

INSPECTION REPORT

Twyford, St Mary's CE Primary

Twyford, Winchester

LEA area: Hampshire

Unique reference number: 116320

Headteacher: Mrs Sylvia Hunns

Reporting inspector: Tim Boyce

20932

Dates of inspection: 13th – 16th November 2000

Inspection number: 224356

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Road Twyford Winchester Hants
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Neil King
Date of previous inspection:	12/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tim Boyce 20932	Registered inspector	Mathematics, Geography, Physical Education (PE). Information and Communication Technology (ICT), Equal Opportunities.	What sort of school it is. How well pupils are taught. The school's results and achievements. How well the school is managed.
Julie Gallichan 13911	Lay inspector		How well the school takes care of its pupils. How well the school works in partnership with parents.
Kay Andrews 31975	Team Inspector	English, Art, Music, Religious Education (RE), Special Educational Needs.	The quality of the curricular opportunities offered to pupils.
Geraldine Lewendon 25799	Team Inspector	Science, Under Fives, Design and Technology(DT), History	Pupils' attitudes, values and personal development

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Twyford St Mary's CE Primary is a smaller than average sized school providing full time education for 145 pupils aged from 4 to 11 years. The pupils come from the village of Twyford and from a large rural area around the school, which lies to the south east of Winchester, in Hampshire. Over 40 per cent of the pupils come from outside the catchment area of the school. No pupils come from ethnic minority groups and none have English as an additional language. The social and economic circumstances of the families who attend the school are very varied and span the full range, but the majority of pupils come from relatively favoured homes. Approximately 8 per cent of the pupils in the school are eligible for free school meals. An average percentage of pupils (21.7%) is included on the school's register of special educational need. The great majority of these have only minor learning difficulties. The percentage of pupils with a statement of special educational needs (2.1%) is higher than average. Assessments administered by the school and inspection evidence indicates that attainment on entry covers the full range, but that there are a higher than average proportion of higher attaining pupils. Attainment on entry is better than that reported in the previous inspection.

HOW GOOD THE SCHOOL IS

This is a school with many, very significant strengths, particularly the quality of the teaching and overall provision in the foundation stage and the Key Stage 1 classes and in the personal and social development of pupils throughout the school. However, there have been some shortcomings in the teaching and curricular provision for pupils at Key Stage 2 which have resulted in underachievement, which is now being resolved. By the time they leave the school, most pupils achieve above average standards in English and average standards in mathematics and science. Standards in most other subjects are broadly average, whilst standards in music and geography are above average. Standards in information and communication technology (ICT) are improving rapidly, but are currently still unsatisfactory at the end of Key Stage 2. The provision for pupils with special educational needs is very good. The management of the school is good overall. Given the attainment of pupils on entry, the cost of the provision, the quality of teaching observed during the inspection and the standards achieved, the school gives satisfactory value for money.

What the school does well

- The quality of teaching and learning is good overall and is often very good in the Foundation Stage and at Key Stage 1;
- It develops the attitudes, values and personal development of pupils very effectively;
- The provision for special educational needs (SEN) is very good;
- The head teacher leads the school very effectively and promotes a very positive ethos to learning;
- The governing body fulfil their role very well, particularly the completion of their financial responsibilities;
- All the staff in the school care for the pupils very well;
- The provision for extra-curricular activities is excellent;
- Links with parents, the village and the wider community are very good.

What could be improved

- Levels of achievement at Key Stage 2 are currently not high enough;
- Standards in ICT, whilst improving rapidly, are still not good enough at the end of Key Stage 2;
- Curriculum documentation is not yet of a high enough quality to effectively support teachers' planning in most subjects;
- Formal procedures for assessing and recording academic and personal development are very new and are not yet effective in helping staff match work accurately to the individual needs of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in June 1996 has been satisfactory and the school is suitably placed

to continue this improvement. There have been significant improvements in the overall management of the school. The quality of self-evaluation is of a very high standard and great care is taken in monitoring and evaluating the work of the school. As a result the head teacher and senior staff are aware of certain weaknesses, even though resolving them has often been outside their control. The process of school development planning is now much improved. Some development of schemes of work and assessment procedures has taken place. However, because of problems in recruiting and retaining teachers, many of these developments are relatively new and have yet to make a significant impact on standards at Key Stage 2. In addition to addressing these items listed as key issues in the previous report, the school has responded effectively to other minor weaknesses identified. Other significant improvements since the last inspection include the quality of care provided by the school, which is now even better than was previously reported, the enhanced quality of the school's links with parents, the village and the wider community and significant improvements in the quality of provision in ICT. The most striking improvement in the school has been the transformation of the school building through the construction of a permanent extension which provides excellent and flexible accommodation for three of the school's five classes.

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	C	D	B	C
Mathematics	A	D	C	E
Science	A	C	C	E

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

National Curriculum assessment results for 2000, calculated using average points scores, show that, by the end of Year 6, when compared with national figures, pupils in the school achieved above average standards in English and average standards in mathematics and science. Since cohorts are very small there is considerable fluctuation in the school's results from year to year and the annual statistical data has to be treated with considerable caution. However, standards in English are showing some improvement after being slightly below average for the past three years. Standards in mathematics and science are now showing some stability after a period of fluctuation. When compared with similar schools standards were average in English and well below average in mathematics and science.

Inspection evidence shows that within English standards in writing are satisfactory, standards in reading are good, whilst standards in speaking and listening are very good. Standards in mathematics and science throughout the school are broadly average. Standards in literacy are good, whilst standards in numeracy are satisfactory.

The school is aware that levels of achievement at Key Stage 2 are not high enough, particularly as pupils have consistently been achieving well above average standards at the end of Key Stage 1. The school has been unable to meet the targets it has set for its improvement and attributes this weakness in part to some shortcomings in aspects of teaching over the last three years, particularly in curriculum planning. The school has great difficulty recruiting and retaining good quality teachers. Other significant factors include the impact of the recent building programme, the increasing proportion of pupils with special educational needs and the higher than average turnover of pupils. Approximately one third of the Key Stage 2 pupils taking the end of year assessments in 2000 had joined the school since Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are generally very enthusiastic and try their hardest to do their best.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and look after each other both in class and around the school.
Personal development and relationships	Very good. Pupils treat each other with great respect and consideration. They get on very well with their peers and adults and are generally very polite and self-assured.
Attendance	Attendance is well above average. Pupils generally arrive at school punctually and lessons start on time.

The overall quality of pupils' attitudes, values and personal development is a major strength and demonstrates the commitment to the education of the whole child shared by all members of staff.

TEACHING AND LEARNING

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

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

The overall quality of teaching observed during the inspection was good. All of the lessons observed were judged to be at least satisfactory. Of these 39 per cent were judged to be good, 26 per cent very good and 16 per cent excellent. There were particular strengths in the teaching of the early years and Key Stage 1 where approximately 65 per cent of the teaching was judged to be either very good or excellent. This teaching is characterised by excellent relationships, very effective planning, very high expectations, the very good use of time, support staff and resources and very good classroom management. Teaching staff are very enthusiastic and make every effort to make learning fun. As a result the pupils look forward to their lessons, learn very effectively and achieve high standards.

At Key Stage 2, the generally good teaching observed during the inspection has yet to make a significant impact on the standards achieved at the end of the key stage. The extensive building programme clearly had a negative impact on the quality of learning and disrupted the whole school. However, Key Stage 2 has been particularly badly affected by the problems of recruiting and retaining good quality staff. As a result the improvements in curriculum planning and assessment procedures identified in the last inspection report have been slow to materialise since there has not been a settled staff to implement them.

The teaching observed in the key stage, during the inspection, was good, or better, in more than 65 per cent of the lessons seen, with approximately 20 per cent of the very good and excellent teaching being seen in the class for the oldest pupils. Better teaching was characterised by very good relationships, good pace and high expectations. The teaching of literacy and numeracy is very good at Key Stage 1 and in the Early Years, whilst at Key Stage 2 the teaching of literacy is good and teaching of numeracy is satisfactory.

Deficiencies in some of the teaching at Key Stage 2 in the past have resulted in pupils reaching Year 6 with gaps in their knowledge. However they are confident, well-adjusted learners who are happy to tackle

new and demanding tasks with confidence and determination.

The teaching of pupils with special educational needs was reported as a strength in the previous inspection and remains so. The school has recently employed a teacher for higher achieving and able pupils and this is having a significant impact on the learning of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory overall. There is a suitable curriculum for children under five in the foundation stage and a good curriculum for pupils at Key Stage 1. The curriculum for pupils at Key Stage 2 is satisfactory, but until recently it did not effectively promote the systematic development of concepts, skills and understanding. The school provides an excellent range of extra-curricular activities that make a significant contribution to pupils' personal development.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good and these pupils make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Pupils are given many very good opportunities to develop their spiritual and cultural awareness in class and in assemblies led by staff and visiting clergy. Extra-curricular events, including regular residential visits make a very significant contribution to pupils' social development. The school has a very strong moral code and effectively teaches the difference between right and wrong.
How well the school cares for its pupils	The quality of care within the school is very good. There are very good procedures for child protection and for ensuring pupils' welfare. There are effective informal assessment procedures in most classes, but formal procedures are very new, and have yet to be consistently applied throughout the school.

The school has a very effective partnership with parents, the village and the wider community. The school has worked very hard to improve still further the links it has with parents, who are actively involved in the education of their children. These links have been formalised by the introduction of the home-school contract. Parents are very supportive of the school and have organised numerous social and fund raising events, to very good effect. Links with the village are very strong and the school has demonstrated the quality of these ties by changing its name to Twyford St Mary's CE Primary. There are very strong links with the local church.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership. It is her strong Christian values that permeate the life of the school and effectively support an ethos based on trust and mutual respect. The quality of management is good overall.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. They are fully involved in the life of the school and have been instrumental in many of the most significant recent improvements, particularly the recent building programme. There are some minor omissions in the school handbook.

The school's evaluation of its performance	The school has a very clear picture of its own performance and the self-evaluation completed by senior staff and subject managers is both honest and accurate. There is a well-established programme of monitoring by senior staff, governors and some subject managers.
The strategic use of resources	The quality of financial planning is excellent and effectively supports the educational priorities of the school. The school is making good use of the available staff, accommodation and resources and makes good use of the principles of best value.

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 way the school expects every child to work hard and do their best; • The way the school helps pupils become mature and responsible; • The quality of the teaching; • The quality of pupils' attitudes, values and behaviour; • That their children like school and enjoy coming each morning. 	<ul style="list-style-type: none"> • The many changes in teaching staff in recent years; • The way the school is led and managed; • The way they are kept informed about what is going on in the school; • The range of activities available outside lessons; • The way the school works with parents.

The inspection team agrees with almost all of the aspects which parents identified as strengths of the school, although there have been some shortcomings in the teaching of pupils at Key Stage 2 in the past. Of the areas identified by a small number of parents for improvement, the team agrees that there have been a large number of staff changes in the past two years. Most of these staff have either retired, or gained promotion in other schools. The head teacher and governing body are doing everything within their power to attract and retain high calibre teachers. The leadership of the school is very good, whilst the overall quality of management is good. The range of extra-curricular activities is excellent and makes a major contribution to pupils' personal development. The information made available to parents is of a very good quality. The school has a very effective partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Baseline assessments administered by the school, and inspection evidence indicates that whilst ability spans the full range and there is significant variation between cohorts, the majority of children entered their reception year with standards of attainment that are at least average. A significant proportion attain levels that were higher than those expected nationally. Most children have well-developed personal and social skills and a good command of communication, language and literacy. The majority of the children have a good understanding of mathematics, particularly number, and are developing a clear knowledge and understanding of the world around them. Attainment in the creative and the physical areas of learning are broadly average. This is an improved situation to that reported in the previous inspection, which judged overall standards on entry to be broadly average.
2. As a result of the good, and often very good, teaching in their reception year, children under five make good progress in their learning. Almost all enter the statutory years of schooling with standards that are above average in their personal and social development; communication, language and literacy; mathematics and knowledge and understanding of the world. Standards in the creative and physical areas of learning are at least satisfactory and often good.
3. Pupils make good progress in literacy throughout Key Stage 1 and, by the end of Year 2, the majority achieve standards that are much higher than those usually found. Pupils are given many, very good opportunities to develop their speaking and listening and by the age of seven the majority have very good skills in these areas. Standards in speaking and listening are much higher than those suggested by the teacher assessments made at the end of Year 2.
4. The results of the national assessments in 2000 indicate that when compared with all schools using average points scores, standards in reading at the end of Key Stage 1 are well above average. Statistical evidence indicates a slight decline in standards since 1998, when standards in reading were very high, but the numbers in each year group are relatively small and so statistical evidence must be treated with great caution. The proportion of pupils achieving the expected Level 2B was broadly average, whilst the proportion achieving the higher Level 3 was well above average. There was no significant difference in the performance of boys and girls. When compared with the scores achieved by pupils in similar schools, (those with a similar proportion of pupils eligible for free school meals) standards in reading were broadly average. Standards observed during the inspection support the findings of the national assessments and are judged to be well above the national average. This is a similar situation to that reported in the previous inspection.
5. The results of the national assessments in 2000 indicate that, when compared with all schools using average points scores, standards in writing at the end of Key Stage 1 are above average and are not quite as good as those attained in reading. Statistical evidence indicates that pupils in the school achieve consistently high standards in writing and that levels of improvement are keeping pace with those achieved nationally. The proportion of pupils achieving the expected Level 2B was well above average, whilst the proportion achieving the higher Level 3 was above average. There is no significant difference in the performance of boys and girls. When compared with the results achieved by pupils in similar schools, standards in writing are broadly average. Standards observed during the inspection support the findings of the national assessments and are judged to be above the national average. This is a similar situation to that reported in the previous inspection.
6. In mathematics the average points scores achieved by pupils in the national assessments for 2000 indicate that standards are well above average by the end of Key Stage 1. The percentage of

pupils achieving the expected Level 2 is broadly average, whilst the percentage achieving the higher Level 3 (47 per cent), is well above average. Standards have been consistently above average over the past three years and the school is effectively keeping pace with national levels of improvement. There is no significant difference in the performance of boys and girls. When compared with similar schools, standards are above average overall. Inspection evidence shows that as a result of consistently good teaching throughout the key stage, pupils make good progress. Inspection findings support the national assessment scores and standards are judged to be well above average. Pupils have particularly good skills in numeracy. This is a better position than that reported in the previous inspection, when standards were judged to be “equal to or above national expectations”.

7. Teacher assessment for science for 2000 indicates that by the end of Key Stage 1 standards are very high and that the very positive trend established over the past four years has been maintained. Inspection evidence shows that standards in science are good overall and often very good. Pupils’ understanding of scientific concepts is judged to be good. They have a particularly good knowledge of scientific facts and have a very well developed technical vocabulary. This is a similar situation to that reported in the previous inspection.
8. Levels of achievement at Key Stage 1 are good and pupils effectively build upon the good start they make in the early years. Inspection evidence shows that by the end of Year 2 standards in design and technology (DT) are in line with national expectations, whilst standards in science, art, geography, history and physical education (PE) are above average. Standards in music are very good. Standards in religious education exceed the expectations of the agreed syllabus. The standards found in ICT, RE and DT are similar to those found in the previous inspection, whilst standards in art, geography, history and music are all better than those previously found.
9. At Key Stage 2 national assessments in English indicate that standards are above average when calculated using average points scores. This is a slight improvement on the general trend over the last three years, when standards in the subject have been marginally below average. When compared with schools with similar numbers of pupils eligible for free school meals, standards are broadly average. Inspection evidence shows that overall standards in English are good. Standards in writing are satisfactory, standards in reading are good, whilst standards in speaking and listening are very good. This is a better situation than that reported in the previous inspection, when standards in English were judged to be broadly average.
10. The 2000 national assessments in mathematics at Key Stage 2 indicate that overall standards are average when calculated using average points scores. The proportion of pupils achieving the expected Level 4 was broadly average, whilst the proportion achieving the higher Level 5 was well below average. This shows a slight improvement on the standards achieved in 1999, when standards were below average overall. It is not possible to identify a general trend over the previous three years as standards fluctuated. When compared with schools with similar numbers of pupils eligible for free school meals, standards are well below average. Inspection evidence shows that overall standards in mathematics are satisfactory. Standards in numeracy are satisfactory, but pupils in the upper years of the key stage have not been given sufficient opportunities in the past for practical investigation and problem solving. The average overall standard is similar to that reported in the previous inspection.
11. The 2000 national assessments in science at Key Stage 2 indicate that overall standards are broadly average when calculated using average point scores. The proportion of pupils achieving the expected Level 4 (100 per cent), was above average, whilst the proportion achieving the higher Level 5 was well below average. This is similar to the results gained in 1999. It is not possible to identify a general trend over the previous three years as standards have fluctuated. When compared with schools with similar numbers of pupils eligible for free school meals, standards are well below average. Inspection evidence shows that progress has been unsatisfactory throughout the key stage in the past and that the above average standards obtained

at the end of Key Stage 1 have declined to the point where overall standards in science are now only satisfactory. This is not such a strong overall situation as that reported in the previous inspection, when standards were judged to be good.

12. Progress throughout Key Stage 2 is satisfactory overall, but has been unsatisfactory in the past. At the end of Key Stage 2 standards in art, DT, history and PE are in line with national expectations, whilst standards in geography and music are better than those usually found. Standards in ICT are below national expectations, but are improving rapidly now that the school has obtained a suitable amount of good quality computer equipment. Standards in RE are in line with the expectations of the locally agreed syllabus. Standards in RE, art, DT, music, history and PE are similar to those found in the previous inspection. Standards in geography are better than found previously, whilst standards in ICT are not as good as those reported in the previous inspection.
13. The levels of achievement found in the Key Stage 2 lessons observed during the inspection were satisfactory and the needs of pupils were being met appropriately. However, it is clear from the standards that are being achieved in national assessments that there has been a significant degree of underachievement in the past and that the standards achieved at Key Stage 1 have not been maintained throughout Key Stage 2. Discussions with pupils about what they know and can do indicate that many reach Year 6 with levels of attainment that are lower than would normally be expected. This underachievement is attributed to a number of factors. The quality of some of the teaching in the past has not been good enough and has not concentrated sufficiently on the programmes of study of the National Curriculum. As a result pupils have gaps in their knowledge and understanding because concepts and skills have not been developed systematically as they have moved through the key stage.
14. An additional factor which impacts on the levels of achievement found at the end of Key Stage 2 is the amount of mobility amongst the school population. Significant numbers of pupils leave, after starting at the school, because their parents have moved with their employment. The school has a very good reputation locally for the quality of both its pastoral care and its special needs provision. As a result a number of parents with children with special educational needs move them into the school during Key Stage 2. This has a negative impact on standards of achievement at the end of Year 6.
15. Pupils with special educational needs make very good progress. Evidence gathered during the inspection shows that the school is very successful in raising the standards of these pupils. This includes moving them down and off the special needs register and ensuring that they generally attain satisfactory standards in national tests. However, the school has, to date, been less successful in raising the standards of more able pupils in mathematics and science, particularly at Key Stage 2. New strategies include the appointment of a teacher to work with these pupils. The teaching observed in these groups was always of at least a good quality, but as the initiative is a new one it is not yet possible to measure its full impact on the raising of standards. Pupils achieve similar standards irrespective of gender or social circumstance.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour and personal development are very good and are a major strength of the school since they contribute so positively to both the quality of pupils' personal development and their learning. Pupils develop great self-confidence and have enormous respect for others. Parents appreciate the very good attitudes and values promoted by the school and confirm that the personal skills gained at the school continue to be developed through the next phase of education and on into adult life.
17. Children under five in the reception class make good progress in their personal, social and emotional development. They play and work in harmony and develop good levels of self-

confidence and independence when working. They are keen to learn and show great interest in everything around them. They settle quickly into class routines and respond well to the secure, stimulating environment provided for them. Relationships are very good and children are confident with their teacher and helper. They take responsibility well and enjoy the opportunities provided to return the register and take messages around the school. Their behaviour is very good and they are already beginning to appreciate the views and opinions of others.

18. Pupils' attitudes towards school and all that it offers are very good. This is better than the standard reported in the previous inspection when pupils' attitudes were judged to be good. Parents confirm that their children enjoy school and are keen to learn. Pupils take very good advantage of the very positive learning environment found in most classrooms, and on the playground, to develop very good self-discipline. They show very good respect for the views and integrity of others. The great majority of pupils show great interest in what they do, both in lessons and in the wide range of other activities that are provided for them. They are generally conscientious, settle quickly to work, concentrate well on tasks and show great pride in what they do. Pupils are articulate and happy to learn, and approach their work with confidence. They are keen to offer their ideas and respond enthusiastically to questions and in problem-solving activities. In some classes attention wanders when introductions to lessons are overly long, but pupils quickly come back on task once the activity begins. Pupils with special educational needs have very good attitudes to their work and behave very well.
19. Despite the fact that the school's population includes a number of pupils who have experienced behavioural and emotional difficulties in other schools, the quality of behaviour is very good. This is an improvement on the generally good standard reported in the previous inspection. Parents are rightfully pleased with standards of behaviour and commend the school for the consistent and caring application of its behaviour policy. Very good behaviour is expected as being a normal part of school life. Pupils play together harmoniously with minimal intervention during playtime and lunchtimes. No bullying or aggressive behaviour was observed and pupils report that any bullying that does occur is dealt with quickly and effectively. There have been no exclusions in recent years and the rate of exclusion is static.
20. Relationships between pupils and adults, and between pupils themselves, are very good. This is also an improvement on the generally good standards found in the previous inspection. Assemblies, the extensive use of circle time and regular class discussions make a very significant impact on the caring attitudes that the school fosters amongst its pupils. Pupils listen attentively to what others have to say and show great respect for their views. They are polite and courteous to each other and relate very well to adults. All staff are friendly, helpful, patient and polite and provide very good role models.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of teaching observed in the school during the inspection was good. All of the lessons observed were judged to be at least satisfactory. Of these 39 per cent were judged to be good, 26 per cent very good and 16 per cent excellent. This is a similar standard of teaching that was found in the previous inspection, when standards of teaching were judged to be good overall and in some cases very good. However whilst the teaching in the early years and at Key Stage 1 is effectively raising standards the impact of the good teaching currently found at Key Stage 2 is not yet resulting in sufficiently high levels of attainment in the national assessments.
22. There are particular strengths in the teaching of the foundation stage and at Key Stage 1 where approximately 65 per cent of the teaching was judged to be either very good or excellent. Teaching in these two classes is characterised by excellent relationships, very effective planning, very high expectations, the very good use of time, support staff and resources and very good classroom management. Homework is set regularly and supports the work completed in lessons.

23. Children in the foundation stage make good progress in the reception class and by the time they move into the Year 1 and 2 class they have a good foundation for their work on the National Curriculum programmes of study. This is due to the good and sometimes very good teaching provided by the class teacher and her assistant. Teachers and support staff work together very enthusiastically and make every effort to make learning fun. For example, in one very good mathematics lesson observed in the reception and Year 1 class, the teacher made very effective use of number games to teach patterns in number. This lively approach helped children to gain a very secure understanding of “odd” and “even” as they quickly worked out that “odd numbers do not have partners”.
24. The careful scrutiny of pupils’ work in Year 1 and 2 and the many conversations with pupils reveal that they look forward to their lessons with great enthusiasm and regard their teachers with great affection. The combination of good and often very good teaching and very positive attitudes to work helps pupils learn very effectively and the majority make good progress and achieve high, and often very high, standards.
25. In one excellent geography lesson observed with pupils in the Year 1 and 2 class, the teacher made very good use of a three-dimensional model of an imaginary island to give pupils a clear understanding of the advantages and disadvantages of island life. The teacher had very good subject knowledge, had prepared the lesson very carefully and took great care to deploy the support assistant very effectively. The lesson proceeded at a very brisk pace and very effective use was made of humour to motivate pupils and to maintain their interest. The very high quality of questioning challenged pupils at their own level and forced them to think deeply about what they knew and understood about natural and man made features. Pupils were given excellent opportunities to work collaboratively and to conduct their own research. Higher achieving pupils animatedly discussed the suitability of various forms of transport to certain conditions. Others were very happy to share their knowledge about different forms of fuel, explaining confidently that a car is powered by petrol, which is refined from oil found under the ground and horses are powered by grass and hay which is found naturally. The care and attention to detail found in lessons is extended to assemblies and collective acts of worship that are presented with flair and enthusiasm. In one Key Stage 1 assembly the two teachers worked together well as a team to demonstrate very effectively, through a range of songs, activities and stories, what makes a good friend.
26. The teaching observed at Key Stage 2 was always at least satisfactory and was judged to be good overall. Of this, 43 per cent was good, 19 per cent was very good and 5 per cent was excellent. Most of the very good and excellent teaching was seen in the class for the oldest pupils. The Key Stage 2 co-ordinator has only been in post for two years, whilst her two relatively inexperienced colleagues have only two terms and two weeks service in the school respectively. The relatively low standards achieved at the end of the key stage are not attributable to the generally good teaching observed during the inspection and the gaps in knowledge and understanding are the result of deficiencies in the past provision. Key Stage 2 has been particularly affected by the problems of recruiting and retaining good quality staff. The lack of a settled staff has significantly slowed the much-needed improvements to the curriculum planning and assessment procedures identified in the last inspection report. Work is marked regularly, usually with a tick and occasionally with written praise. However the use of helpful comments to show pupils how they might improve their work is inconsistent.
27. Inspection evidence gained from the detailed scrutiny of past work and discussions with pupils in the current Year 5 and 6 class reveal that whilst many pupils received an interesting and varied education in previous years, much of the work was not directly related to National Curriculum programmes of study. As a result many pupils reached Year 6 with gaps in their knowledge and experience because they had not encountered all the required subject matter. Despite these deficiencies, the majority of pupils are confident, well-adjusted learners who are happy to tackle

new and demanding tasks with confidence and determination.

28. In a small number of lessons that were judged to be satisfactory overall, there were some unsatisfactory features. Teachers took too long when introducing the activity and the pupils became restless. The teaching of literacy and numeracy is very good at Key Stage 1 and in the early years, whilst at Key Stage 2 the teaching of literacy is good and teaching of numeracy is satisfactory. The teaching of geography and music is particularly good. This is mainly because teachers have a secure understanding and knowledge of the subject and prepare lessons that are well matched to the individual needs of pupils. The teaching of PE is satisfactory overall, but in one excellent lesson in gymnastics observed with a Year 5 and 6 class the teacher had excellent relationships with the pupils and got a tremendous amount done during the allocated time. She deployed the support assistant very effectively, planned the activities very carefully, explained the purpose of the lesson clearly, led a vigorous aerobic warm-up very skilfully and had very high expectations of pupils' performance. As a result pupils were fully engaged throughout the lesson and effectively improved their levels of gymnastic skill.
29. The teaching of pupils with special educational needs is very good and has a very positive impact on their learning. Good opportunities for speaking and listening ensure that pupils, who are identified as having difficulties in this area, become clear and confident speakers, well able to order their thoughts in a logical way. Classroom assistants play an important role in ensuring that pupils with special educational needs are well supported, particularly in literacy and numeracy lessons. This usually has a very good impact on their learning, however, on occasions, these assistants are over-zealous in their support and so limit pupils' opportunities for independent learning. The school has recently employed a teacher for higher achieving and able pupils and this additional support is having a significant impact on the learning of these pupils.

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

30. The curriculum is broad and balanced, all subjects are allocated sufficient time over the year and statutory requirements are met. The curriculum is satisfactory for pupils under five, in the foundation stage, good for pupils at Key Stage 1 and satisfactory at Key Stage 2. Due to staff changes the planned improvement of the curriculum, identified as a weakness in the previous report, has been delayed, and much still remains to be done to update documentation to reflect current classroom practice. The lack of a coherent curriculum has had a detrimental effect on teaching in the past and on the school's efforts to raise standards at Key Stage 2. Suitable schemes of work are now in place for all subjects. However, in ICT, for example, the government guidance adopted has not yet been adapted to fully meet the needs of the school. This still represents an improvement from the last inspection, when the curriculum was deemed to be unsatisfactory, as schemes of work, to properly support teaching, were not in place. Even though the range and quality of learning experiences is now good at Key Stage 1 and satisfactory in the foundation stage and at Key Stage 2, the quality of the school's curricular documentation is still insufficiently developed to support teachers' planning in some subjects.
31. The provision for the basic skills of literacy and numeracy is very good at Key Stage 1 and in the early years, whilst at Key Stage 2 the teaching of literacy is good and the teaching of numeracy is satisfactory. Both strategies have been successfully introduced throughout the school. Teachers plan well for these lessons and there is good progression throughout the week. In addition, "booster" homework classes in these subjects have recently been established as part of the schools efforts to raise standards. Parents generally agree that the school has been successful in its efforts to improve homework. Regular homework is now given in all classes and pupils are clear about what is expected of them. All pupils take reading books home each week and parents support reading development effectively. This is having a positive impact on learning and on the standards achieved.

32. Some concerns were raised, by parents, about the curricular provision in mixed age classes. The school recognises that it is difficult coping with the curricular provision for mixed age classes. However, evidence from the inspection shows that the curriculum has been effectively adapted to ensure progression and continuity and, by the end of the key stage, all pupils will have covered all the required programmes of study.. In many lessons, particularly in English and mathematics, teachers carefully plan work for the different ability groups. Pupils' work is well supported in these groups and is usually well matched to their individual need. However, this is an area for further development, as in some subjects, in some classes, this does not happen.
33. Provision for all pupils with special educational needs is very good. The policy is comprehensive and detailed and ensures that the needs of all pupils are met. Individual education plans for pupils at Stage 2 of the Code of Practice are very detailed and are very specific to each pupil. They are drawn up as a result of regular reviews and assessments and parents are fully involved in the decisions that are made about their children. The school is strongly committed to the inclusion of all pupils, including those with significant special needs and ensures their entitlement to a broad and balanced curriculum. However, despite the school's best efforts to avoid this, some pupils do miss work in foundation subjects when they are withdrawn for extra help with mathematics and literacy. Parents at their meeting raised some concerns about the level of challenge in the curriculum for more able pupils. Evidence from the inspection shows that good provision is now in place for these pupils. The school employs a teacher, part time, to work specifically with them. She works very closely with all class teachers to carefully plan work that meets individual needs. She regularly withdraws groups of pupils identified for extension work during group sessions.
34. The provision for extra-curricular activities is excellent, a strength of the school and enhances curricular provision greatly. Extra-curricular sporting activities include netball, football and dance. Musical activities include recorder teaching and choir. Pupils at both key stages enjoy the French club, dance club, art club and presents club, and all are extremely well supported. Pupils are very enthusiastic and benefit greatly from the activities in all these clubs, which are conscientiously organised by staff and parents.
35. The provision for personal, social and health education is very good. The school has worked very closely with local police to ensure that suitable policies are in place and implemented consistently for sex education, drugs awareness, multi-cultural, personal and social and health education. Curriculum documentation for other areas, including the policy for teaching and learning, constantly emphasise the importance of developing personal, social and health education as planned lessons and within other subjects.
36. The overall quality of the school's provision for spiritual, moral, social and cultural development is very good. The provision for pupils' spiritual development is very good. The contribution of collective worship to the Christian ethos of the school is very good. Assemblies have a reverent atmosphere and very good opportunities are provided for pupils to participate, pray and reflect. The new pattern of daily assemblies adopted by the school is very effective in drawing all members of the school community together for a common purpose. Parents support and enjoy the regular assemblies taken by the local vicar and other members of the local community. The school has its own special services at the church to which parents, friends and people from the local area are invited. Sometimes, these take the form of special productions such as at Christmas. Teachers in each class keep a record of special events in "tingle factor" books, where special moments of "awe and wonder" are recorded. Of note also, is the prayer board in the hall where pupils and staff write their requests for prayers to be offered in assemblies for reasons important to them.
37. The provision for pupils' moral development is excellent. As a result pupils have a very good understanding of right and wrong and of moral responsibility. Parents say they choose the school for its strong moral stance. The school is committed to the inclusion of pupils with serious special

needs and is successful in integrating them into the life and work of the school. It also supports many local and national charities. These include a “dressing up day” and a “making a noise day” in support of children’s charities.

38. The provision for pupils’ personal and social development is excellent and is a major strength. This aspect is taught very effectively through the regular use of circle time and many excellent opportunities are taken throughout the school to reinforce key social skills. These social skills are also enhanced by residential visits, where team building and co-operation exercises are used very effectively to ensure pupils gain a clear insight into how relationships work. All pupils, including those with special needs are very well integrated into the life and work of the school. The school encourages independence and self-reliance very effectively, and a good system of commendations and praise, helps pupils develop their self-esteem. Pupils are eager to take responsibility as, for example, when they organise and tidy the library and care for younger pupils.
39. The provision for pupil’s cultural development is very good. The school values its Christian traditions and much has been done recently to improve multi-cultural and multi faith education so that all pupils are effectively prepared for life in a multi-cultural society. Teachers provide good opportunities within topics and in everyday school life to present a respectful and realistic appreciation of other cultures, particularly through regular excursions and residential visits for older pupils. A very good example of this is when pupils in Year 6 visit Wales and attend a school assembly held in the Welsh language. Also, when a student from Italy visited the school and worked with pupils to provide them with opportunities to learn a different European language and to develop an appreciation of another culture. More resources have recently been purchased to extend multi-faith work. Provision for the study of other cultures in subjects such as art and music is very good. The provision in RE for pupils to gain insight into other people’s values and beliefs is good.
40. The school is an integral part of village life and there are well-established and beneficial links between the school and the local community. Each week local people and other friends of the school are invited to join a whole-school assembly. During the inspection, this was very well attended by visitors from the community, parents and grandparents. Pupils are invited to sing at various venues around the village and to display their work at the local post office. News about the school can be found each month in the parish magazine. There are very close links with the church. The vicar takes assemblies regularly and is a familiar face around the school. The church is used for services to celebrate major Christian festivals as well as a learning resource. The pupils invite senior citizens to tea and entertainment each year. A number of volunteers come into school regularly to listen to children read or help in other ways around the school. Close contact with the local community is actively pursued and is a developing strength of the school. The school also takes part in the leavers service for local church schools, held each year at Winchester Cathedral.
41. The school makes very good use of its links with other institutions to enrich the provision for the pupils. For example, links with other primary schools in the area enable pupils to get together on various projects. They get to know many of the pupils they will meet again at secondary school during the shared residential visit in Year 6. Good liaison and a thorough transfer programme ensure pupils are familiar with the main receiving secondary schools before they begin in Year 7.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Staff and volunteers all share the same commitment to provide a caring and supportive environment for pupils in the school. The welfare, safety and health of each individual is of the utmost importance and the school’s success in this area is the result of clear and consistently implemented procedures. This area of provision was reported on favourably at the time of the last inspection; it is a significant strength of the school with identifiable improvements in some areas

since that time.

43. There is very good attention to matters of health and safety. The Building, Environment and Health and Safety committee work hard to ensure all aspects of the school premises are both safe and attractive and are a place where pupils can learn effectively. Regular risk assessments are carried out and the services of experts are called upon when necessary. Many staff have first aid qualifications and pupils who are unwell, or who need first aid, receive very good care. All necessary safety checks are made on electrical, physical education and fire fighting equipment. Fire drills take place each half term, although these should be recorded more systematically. Levels of supervision, particularly at lunchtimes, are very good. Child protection procedures meet requirements and the head teacher, who is the designated teacher responsible, attends regular training to support her in this role. Staff are regularly reminded of their responsibilities in this area and fulfil them very effectively.
44. Procedures for monitoring attendance and behaviour are very good. Regular attendance is encouraged and the school has improved attendance levels considerably over the last three years. This has been achieved through careful monitoring and the clear communication to parents of expectations. Holidays taken during term time are actively discouraged. The strong ethos, which permeates the whole school, fosters very good behaviour and self-discipline. The behaviour policy is consistently implemented and pupils know what is expected of them. House points and certificates are used effectively to reward good behaviour as well as other achievements. Pupils' successes, both personal and academic, are celebrated in assemblies by the whole school, but there are no written records of achievement to record pupils' academic and personal achievements. The school keeps detailed records of alleged bullying and racial incidents and takes prompt and firm action to resolve any problems that do arise.
45. In the foundation stage and at Key Stage 1, the school has good procedures for monitoring the academic and personal performance of pupils. Results of baseline assessment are carefully analysed and any child identified as having difficulties is immediately placed on the special needs register and their progress is closely monitored, by teachers, the special needs co-ordinator and the link governor for special needs. Extra support is provided if necessary. The school has satisfactory, and improving, procedures at Key Stage 2 for monitoring academic progress. This is an improvement from the previous inspection, which concluded that assessment practice was a weakness across the school.
46. The school recognised that its provision for assessment needed review and the assessment manager undertook an audit of need. This resulted in an action plan, which has begun to address these issues which will ensure that pupils are carefully monitored in English, maths and ICT, from entry into school and through both key stages. Policy is discussed regularly and updated regularly. However, policy does not always match practice and the school is aware of the need to ensure that assessment is used effectively to inform planning in all subjects and to drive up standards at Key Stage 2. Results in national and other tests administered by the school are analysed carefully and the results are used to track pupil's performance in English, mathematics and science and to confirm levels in teacher's own assessments. Marking of pupil's work is done thoroughly and positively, but is not always used to inform pupils how they can best improve their work.
47. Pupils' work in English and mathematics is assessed each term. For example, in English, teachers assess two pieces of written work per pupil, from different genres. Individual targets are then set each term for improving writing in English. These are shared with parents and pupils, regularly reviewed and contribute positively to their progress. In addition, the schools formal assessment procedures are used to track those pupils most likely to require extra support. In science and in most other curriculum subjects assessment opportunities are not sufficiently identified in planning and are often left to teacher's own discretion. Due to the large turnover of staff in some classes, especially in one class where there have been five teachers this year, evidence shows that regular on-going teacher assessment has not always been happening. Staff have all been trained how to

use the results of assessment in their planning. They have also examined work in mathematics, as a staff, and agreed standards, using National Curriculum criteria, to ensure continuity in the grading of work in different year groups.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The quality of the school's links with parents is very good. This is an improvement on the situation found in the previous report when links with parents were judged to be good. Parents are extremely supportive of the school and are positive about the education provided for their children. Comments from parents noted at the parents' meeting and during the inspection were overwhelmingly positive. Although specific concerns were expressed by a small number of parents in writing, these were quite individual in nature and few common themes emerged. The analysis of the parents' questionnaire responses revealed some concern about the way the school was led and managed, information to parents regarding their child's progress and the range of activities outside lessons. Inspectors do not agree with parents' concerns in these matters. The overall quality of leadership and management is good, information for parents is very good and extra-curricular opportunities are excellent.
49. Information to parents is very good and the quality and quantity satisfies most parents. Regular newsletters keep parents well informed of events and activities at the school and dates are given well in advance, where possible. Appropriate information is sent out each term about what is to be taught in each year group and information evenings have been held on specific curriculum areas. The prospectus is well presented and written in a friendly, informative manner. The governors' report to parents gives a good overview of the work of the school for the last year. However, some minor statutory information is missing from both these documents. There are regular opportunities for parents to meet with teachers and to find out about their child's progress both formally and informally. Parents are encouraged to come into school at any time if they have any concerns. Most annual written reports are good and give parents good information about what their child has studied, how well they have done it, and their level of achievement. Better quality written reports include information about how work can be improved further.
50. Parents' involvement in their children's learning at home is very good. The partnership between parents and the school is clearly explained in the home school agreement. Parents regularly hear their children read at home, especially during the foundation stage and Key Stage 1, and this contributes much to the good progress made by pupils. Parents also help their children to practise spellings and tables and, as they get older, with research and providing artefacts from home to support particular topics. This all has a beneficial impact on pupils' learning.
51. Parents are actively involved in the life of the school and their involvement has a positive impact on pupils' learning. They help to support the work of the teachers by hearing pupils read and helping with cookery, art and with computers, for example. Others support the 'Friends Association', who work hard to raise money for additional resources for the school.
52. Links with parents and carers are very good, a similar picture to that reported at the time of the last inspection. The school recognises the benefits of working in partnership with parents and is always striving to continue to improve communication. Parents of pupils with special educational needs work very closely with the school and are fully involved in any decisions that are made regarding their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The head teacher provides the school with very good leadership and is much respected both in the school and in the local community. Her strong Christian values permeate the life of the school and

effectively promote the very clear ethos based on trust and mutual respect. This leadership provides clear educational direction to the school. The head teacher and her deputy are well aware that many pupils at Key Stage 2 have been underachieving. They know that everything possible must be done to ensure that levels of achievement are raised, particularly in mathematics and science at Key Stage 2. This has involved the making of some very difficult decisions, but these have now been made. The achievement of higher attaining pupils has also been identified as an area for improvement and this is now being addressed following the appointment of an additional member of staff with responsibility for the education of more able pupils.

54. The quality of management is good overall and is better than that reported in the previous inspection. The management of social inclusion and pastoral issues is excellent and no effort is spared as the staff encourage all pupils to “fit in” whatever their prior attainment or social circumstance. It is the quality of the school’s pastoral care that results in many parents of children who have found difficulty settling in other schools, or who have various learning difficulties, sending their children to the school. If there is space all pupils are welcome. However, despite the good progress that many of these pupils make, this policy has, at times, had a detrimental effect on the overall scores gained in the end of key stage assessments.
55. The school has appropriate aims, which are generally met. However, the school has been failing in its aim to maximise the potential of all its pupils since there has been significant underachievement at Key Stage 2 in the past. That is likely to continue until the on-going staffing issue is fully resolved. Appropriate targets for improvement are being set but it is not currently within the power of the school to achieve them.
56. The management of the curriculum is satisfactory overall and the curriculum fully meets statutory requirements. However, many schemes of work have only recently been adopted, and have yet to make an impact on the standards achieved by the pupils. The deputy head, in her role as curriculum manager, is well aware that there have been shortcomings in the delivery of the National Curriculum in the past. She knows that all staff must play their part if pupils are going to systematically develop the range of concepts, skills and understanding required for them to reach their full potential by the end of Year 6. However, she has not been given sufficient management and support time to ensure that policies and schemes of work are being implemented consistently and that the much needed upgrading of curriculum documentation is on schedule.
57. The members of the governing body fulfil their responsibilities very effectively. They are fully involved in the life of the school and have played a major role in many of the most significant decisions about the future of the school. The chair of governors has been instrumental in many recent improvements, particularly the recent building programme. Governors have a suitable understanding of most of the strengths and weaknesses of the school but do not fully appreciate the degree of underachievement at Key Stage 2 over the past two years. They meet all of their major responsibilities, particularly those with regard to the curriculum, but there are some minor omissions from various school documents. The school development plan is a useful document that details the schools priorities and covers an appropriate time-scale. The quality of financial planning is excellent and effectively supports the educational priorities of the school. Specific grants are used appropriately. The restructuring committee, (a task force which was created to ensure that the school was making the best strategic use of the money available to fund school priorities) has been very effective in ensuring that resources are being used in the most effective way. Governors are now aware of the need to measure the effectiveness of the school’s spending decisions in terms of increased academic attainment.
58. The head teacher and her deputy have a very clear picture of the performance of the school. Self-evaluation is very thorough and indicates a very detailed knowledge of the school’s strengths and weaknesses. The deputy head is aware of the shortcomings that still exist in both the school’s curriculum and the formal arrangements for assessing and recording the attainment and progress of individual pupils. She has been working very hard to raise standards and to introduce more

consistency into pupils' education by ensuring planning is closely linked to the recently introduced schemes of work.

59. Subject managers have a clear understanding of the relative strengths and weaknesses that exist within their areas of responsibility. The impact of subject managers is variable and the management of ICT and PE are currently unsatisfactory, as there is no effective manager for either subject. Subject managers are not currently having a great enough impact on the professional practice outside of the key stage in which they work, and there is a need to adopt a whole school approach to assessment procedures. There is a well-established programme of monitoring by senior staff, governors and some subject managers, but additional measures will be required to ensure that all staff are covering all the required areas at the required level.
60. The management of special needs in the school is very good and the high levels of inclusion are seen to benefit all. The head teacher, special educational needs co-ordinator and governing body are very sensitive to special needs issues and have very positive attitudes to special needs provision. As a result, despite a reduction in the overall budget for special needs, the governing body has been able to increase the allocated amount. This, together with some extra grants, has enabled the school to provide good quality support in every class in a variety of ways. This includes support for group work in literacy and numeracy sessions, withdrawal support for pupils on Stage 2 of the Code of Practice and withdrawal support for the more able. The link governors for special needs and the special educational needs co-ordinator, who know the pupil's very well, carefully monitor this provision. Governors also regularly monitor the work of the teacher responsible for the education of more able pupils.
61. The qualifications and deployment of teaching staff is currently sufficient to meet the needs of the school. The Foundation Stage and Key Stage 1 team have only been together for a very short time and have quickly established themselves as a very effective unit. There has been a much higher than average turnover of staff than is found nationally. Most staff have left the school either to retire or to gain promotion in other schools. There have been difficulties in recruiting staff, particularly at Key Stage 2, because of the very high cost of living in the local area. Many pupils in Year 4 have had five different class teachers in just over a year whilst the pupils in Year 3 have been taught by temporary teachers since late September. Despite the best efforts of the school, this has inevitably had a detrimental effect on the learning of these pupils. The school has many learning support assistants. These include the special educational needs assistant. This high level of support contributes well to independent group work in classes.
62. Although there is no written policy for the induction of new staff, evidence shows that they are well supported by their mentors and the head teacher, who conducts formal interviews at regular intervals to ensure that they are well informed on matters such as school routines and child protection. The head teacher and her deputy complete the formal appraisal process with teachers on a 2-year cycle. This includes classroom observation, formal feedback and the setting of targets to meet personal and school needs. Learning support assistants are also appraised and appropriate support and training is provided.
63. The majority of pupils in the school moved into new accommodation recently, after a long period of disruption caused by the building programme. This new accommodation is very spacious, clean and well maintained. Parents, pupils and staff are delighted with its impact. It is bright and airy and enables pupil's work to be displayed very effectively. However, some older parts of the school are cramped. This includes the hall, which is too small for older classes to take PE lessons all together. It can only be reached easily from outside the building or by walking through other classrooms. Only the new part of the school has suitable access for pupils with physical disabilities. There is no separate outside play area for pupils in the foundation stage. There are now suitable numbers of good quality resources to support teaching and learning in most subjects. Given the attainment of pupils on entry, the cost of the education provision, the quality of teaching observed during the inspection and the standards achieved, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise levels of achievement at Key Stage 2, particularly higher levels in mathematics and science.
- (2) Continue to improve standards in ICT at Key Stage 2.
- (3) Improve the quality of curriculum documentation so that it more effectively supports teachers with their planning.
- (4) Develop and implement consistently throughout the school agreed procedures for assessing and recording pupils' academic and personal development, so that their individual needs are met more effectively.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

64

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	26	39	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

Nursery

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

N/A

145

Number of full-time pupils eligible for free school meals

N/A

6

FTE means full-time equivalent.

Special educational needs

Nursery

YR – Y6

Number of pupils with statements of special educational needs

N/A

3

Number of pupils on the school's special educational needs register

N/A

33

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

8

Pupils who left the school other than at the usual time of leaving

12

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	8	8	8
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	84 (96)	95 (100)	95 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	8	8	8
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	89 (100)	95 (100)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	12	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	9	8	10
	Total	13	12	15
Percentage of pupils at NC level 4 or above	School	76 (65)	71 (60)	88 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	10	10	10
	Total	15	15	15
Percentage of pupils	School	82 (65)	88 (75)	88 (75)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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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	145
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	22.3
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	122

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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Financial information

Financial year	1999/2000
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	£
Total income	295,748
Total expenditure	301,863
Expenditure per pupil	2012
Balance brought forward from previous year	10,663
Balance carried forward to next year	4548

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	35	53	7	2	3
Behaviour in the school is good.	48	45	2	0	5
My child gets the right amount of work to do at home.	21	71	6	2	0
The teaching is good.	37	58	3	2	0
I am kept well informed about how my child is getting on.	24	48	23	3	2
I would feel comfortable about approaching the school with questions or a problem.	63	27	5	2	3
The school expects my child to work hard and achieve his or her best.	50	47	0	0	3
The school works closely with parents.	31	58	9	0	2
The school is well led and managed.	35	39	16	2	8
The school is helping my child become mature and responsible.	45	50	0	0	5
The school provides an interesting range of activities outside lessons.	29	45	15	3	8

Other issues raised by parents

Parents were concerned about the number of staff changes in recent years. There have been a higher than average number of staff changes in the past two years. Five full time teachers have left the school and six full time teachers plus one part time member of staff have joined the school during that period. The team can understand the concern of parents and feel certain that the lack of a settled staff has significantly contributed to the underachievement found at Key Stage 2. However, the head teacher and governing body are doing everything within their power to attract and retain high calibre teachers.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children on the foundation stage are educated in the reception class with the youngest pupils in Year 1. At the time of the inspection there were 15 foundation stage children in the class. The provision for children in the foundation stage is good overall, and many aspects are very good. Children make good progress in the reception class and by the time they move into the class for Year 1 and 2 pupils they have a good foundation for their work on the National Curriculum programmes of study. This is due to good and sometimes very good teaching provided by the class teacher and her classroom assistant.
65. Most children have well-developed personal and social skills and a good command of communication, language and literacy. The majority have a good understanding of mathematics, particularly number, and are developing a clear knowledge and understanding of the world around them. Attainment in the creative and the physical areas of learning are broadly average. This is an improved situation to that reported in the previous inspection, which judged overall standards on entry to be broadly average.
66. Baseline assessments administered by the school, and inspection evidence indicates that whilst ability spans the full range, the majority of children enter their reception year with standards of attainment that are at least average, whilst a significant proportion are attaining levels that are higher than those expected nationally. Most children make good and often very good progress whilst under five and, as a result, by the time they are five years of age, their attainment levels are at least in line with those expected from children of this age, and often above. In their communication, language and literacy, mathematics, knowledge and understanding and personal, social and emotional development, children's attainment is better than is usually found.
67. The teaching of **personal, social and emotional education** is very good and is effectively promoted through all areas of learning. Teaching is very lively and interesting, and children listen attentively and respond well to questions. All staff treat each other and the children politely and respectfully and, as a consequence children make very good progress. Children are encouraged to listen, to share and take turns and not to call out and most learn to do so within a short time of being in school. They are encouraged to be independent. For example, they select appropriate apparatus and put it away after use, and wash their hands before lunch. These youngest children are given good opportunities to take responsibility, for example by helping with class routines, taking the register and so on. The teacher has high expectations of behaviour and pupils respond very positively. Relationships are very good; children are confident with their teacher and helper. They settle quickly into class routines and quickly learn what is right and wrong, what is expected of them and how to behave in the classroom and the playground. They work and play happily alongside each other, taking turns and sharing equipment sensibly. They maintain concentration for long periods of time and have very positive attitudes to their learning.
68. The teaching of **communication, language and literacy** is very good. Children make good and often very good progress in the development of these skills. The teacher has a secure understanding of how to link early years planning with the National Literacy Strategy. When they begin school, most children speak with confidence and clarity. They willingly talk in their imaginative role play activities such as "Twyford Café" and enjoy talking about the food they

serve. Most children listen attentively and this has a very significant impact on their learning in other areas. Children enjoy looking at the books available. Already most have made a good start on reading from the school reading scheme. They have begun to write initial letters and all can already write their names, begin to copy simple text and express their own ideas in written form. Pupils are given good opportunities to communicate using simple computer programs. The teacher makes very good use of opportunities to extend and develop language, including the use of rhymes, stories and songs.

69. The teaching of **mathematics** is good and children experience a suitably adapted daily lesson following the Numeracy Strategy. They make good progress in developing number skills and mathematical awareness, although practical activities to develop mathematical language and understanding, such as simple games, sand and water and learning through structured are not always available throughout the day. The children are making good progress and most will achieve the early learning goals by the age of five, with a significant proportion exceeding that standard. The children are very well prepared for Key Stage 1. During the inspection, most demonstrated good counting skills, counting upwards and downwards in tens and upwards in twos, and eagerly joined in a wide range of number and counting rhymes.
70. The teaching of **knowledge and understanding of the world** is good, and as a consequence the children are making good progress in this area of their learning. They are given a suitably wide variety of interesting experiences that enable them to learn about the world in which they live. They have brought to school pictures of themselves as babies and most can discuss how they have grown and changed with great confidence, using the criteria of size and appearance to make comparisons. They know that babies cry to indicate hunger, or other needs, when they cannot talk. The children have a good awareness of the five basic senses, and during a science lesson about the taste of different types of ice cream, they were able to describe different taste sensations very accurately. Computers are introduced and the children are beginning to develop good skills when controlling the “mouse”. They are developing a very good knowledge of the local area and many have had experiences of other parts of the country, and further afield, and can make interesting comparisons about the weather they have experienced. They are developing a good awareness of the past and can place a series of objects in order by age.
71. Teaching is good and children are given a suitable range of opportunities for their **physical development**. As a result they make good overall progress. Progress in gross motor control is satisfactory. There are regular lessons for physical development in the hall, and outside, and children show an increasing awareness of space. They move in a safe and controlled way when walking and jogging around the hall and playground. The provision for fine motor control is very good and children have many very good opportunities to use scissors, pencils, brushes and other simple tools to develop fine motor skills and handle construction toys with great dexterity. They use pencils and crayons with great care to write and draw. There is a designated outside play area with a suitable range of wheeled play equipment.
72. The teaching of **creative areas of development** is satisfactory, and as a result children make appropriate progress. They paint and draw with increasing confidence. They have suitable opportunities to participate in imaginative role-play and to develop appropriate skills in imagination and communication. They join in enthusiastically with the singing of songs; many of them learnt by heart. They clap and use percussion instruments well in fast and slow tempos to accompany traditional rhymes and songs.

ENGLISH

73. Inspection evidence effectively supports the results of national assessments and shows that, at the end of Key Stage 1, the majority of pupils achieve standards in English that are well above

average. Standards in writing are good, whilst standards in reading, listening and speaking are very good. The majority of pupils achieve good overall standards by the end of Key Stage 2. Standards of writing are satisfactory, standards in reading are good and standards in speaking and listening are very good. This is a better position than that reported in the previous inspection, when standards at the end of both key stages were judged to be in line with national expectations.

74. National assessments show that standards at the end of Key Stage 1 have been consistently higher than those achieved at Key Stage 2 for the past four years. There are clear indications from pupils' work and discussions with pupils that, due to some weak teaching in the past, there has been some underachievement within Key Stage 2. However, no significant evidence of underachievement was found in the lessons observed during the inspection. It must be remembered that year groups in the school are very small and are not statistically very reliable. In addition, due to turbulence in the local community, many of the pupils assessed at the end of Key Stage 1 are no longer in the school by the time that cohort is assessed at the end of Key Stage 2. Other pupils, many of whom are attracted to the school by the quality of its pastoral care and its special needs provision, have replaced them. All these factors have a significant impact on the standards achieved at the end of Key Stage 2.
75. Standards in speaking and listening are very good at both key stages. By the time pupils are seven they are already confident speakers who respond very well to the many very good opportunities planned, in subjects across the curriculum, to discuss a variety of different issues. They work very well in various groups and in pairs. They pose relevant thoughtful questions, provide alternative answers and listen attentively to the views of others. For example, they used very imaginative vocabulary when describing the imagery invoked after discussing the Fire of London. Pupils at the end of Key Stage 2 achieved very good standards in speaking and listening when they prepared and took part in a formal debate on the motion "that mobile phones and computer games should be allowed in school". Pupils posed challenging questions to the speakers, which clearly conveyed their opinions. They listened very attentively to the views of others and responded with thoughtful, well-considered answers.
76. Standards of attainment in reading are very good at Key Stage 1 and good overall at Key Stage 2. Pupils are enthusiastic, confident readers. They read with fluency and expression and reading for meaning is a strong feature. Pupils of all abilities describe their favourite authors and the particular books and characters they like. Many predict confidently. Pupils make a very good start to reading in Key Stage 1, where they demonstrate a good range of strategies to tackle new words. Reading at home is well established and pupils choose to read for pleasure. Reading records are an important home-school link, and those of younger pupils are very valuable in evaluating interests, successes and difficulties. The reading records of many older pupils are not generally of as good a quality. Standards in reading are enhanced by regular book fairs and visiting storytellers and authors. The use of books to undertake personal research has been a recent focus, particularly at Key Stage 2, and older pupils suitably describe occasions where they have conducted personal research to support study in a variety of subjects. However, although they enjoy using the library, library skills are not always sufficiently developed.
77. Standards in writing are good at Key Stage 1 and in line with expectations at Key Stage 2. Of note are the good examples, in some classes, of open ended writing both in English and in other subjects across the curriculum. However, some parents expressed their concern over standards in handwriting and presentation of written work. Inspection evidence shows that pupils are responding well to the new handwriting scheme of work and standards in handwriting are generally good across the school. Spelling is usually accurate and most writing has a good grammatical structure. At Key Stage 1 higher attaining pupils successfully and neatly redraft their work for display around the school. They have an imaginative use of vocabulary as, for example, when they describe an imaginary island they have created in geography. They use the computer well to word process their work and to create an interesting database about themselves. At Key Stage 2, younger pupils set the scene very effectively and create atmosphere and mood well when

writing about a flood. They describe the thunder as “rattling on the windows” and the hailstones “pounding on the rooftops”. Older pupils write effectively in a diary style to record a visit to Beaulieu. They use quirky individual touches and a broad, descriptive vocabulary. When creating their own stanzas in preparation for a poem based on the story of the “Pied Piper”, they use alliteration well.

78. The quality of teaching at Key Stage 1 is very good overall and has a very positive impact on pupils’ learning. The teaching seen at Key Stage 2 was always at least satisfactory, often good and sometimes very good. However, the staff currently in school are relatively new and have not yet had sufficient opportunities to make a significant impact on quality and standards. Because of deficiencies in the teaching of English in the past, many pupils at Key Stage 2 have not made sufficient progress over time and are not currently achieving sufficiently high enough standards by the end of Year 6. In the lessons observed throughout the school teachers have good subject knowledge and teach the literacy strategy well. Where teaching is very good, successful use of role-play plays a significant part in engaging pupils interest, providing very exciting opportunities for speaking and listening and creating a good climate for writing. Planning is generally clear and detailed with good progression but assessment opportunities are not always identified. Class management is usually good and lessons are often moved on at a good pace. Work is usually well matched to need in small ability groups. Consequently pupils have very good attitudes to learning and pupils with special needs are well supported and make good progress. Good teaching by the Able Child Co-ordinator enables the school to effectively challenge the significant number of higher achieving pupils at the end of each key stage.
79. The school is aware that standards in writing are not as high as they are in other aspects of the subject and has identified the need to improve these standards in its school development plan. The school improvement plan also identifies the need to raise the standard of writing. The recently appointed subject manager has worked very hard and has undertaken a comprehensive audit of the whole subject. He has identified a number of areas for improvement, and has already started to implement parts of a carefully considered new action plan. Good quality policies are now in place with new or rewritten schemes of work, which fully take account of the National Literacy Strategy. Most of these improvements are recent and they have had only a limited impact on raising standards, particularly at Key stage 2.
80. Monitoring of teaching and learning, by both the subject manager and the Literacy Governor, has revealed the need to purchase further books, particularly for use in literacy lessons at Key Stage 1, and for independent research in the library. As a result, additional funds have been allocated. Recent purchases include a good range of texts suitable for use in the mixed age classes for guided reading and a good range of big books. The subject manager has worked closely with outside consultants, including the local library service, to successfully reorganise and restock the library. Conscientious monitors keep the library tidy and well organised. Local visitors and parents regularly come into school to help with reading, assist in the library and give talks on specific topics. This has a positive impact on standards achieved, particularly at Key Stage 1.

MATHEMATICS

81. As a result of the very good and sometimes excellent teaching pupils at Key Stage 1 make very good progress and the majority achieve standards that are well above average by the end of Year 2. Standards in numeracy at Key Stage 1 are very good. The majority of pupils achieve satisfactory standards by the end of Key Stage 2. This is a much better position than that reported in the previous inspection, when standards at the end of Key Stage 1 were judged to be “in line with national expectations or above”.
82. Pupils In Year 1 have a very good knowledge of numeracy. They know the properties of odd and even numbers. Pupils know the meaning of the “equals” symbol and are able to relate the symbol

“addition” to the combining of two sets of objects. Higher attaining pupils are able to add numbers to ten quickly and accurately when using appropriate apparatus. Most lower attaining pupils can confidently add numbers to five, with some support from the classroom assistant. Pupils in the class for pupils in Years 1 and 2 have a clear understanding that $2+2+2+2+2$ is the same sum as 5×2 . They have a very well developed mathematical vocabulary. They confidently and quickly count in 10’s to 100, and back. They know the numbers from 100 to 120 and have a very good understanding of place value. Higher attaining pupils in Year 2 can select the correct numerals to make 105. Almost all pupils in the class can calculate one more than and one less than numbers to 100. They can halve and double numbers up to 20, and are developing a very good appreciation of the importance of patterns in numbers. Approximately ninety per cent of the pupils are already working at Level 2 of the national curriculum whilst about 50 per cent are in line to achieve the higher Level 3.

83. The quality of teaching throughout Key Stage 1 is very good overall, and often excellent, and results in very effective learning. Teachers have excellent relationships with their pupils and by making learning fun effectively enable them to do their very best. Subject knowledge is good, lessons are planned with very great care, building on what was achieved yesterday and meet the needs of each individual very effectively, including those pupils with special educational needs. Teaching proceeds at a very brisk pace and all staff have very high expectations of both behaviour and learning. Pupils learn very effectively and greatly look forward to the interesting and exciting lessons that are prepared for them. They listen attentively, concentrate very hard and always try to do their very best.
84. Because of inconsistent teaching in the past, pupils at Key Stage 2 have been unable to maintain the very high standards they achieved at the end of Key Stage 1 and, for the last two years, have been making poor progress over time. As a result, despite their good prior attainment, the majority of pupils have only been achieving broadly average standards by the time they leave at the end of Year 6. This is a similar overall situation to that found in the previous inspection.
85. The scrutiny of past work and discussion with pupils in the class for the oldest pupils reveal that many pupils reach the top of the school with significant gaps in their knowledge and understanding. This is mainly because they have not covered the programmes of study required by the National Curriculum in sufficient depth. It must be remembered however that year groups in the school are very small and are not statistically very reliable. In addition, due to turbulence in the local community, many of the pupils assessed at the end of Key Stage 1 are no longer in the school by the time that cohort is assessed at the end of Key Stage 2. Other pupils, many of whom are attracted to the school by the quality of its pastoral care and its special needs provision, have replaced them. All these factors have a significant impact on the standards achieved at the end of Key Stage 2.
86. Pupils in the Year 3,4 class are mainly operating at a good standard, particularly in numeracy. Most confidently count in 10’s to 100, and back, and know what each of the digits represents in a three-digit number. They can double and halve numbers to 100 quickly and reasonably accurately. They have a suitable understanding of simple fractions, including $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$, but most do not know the values of either the 1 or the 4 in the fraction $\frac{1}{4}$. Most pupils in the Year 3,4 class can multiply single digit numbers up to 100 with reasonable speed and accuracy. Pupils in the Year 5,6 class have a suitable knowledge of metric measurements and most can accurately measure large areas with appropriate accuracy when involved in a problem solving activity concerned with the location of grids on the playground. They have had insufficient opportunities to complete practical work and have little experience of problem solving. The class teacher is aware of these weaknesses and is working very hard to correct this shortfall.
87. Whilst progress over time is poor at Key Stage 2, the teaching seen during the inspection is judged to be good overall. However, the staff currently in school are all relatively new and have not yet had sufficient opportunity to make a significant impact on quality and standards. Teachers plan

carefully, explain tasks clearly and manage their pupils effectively. In some lessons that were judged to be satisfactory overall the introduction was too long and pupils, particularly the boys, became restless and went off task. Whilst pupils are keen to do their best, learning in some of the lessons seen at Key Stage 2 lacked the excitement found at Key Stage 1.

88. The subject manager has a realistic understanding of the strengths and weaknesses of the school's provision and is aware that further improvements to curriculum documentation will be required to better support teachers in their planning. The school has adopted the National Numeracy Strategy as its scheme of work and after a trial period this will need to be adapted to meet the specific needs of the school. The policy is out of date and does not reflect recent improvements in classroom practice. The school has recently introduced some effective procedures for assessing and recording the progress of individual pupils at Key Stage 2, but these are relatively new and have yet to make a significant impact on quality and standards. The teachers in Key Stage 1 have developed their own assessment and recording systems for the subject and the subject manager is aware of the need to integrate the two different systems. The school has only recently had access to good quality computers and good progress has been made in a very short time to integrate ICT into mathematics.

SCIENCE

89. Pupils make good progress throughout Key Stage 1 and, by the end of Year 2, the majority achieve above average standards. Weaknesses in teaching have resulted in unsatisfactory progress over time at Key Stage 2 and by the end of Year 6 the majority of pupils attain broadly average standards. The previous report judged standards to be good at both key stages so whilst outcomes are similar at Key Stage 1, there has been a decline in the level of performance at Key Stage 2. All make similar progress irrespective of their gender, prior attainment or social circumstances. Pupils with special educational needs are well supported and make good progress.
90. Pupils in Year 1 and 2 understand the importance of healthy lifestyles and identify healthier and less healthy foods, explaining why they may be so. They sort materials into groups accurately and can recognise and name common materials such as metal, plastic and wood. They identify the properties of materials that, for example, reflect light as well as investigating reflective materials. Pupils investigate the importance of light on living things by growing plants from seed. Most can name the main external parts of a plant, including root, stem and flower. They know that a push or pull can make something speed up or slow down. They carry out simple experiments and as a result of their observations and investigations they make sensible suggestions to explain why different mini-beasts chose to live in different habitats.
91. Pupils in Years 3 and 4 effectively build on the work started at Key Stage 1 about healthy living. Pupils in Years 4 and 5 are aware from their experiments that gases are all around them. They follow instructions sensibly and record their results carefully, predicting various possible outcomes and using fair-tests accurately. Pupils in the current Year 5 and 6 class have a good knowledge and understanding of materials. They use scientific vocabulary effectively to suggest several different ways of separating mixtures and give examples of how some materials can be changed permanently and others can be returned to their original form. Pupils have a good understanding of physical science.
92. The quality of teaching and learning observed during the inspection is good at Key Stage 1 and satisfactory overall at Key Stage 2. The good teaching at Key Stage 1 results in effective learning and all pupils make good progress. The teachers at Key Stage 2 are relatively new and the satisfactory and sometimes good progress made in the individual lessons observed has yet to make an impact on overall standards. The quality of learning is generally good. Pupils behave well in most lessons. They enjoy their work and this has a positive impact on learning and behaviour. When pupils work in groups they display good concentration and support each other well. They

listen politely when others are talking and respect their views. The very good relationships between pupils and between teachers and pupils combine to create a good atmosphere for learning. When conducting investigations pupils handle equipment appropriately and follow instructions carefully. Pupils show a genuine interest in their studies and when given suitable opportunities they are keen to offer ideas.

93. Teachers' day to day assessment is generally satisfactory. Work is marked regularly, usually with a tick and occasionally with written praise. However the use of helpful comments to show pupils how they might improve their work is inconsistent. Regular assessment takes place but the information is not always used with sufficient consistency in the planning of subsequent lessons. Usually pupils carry out the same initial task and are then helped when they encounter difficulties.
94. Currently many pupils in the Year 5 and 6 class have gaps in their knowledge and understanding because of weaknesses in the teaching in previous years. There is a suitable scheme of work that supports the systematic development of concept skills and understanding. It gives teachers guidelines for their planning and includes learning objectives and tasks that are suitably matched to the individual needs of pupils.
95. There has been a general improvement in pupils' investigative skills since the previous inspection and there are now more regular opportunities for pupils to develop the skills of predicting and reasoning. Pupils' literacy skills are promoted effectively through clear questioning that requires careful consideration and response. Their numeracy skills are used well with science and although information and communication technology is used to present some of their findings they are not used sufficiently to present text, or to effectively support pupils' research skills.
96. The subject manager provides good leadership and has worked alongside colleagues to effectively support their skills in teaching and learning. She has written a useful new policy and a portfolio of assessed work has begun to be collected. There is appropriate monitoring and evaluation of the subject's performance and suitable steps have been taken to raise standards in the teaching of scientific enquiry.

ART AND DESIGN

97. No lessons were seen during the inspection and evidence was taken from scrutiny of pupil's work, teacher's planning and displays. This all shows pupils at the end of Key Stage 1 reach standards that are above expectations. By the end of Key Stage 2 standards are at least in line with expectations, sometimes above. The situation has improved since the previous inspection, when standards in art were average in Key Stage 1 and good in Key Stage 2.
98. At Key Stage 1, pupils undertake a very good range of work. The focus this term on pattern and printing has led to some good displays of work based on designs and patterns seen around the school. For example, when pupils look at regular patterns in the paving, windows, brick work and tiles of the school and compare these with irregular patterns, such as in the random markings of wood used for benches, they express firm opinions as to which they like and dislike and why. After considering pattern in the work of Mondrian, they create their own colourful work in the same style, making use of an appropriate computer program. They design their own repeating patterns in crayon before using paint to create effective imaginative patterns for wrapping paper. Observational drawing is good, and often very good. When painting flowers in tubs around the school grounds, pupils mix colours well to achieve feathery strokes on the petals of a verbena flower. They use a tinge of purple to successfully define the petals of a daisy.
99. At Key Stage 2, younger pupils, create detailed collage pictures of costume in a medieval style, after researching the fabrics and textures used. Observational drawings in pastel of fruit and pencil and charcoal drawings of everyday objects in the classroom, show clear understanding of

line and good use of shading and smudging to create tone. Older pupils work successfully with a visiting artist to build up images of still life designs of animals and plants from the immediate locality and river. These include good quality pastel and pencil drawings of local fauna, representations of grasses and reeds in layered paper and torn collage pictures in black and white to illustrate the ebb and flow of the river. Pupils' original work was incorporated into a cartoon and etched onto glass to create an exciting glass window in the new building.

100. The quality of teaching is good overall. Lessons are usually well planned with interesting relevant activities to motivate pupils well. Consequently, pupils are eager to discuss their artwork and to participate in art activities. Teachers understand the importance of developing good drawing skills and this has successfully underpinned much recent work. A new scheme of work, based on nationally recommended guidance has very recently been introduced, and although it has been adapted to ensure continuity and progression, particularly in the mixed age classes, it has yet to have a full impact on standards. Art is taught as a subject in its own right but is also used to support work in other subjects. As a result, good cross-curricular work is evident across the school in many subjects such as RE, history and science.
101. The use of assessment to ensure good progression in skill development is not evident in the planning of many teachers. Consequently, some repetition is evident, particularly in observational work when on occasions the exact task is repeated. Art weeks and art exhibitions are all used well by teachers to engage pupil's interest and to display their achievement in art for the whole community to enjoy. Work in art makes a significant contribution to pupils' spiritual, moral, social and cultural development. Some use is made of ICT, but the subject manager is aware that much more needs to be done in this area. There are some suitable applications of literacy skills when the work of other artists is evaluated.
102. The subject manager is well qualified to lead the future development of the subject. She runs an art club that is very well attended and makes a very good contribution to pupils learning. A "presents" club, run by the head teacher and a support assistant is also very well attended and gives pupils good opportunities to work with textiles. Recent inset has particularly focused on the use of sketchbooks to improve pupil's skills in drawing. A portfolio of levelled work has been started and new resources have been purchased. However, although resources to support the teaching of art are now adequate, there are insufficient stocks of the interesting and exciting materials and resources that engenders the enthusiasm of the pupils.

DESIGN AND TECHNOLOGY

103. Two DT lessons were seen during the inspection. Additional evidence was gathered from discussions with teachers and pupils, scrutiny of Teachers' records and pupils' work, together with a photographic portfolio of activities and tasks previously completed. The progress made by pupils in their designing and making skills is satisfactory and is similar to that described in the previous report. At Key Stage 1, the subject is effectively integrated into topic work and planned tasks focus on cutting, folding, sticking, finishing and assembling. Pupils in reception and Year 1 constructed houses for Barnaby Bear. Pupils in the Year 1 and 2 class have investigated levers and pivots, using these to create a sweeping movement for flames behind Tudor houses. Although pupils are involved with the making of their models there is little evidence of them making judgements about the effectiveness of their end products.
104. Pupils entering Key Stage 2 have basic making skills, but have little awareness of the design process. Tasks set for older and more able pupils in Key Stage 2 are more complex and call on more advanced design skills and knowledge and understanding. This was clearly evident in a lesson observed in the Year 5,6 class when pupils were investigating and making elements from their topic on "Talking Textiles". Pupils experimented with a variety of techniques such as couching and layering. They also used computer images for designs to be transferred on to their

work. Good use is made of an interactive display board for this subject. In the Year 4,5 class pupils used a range of tools and materials well to make decorated photo frames that stood up. However, throughout the school pupils' standard in knowledge and understanding of mechanisms is insufficiently developed and not enough use has yet been made of information technology either for designing or for controlling models in the upper years of the key stage.

105. The quality of teaching and learning is satisfactory at both key stages. Pupils' talk enthusiastically about their work, which makes a good contribution to their social and personal development through the frequent good opportunities provided to work independently and collaboratively. There is clear planning for all age groups based on recently produced national guidelines. The subject manager, who has specialist skills in the subject, has made a very positive impact on both teaching and learning since the previous inspection, by sharing her expertise with colleagues. This has resulted in greater teacher confidence and a general improvement in teaching and learning. She has identified some lack of teachers' knowledge, skills and understanding of the subject and plans for further training are included in the school development plan. Assessment information is collected, but best use is not always made of this information to inform subsequent planning and to match work to the individual needs of pupils. The school is developing a useful portfolio of work that aims to help teachers to grade pupils' achievements.

GEOGRAPHY

106. Most pupils make good progress throughout the school and the majority attain standards that are above national expectations at the end of both key stages. All pupils make good progress irrespective of their gender, prior attainment or social circumstance. Pupils with special educational needs are well supported and make good progress. This is a much better situation than that reported in the previous inspection, when standards were judged to be broadly satisfactory.
107. Pupils at Key Stage 1 have a good appreciation of the suitability of different forms of transport to different geographical situations and make evaluations according to a number of different criteria. They have a very good awareness of environmental issues, explaining that the lack of high-speed transport systems will lead to a quiet atmosphere and a relaxed pace of life. Higher attaining pupils contribute confidently that motor vehicles are powered by petrol which is refined from oil that is found under the ground, whilst horses are powered by grass. Most pupils understand, for example, that a horse is a useful means of transport on a small island with no roads, but accept that there will be certain constraints and that the use of a horse will require the services of a veterinary surgeon and a blacksmith. They are developing a very good understanding of the relative advantages and disadvantages of living on an island. Almost all of the pupils are working securely at Level 2, whilst approximately one third are well on course to achieve Level 3 by the end of the year.
108. Pupils in the lower years of Key Stage 2 understand that there are physical and human influences that have an impact on the landscape and can discriminate between them. Many have a good awareness of life in other parts of the UK and overseas and most are able to make reasoned comparisons based on their own experience. Pupils in the Year 5 and 6 class, whilst following up studies completed during a residential field trip to the New Forest, used photographs taken at the time to identify and describe a wide range of physical and human features in great detail. Their observations demonstrated a good knowledge and understanding of different places and their answers showed a good command of technical geographical vocabulary.
109. The quality of teaching is good and results in very effective learning throughout the school. Teachers have good subject knowledge and because they have such positive relationships with the pupils they make the lessons interesting. Pupils are encouraged to work in a variety of different groupings and to speak to a variety of audiences. In this way work in the subject makes a

significant contribution to pupils' speaking and listening skills and to their personal, social and cultural development. Lessons proceed at a brisk pace and provide pupils with a wide variety of interesting and relevant visual prompts. These included, for example, a three-dimensional scale model of an island, a carefully selected video clip and photographs of the class in real life situations. Teachers have very high expectations and pupils respond by trying their very hardest, to good effect. Approximately 90 per cent of the Year 6 pupils are already working at a secure Level 4, whilst approximately 30 per cent are on course to achieve the higher Level 5 by the end of the year.

110. The subject manager is relatively new to his post and has yet to have any opportunities to monitor quality and standards in the subject because of priorities in other subjects. The school has adopted appropriate government guidelines for the subject, but has yet to adapt these to match the particular needs of the school. The policy document is out of date and does not reflect the quality of the work currently taking place in classrooms. It is planned to compile a portfolio of assessed work to assist staff in marking and grading pupils' work.

HISTORY

111. Evidence indicates that standards in History have been maintained since the previous report. Attainment is above national expectations at the end of Key Stage 1 and in line with expectations at Key Stage 2. Pupils' sense of chronology is well developed and is a particular strength. All pupils make similar progress irrespective of their gender, prior attainment or social circumstance.
112. By the end of Year 2 pupils understand clearly that history is concerned with the past. The majority can place events, objects and artefacts in the correct sequence. They make clear distinctions between their own lives and can explain the differences in themselves now. Pupils at Key Stage 1 talk accurately about famous people of the past and have a good knowledge about events such as the Great Fire of London. In one excellent lesson observed in the Year 1,2 class, pupils effectively linked their history with literacy by communicating their knowledge about the Fire of London through story writing. They were extremely enthusiastic and responded very positively to the talk about the Fire given by one of the parents, who played the role of Mistress Pepys. She made an excellent contribution to the pupils' learning. They were able to discuss aspects of the fire in pairs and to share ideas.
113. Pupils in a Year 4,5 class made many interesting comments and were able to suggest plausible reasons for the revolt led by Boudicca against the Romans. By the end of Year 6, the majority of pupils have a suitable bank of historical knowledge and have show a good awareness of a range of research techniques and learning skills. They take appropriate account of evidence, even when it sometimes appears to be conflicting, make perceptive observations and use reference books for their own research. There are suitable opportunities for pupils to apply their literacy and numeracy skills, but insufficient use is made of ICT to support pupils' research into historical issues. The subject makes an appropriate contribution to pupil's spiritual, moral, social and cultural development.
114. The quality of teaching and learning is good at Key Stage 1 and satisfactory overall at Key Stage 2. In one excellent lesson observed the teacher showed very good organisation and an abundance of enthusiasm. She asked numerous challenging questions which forced pupils to consider their prior learning, referred back effectively to previous lessons. Pupils were highly motivated, learned very effectively and attained very good standards in the very stimulating learning environment that had been created. Most pupils have very positive attitudes to learning. They are enthusiastic and apply themselves readily to work. They greatly enjoy the opportunities provided in question and answer sessions and good use is made of discussions and debates that actively involve pupils in their learning.

115. The subject manager is relatively new to his post and has yet to have any opportunities to monitor quality and standards in the subject because of priorities in other subjects. The school has adopted an appropriate scheme of work, but has yet to adapt it to its own particular use. The policy document is out of date and does not reflect current practise. The school is aware of this weakness and has plans to update its documentation as soon as time allows.

INFORMATION TECHNOLOGY

116. There has recently been a very significant improvement in the quality of the school's provision for ICT. The school now has use of an appropriate number of good quality computers and staff are now confident when using them. Pupils are making very rapid progress, but they are starting from a very low point. Most pupils at the end of Key Stage 1 are in line to achieve the national expectation with a significant proportion exceeding this level. Overall standards are therefore judged to be better than average. This is a similar situation to that reported in the previous inspection. All pupils make similar progress irrespective of their gender, prior attainment or social circumstance.
117. Almost all pupils in Year 2 can word process a simple sentence with appropriate accuracy and most can change font size, colour and style. They edit their own work with great confidence and can insert letters into existing text quickly and accurately when self-correcting. They have quickly completed a wide range of different ICT activities and the majority have had suitable experience of data handling and control technology. They have been given very good opportunities and a number have used the digital camera to collect images which have later been adapted on screen before printing.
118. Similarly good progress is being made at Key Stage 2, but because there is so much lost ground to make up, the majority of pupils in the current Year 6 are unlikely to reach the required standard by the end of the academic year. Overall standards are therefore judged to be below average. This is not such a good position as reported in the previous inspection, when standards were judged to be good. Most pupils have had only limited experience of a narrow range of activities, mainly word processing and data handling, and have had almost no experience of modelling, monitoring and control technology. Pupils in Year 6 have made some use of the internet and higher attaining pupils can construct their own computer generated graphs using data collected in a practical mathematics lesson.
119. Whilst many pupils have not had access to all the required aspects of the curriculum, particularly at Key Stage 2, there are well-established plans to cover most of the missing content by the end of the year. As a result most pupils in the current Year 6 will have received their full curricular entitlement by the time they leave the school, even if their level of IT capability is likely not to reach the required standard.
120. The quality of teaching observed during the inspection was very good and is leading to very rapid improvement. Pupils are very keen to learn and enjoy the opportunities they are given to use computers. They share very sensibly when working together at the computer and support each other in their learning by willingly sharing good practice with their peers. Teachers are learning to identify possible applications for ICT in their work and will be able to implement many of the observed improvements once a wider range of computer software is available. Staff make very good use of parents and friends of the school who come in regularly to work with pupils on the computers.
121. The management of the subject is shared by the senior management team, who have been receiving regular support from the local education authority (LEA). Staff are following a suitably detailed scheme of work provided by the teacher adviser, to very good effect. The school is aware of the need to integrate work into all other curriculum areas so that pupils are given regular

and frequent opportunities to practice their ICT skills in a range of meaningful situations. A good start has been made in English and mathematics where regular ICT applications are a regular feature of much of the work. The computers located in the shared area in the new building are of very good quality, but many of the classroom machines are old and unreliable. There is insufficient software to support the meaningful use of ICT in several subjects, including geography, science and music.

MUSIC

122. The previous inspection painted a positive picture of musical development although standards were judged to be in line with expectations. The school has improved this position and evidence from this inspection shows standards to be very good at the end of Key Stage 1 and good at the end of Key Stage 2. Pupils make good progress throughout the school, partly because of the high quality good inputs made by the new music subject manager, who teaches in several classes. Although few music lessons were seen during the inspection, the music heard in assemblies and discussion with pupils shows that pupils are very enthusiastic and that many participate eagerly in the good range of extra-curricular opportunities provided.
123. Pupils at Key Stage 1 have a very good knowledge of musical terms such as tempo, dynamics, rhythm and pitch and use them accurately and easily when discussing their own compositions. They have very good recall of simple rhythmic patterns, a good sense of rhythm and know a wide range of songs. Singing is tuneful with good pitch. They listen attentively to the music of others and make broad distinctions within the musical elements. They confidently name a wide range of tuned and untuned instruments. They sing complex tunes such as “London’s Burning” very effectively in two parts with very good control of their breathing. They understand that a metronome is to keep time and pace and use it well, as they work in pairs to create simple tempos in their own compositions.
124. At Key Stage 2 these skills are developed further when pupils work in various groups to compose their own effective rhythms to accompany simple rhymes and rhythmic sentences. Younger pupils use body percussion and choose and organise appropriate instruments to accompany their own sound pictures, which they perform confidently. They listen attentively to the music of other groups and discuss ways to improve their work. Singing is tuneful and happy. Older pupils are very enthusiastic about their music making. Music makes a very significant contribution to pupils’ spiritual, moral, social and cultural development. Pupils confidently describe occasions when they listen to music from other cultures, such as African, South American and Caribbean music. They are clear about the feelings that some of the music evokes. They explain how, when creating their own music in the Caribbean style, they joined different rhythms to accompany their own songs.
125. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. Teachers have good subject knowledge and challenging questions, particularly in Key Stage 1 are used well to consolidate and extend learning. Lessons are thoroughly planned and learning objectives are clear. Consequently pupils know exactly what they are expected to do and learning is good. Relationships are very good and musical activity takes place in a friendly, encouraging atmosphere, which encourages effective learning. A number of extra curricular musical activities, including recorder club, significantly enhance the standards of those pupils who take part.
126. The music curriculum provides a rich source of experience for the pupils. This, together with the good range of well attended extra-curricular opportunities, ensures that musical activity permeates the school. The subject manager has a very good understanding of her role and provides good support to her non-specialist colleagues in the school. She has a clear long-term view of where she wants music to be. The policy and scheme of work has recently been reviewed, in conjunction with staff, to ensure that all teachers can deliver the music curriculum. The subject manager is aware of the need to provide more opportunities for pupils to apply their ICT capability

within music lessons. Insufficient use is made of assessment to ensure that work is accurately matched to the needs of individual pupils.

127. The subject manager leads the subject very effectively. She is currently using her management and support time to work alongside other teachers to offer things such as “Steel Drum” musical workshops. Pupils enjoy visiting instrumentalists, such as pupils from the local high school and flautists. Concerts and other performances, such as a performance of “Noah’s Flood” in the local hall, are all used well to enhance pupils’ attainment. Resources for music are good.

PHYSICAL EDUCATION

128. Pupils at Key Stage 1 make good progress and the majority achieve standards in gymnastics that are better than those usually found by the end of Year 2. This is a similar position to that found in the previous inspection when standards were judged to be “at least in line with national expectations and on occasions better”. Pupils at Key Stage 2 made suitable progress in the majority of lessons seen and standards in gymnastics at the end of the key stage are close to the national expectation. The development of PE skills is somewhat limited for older, larger pupils by the size of the hall, which is too small to accommodate all of the pupils in the Year 5 and 6 class at any one time. The overall standard found at Key Stage 2 is not as good as that reported in the previous inspection. The performance of girls is generally better than that of boys in gymnastics lessons. No lessons in games, dance or swimming were observed during the inspection, but the observation of various extra-curricular activities indicated that standards in games and dance are at least in line with national expectations. Pupils swim regularly and a close examination of their records indicate that almost all reach the required standards in swimming and water safety by the time they leave the school.
129. At Key Stage 1, pupils in a Year 1 and 2 gymnastics lesson have good co-ordination and a well-developed sense of rhythm. They are light on their feet and have good control of their movements. They sensibly evaluate the quality of their own actions and the actions of others and identify reasonable ways in which the quality of the movement could be improved. Approximately 90 per cent of pupils are already working at a level appropriate to Level 2, whilst approximately 20 per cent are working at the higher Level 3. They develop good routines in the hall and set out and put away mats very sensibly.
130. At Key Stage 2, pupils in a Year 3 and 4 gymnastics lesson have appropriate levels of control, but many of their movements lack sufficient poise and tension. They adapt and devise interesting and imaginative sequences, but their ideas are better than the quality of their movements. Pupils in the Year 4 and 5 class have a good knowledge and understanding of what is required to devise sequences and can explain, for example, why it is difficult to perform a high level balance with three points touching the ground. Many of them are not, however, able to perform such a balance to a high standard. The majority are currently performing at Level 3 of the National Curriculum. Pupils in the Year 5 and 6 class move and perform various rolling movements with appropriate levels of skill, but many are quite heavy on their feet and lack poise and balance. They have a good understanding of the importance of aerobic exercise and make very good progress from quite a low starting level.
131. The quality of teaching at Key Stage 1 is very good and pupils respond by trying their very best to please their teachers. As a result the quality of learning is also very good as pupils strive to improve the quality of their movements, to good effect. They plan sequences very thoughtfully when combining balances and travelling movements in imaginative sequences. Teachers’ plan lessons very carefully and make very good use of music in the warm-up sections of their lessons. They have very high expectations of both attainment and behaviour and as a result pupils respond very positively, doing their best to improve their personal levels of performance.

132. The quality of teaching at Key Stage 2 is generally good and teachers plan interesting and challenging lessons that effectively build upon prior learning. Subject knowledge is generally good and in better lessons teachers have very high expectations of pupils performance. Pupils respond by working hard and learning is generally of a good quality. In one lesson that was judged to be good overall, the teacher did not have high enough expectations of the quality of performance, and the quality of learning was not good enough. In one excellent lesson observed with the Year 5 and 6 class the teacher planned the lesson in great detail. The explanation of the task was very clear; the aerobic warm-up activity was conducted with great vigour and demanded extended physical exertion from the pupils. The teacher had very good subject knowledge and through some incidental teaching of physiology she made some excellent links with science. There were also some very good links with personal and health education. The teacher deployed the talented classroom assistant very effectively and made very good use of her specialist skills in the subject. Expectations were very high and pupils responded very enthusiastically. They learnt very effectively during the lesson and all pupils made very rapid progress, significantly improving the quality of their performance.
133. The curriculum is broad and balanced and the school is working very hard to provide a very wide range of sporting activities. There is a very good range of extra-curricular activities and one of the learning support assistants has gained the required coaching qualification in games and leads many after school and lunch time sessions in football, and netball, for example, to good effect. The after school dance club is very well attended and the girls who attend are given excellent opportunities to improve their levels of performance in an excellent learning environment. Those who attend learn very rapidly and significantly improve the quality of their movements. If members of the school staff are unable to provide the required expertise in a sporting activity then the school obtains the services of qualified coaches. Recent inputs in coaching have included rugby, tennis, badminton and basketball. Residential trips also contain a significant input of sporting activities and pupils in Year 6, for example are given opportunities to take part in character building exercises that include caving and climbing as part of their visit to Wales. The various activities that make up the school's PE curriculum make a very significant contribution to pupils' personal development.
134. The school provides a very good range of sporting activities despite several significant weaknesses in accommodation. The Victorian built hall is very small and is not of a suitable construction to allow the fixing of wall bars. The lack of fixed wall bars limits the range of gymnastic activities and impacts on the standards achieved at Key Stage 2.

RELIGIOUS EDUCATION

135. At Key Stage 1 standards in religious education are above those expected by the locally Agreed Syllabus. At Key Stage 2 standards are in line with these expectations. In this respect the school has maintained its position since the last inspection.
136. At Key Stage 1 pupils demonstrate a good knowledge of Christian Bible stories and identify Christian symbols accurately. After taking part in a Divali workshop, pupils create colourful Menhdi hand paintings and well illustrated books of their own writing. They write their own prayers to celebrate occasions like harvest and greetings cards for Divali. At Key Stage 2, younger pupils show in their own writing that they understand the similarities between the Christian Sabbath and the Jewish Shabbat. They study the Jewish festival of Sukkot and comment thoughtfully on the difficulties of travelling for 40 years. Towards the end of Key Stage 2 pupils have good recall of work covered in Christianity, Judaism and Islam. They describe accurately the significance of Christian celebrations and symbolism after recent study on a "day in the life of the vicar". They also describe in detail certain Muslim rituals, such as when they are called to prayer, and the importance of the Qu'ran. They engage enthusiastically in role-play activities to show how Muhammed created the Qu'ran, and this work is of a high standard.

137. The quality of teaching is good and most teachers have secure subject knowledge. Most lessons proceed at a good pace and teaching is generally purposeful. Challenging questions are used to move pupils thinking forward. Consequently, pupils listen and speak confidently in lessons. They are very well behaved in lessons and are happy to get on with their work. Many good opportunities are given for pupils to produce good quality open-ended writing. However, in some classes, work is not always planned to meet the needs of all abilities and this limits the quality of some finished writing. Very good use of role-play in some classes successfully excites pupil's interest. Where this happens, pupils are enabled to consider the views and opinions of others and the impact on learning is very good.
138. The planning of the RE curriculum and Collective Worship is closely integrated by the enthusiastic subject manager to offer many very good opportunities for reflection. This includes the excellent "tingle Factor" books in each class where special moments of "awe and wonder" are recorded. Work is well planned in most classes in accordance with the locally agreed syllabus, through cross-curricular mini-topics and units of work. However, in one Key Stage 2 class, the evidence gained from the scrutiny of work and discussions with pupils shows that insufficient work in RE has been completed this year. This class has no permanent class teacher and has had a succession of temporary teachers since the start of the term.
139. The subject manager is very well organised with a good vision for future developments, which include the development of medium-term plans and the integration of ICT into the teaching programme. Monitoring of the subject is at an early stage and does not yet include the monitoring of teaching and learning. Assessment opportunities are not generally included in teachers' planning and there is currently no assurance that the tasks set at Key Stage 2 are appropriate to the needs of the individual pupils. Good opportunities are provided for pupils to develop their literacy skills and the school is aware of the need to provide pupils with opportunities to apply their ICT skills within RE.
140. The school is a very caring community where the expression of Christian values and thoughts are seen as a part of pupil's religious experience. The school has recently been working very hard to introduce inter-faith and multi-cultural work based on the locally agreed syllabus. The school is very pleased with the progress to date but recognises that this is an area for further development. It has well-established plans to encourage visitors from faiths other than Christianity to visit the school. The previous inspection identified a lack of resources. New resources have been purchased and are augmented by loans from Christian charities and are now adequate.