each session. There is a good rapport between the three members of staff and they are good role models for the children. Children are encouraged to behave well and the teachers consistently emphasise the rules of the class to ensure children are aware of right and wrong. Teachers have good strategies for ensuring that learning is taking place. They make good use of resources around the room including displays of words and pictures. During stories children are asked challenging questions to make them think, for example, "Who thought of using a stick to reach the apple?" This enables the teacher to make assessments about children's learning as well as developing the children's listening skills. Praise is used well to commend good behaviour and attitudes and this effectively builds self-confidence and self-esteem. Activities are effectively organised so that children work sometimes on their own and on other occasions in small groups or as a whole class. Children have opportunities to select their own tasks and they also have to complete activities prescribed by the teacher. The teachers' planning is based upon the Early Learning Goals and where appropriate the stepping stones. A full scheme of work based on the Early Learning Goals is not yet fully in place but there is a commitment to work towards this. The accommodation is cramped and restricts the range of organisations teachers can adopt. On occasions noise from the adjoining class makes it difficult for staff and children to hear what is being said.

ENGLISH

- 70 Standards of attainment in English have continued to rise over the last three years. In national standardised tests at Key Stage 1 attainment in reading is very high. The number of pupils attaining Level 2 in writing is also very high, although the number attaining Level 3 is close to the national average. Overall pupil performance is well above average in comparison with

similar schools. At Key Stage 2, the number of pupils attaining level 4 is well above the national average. In the three years up to 1999 the number of pupils attaining level 5 was close to the national average and was below the average for similar schools. However there was a marked improvement in the results of standardised tests for 2000 with a 31% increase in the percentage of pupils attaining Level 5 for reading. Standards in English overall are now average in comparison with similar schools. Standards in writing reflect the national picture in that they are not as high as standards in reading, especially at Key Stage 2.

- 71 The school has identified pupils' writing as needing improvement and there is evidence that strategies are beginning to take effect. Writing is modelled in the daily Literacy Hour and developed both through whole class shared writing sessions and small group guided writing sessions. The same genre of writing is then further developed during a period of extended writing. Year 1 and Year 2 pupils read "A Wobbly Tooth" and were then invited to write about their own experience of losing a tooth. The quality of discussion about capital letters and full stops and the appropriate intervention and support from the teacher and teaching assistant led to pupils of all abilities writing a series of clearly communicated and entertaining sentences. Similar strategies were employed with Year 3 and 4 pupils working on settings for fantasy stories. Year 5 and 6 pupils after reading from Ted Hughes, "The Iron Man" were successfully writing descriptive narrative in increasingly complex sentences using similes and well chosen vocabulary.
- 72 By the end of Key Stage 1 pupils read accurately and with understanding. They are able to use a number of strategies such as sounding out words and thinking about the context to work out meaning. Some pupils are more reticent in talking about their favourite books or their enjoyment of reading. By the end of Key Stage 2 the majority of pupils can read fluently and independently from both fiction and non-fiction texts with understanding of ideas, characters and events. Although challenging texts are shared in lessons, some more able readers are less ambitious in their own choice of reading and they are less able to discuss authors and reading preferences.
- 73 When given the opportunity pupils speak out clearly and confidently. This was particularly evident in the plenary sessions of the literacy hour, where pupils of all abilities were able to report back and share their work while the rest of the class listened attentively and with appreciation of their efforts. However, in some lessons in Key Stage 2, there were fewer opportunities for pupils to give extended, sustained responses or explanations. Neither was there an expectation that they should support their ideas with references to their reading.
- 74 The quality of teaching in English ranged from good to excellent at Key Stage 1. In the most effective lessons the teacher's enthusiasm was infectious; pupils were praised positively and pupils of all abilities were challenged. In one lesson spelling was conducted as a joint investigation shared by pupils and teacher. Through the judicious use of word cards, word games and demonstrations on the whiteboard the teacher was able to introduce to Year 1 pupils, and reinforce for Year 2 pupils, initial letter sounds, phonemes and digraphs, extending their repertoire of reading and spelling strategies. The shared reading sessions were lively and enjoyable with all pupils included in reading aloud and answering questions. The needs of all pupils were met through careful planning and preparation, appropriate groupings, attractive resources and the very effective deployment of teaching assistants. Where teaching was most effective there was a high expectation of pupil independence, but also flexibility so that the teacher intervened when necessary. Where teaching was less effective some pupils in small groups required earlier intervention because they were 'stuck' or not on task and progress was reduced.

- 75 In lessons observed at Key Stage 2, the quality of teaching was always at least satisfactory. It was good in over half the lessons. Here too careful planning and preparation with clear learning objectives for high, average and lower ability pupils led to a coherent series of lessons with pupils of differing abilities all making evident progress particularly in writing. Teachers working with small groups, for example on personification poems, modelled writing effectively and drew out pupils' ideas through careful questioning resulting in some very imaginative poetry. Where teaching was less effective in some whole class and guided reading sessions, teachers' questioning was not sufficiently probing; there was insufficient time allowed for pupil reflection, and consequently pupils' critical appreciation was not extended.
- 76 English is well managed and led by an experienced and knowledgeable co-ordinator. There have been a number of improvements since the last inspection. The National Literacy Strategy has been successfully introduced and the use of the Framework and more effective medium term and weekly planning has ensured more comprehensive coverage of the English curriculum with pupils of differing abilities working at appropriate levels. Pupils have a good idea of the progress they are making and they are given individual literacy targets each half term. There are clear moderation and standardisation processes in place so that teachers also have more accurate expectations of each level of attainment. The monitoring of English is improving. The co-ordinator has been given time to monitor. She has visited all classes and has taught demonstration lessons, giving support where there are gaps in teacher knowledge and expertise. There is still a need for continued support at Key Stage 2 and for the part time teachers.
- 77 There are still some inaccuracies in writing, particularly in spelling at Key Stage 2, but the school has recognised this and is ensuring that pupils receive appropriate support. Handwriting is improving but handwriting exercises for older pupils should only be targeted at those still needing further help; many are writing fluently and legibly. Pupils at Key Stage 1 do not start writing with a cursive script soon enough and this delays their development. The subject is well resourced. There is an appropriate range of fiction, non-fiction and poetry books and sets of books for small group guided reading, including books that should challenge the more able. At present however there are still some more able readers at Key Stage 2 who are not fully motivated and are not choosing to read more demanding books. The co-ordinator has also recognised the need to widen the opportunities for speaking and listening by identifying these in medium term plans and providing more opportunities for extended writing across the curriculum.

MATHEMATICS

- 78 The overall trend in test results has been upward in line with the national trend over the past three years although there have been minor fluctuations from year to year. The school's results in National Curriculum Tests indicate that attainment at the age of eleven is above the national average. The number of pupils attaining Level 5, a level higher than expected of pupils aged eleven, was well above the national average. When compared with similar schools the results are average. This is an improvement on the findings reported in the last inspection when standards at Key Stage 2 were in line with the national average.
- 79 By the age of eleven standards within lessons are above those expected of pupils of that age in the areas of number, shape, space and measures and handling data. However, there are weaknesses. Children have insufficient strategies to help them in mental mathematics and they

have too few opportunities to use and apply their mathematics, particularly the ability to find different ways to approach a problem and to search for patterns, develop logical thinking and explain their reasoning. The school has identified these weaknesses and has already put in place measures to improve the pupils' mental mathematics. The above average pupils know their tables to 10 x 10 and a few can use their knowledge to calculate 12 x 13 but they are not always accurate when they subtract a two digit number from another. They know how to calculate the perimeter and area of objects and a few know how to calculate the volume of a cube. The average and above average pupils can convert metric measurements such as millimetres to centimetres with confidence but they have little idea what the imperial equivalent is. They enjoy measuring parts of the body but they are not all clear what a span is and they do not consider what factors are variable when they need to compare measures. The below average pupils have still not established a clear understanding of place value.

- 80 The results of the National Curriculum tests indicate that at the age of seven, pupils attain well above the national average and that the proportion of pupils who attain above average is also well above the national average. When compared with similar schools the school's results are again well above average. This is an improvement on the findings in the last inspection. In 2000 the results are not as good as in 1999 but the data is not currently available to make comparisons with the national average. The results are in line with those predicted by the school based on the pupils' previous performance.
- 81 By the age of seven, standards within lessons are above those expected of pupils of that age in number and shape, space and measures. Pupils are developing rapid recall of number facts such as $20 - 11$ and they are learning numbers to 100 by counting forwards and backwards starting at numerals between 0 and 100. Above average pupils can add and subtract in tens and twenties using the 100 square and they are able to calculate answers above 100 and below 0.
- 82 Teaching is satisfactory overall although it ranges from unsatisfactory to excellent. There is some very good and excellent teaching in Year 2 and good teaching in Years 5 and 6. In Year 2 the teacher makes very good use of all opportunities to improve the children's learning. When the dinner register is taken there are five pupils having sandwiches. The teacher asks how many are having lunch if there are 23 pupils in the class today. The introduction to the lesson is used to remind the pupils of their strengths and weaknesses based on the tasks completed the day before; for example, they can count well going forwards but not so well going backwards. Pupils are reminded about the objectives during the lesson and again at the end. This enables them to make comments on how well they think they are learning. The teacher has very good control and keeps pupils on task, for example "keep in time with me, this is not a race". The teacher revises vocabulary such as 'columns' which was introduced the day before and this reinforces the pupils' learning. Very good strategies are used to help the teacher to assess what the pupils have learnt as well as helping them to learn. The pupils are asked to close their eyes and point to different numbers on the 100 square, for example 1, 10, 100 and 91. The pupils are asked the number of their house and to find the number on the 100 square. The teacher then supports individuals to count forwards and back from this number. Praise is used very well to encourage the pupils to attempt to answer the questions. In the main part of the lessons pupils are organised in ability groups with tasks appropriately matched to their stage of learning. The learning support assistant makes a valuable contribution to the children's learning; for example, during these tasks the learning support assistant noticed that two pupils were not learning and after speaking with the teacher she worked with these pupils for the remainder of the lesson. The teacher has a very good

relationship with the pupils and high expectations of behaviour and work which results in the pupils having very good attitudes to work and very good behaviour.

- 83 Where the teaching is good, for example in Years 5 and 6 the teachers have a good relationship with the pupils and the discipline is good. Pupils have good attitudes and generally concentrate well. In mental arithmetic at the beginning of the lesson a series of questions delivered in a 'punchy' style retains the pupils' interest. The teacher gives clear explanations of the tasks and specific guidance on how to measure curved shapes. Time targets are set for some groups but they are not referred to again during the lesson and so the pace at which the pupils start work is not maintained. In the last part of the lesson when the teacher revises the learning that has taken place, good use is made of effective presentations by pupils who explain how they completed their tasks. In one instance the pupils in the above average group explained to the other pupils what they had learnt when using scale to draw and cut out shapes of sports facilities for use in a plan. This helped to reinforce their learning as well as sharing it with others.
- 84 Where teaching is unsatisfactory, the pupils do not learn enough. The teacher has to remind the pupils far too often to be quiet and to listen. Pupils are set a task and given insufficient instruction on how to set about it, for example adding 183 cm to 1m 62 cm. In Years 5 and 6, pupils choose unsuitable measuring instruments for particular tasks and the teacher does not intervene soon enough to promote the pupils' learning. Teachers do not provide pupils with sufficient opportunities to find different ways to approach a problem and to search for patterns, develop logical thinking and explain their reasoning. Information and communication technology is not used sufficiently to assist the pupils' learning in mathematics. Pupils are not given challenging tasks such as to establish for themselves the patterns to be found between the various measurements of the body.
- 85 Leadership in mathematics is good. The school has adopted the numeracy strategy and more effective methods of teaching. The subject manager has effectively supported staff in the implementation of the numeracy strategy and has visited classes to monitor the planning and the practice. Analysis of data has led to a recognition of the need to improve the pupils' mental mathematics and the use and application of mathematics. Measures have been implemented to ensure the above average pupils are being stretched, for example pupils in Years 5 and 6 are 'set' according to attainment each Friday. Homework is appropriately related to the levels of work completed in the lessons. Targets have been introduced for each year group each term.

SCIENCE

- 86 The school's results in the 2000 Key Stage 2 National tests indicate that pupils' attainment in science is well above national averages for attainment at Level 4 and at Level 5. When these results are compared with those achieved by similar schools attainment in science is above average. The recent trend of rising attainment has been continued and these Key Stage 2 results show a marked increase in higher attainment with a near trebling of the percentage of pupils at Level 5. There is no significant difference between the achievements of boys in science compared with girls.
- 87 In lessons at Key Stage 2 standards of attainment concerning scientific knowledge and understanding are as expected but standards of scientific enquiry are below average. In Years 3 and 4 within a unit of work on electricity pupils are able to differentiate between

materials that conduct electrical current and those that will act as insulators. The investigation carried out however, was too prescribed and led to low attainment in the area of scientific enquiry. Year 5 and 6 pupils know that micro organisms are living things and in a good lesson were able to devise an experiment that would confirm this by observing the growth of mould on bread. The concept of a fair test and the changing of just one variable as a method of gathering secure evidence was understood by most pupils in the group. Whilst the standards achieved in tests at the end of Key Stage 2 have improved significantly since the last inspection there has been a marked decline in standards of scientific enquiry.

- 88 The standards that pupils achieve in Key Stage 1 Teacher Assessments in 1999 show attainment at level 2 and above as higher than National averages but the measures of higher attainment are below the national average. Both measures fall below the standards seen in similar schools across the country. In particular there are apparent weaknesses in aspects of science concerning investigative work and the study of materials and their properties. The results of Teacher Assessment in the summer of 2000 show little improvement on 1999. In Key Stage 1 lessons standards of attainment are at least as expected and in the best lessons are occasionally higher. Year 1 and 2 pupils know where different foods fit into the main food groups and are developing the concept of a balanced meal and a healthy diet. In a very good lesson the pupils could successfully sort a range of foods, record their observations and make their conclusions based on evidence. Standards at Key Stage 1 have been maintained overall since the last inspection although the quality of investigative work has declined slightly.
- 89 The quality of teaching in Key Stage 1 is good. Lessons are well planned and have clear objectives which are supported by good organisation and resources. Questioning is used effectively to develop pupils' understanding and to test their knowledge. Expectations are high and different levels of challenge are planned to match pupils' learning needs. In these lessons pupils have positive attitudes to science and work at a good rate. Their interest and concentration spans are developing well. The quality of teaching at Key Stage 2 is more varied and is sometimes unsatisfactory. In more effective lessons there is good reinforcement of key teaching points within whole-class question and answer sessions that take pupils' knowledge and understanding forward at a good pace. In a good lesson pupils were all able to contribute their ideas for an investigation in their groups and many brought some creativity and logic to the task. Less effective teaching results from over-prescribed investigations and a lack of focus on the lesson's purpose and objectives. In these lessons pupils make slow progress and sometimes overlook important detail in their work. Levels of challenge in these lessons are often too low for more able pupils.
- 90 The science curriculum provides full coverage of the National Curriculum requirements and homework is set regularly in Key Stage 2 classes to support and extend class work. There is a weakness however, in teachers' lesson planning which leads to inappropriate levels of challenge for some pupils, especially the more able. In this context insufficient use is made of assessment information to inform teachers' planning for individual or groups of pupils within the mixed age classes. The school is aware of this weakness. It has plans to compile a portfolio of work to exemplify standards and to build on a recent in-service training initiative in which teachers considered the quality and standard of work that can be reached through investigative science. Most teachers' subject expertise in science is secure in terms of the body of knowledge that needs to be taught but there are weaknesses in many teachers' understanding of scientific enquiry which leads to the lower standards in this important aspect of the subject. The management of science has been effective in terms of the organisation of the curriculum and resources but more needs to be done to monitor and evaluate standards of attainment and the progress that pupils make from year to year, and from key stage to key

stage. Greater use should also be made of the end of key stage performance data to inform the development of the subject and to support the raising of standards.

ART

- 91 During the week of the inspection it was not possible to see any lessons at Key Stage 1 due to staff absences. Therefore evidence has been gathered from portfolios of work, displays of work across the school, sketchbooks and photographs as well as from lessons at Key Stage 2.
- 92 Attainment is broadly in line with that expected of pupils aged seven and eleven. This is a similar finding to that in the previous inspection. However, the standards across the school are not always consistent with some Year 2 pupils producing more detailed observational work than most in Years 5 and 6. In one Year 2 class pupils drew flowers from observation. By using pastels they were able to use colour effectively in the shading. The results were imaginative in the way that pupils had interpreted the task and were beginning to develop their own personal styles in their work. By the end of Key Stage 2 pupils are beginning to develop a good control of tools and techniques and are able to talk about their work using appropriate vocabulary. Many of these pupils are beginning to be aware of the various styles and techniques used by famous artists such as Lowry and Matisse and are able to apply them to their own work.
- 93 At Key Stage 2 teaching is satisfactory with clear strengths identified in the quality of the planning and the expected outcomes. Where teaching is better there is a clear understanding of what skills are to be taught, a clear demonstration of these skills and how pupils can use them in their work. In these lessons pupils are expected to achieve quality outcomes and are given the opportunity to be creative and imaginative in their work. Teachers make appropriate references to works by famous artists, such as Picasso and Georgia O'Keefe. The quality of learning is sound. Pupils show good concentration and independence when working. However, during the inspection many pupils in the upper part of the school commented that they did not feel challenged by their art activities and that work was being repeated.
- 94 The scheme of work indicates that the curriculum being offered is broad and balanced with a range of activities being offered across the key stages. Pupils have the opportunities to work in two and three dimensions using such media as clay, printing, paints and textiles. However, during the inspection only two-dimensional work was seen when pupils were engaged in observational drawings using charcoal and pastels. As yet there are no opportunities to work with digital medias although there are some examples of information and communication technology being used for illustrative work to support literacy. Although there are ample opportunities to be influenced by the work of famous artists such as Van Gogh there are too few opportunities for using multicultural stimuli such as Aboriginal, African and Indian pictures and artefacts. Pupils are using sketchbooks in Years 4, 5 and 6 but not elsewhere in the school. Assessment does not inform planning and pupils have few evaluative comments made about their work in their sketchbooks to help them improve their learning.
- 95 The new co-ordinator has a clear vision for the subject. This includes the possibility of working with artists in residence and visiting art galleries. She is aware of what needs to be done and has the potential to offer effective leadership for the subject in due course. There are good resources available for staff use including a kiln, textile frames and a variety of paints. However, these are not being used consistently by staff across the school.

DESIGN AND TECHNOLOGY

- 96 It was only possible to observe two lessons during the inspection. Judgements are therefore based on these and evidence gained from the examination of teachers' planning, scrutiny of pupils' past work and discussions with the subject manager, teachers and pupils. There is very little evidence of design and technology on display in classrooms or around the school.
- 97 The standards that pupils achieve are in line with those expected of pupils aged seven at the end of Key Stage 1. Pupils with special educational needs make satisfactory progress. Pupils in a Year 1 class successfully produced a sliding or moving picture, having had the opportunity to look at examples of books with moving parts. All pupils were able to describe what they wanted to do and used tools and materials effectively to put their ideas into practice. The class discussion at the end of the activity provided the opportunity for the pupils to evaluate their work and that of others. Last term, Year 2 pupils made hand puppets that demonstrate satisfactory levels of skill in cutting shapes in fabric and joining them by stitching and gluing. The making of the finished puppets was supported by design sheets in which the pupils had recorded their design ideas and the materials needed to make them. Many pupils had clearly indicated the shapes of fabric they needed and their choices of colour and decoration. Standards at Key Stage 1 have been maintained since the last inspection although currently the pupils have few opportunities to be involved in designing and making activities.
- 98 Standards at Key Stage 2 however, have declined since the last inspection and are now below levels expected of pupils aged eleven. Pupils with special educational needs make less than satisfactory progress. Pupils in a Year 3 and 4 class worked in pairs or small groups to make electrical switches from materials and items available in the classroom. This activity was linked to recent science work on electricity in which the pupils had studied torches. Few pupils were able to make drawings that showed clearly their ideas for a switch and not all groups succeeded in making a switch that could be used successfully to turn a bulb on and off. The activity did not include any skills teaching and a number of pupils were not actively involved. Last year, Year 6 pupils made slippers for a chosen user group or an identified person. The pupils' design sheets do not present a range of alternative ideas and their design proposals are not supported by any information gathered through research. The standards of making vary but most pupils have used their chosen materials appropriately and with some accuracy.
- 99 The quality of teaching in Key Stage 1 is satisfactory with a good emphasis given to safety issues concerning the use of tools. Some learning opportunities for pupils in terms of decision making and choice of materials are lost within the structure of tasks but most pupils enjoy design and technology and bring a positive approach to the activities. The quality of teaching in Key Stage 2 is unsatisfactory. Teachers lack a full understanding of the designing and making process and their expectations are too low, which results in pupils learning too little. A consequence is that some pupils showed less interest and were highly dependent on others to move their thinking forward.
- 100 The school has a satisfactory scheme of work in place but insufficient curriculum time is given to its delivery. The progressive teaching of designing and making skills is not established and this leads to standards that are too low by the end of Year 6. The new subject leader has carried out an audit of provision for the subject and decided on some priorities for development but has yet to carry them out. There is little monitoring and evaluation of standards and insufficient use of assessment is made of pupils' work to inform future planning. The level

and quality of resources is poor and there are significant deficiencies such as materials and components to support pupils' learning about the use and application of mechanical and electrical control. There is little evidence of the application of information and communication technology to pupils' learning in design and technology. Leadership has not been strong enough to make the necessary improvements in this subject area to support higher standards.

GEOGRAPHY

- 101 Pupils' progress is satisfactory at both key stages, although the more able pupils make slower progress than should be expected because their needs are not always being met through learning activities. Pupils with special educational needs make satisfactory progress. The unsatisfactory progress for all pupils at Key Stage 2, identified in the previous report, has now been addressed through more effective planning and the adoption of a scheme of work which assists teachers in building on most pupils' previous knowledge and skills. However, the more able pupils make slower progress and therefore, only reach standards which are expected, rather than above, at the age of eleven.
- 102 With the exception of some more able pupils attainment has also improved since the last inspection so that by the end of Key Stage 2, all pupils reach the standard expected of pupils aged eleven. In Key Stage 1, pupils reach the expected standards expected of seven year olds. They have a familiar knowledge of their own locality and can describe the features of the school and Yateley. They know and understand the differences between a village and a town and correctly produce maps of their own area and use references to locate the features. They are using correct geographical terms in their study of weather and can talk about climatic conditions affecting their locality.
- 103 At Key Stage 2, through the study of Clerkenwell, Skopelos and St Lucia they are able to make comparisons between where they live and other places which are different in terms of climate and economy. They understand the effect of hurricanes on the island of St Lucia. They describe the geographical features of the island and have studied its economic circumstances so that they can explain factors which affect the banana industry. Pupils are familiar with aerial photographs of Britain and know the difference between vertical and oblique perspectives and can identify features in the photographs. Pupils' knowledge of map work is satisfactory and has improved since the last inspection.
- 104 Teaching was always satisfactory in the lessons observed with all teachers identifying learning objectives for each lesson. Subject knowledge is secure and there is appropriate use of resources to help pupils know about and understand the features they are studying. Not all the more able pupils are provided with activities which stretch them. Some tasks are too easy and do not give them sufficient opportunity to explain what they know. Behaviour management is satisfactory in all lessons resulting in pupils' attitudes being positive. They show interest in geographical topics and pupils of all abilities work well even on occasions when the pace in a lesson is slow. The more able pupils respond well, despite not being sufficiently challenged by the tasks in the majority of lessons. There is little use of assessment to inform future planning of activities for pupils.
- 105 The curriculum is broad and the scheme of work provides an appropriate framework for planning. However, it does not give sufficient support to teachers in planning what to assess or in providing suitable activities for the more able pupils. The subject is well lead but the role

does not yet extend to effective monitoring of teaching and learning in order that there is continuous improvement.

HISTORY

- 106 It was not possible to see any lessons during the inspection as the school operates a timetable in which history and geography are taught alternatively during the year. At the time of the inspection it was the turn of geography. Planning, scrutiny of recent work and discussion with pupils has therefore provided the evidence for judgements.
- 107 Pupils make satisfactory progress although the more able pupils do less well because they are not always provided with work which matches their ability. Pupils are given a good grounding in historical ideas when they arrive in school and this is built on throughout Key Stages 1 and 2. The scheme of work helps to provide this basis for progression for the majority of pupils.
- 108 Standards are in line with those expected of pupils aged eleven with the exception of the more able pupils who should be attaining higher. In Key Stage 1 the scrutiny of work shows pupils have a secure knowledge of sequencing. They can put in correct chronological order, events which occurred during the Victorian period and use a timeline appropriately. In Key Stage 2 pupils have a good knowledge and understanding of the Egyptians and the Romans. They have used accurately a variety of sources to find evidence and explain why the Egyptians, for example, used mummification.
- 109 The scrutiny of work shows that teaching is satisfactory with pupils being given a range of resources to develop their knowledge of historical events. However, little provision is made for the more able pupils in the project work that is the basis for study of the Romans, Greeks and Victorians. This affects adversely their attainment and progress. Good use has been made of visits to the British Museum and Ironbridge to support teaching and learning.
- 110 Discussion with pupils revealed their interest and keenness for the subject. Project work is generally well presented and pupils in both key stages could recall with enthusiasm the work they had done.
- 111 A scheme of work is in place but the work pupils have produced does not reflect the breadth expected in the scheme. The expectation, for example, of what pupils will study in the project on Egyptians is greater than the actual work they produced in their project files. Assessment of pupils' attainment and its use to inform future lesson planning is underdeveloped. No help is given in the scheme of work on how to cater for the more able pupils in set tasks and activities. The scrutiny of work also reveals a limited range of learning experiences being provided in the classroom, with almost all pupils completing the same worksheets and having little opportunity to use information and communication technology to support their learning.
- 112 Satisfactory progress has been made since the last inspection in developing the scheme of work and improving progression. However, arrangements for assessing pupil attainment and providing detail on where to pitch tasks to cater for the needs of the more able pupils are not yet secure.

INFORMATION TECHNOLOGY

- 113 No teaching was observed in Key Stage 1 during the inspection week although a number of lessons were timetabled across the Key Stage 2 classes. Judgements therefore are supported by additional evidence gained from the examination of teachers' planning, a scrutiny of pupils' past work and discussions with the subject leader, teachers and pupils.
- 114 The standards that pupils achieve are in line with those expected of pupils aged seven at Key Stage 1. Pupils in Year 1 and 2 are able to use a range of software to produce text and to make pictures. Using these skills Year 2 pupils have produced and saved on disk illustrated stories which combine text with computer generated pictures. There is also good use of computer software to generate graphs based on data collected in a science minibeast activity. Standards at Key Stage 1 have been maintained since the last inspection.
- 115 Standards of work and the use of information and communication technology in Key Stage 2 are much more uneven. In lessons, Year 3 and 4 pupils are able to word process text and apply styles or effects to improve visual appearance and to emphasis meaning. These pupils can also select, save and print pictures and draw card illustrations using graphic software. Year 5 and 6 pupils use word processing to write more extended texts for English tasks and there is some evidence of text and illustrative work in topic work. In lessons these pupils are developing a good understanding of characteristics and benefits of electronic spreadsheets and are able to enter data about the weather and present trends in graph or chart form. Standards at Key Stage 2 overall however, have declined since the last inspection and are now lower than is expected of pupils aged eleven by the end of the key stage.
- 116 The quality of teaching in Key Stage 2 is satisfactory. Teachers give clear explanations and demonstrations of the features of software and convey enthusiasm for the use of information and communication technology. Some teachers make frequent reference to the purposes and benefits of using information and communication technology and make comparisons between the use of computers and other methods of carrying out the same task. Not all teachers have command of the correct technical vocabulary associated with computer equipment and some lack confidence and expertise, especially in the use of the new PCs.
- 117 There is very effective use of information and communication technology to support the learning of pupils with special educational needs. Teachers and learning support assistants use a range of software to help these pupils to improve their spelling, writing and number work. These pupils gain motivation and stimulus for learning through the regular use of information and communication technology resources.
- 118 Most pupils are developing an understanding of the potential of information and communication technology to support learning and work with interest, concentration and some independence. The progressive acquisition and development of skills is supported by the scheme of work but will need to be reviewed in the light of the new resources that are becoming available in the school. Information and communication technology is not used sufficiently to support learning in a range of contexts beyond the use of some applications in English, mathematics and science. The Internet station is not used enough by pupils to facilitate research work and is currently a wasted resource. There is no facility for pupils to use email, as a way of communicating and exchanging information and ideas with others.
- 119 There is no monitoring and evaluation of the standards of pupils' work across the school and few meaningful assessments are made to inform teachers' planning or judgements about pupils' progress. The development of the curriculum has a high profile within the school's development plan and the resources, both in terms of hardware and software, are in the

process of being updated with significant investment being committed to this programme. The issues concerning teachers' confidence and expertise in the use of the new equipment is a priority. The subject leader has a clear view as to how to move the development of the curriculum forward.

MUSIC

- 120 Attainment in is in line with standards expected of pupils aged seven at the end of Key Stage 1 and eleven at the end of Key Stage2. Standards in singing are satisfactory with many pupils showing that they are beginning to control their voices effectively and sing at pitch. By the end of Key Stage 1 most pupils are able to maintain a steady beat and clap rhythms from flash cards and from notation. By the end of Key Stage 2 pupils are beginning to perform their own work to others and sing and accompany songs with tuned percussion. In one lesson pupils listened attentively to a piece by Beethoven and were able to talk about the piece using suitable related vocabulary such as 'ostinato' and 'harmony'. Pupils make adequate progress throughout the school but not all pupils who already play instruments are sufficiently challenged in their class lessons. Pupils with special educational needs make satisfactory progress.
- 121 The quality of teaching across the school is mostly satisfactory. Where teaching is most effective lessons are clearly planned with clear objectives and outcomes. These lessons allow pupils to engage in the interrelated activities of performing, composing and listening. They also have opportunities to engage in listening activities, which clearly link to the focus of the lesson. Pupils are managed well and they clearly enjoy their music lessons. This is evident by their enthusiasm when singing and playing. In most lessons, percussion instrumental work is well controlled. Pupils work well together when engaged in practical work and group activities. Teachers' subject knowledge is sometimes weak. However, in these lessons, good general teaching skills allow for sufficient learning to take place. The class teachers teach the majority of music lessons with several Year 5 and 6 classes taken by the co-ordinator. However, in some lessons the lack of subject knowledge does not allow the teacher to establish clear learning intentions and achievable outcomes. Pupils' learning is therefore adversely affected.
- 122 The new co-ordinator has a clear plan for the development of the subject. This includes a review of the current curriculum documents and schemes of work and the further development of information and communication technology in music lessons. The present schemes of work offer a sufficiently broad and balanced curriculum but there are too few opportunities for pupils to compose their own compositions or for pupils to use information and communication technology in their work. In addition the schemes are not sufficiently differentiated to allow pupils of all abilities to be challenged by the activities, particularly those who learn instruments as part of the extracurricular provision. There are suitable resources available for listening activities although these do not yet reflect the diversity of possibilities through jazz, popular styles or multicultural music. There is a specialist room for the subject and this is not only used for class lessons but also for instrumental lessons and clubs. This is well equipped with a variety of tuned and untuned instruments available for class teachers' use which is a significant factor in the pupils' learning. There are systems in place for the recording and assessment of pupils work but these are not used consistently to ensure all pupils make good or very good progress.

- 123 There is a good programme for pupils wanting to learn instruments as part of extra-curricular provision and pupils are well provided for by teachers from the Hampshire Music Service. However, there are, as yet, too few opportunities for pupils to use these instrumental skills in their class music lessons. There is a school choir and many pupils take the opportunity to join. Although pupils' learning is satisfactory overall, there is room for improvement in most areas of music activity.

PHYSICAL EDUCATION

- 124 Only four lessons were seen in the course of the inspection, two for gymnastics and two for games; judgements are based on these, formal and informal discussions with staff and pupils and on the available documentation. It was not possible to see athletics, dance, outdoor and adventurous activities or swimming.
- 125 Standards are in line with those expected of pupils aged seven at the end of Key Stage 1 and eleven at the end of Key Stage 2. Pupils with special educational needs make satisfactory progress. This is similar to the findings reported in the last inspection. In gymnastics, the pupils aged eleven work well together in pairs and they create, perform and evaluate a sequence of movements including turns. The above average pupils perform with more control and fluency. They move from a more challenging starting point and body position. In games, most pupils can pass the ball to a partner using the chest pass, bounce pass and overhead pass with reasonable accuracy but when they play in small-sided games their level of skill diminishes and they use the bounce pass less often. Pupils in Year 5 attended nine lessons in swimming during the summer term and by the last session nearly all are able to swim unaided for a distance of at least 25 metres, about half much more. Pupils understand the need to warm up and prepare the body appropriately for different activities and how exercise affects the body in the short term.
- 126 At the age of seven, nearly all the pupils can throw accurately and catch a ball in pairs. They learn to bounce the ball to each other so that it can be caught by their partner and also so that it can be hit back. In gymnastics, nearly all pupils can devise different methods of moving and repeat these moves with increasing control. They can link movements into a sequence. Pupils describe how their bodies feel during different activities.
- 127 Teaching is satisfactory overall in both key stages although examples of good and very good teaching were observed during the inspection. In Years 1 and 2, a good introduction to the lesson ensured that pupils have appropriate understanding of the need for warming up to avoid physical injury. The warm up activity is vigorous and enables the pupils to feel the difference in the beating of the heart. Very effective questioning ensures that pupils understand the need for force to push the ball, thus linking with science. The teacher demonstrates the skill using pupils as exemplars and this makes clear to all pupils what is expected of them. The teacher has high expectations of behaviour and work and this results in positive attitudes and behaviour by the pupils. The teacher stops the activity to remind pupils that the skill is to be practised in a controlled manner. Three pupils who carry out the skill well are used as exemplars again and this leads to a rapid improvement in the performance by all pupils as they clearly see what is expected of them. In Years 5 and 6, planning is good with clear learning objectives which are shared with the pupils. Effective questioning reminds pupils of the knowledge gained in the previous lesson. The teacher and a pupil practise the skill as an exemplar for other pupils. Following practices in pairs the pupils put their skills to the test in small-sided games. Interventions by the teacher to remind pupils of the different passes and the need to be in

space were effective in improving the pupils' play. The lack of team colours prevented very good learning as the quick identification of players in the same team was affected. The teacher has a good relationship with the pupils and the high expectations of work and behaviour contribute to positive attitudes, good behaviour and good learning amongst the pupils.

- 128 The scheme of work is being re-written to conform with the new National Curriculum for physical education. The current scheme does not provide sufficient guidance and progression for all year groups in all elements of physical education. In some instances activities are specified rather than the learning objectives and this has an adverse effect on the pupils' learning as teachers and pupils are unclear of the purpose of the activity. The programme for outdoor and adventurous activities is promoted well through visits to Barton Hall in Devon for pupils in Years 5 and 5 and to Avon Tyrrell in the New Forest for pupils in Year 3.

RELIGIOUS EDUCATION

- 129 At the end of both key stages pupil attainment is in line with the expectations of the Hampshire Agreed Syllabus of religious education for most pupils. However, pupils' progress in this subject is uneven and affected by aspects of teaching which are not secure. Some lack of teacher confidence in subject knowledge in both key stages affects the rate of progress and attainment of pupils.
- 130 Pupils in Key Stage 1 have a sound knowledge of everyday symbols which affect their lives and can transfer the idea of symbolism to explaining how and why the cross is a symbol for Christians. Pupils can also explain the benefits of belonging to a group and how groups identify themselves through some form of sign, badge or emblem.
- 131 At Key Stage 2, pupils know the items on a Seder dish and most can explain their purpose and the symbolism behind its use. Less secure is the pupils' understanding of what beliefs there are about God. This is caused by unsatisfactory planning of the topic and a lack of specialist understanding of the rationale for its study. Pupils show a developing knowledge and understanding of aspects of Christianity, Islam and Judaism by the time they reach eleven. Most pupils in Year 6 know about the pillars of Islam, Mohammed, the life of Moses, and are familiar with the teachings of Jesus.
- 132 Teaching is satisfactory overall. There is some good teaching in this subject at Key Stage 2 which helps pupils' learning and improves their attainment. Where teaching is good there is effective use of artefacts to assist pupils to a better understanding of the use of symbols in religion. Pupils listen well and respond positively to activities. They enjoy and show interest in the use of artefacts and confidently express their own views and beliefs. Where teaching is unsatisfactory it does not provide pupils with sufficient accurate information and is not underpinned by a sound theoretical foundation. The topic on 'Images of God' is an example of this.
- 133 Overall, the school has made satisfactory progress, since the last inspection, in appointing a co-ordinator and developing a scheme of work. The scheme of work provides a framework for teachers but is yet unclear in its guidance on arrangements for assessing pupils' performance.
- 134 The work of the subject manager has brought about satisfactory progress in developing the subject but further guidance on the role of religious education within the curriculum and clarification on how to teach religious ideas and concepts would help to improve teacher

confidence and improve the pupils' attainment and progress. Procedures for monitoring teaching and learning are not yet in place.