

INSPECTION REPORT

**BEMERTON ST JOHN C.E (AIDED) FIRST
SCHOOL**

Salisbury

LEA area: Wiltshire

Unique reference number: 126434

Headteacher: Mr Peter Helyer

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 9 – 12 October 2000

Inspection number: 225023

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 – 9 years
Gender of pupils:	Girls and boys
School address:	Lower Road Salisbury Wiltshire
Postcode:	SP2 9NW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr M Humphreys
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Eira Gill 17766	Registered Inspector	English Design and technology Geography History Music Children under five Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Geraldine Osment 9646	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Anthony Green 12367	Team Inspector	Mathematics Science Information and communication technology Art and design Physical education Special educational needs	Pupils' attitudes & personal development How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bemerton St John C of E (Aided) First School is situated on the outskirts of Salisbury. The school has 126 girls and boys on roll aged from four to nine years of age. Eighty per cent of the pupils come from a wide area as parents choose to bring their children to a church school. Twenty-two per cent of pupils have been identified as having special educational needs, which is similar to the national average. However, 51 per cent of these pupils are in Year 2. No pupil has a statement of special educational need, which is below the national average. Five per cent of pupils are entitled to a free school meal, which is below the national average. There are no pupils from ethnic minority backgrounds or with English as an additional language. Children under five are admitted in the September or January before their fifth birthday and their attainment on entry is average.

HOW GOOD THE SCHOOL IS

Despite a considerable change of staff over the last two years, the school provides a sound quality of education and pupils now attain standards that match the national average in most subjects. Although the results of the national tests in 2000 cannot yet be validated, there is a marked improvement in the results in reading, writing and mathematics. There is good teaching in Key Stage 2 and satisfactory teaching elsewhere. The school is led and managed satisfactorily and gives sound value for money.

What the school does well

- Teaching and learning in Key Stage 2 is good overall and is having a positive impact on standards.
- Standards in music in Year 4 are above expectations because the teaching is very good in class lessons.
- Pupils' attitudes to school are good and they show enthusiasm for school.
- Provision for pupils with special educational needs is good and they make good progress as a result of skilled learning support.
- Provision for pupils' spiritual, moral and cultural development is good.

What could be improved

- Standards in reading, writing and mathematics.
- Standards in information and communication technology are below national expectations in Key Stage 1.
- There is no outdoor space organised for children under five, which affects the development of their large-scale movements and social skills.
- The inappropriate behaviour of a few pupils in some parts of lessons in the Year 2 class and in the mixed class of Years 2 and 3 results in fewer pupils making the good progress often observed in other classes.
- There is not enough teaching time for pupils in Key Stage 2 and this leads to insufficient time spent on curriculum subjects.
- Weekly lesson planning needs to focus more closely on learning objectives in some classes in order to raise awareness of what pupils are expected to learn.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Since then, it has made a satisfactory improvement and has a similar capacity to improve but there is still much work to do to further raise standards to match those found in similar schools. However, the results in the most recent statutory tests in reading, writing and mathematics for 2000, for which comparative figures are not yet available, show a marked improvement. The key issues for action have, overall, been addressed satisfactorily. For example, the quality of teaching in Key Stage 1 has improved, a good system for assessing pupils' progress has been put into place, a policy for able pupils has been established and higher attaining pupils are now taught mathematics in small groups. There have been improvements in the planning for the children under five and a commercial scheme introduced for physical education (PE) has resulted in standards in PE reaching national expectations. There are now schemes of work for all subjects. The weakness identified in the last inspection of not organising formalised parent and teacher meetings has not been addressed, nor has the issue of the allocation of teaching time in Key Stage 2 been addressed satisfactorily.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	D	D	C	E
Writing	E	E	C	D
Mathematics	E	E	D	E

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

The information shows that standards in 1999 in reading and writing were broadly in line with the national average and below in mathematics. Compared to similar schools, results in reading and mathematics were well below the national average and, in writing, results were below the national average. Results show that attainment has improved steadily since 1997 but the school still has a lot to do to raise standards to levels that compare favourably with those of similar schools. In the 1999 end of key stage assessments by teachers in science, standards were well above the national average. The results in the most recent statutory tests in reading, writing and mathematics for 2000, for which comparative figures are not yet available, show a marked improvement. The school has set demanding targets for 2001, particularly in view of the high number of pupils with special educational needs who have been identified in that year group. The findings of the inspection are that pupils reach the expected levels in reading, writing, mathematics and all other subjects in Key Stage 1 and Year 4. The exceptions are music where pupils' attainment is above the expectation in Year 4, and information and communication technology, where standards are below expectations in Key Stage 1. Religious education was inspected separately by the Diocese. The standards reached by children under five are in line with expectations in all areas of learning. Throughout the school pupils with special educational needs make good progress and achieve standards that reflect their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are enthusiastic about school and arrive in a happy frame of mind. Children who are under five are confident when leaving their parents.
Behaviour, in and out of classrooms	Satisfactory overall but a few pupils in Year 2 and Year 3 behave inappropriately in some lessons. Movement around the school is generally orderly but pupils in Key Stage 1 and 2 are unnecessarily noisy walking to and from the hall for assemblies and physical education lessons. Behaviour in the playground is satisfactory.
Personal development and relationships	Satisfactory personal development and good relationships; pupils help by taking registers and ringing the school bell but opportunities are missed in lessons for them to collect resources and equipment. Relationships are good overall but a very few pupils are discourteous to adults in the mixed Years 2 and 3 class.
Attendance	Good; above the national average. A very few parents arrive late with their children and sometimes disturb the introduction to lessons.

The behaviour of the children under five is very good which is an important factor in promoting their learning. The 'Buddy' system used to pair older pupils with the youngest or pupils new to the school is

very successful and ensures that these pupils are made to feel welcome and are given guidance and friendship. The pupils' respect for the beliefs of others is good and is a significant factor in their understanding of different religions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7- 9years
Lessons seen overall	Satisfactory	Satisfactory	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.

All the teaching in the school was judged to be satisfactory or better with the exception of the teaching of information and communication technology in Key Stage 1, which is unsatisfactory. Teaching was very good in 13 per cent of lessons. Basic skills are taught well in Key Stage 1 and the teaching of English and mathematics, including literacy and numeracy, is satisfactory. Pupils with special educational needs make good progress in both key stages. The methods teachers use in Key Stage 1 to introduce English and geography lessons are imaginative and engage the pupils, which has a positive impact on their learning. In a design and technology lesson, good probing questions were used. In Key Stage 2, teaching is good in English, mathematics, science and music. High expectations are evident in this key stage and basic skills are taught well. In a few lessons in both key stages, teachers do not always share the purpose of the lesson, which results in fewer pupils understanding how well they have achieved. Management of the pupils' behaviour in the mixed class of Year 2 and 3 pupils is inconsistent but overall the pupils' learning is satisfactory. Learning is also satisfactory for children under five and pupils in Key Stage 1. The quality of learning is good overall for the pupils in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; fulfils statutory requirements for all National Curriculum subjects, including collective worship. The time allocation given to the teaching of the curriculum in Key Stage 2 is unsatisfactory. The weekly allocation is sixty minutes below the national recommendation. Provision for health, substance abuse and sex education is satisfactory. The curriculum for children under five is satisfactory.
Provision for pupils with special educational needs	Good; procedures for identifying pupils are effective, they have full access to the school's curriculum and are well supported. They make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; good for spiritual, moral and cultural, which has a positive impact on pupils' respect for other people's religions. Social development is satisfactory but opportunities are missed by to ensure pupils work together putting out equipment, for example.
How well the school cares for its pupils	Good; arrangements for child protection and pupils' welfare are good. Procedures for monitoring attendance are good and procedures for assessing the pupils' attainment and progress are also good.

The school works satisfactorily in partnership with parents. Regular newsletters give parents up-to-date information about what is happening in the school and about the curriculum. Parents make a good contribution to the children's learning at home and some give valuable help both in lessons and in work parties to help spring-clean the school. Through the parent teacher group, parents are very supportive and raise significant funds to purchase resources and equipment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; in his role as a class teacher, the headteacher is a good role model for staff and pupils. Most co-ordinators are new to their responsibilities, and have yet to make an impact on the teaching and development of subjects.
How well the governors fulfil their responsibilities	Satisfactory; the governing body has been short of members for some time which affects how they shape the direction of the school. They are effective in fulfilling statutory duties and have supportive relationships with the staff and pupils. They are aware of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory; monitoring of teaching and subject development lacks a rigorous focus and there is little evidence of the feedback to teachers identifying targets for improvement.
The strategic use of resources	Good; the governors play an effective role in budget planning.

There has been a high turnover of staff during the last two years and, this has had an impact on, for example, the continuity of teaching and the management of subjects. The new teachers are still settling in and adjusting to their roles. However, there is a good match of teaching staff to the curriculum. Four out of the six teachers are highly qualified to manage their subjects and are very enthusiastic to put into place the improvements they have identified. The skills of the support assistants are very good. Accommodation is good although there is no designated outside play area for the children under five, which limits the children's physical development. Resources are generally satisfactory. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They believe behaviour is good. • They feel comfortable about approaching the teachers with questions or a problem. • The school expects their children to work hard. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • Parents feel they are not well informed about their children's progress and the school should organise formal parents' evenings to meet the teachers. • Several parents feel there should be more activities after school. • A significant number of parents raised issues about the different standards of teaching in one class. • Homework to be more consistent.

Inspectors agree with most of the positive views of parents, except for behaviour. Behaviour is judged to be satisfactory overall in the school but a few pupils behave inappropriately in some lessons in Year 2 and for the youngest pupils in Year 3. Inspectors agree with parents that they could be better informed about their children's progress and the school is now reviewing the organisation of parents' evenings. There are four activities after school for the older pupils and the school is organising two more after-school clubs for French following the half-term break. Inspectors judge this to be satisfactory. The inspection team agrees with the parents' concerns regarding teaching in one class, which is linked to inconsistent management of pupils' behaviour. This is one of the aspects of the school generally that could be improved and is dealt with in some detail in the appropriate sections of the report. Reading and spelling homework is sent home regularly but very little for mathematics. The school is aware of this and is reviewing its policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The levels of pupils' attainment in the national tests, taken at the end of Key Stage 1 in 1999, show that standards were broadly in line with the national average in reading and writing and below the national average in mathematics. Compared to similar schools, results in reading and mathematics were well below the national average and, in writing, results were below the national average. Test results over the last three years show that results have improved steadily. In the 1999 end of key stage assessments by teachers in science, standards were well above the national average. There are no test results for Year 4. However, the school still has much work to do to raise attainment to match that in similar schools. Nevertheless, the school's results in the most recent national tests, taken at the end of Key Stage 1 in 2000, show that in reading, writing and mathematics, there has been a marked improvement with more pupils achieving the expected levels but, as yet, there are no comparative figures. The findings of the inspection are that pupils in Key Stage 1, and pupils in Year 4, are achieving standards in line with expectations and achievement is satisfactory. These findings are different to the national test results in 1999 when mathematics was below the national average. The school has improved its standards in mathematics as the result of the implementation of the numeracy strategy, which has raised teachers' expectations.
2. Children enter the school with average standards in all the areas of learning. They make sound progress and attain as they should, firmly consolidating and broadening their understanding. By the time they leave the foundation stage, at the end of Year R, the majority of children will have achieved the early learning goals in all of the areas of learning. Standards have declined since the last inspection when standards in communication, language and literacy, in mathematical development and in knowledge and understanding of the world were judged to be above average. There are three possible reasons for this; firstly, this is a different group of children; secondly, there has been a high turnover of staff teaching the foundation stage and thirdly; there are different expectations from inspections in the year 2000.
3. Pupils with special educational needs make good progress and attain appropriate standards in relation to their specific targets and goals. This is further enhanced by the good quality individual tuition provided by the skilled learning support assistants. Their special learning needs are identified early and appropriate learning targets are set. There is no significant difference between the attainment of boys and girls or different groups of pupils, such as the higher attainers. A small group of higher attaining pupils in Years 3 and 4 are given effective and challenging support when they are withdrawn by the co-ordinator for extra lessons in mathematics.
4. In Key Stage 1 and Year 4, pupils' achievements in English are satisfactory. They listen well and speak confidently in response to their teachers' questions. They are keen to answer questions during assemblies and use appropriate expressive language skills. Standards in reading by the end of Year 2 are meeting expectations and pupils have an appropriate range of strategies to work out unfamiliar words. In Year 4, pupils have sound understanding of what they are reading and they know how to find information from non-fiction books. Overall, writing meets expectations but pupils do not have sufficient opportunity to write at length and develop their higher writing skills. Handwriting is unsatisfactory; pupils in Year 2 do not know that several letters of the alphabet have their 'tails' below the line and very few pupils in Year 4 are consistently joining their letters. The National Literacy Strategy has been implemented satisfactorily but not enough time has been allocated to the teaching of writing in order to raise standards.
5. In mathematics in Key Stage 1 and Year 4, pupils' achievements are satisfactory. By the age of seven, pupils identify odd and even numbers, add and subtract small numbers and identify halves and quarters. They have a sound understanding of place value and can describe common shapes and explore their symmetry. Pupils can tell the time, make a simple tally

count and draw and interpret bar charts. In Year 4, pupils have moved forward in their learning. They have a sound recall of number facts and can explain how they work out number problems. Their grasp of the properties of three-dimensional shapes is good and most pupils measure accurately using millimetres and centimetres as well as millilitres and litres. Pupils in Year 4 produce bar graphs of their favourite types of bread and can interpret them satisfactorily.

6. In Year 2 and Year 4, standards in science are in line with expectations. Achievement is satisfactory. Pupils are developing good scientific knowledge, understanding and skills and can discuss their predictions and make conclusions about energy and friction. In Year 2, for example, pupils predicted what would happen to a toy tractor when pushed across the floor at different strengths and in Year 4, pupils experimented with batteries, bulbs, motors and buzzers to find different ways of constructing a circuit. Their knowledge of science covers a wide range of the curriculum.
7. Standards in information and communication technology (ICT) are below expectations in Key Stage 1, which represents a decline in standards since the last inspection. This is because teachers' knowledge and understanding of how to teach ICT in Key Stage 1 is weak. Pupils have difficulty finding the appropriate keys when they are word processing and are unsure how to change the size and style of fonts. Achievement is unsatisfactory in this key stage. In Year 4, standards are in line with expectations because teachers ensure that there is a time slot in the timetable each week to teach specific skills and use that time effectively. Pupils manipulate the screen icons confidently and use the 'drag and drop' features of a program satisfactorily. They can access information from a CD-ROM disk and, during a science lesson, pupils used a program about circuits to test their own designs. Pupils' achievement has improved in this key stage due to the better teaching and is satisfactory.
8. In art, geography, history and physical education in both key stages, standards are in line with expectations. Not enough evidence was available to judge attainment in design and technology for Year 4 but in Key Stage 1 it is in line with expected standards. In music standards are in line in Key Stage 1 and in Year 4, pupils are reaching standards above those expected which is an improvement from the last inspection.

Pupils' attitudes, values and personal development

9. Overall, most pupils show a positive attitude to school. They are enthusiastic and arrive in a positive frame of mind. The children under five are confident when leaving their parents and come into school without a fuss, which is a reflection of the supportive and caring attitude of staff in the reception class. Pupils' response and interest in activities are satisfactory overall. In the lessons that are well taught, pupils are very interested and are keen to work. However, in some lessons when management and control are inconsistent, a few pupils do not pay attention.
10. Behaviour is satisfactory overall. The behaviour of the children under five is very good. In some lessons for the pupils in Year 2, and in the mixed class of Year 2 and Year 3 pupils a few pupils behave inappropriately, for example, they call out comments during the introduction to lessons and, at times, are unnecessarily noisy during group work. Movement around the school is generally orderly, but on a number of occasions during the inspection week, pupils in Key Stage 1 and Key Stage 2 were noisy when walking to and from the hall for assemblies, physical education lessons and lunch. In the playground pupils play happily together and behaviour is satisfactory. No incidents of bullying or other aggressive behaviour were seen during the inspection and they are not a common occurrence in the school. There have been no recent exclusions. Pupils use the school facilities with care and there is no evidence of litter or vandalism. Pupils are trustworthy and most pupils are usually polite to each other and to adults.
11. Relationships are good overall. However, a small number of pupils in Year 2 and the youngest pupils in Year 3 are not aware of how to address staff and visitors.
12. Pupils with special educational needs have a good attitude towards learning. They enjoy working with the assistant in the designated room for special educational needs and work hard at their tasks. Pupils' behaviour in the withdrawal groups is very good.

13. The personal development of pupils is satisfactory. Pupils help with the day-to-day management of the school in a number of ways; for example, taking registers to the office, ringing the school bell and lighting the candles at the beginning of assembly. However, opportunities are missed by teachers to develop pupils' personal skills. In several lessons observed, such as art and mathematics, pupils were not given the opportunity to collect resources and equipment as the class teachers had already placed them on the tables. Very good use is made of the 'Buddy' system when the oldest pupils are paired with the youngest and those new to the school. This ensures that these pupils are made to feel welcome and are given guidance and friendship. Pupils talk positively about being buddies.
14. Pupils mostly demonstrate sound social skills, with an appropriate awareness of the achievements of others. Their understanding of the impact of their words and actions on others is satisfactory for their age although a few pupils ignore what is expected of them, for example they talk and fidget during the introduction to some lessons.
15. Pupils' respect for the feelings, values and beliefs of others is generally good. An example was observed of the celebration of the beliefs of a Jewish pupil from Key Stage 1 when she was invited to talk to the older pupils about Sukkoth. Pupils listened attentively and respectfully and asked some very good questions.
16. The level of attendance is good and is above the national average. However, as reported at the last inspection there is still a minority of parents who arrive at school late with their children and interrupt the smooth flow of the lesson introductions. Registers are marked correctly in the morning and afternoon sessions and legal requirements are met. Parents are reminded of their responsibility for their children's punctuality and attendance in the Prospectus and newsletters.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching is satisfactory. Across the school, the quality of teaching was judged as good or better in 46 per cent of lessons, and very good in 13 per cent of lessons. Fifty-four per cent of lessons were satisfactory. This represents an improvement from the last inspection when 13 per cent of lessons were judged to be unsatisfactory.
18. Teaching is satisfactory overall for the children under five in the Foundation Stage and leads to sound learning. In the areas of personal, social and emotional development, mathematical development and physical development teaching is good and is particularly strong in the teacher's good understanding of the emotional needs of very young children. Teaching is satisfactory in the areas of communication, language and literacy, knowledge and understanding of the world and creative development.
19. In Key Stage 1, teaching is satisfactory in all subjects, except information and communication technology (ICT) where it is unsatisfactory. The quality of teaching was good in the one lesson seen in design and technology. No teaching was observed in history. The teachers' knowledge and understanding of how to teach young pupils is effective in moving their learning forward particularly in the teaching of basic skills in the literacy and numeracy lessons. In ICT, knowledge is weak and teachers rely on programs that require few keyboard skills that do not move the pupils' learning forward. The teachers in this key stage showed good imagination in their choice of methods for teaching English and geography using lively stories as a starting point, which captured the pupils' interest and ensured their concentration and motivation to work well at their activities. Good resources were used in Year 1 to teach spelling, using fan cards for the pupils to hold up the appropriate beginning consonant. As a result, the pupils enjoyed this activity, were very attentive and their spelling knowledge improved. A very good game was used in a Year 2 class to teach spelling when the pupils concentrated well and longed for their turn to chant the rhyme. Their learning about long vowel sounds was deepened. In the design and technology lesson, good attention was drawn to safety issues by the teacher and his good

probing questioning skills ensured that pupils gave careful thought to how they could improve their product.

20. Management and control of the pupils varies in Key Stage 1. In a Year 1 class, the pupils' behaviour is controlled well by the teacher who consistently uses the sanction of pupils missing part of 'Golden Time' on Friday afternoons as a method of ensuring that they pay attention. In Year 2, where there is a very high proportion of pupils with special educational needs, a few pupils call out inappropriately during the opening part of the lessons. The teacher works hard to establish her expectations and is usually successful. In some lessons for the pupils in the mixed class of Year 2 and 3 pupils, the methods used to control the inattentive behaviour of a very few pupils in the introduction are not always consistent and, although most pupils engage with their work and produce work of sound and, sometimes, good quality, nevertheless fewer pupils make the good progress observed in other classes.
21. Teaching in Key Stage 2 is good overall. Teaching is good in English, mathematics, science and music. Teaching is satisfactory in art and design, geography and information and communication technology. No teaching was observed in design and technology, history and physical education. Most teachers have good knowledge and understanding and use some very good methods; for example in a Year 4 lesson, the teacher used the pupils' lack of understanding as a teaching point. When a pupil called the first part of her writing a 'chunk', the teacher reinforced the pupils' knowledge of the use of paragraphs. High expectations are evident in this key stage and basic skills are well taught in literacy and numeracy with pupils being challenged and guided to read texts at a level that moves their learning forward. In a very good music lesson, there was a good pace with pupils making every effort to produce the work and sounds the teacher was expecting, thus increasing their musical knowledge and understanding. In this key stage, management and control is more consistent with teachers of the older pupils briskly intervening to ensure that pupils pay attention and are not being noisy. In a few lessons in both key stages, teachers do not always tell the pupils the purpose of the lesson, which results in pupils not being aware of what they should be learning.
22. The quality of the teachers' day-to-day marking is satisfactory and appropriate individual targets are set in English and mathematics. In two out of five classes, weekly lesson plans are good and show clearly the lesson objectives in all subjects. However, in the other classes this is not clear in lessons for the foundation subjects and, as a result, the teachers do not always focus so rigorously on what is to be learned. Assessment by teachers in both key stages of pupils' progress, both formal and informal, is good which is an improvement from the last inspection. Teachers make good resources in their work in geography. They have a good awareness of safety issues and encourage safe practice in science, design and technology and physical education. Planning for the use of information and communication technology (ICT) in lessons in both key stages is limited and not enough time is given to develop the pupils' ICT capability, particularly in Key Stage 1.
23. The quality of teaching of pupils with special educational needs is very good in the withdrawal groups. The learning support assistant is well qualified and imaginative in her teaching methods. Work is well matched to the specific needs of the pupils and addresses the targets on their individual education plans. Volunteer parents give good support to the pupils in class lessons and work is well matched to their needs. They make good progress in relation to their prior ability. However, in some lessons, inappropriate behaviour by a few pupils results in satisfactory, rather than good, progress.

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

24. The curriculum provision is suitably broad and meets the interest, aptitudes and special needs of all pupils and gives them a sound preparation for the next stage of their education. The curriculum for the children in the Foundation Stage is satisfactory and leads to a smooth

transition to the National Curriculum. All requirements are met, including the provision for the locally agreed syllabus for religious education.

25. The balance of the curriculum is unsatisfactory. The weekly allocation of time at Key Stage 2 is sixty minutes below the national recommendation which was a weakness identified in the last inspection. Although the allocation of time given for information and communication technology (ICT) at both key stages is sufficient, the use of that time is not satisfactory particularly in Key Stage 1. The school recognises the importance of ensuring that all pupils receive equal opportunities to learn and a policy for equal opportunities is in place. However, the shortfall in allocation of time in Key Stage 2, the insufficient use of time for ICT in Key Stage 1 and the inappropriate behaviour of a few pupils in two classes mean that this is not always achieved.
26. Strategies for teaching literacy and numeracy are satisfactory. Effective use is made of the national literacy and national numeracy strategies, both of which are beginning to have an impact on raising standards. However, in some classes, the mental mathematics sessions at the beginning of the numeracy hour lack pace and teachers do not use interesting resources and appropriate equipment to stimulate the pupils. A key issue of the previous inspection was the need to produce schemes of work for art, geography and music. This has been addressed satisfactorily and all curriculum policies and schemes of work are now in place. The school is reviewing some of its policies and schemes of work following the introduction of the National Curriculum 2000. Most of the co-ordinators are newly appointed to their responsibilities this term and, although they analyse their colleagues' planning documents, no time has been allocated to monitor the teaching of their subjects as yet. Satisfactory use is made of homework but mathematics homework is not consistently set.
27. The provision for personal and social education, health education, and attention to substance abuse are sound. The governors have agreed that sex education will not be taught until pupils transfer to the middle school. However, any related issues are addressed and answered sympathetically. The provision of "Circle Time" gives pupils the opportunity to discuss and share personal and social issues and concerns. For example, Year 1 pupils discuss the importance of working together and play games that highlight the importance of being part of the team. A very good "Buddy" system is in place, where the oldest pupils are paired with the youngest pupils to support them when they first enter the school. Both the oldest and the youngest pupils talk enthusiastically about their buddies.
28. The curriculum is enriched by links with the local community, partner schools, visitors to the school and at least one educational visit each year plus a three-day residential visit for Year 4 pupils. For example, pupils visit the local church each term for a service and also for history and art lessons. They visit a home for senior citizens. Visitors have talked to pupils about Christian Aid, India and Marie Curie. A dance group from a local middle school has performed to the pupils and a theatre group has performed 'The Lion the Witch and the Wardrobe', and 'The Little Princess'. Years 3 and 4 pupils have a Tudor Day that is organised by an historical group. Links have recently been established with a school in The Gambia.
29. The provision of extra-curricular activities is satisfactory. The school offers regular after-school clubs for football, netball, choir and orchestra. Two knowledgeable and enthusiastic parents run the football club. In the summer there is also a running club and country dancing. The school has organised two French clubs to begin after half-term.
30. Pupils with special educational needs receive full access to the curriculum. The school's implementation of the Code of Practice is meeting the needs of the pupils on the special needs register and ensures equal access to the curriculum. A register of able pupils has also been established.
31. There are few formal links with the feeder nursery schools and playgroups but good links have been established with other first schools in the area and the partner middle schools. Links with one local middle school are very good and help to ensure effective induction and transition

arrangements for the pupils. Satisfactory links have been established with the local college of higher education and the initial teacher training college.

32. Visits and visitors to and from the community enrich the history and geography curriculum. For example, pupils in Year 1 visited Brownsea Island and Year 4 pupils enjoy a residential visit in New Barn in Dorset. The whole school participated in the Millennium Service at Old Sarum. Representatives from the Bridge Project, which is supported by the local churches in Salisbury, lead assemblies and a parent, who grows herbs, visited to support the Tudor Day. Local residents helped the pupils in Years 2 and 3 to understand the history of the church and its graveyard. Older friends appreciated the Harvest gifts donated by the school as well as being entertained by the pupils in their residential homes and in school at Christmas.
33. The provision for pupils' spiritual, moral and cultural development is good. The provision for pupils' social development is satisfactory. The provision for pupils' spiritual development is good and has improved since the previous inspection. Collective worship complies fully with legal requirements and is well planned with relevant themes, which include aspects of life such as working together, friendship, kindness and special gifts.
34. Assemblies promote "awe and wonder"; for example, candles are lit as a focal point for the assembly. In a Key Stage 1 assembly, the pupils were thrilled to see the teacher's "special gift" which was a wooden jewellery box given to her by her mother. In an assembly taken by a visitor, pupils were mesmerised by the glove puppets used, the taped sound effects and the background slides. Taped music is used well to set the tone of assemblies and is played as pupils enter and leave the hall. Although opportunities for spiritual development in lessons are not always planned for, many examples were observed. For example, in the reception class, good use was made of calming music to set the tone for a physical education lesson. In a Year 1 art lesson, pupils were very engaged by the portraits of a teacher's dog and her horse. In a Year 4 mathematics lesson for a high attaining group, the pupils' love of mathematics was clearly evident when a challenging task was suddenly understood, and the patterns in an investigation discovered. There were cries of delight from many of the pupils.
35. The provision for pupils' moral development is good and has been maintained since the previous inspection. Most pupils have a good understanding of right and wrong, and are encouraged to be truthful and honest. Teachers talk to pupils about moral themes such as belonging to a family and school, friendship, being kind and helpful. A good example was observed in a Year 1 lesson where the teacher developed a discussion on teamwork. Classrooms are organised so that pupils are given frequent opportunities to work together in pairs and small groups. The good relationships between staff and pupils help to promote concern for others and the environment. The school supports charities such as Barnardos, Christian Aid and the RSPCA and shares its harvest collection between senior citizens and a local charity for the homeless.
36. The school's provision for social development is satisfactory. This represents a decline since the previous inspection when social development was judged to be good. The Golden Rules for behaviour in school and in the playground are displayed for pupils. However, some teachers have an inconsistent approach to managing pupils and adhering to the school policy. This has already been recognised by the school and plans are in place to develop a more rigorous whole school approach to behaviour management. Opportunities are provided for pupils to work together in lesson time, in after-school clubs and through planned visits. Pupils are encouraged to share resources and to collaborate. However, some opportunities are missed; for example, teachers organise the resources before art lessons, rather than expecting the pupils to work together to do this. In assemblies the adult, rather than a pupil, works the tape recorder and the overhead projector.
37. The school makes good provision for cultural development. There is a good range of visits and visitors to develop pupils' knowledge of their own culture and other cultures. Pupils visit Brownsea Island, Lepe Beach, the Weald and Downland Museum and Old Sarum. A valuable link has recently been established with a school in The Gambia. In assemblies, music is played

from other cultures and, during the inspection week, Spanish guitar music by John Williams was played. Pupils' own cultures and backgrounds are celebrated; for example, a Jewish pupil from Key Stage 1 spoke to the Years 3 and 4 pupils about the festival of Sukkoth. The Key Stage 2 pupils listened very attentively and respectfully and asked questions that showed their keen interest. There are limited opportunities for preparing the pupils for life in multi-cultural Britain but the school is planning to make links with appropriate schools through the Internet.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes good steps to ensure pupils' welfare, health and safety and child protection procedures are good. There are good relationships at all levels and pupils feel confident that there are sympathetic adults to whom they can go to with any problem. All staff work hard to maintain positive relationships, they know the pupils well and are able to monitor personal development informally. Throughout the year, teachers use anecdotal informal records to build up a picture of the pupils' progress and achievement both academically and personally.
39. The school has an appropriate health and safety policy. Since the last inspection the school has put into place a programme of regular risk assessments, which are reported to the governing body. Fire practices take place regularly and are recorded, and there are suitable arrangements in place for first aid and medical support. The school has good arrangements in place for child protection issues. The headteacher is the named responsible person and has received training for this role. The school promotes healthy and safe living through circle time, assemblies, physical education and science lessons.
40. The procedures for assessing pupils' attainment and progress are good overall. This represents a good improvement since the previous inspection, when assessment was a key issue for action and was judged to be unsatisfactory. The quality of day-to-day marking is satisfactory. The results of baseline assessment for children in the Foundation Stage are used well to match activities to the needs of the pupils. Baseline assessment is also used well for the identification of pupils with special educational needs, whose progress is monitored thoroughly. Pupils' progress in reading, writing, mathematics, science and information and communication technology is systematically recorded in all classes. Informal records are also kept on pupils' attainment and progress in all other subjects, which help to inform planning, target setting and end of year reports. Pupils' sketchbooks record their progress in art. Every year, pupils are asked to draw a portrait, which helps to identify their maturity development. In two out of the five classes, there are good examples of planning which show the learning objectives for the lesson but planning in the other three classes for foundation subjects is activity based which is a remaining weakness from the last inspection.
41. The school is using data provided by the local authority and its own data in English, mathematics and science to analyse trends, strengths and weaknesses in subjects. Each term a piece of work in the three core subjects is assessed and levelled for progress and placed in the record of pupils' work. This is helping to track pupils' progress.
42. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Code of Practice. This includes assessing pupils' needs, planning subsequent work, developing and using individual educational plans. Pupils with special educational needs are helped in a positive manner to meet targets in learning and behaviour. Their individual education programmes are regularly reviewed. Liaison with outside agencies and external support staff is good. A register identifying able pupils is also in place, which is helping to meet one of the priorities of the school of ensuring that higher attaining pupils are challenged.
43. Arrangements for monitoring attendance are good. The headteacher regularly monitors attendance registers and unexplained absences are followed up rigorously. Since the last inspection the school has introduced a system to monitor punctuality closely and to contact parents if their children are late for school on five occasions. The school receives a termly visit from the Education Welfare Service that helps the school to review attendance.

44. All five teachers in both key stages have to work hard at behaviour management and there is an inconsistent use of the school's behaviour policy generally. The school is aware of this and, at the time of the inspection, was organising staff training on behaviour management as well as reviewing the behaviour policy. The policy includes a system of rewards and sanctions but these are not consistently implemented across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Overall, the school has a satisfactory partnership with parents. The pre-inspection questionnaire and meeting with parents and carers showed that they have satisfactory views of the school. Especially valued by parents are that their children like school, they feel comfortable about approaching the school with questions or problems, they are pleased that the school expects their children to work hard, and they believe that the school is helping their children to become mature and responsible. The inspection team supports the positive views of parents. Parents expressed some concerns including:
- their children not being given enough or consistent work to do at home;
 - a lack of information on the progress their children are making;
 - the different standards of teaching in one class;
 - not enough after-school activities.
46. The home/school reading link book shows clear evidence that the pupils take home reading books regularly as well as spellings. At the meeting prior to the inspection, parents stated that homework is consistent for reading and spelling but not for mathematics. The inspection team agrees with the views of the parents that homework for mathematics is inconsistent and the school intends to address this issue.
47. There is evidence to support the views of parents who feel they are not kept well informed about their child's progress. As reported at the last inspection, there are no formal parent/teacher consultations during the year, although there are open evenings when parents are invited into school to look at their children's work and talk to teachers. Parents at the meeting reported that the teachers are very approachable and happy to talk to parents with concerns or for more information on their child's progress. However, a significant number of parents said they would prefer more formal evenings to be arranged. The headteacher has indicated he will review the parent/teacher evening organisation.
48. The team agrees with the parents' concerns regarding teaching in one class, which is linked to the behaviour of pupils, and management and control of pupils generally in the school. The behaviour of a very few pupils in this class is sometimes inappropriate. This is one of the aspects of the school that could be improved.
49. The school provides four different activities during the week for the older pupils and two additional activities in the summer term. Arrangements have been made for two French clubs after school to begin very shortly. The inspection team believes the school provides a satisfactory range of activities after school and the curriculum is also enriched by a number of visits and visitors.
50. There are effective links with parents and regular newsletters keep parents up to date with the day-to-day life of the school. The Prospectus and topic newsletters provide good information about the curriculum. The annual report is clear, informative and identifies ways in which pupils can improve their standards. This is an improvement from the last inspection. Meetings were held for parents to inform them about the implementation and structure of the literacy and numeracy strategies and parents are invited to family assemblies, the Christmas production and to St. John's Church for end of term services. The school has established sound links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed. They know the point of contact in the school. Regular meetings are held to ensure that parents are aware of all aspects of their children's needs.

51. The impact of parents' involvement with the work of the school is good. Two skilled parents run the football club very enthusiastically. Parents have also made a significant contribution to improving the school with regular work parties to spring-clean the inside of the school and to improve the fabric of the building outside. The good induction procedures for the youngest children into the reception class ensure that their parents and carers feel welcome and comfortable in the school. The children also visit the school and begin to get to know their teacher and this contributes to the sense of security clearly shown by the children in their first weeks in school. The parents provide a good contribution to their children's learning at school and at home and some give valuable help in the school in art and design and technology lessons. Through the Parent Teacher Association, parents are very supportive of the school. Significant funds are raised from a variety of events including the Summer Fete, Christmas Bazaar and Bingo nights.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher, supported by the governors and staff, provides satisfactory leadership. In his role as a class teacher, he provides a good role model for the staff and pupils. He shares the priorities for development with the governors and staff orally. However, the headteacher acknowledges that the priorities are not identified in the school development plan, which focuses more on the organisation of the school rather than how to raise standards. Since the last inspection the headteacher, together with key members of staff, has made sound improvements and the school has a similar capacity to improve. A good system for assessment has been implemented and the format of reports to parents has improved. A policy for able pupils has been written and the headteacher withdraws groups of higher attaining pupils from Key Stage 2 each week for mathematics lessons. This has had an impact on raising standards in mathematics. Attainment in physical education has been raised to meet the national average by the implementation of a commercial scheme that ensures pupils are developing appropriate skills. The headteacher identified that boys were not achieving as well as girls and raised staff awareness of how the boys needed to be given an extra push. In the 2000 national tests, boys have achieved better than girls.
53. The headteacher has been active in improving the accommodation by securing funding for a glazed extension into the Year 1 classroom as well as a mobile classroom that is used as a designated design and technology workshop and incorporates a kiln for claywork. Both of these additions are having an impact on raising standards. Challenging targets have been set for the national tests for 2001 despite the school identifying half of the pupils in Year 2 as having special educational needs. The staff will have to work hard to achieve the predicted targets but there is a clear commitment to succeed.
54. The key issues for action have, overall, been addressed successfully and the aims of the school are reflected in its work. Despite the high staff turnover during the past two years, there is a good team spirit evident among the staff who clearly welcome professional discussion and development. This was evident during the inspection week. There is a shared commitment to the school and a good team spirit is evident. Secure management ensures that pupils have equality of opportunity in lessons and extra-curricular activities, regardless of their gender or ability. However, the shortfall in the allocation of time in Key Stage 2, and the inappropriate behaviour of a few pupils in some lessons in two classes, means that this is not always achieved.
55. There is good management of the provision for pupils with special educational needs and accurate records are maintained. The funds allocated to the school are used well and the governor for special educational needs supports and monitors the school's provision. There are regular reports to the governing body on the progress and effects of provision. Outside agencies, for example, the speech therapist and the educational psychologist, provide good support for the school. The co-ordinator is well qualified and knows the needs of the pupils well. However, the co-ordinator is employed as a part-time teacher and has few opportunities to support the pupils throughout the school. Her limited non-contact time is used for

administration purposes. The co-ordinator is very well supported by the learning support assistant, who makes a significant contribution to the good provision and progress made by the pupils.

56. Governors involve themselves in aspects of school life and have positive and supportive relationships with the staff and pupils. They are effective in fulfilling their statutory duties but during the last year the number of governors has been lower than it should be, which is affecting how they shape the direction of the school. However, this issue has recently been addressed by the Diocese in order to ensure that the governing body is at full strength. Despite the small number of governors, they are aware of the strengths and weaknesses of the school because of their close involvement. Appropriate sub-committees are in place with terms of reference. The finance committee meet on two occasions each term and are very thorough in their analysis of the ongoing budget planning.
57. Monitoring of teaching and the curriculum by the headteacher and co-ordinators is satisfactory. The headteacher has a heavy teaching commitment but, as mathematics co-ordinator, has monitored the implementation of the numeracy hour in lessons as well as the performance of the newly qualified teacher who joined the school at the beginning of the last academic year. The English co-ordinator has monitored the teaching of the literacy hour in all classes. However, although there is a little evidence to show a specific focus when monitoring, feedback does not identify targets for improving significant teaching points and thereby raising attainment, for example the management and control of pupils. Monitoring of the pupils' progress is carried out formally by predicting their attainment in Year 2 using the formal baseline assessment carried out in the reception class. This formal procedure for predicting progress is now being used in all year groups, which will help to monitor the progress of each group of pupils annually.
58. Careful financial planning, good administration and the wise use of grants ensure that the school's resources are used well to promote the pupils' learning. An award from a local business in recognition of the school's contribution towards the environment, has paid for the recently constructed millennium garden which the school intends will have a positive impact on the learning of science and art. The governors play an effective role in budget planning for the year and monitor monthly accounts rigorously. There are good procedures for checking what is spent, and the priority areas for spending, such as outlay of funds on the building, are linked directly to the school development plan. Having been in deficit two years ago, the school views good housekeeping as important and, for example, has installed water taps that turn off independently. The school applies the principles of best value well by asking for quotations from different firms and seeking advice from various professionals. The school keeps an up-to-date list describing the skills of parents in order to keep costs of decorating and minor building repairs down to a minimum. The last audit by the local authority of the financial management of the school reported that it is of a high standard and the minor weaknesses identified by the audit have been addressed satisfactorily. Daily routines operate smoothly due to the good administrative officer and there are effective communication systems.
59. There has been a high turnover of staff during the last two years and this has had an impact on, for example, the continuity of teaching and the management of subjects. The new teachers are still settling in and adjusting to their roles. Most staff have only recently been allocated responsibility for the areas they manage, and six of the eleven subjects have new co-ordinators. However, there is a good match of teaching staff to the demands of the curriculum and four out of the six teachers are highly qualified and have a professional qualification in the subjects they manage. The skills of the learning support assistants are good and the assistant who works in both key stages has undertaken higher-level study courses to further her knowledge and expertise.
60. The accommodation is good despite the addition of several parts of the building in the recent past. The original, very small school has expanded considerably and there is a temporary

classroom used as a designated room for design and technology as well as space for a staffroom. Although the hall is cluttered with physical education equipment and lunchtime tables and chairs, staff take great care to ensure safety for the pupils at all times. There are plans to extend two more classrooms with glassed extensions that will give more space to the teaching areas. There is no designated outside play area for the under fives which affects the children's progress in social skills and their physical development. More resources are needed in the classroom for the children under five to provide a more stimulating environment and, in particular, to provide an appropriate reading corner with good quality books and furniture. Resources are generally satisfactory but more tuned instruments are needed to support the music curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue to improve, the headteacher, governors and staff should:

- (1) Raise standards in reading by:
 - increasing the opportunities already available for pupils to develop higher order reading skills, for example, introduce more rigour into the first session of the literacy hour by focusing more keenly on the objectives of the lesson;(paragraphs 1, 72, 76)
- (2) Raise standards in writing by:
 - ensuring that there are increased opportunities to teach extended writing skills;
 - reviewing the handwriting policy so that the teaching of handwriting is given more importance;
 - ensuring that the teaching of handwriting is consistent throughout the school;(paragraphs 1, 4, 72, 73, 74, 76)
- (3) Raise standards in mathematics by:
 - ensuring that the oral and mental introductory session to each lesson has a fast and demanding pace, in order to challenge all pupils and improve their numeracy skills;
 - ensuring that the key objectives of the lesson are shared with the pupils at the beginning of the lesson and revisited at the end to assess and reinforce their understanding;
 - planning for opportunities to use numeracy across the whole curriculum.(paragraphs 1, 79, 80, 82)
- (4) Raise standards in information and communication technology (ICT) by: **
 - ensuring that pupils have sufficient time to extend their skills across the curriculum by monitoring and adjusting the time and frequency of planned opportunities for pupils to use the classroom computers;
 - ensuring that subject planning includes the use of ICT and the skills to be supported;
 - improving staff confidence through appropriate training;(paragraphs 7, 19, 11, 15, 85, 93, 108, 110, 112)
- (5) Improve the behaviour of pupils at both key stages by:
 - ensuring that the policy for behaviour management is consistently applied;
 - raising the quality of all teachers' skills in behaviour management;(paragraphs 10, 14, 20, 23, 36, 44, 48, 54, 57, 75, 83, 91, 95)
- (6) Improve the curriculum for the children under five in the foundation stage by:
 - providing an outside play area equipped with appropriate big toys, such as climbing apparatus and wheeled toys, so that the children have sufficient opportunity to develop their skills.(paragraphs 60, 70)
- (7) Improve the balance of the curriculum in Key Stage 2, by reviewing the time spent in lessons each week and the time allocation for all subjects.
(paragraphs 25, 54)

In addition to the main items above, the following less important areas for improvement should be considered for inclusion in the action plan:

Improve the quality of weekly planning in all classes by;

- ensuring that the key objectives in half-termly planning are shown, for all subjects, as specific lesson objectives in weekly planning and in sufficient detail.
(paragraphs 21, 22, 40, 82, 96, 103, 111)

Improve the quality of strategic planning to focus on raising standards.
(paragraph 52)

** indicates that this is already indicated in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	33	54	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	96.8
National comparative data	94.1

Unauthorised absence

	%
School data	0.09
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	11	12	12
	Total	17	20	20
Percentage of pupils at NC level 2 or above	School	81 (81)	95 (70)	95 (74)
	National	82 (80)	83 (89)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	11	12	12
	Total	19	21	21
Percentage of pupils at NC level 2 or above	School	90 (89)	100 (74)	100 (93)
	National	82 (81)	86 (85)	87 (86)

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	105
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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	22.5
Average class size	25.2

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	50

Financial information

Financial year	1999/00
	£
Total income	252,897
Total expenditure	233,892
Expenditure per pupil	1,671
Balance brought forward from previous year	-12,728
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	133
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	32	52	7	0	17
Behaviour in the school is good.	38	57	0	0	5
My child gets the right amount of work to do at home.	17	39	23	10	11
The teaching is good.	35	49	7	0	9
I am kept well informed about how my child is getting on.	18	59	17	4	2
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	0	2
The school expects my child to work hard and achieve his or her best.	45	48	0	0	7
The school works closely with parents.	25	59	11	0	5
The school is well led and managed.	47	41	8	0	4
The school is helping my child become mature and responsible.	43	50	0	0	7
The school provides an interesting range of activities outside lessons.	36	29	18	7	10

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

62. Children are admitted to the reception class on a part-time basis in September or January according to their age. Older pupils become full-time towards the middle of the first term and younger ones at the beginning of January. At the time of the inspection, the children were in their sixth week of schooling. They are accommodated in a very spacious classroom. Most children have experienced pre-school provision. Evidence from the baseline assessments of the present five-year-olds and inspection evidence shows that attainment on entry is average in all the areas of learning. Children make a positive start to school and participate fully in all activities provided. They make sound progress and firmly develop and consolidate their skills. Evidence from the children who have just left the foundation stage, at the end of the reception year, shows that most children have attained the early learning goals in all the areas of learning. This shows a decline in standards in communication, language and literacy, in mathematical development, in physical development and in their knowledge and understanding of the world from the last inspection, which judged attainment in these areas as above average. However, it is not easy to make comparisons with the judgements of the last inspection because of the change in inspection arrangements.
63. The quality of teaching is satisfactory overall and leads to sound learning. Strengths in the quality of teaching include a good understanding of the emotional needs of young children, a gentle encouraging style which values the contributions of all, and very well managed children. The helpful and sensitive classroom assistant is part of the team and is used to ensure that all children receive as much individual and small group support as possible. Where teaching is less successful, tasks offer limited opportunities for children to develop their independence through planned play activities. Planning is sound and thorough and is based on the curriculum for the early learning goals. The teacher and assistant work very well together and are aware when a child is feeling a little insecure; they quickly respond and resolve the problem. As a result there is a very calm atmosphere in the classroom resulting in children who are happy and making sound progress.

Personal, social and emotional development

64. Children have appropriate opportunities to develop their personal and social skills. They are eager to come to school because they know their opinions are valued and that they will be offered interesting activities. They develop their skills through opportunities to work together in small groups and they make sound progress. The quality of teaching in personal, social and emotional development is good and the teacher and assistant take every opportunity to develop these skills. The children are in line to meet the early learning goals in this area of their development. Children are already secure in class routines and they have begun to develop their independence by taking turns to take the register to the office. The teacher also encourages their independence by asking them to choose an activity within a small choice. However, there is no opportunity for the children to take responsibility for recording their chosen activity.
65. Children begin to take responsibility for their own belongings. They are expected to put their clothes tidily on their chairs when changing for physical education. Adults take every opportunity to develop personal, social and emotional skills through class discussions when children are encouraged to tell the class their news. Very good relationships ensure that they are secure and confident with adults whom they know. Good relationships are developing with the older pupils in the school who act as their 'Buddies' and help them at appropriate times during the day, such as playtime. Children are very well behaved because they know what is expected of them. For example, they tidy away the equipment carefully from the tables and put the chairs under the tables before they come and sit on the carpet with the teacher. The well-

established routines, the consistent high expectations of behaviour and the caring attitudes of all adults make a significant contribution to the sense of security felt by the children.

Communication, language and literacy

66. Most children are on course to attain the early learning goals in communication, language and literacy. Attainment is in line with the expected standard. Appropriate opportunities are provided for children to develop their speaking and listening skills through role-play in the home corner. However, there is insufficient focus to these tasks to include other aspects of literacy and this impedes progress. For example, during the inspection, the home corner did not include opportunities for writing. Samples of writing from the present five-year-olds in Year 1 show that by the time they are five, all pupils can write their names and use simple words and phrases. Children have some appropriate opportunities to practise their writing skills. For example, they wrote 'letter-strings' to write a description of their drawing. However, opportunities to develop writing skills through play are limited. Children enjoy stories and rhymes and join in with their teacher. Most children like books and the higher attaining children tell a story using pictures to help them. Teaching in this area is satisfactory. The teacher has sound knowledge and understanding of how to teach the children to read and helps them to learn the words on their small cards as well as teaching them to form their letters correctly. During the inspection, no child was observed in the book corner except when the assistant was helping the children to change their reading books. The book corner is not an appealing area in the classroom for children. The furniture is not comfortable and the range of books available is very limited. Very few displays in the classroom are inviting to the children and few labels are on objects to encourage the children to read them and thus to move their learning forward. However, despite this, the children make appropriate gains in their learning in this area.

Mathematical development

67. Most children are on course to attain the early learning goals in mathematical development at the end of the foundation stage. They are beginning to understand mathematical vocabulary, such as 'five is one more than four' and most children can recognise numerals to ten. They develop their mathematical skills through a variety of practical activities, for example, they learn to identify a circle and a rectangle and to name primary colours through their play with bricks. The quality of teaching in this area of learning is good and leads to sound achievement. During the inspection, children developed their mathematical understanding well because the teacher noticed opportunities during groupwork, for example, to teach children about the probability of the dice showing the actual number they were waiting for to complete an empty space on a card containing different numbers of small cake shapes. This work contributes positively to the children's emotional and social development when they are expected to wait patiently for their throw of the dice and to work in pairs. Children develop their counting skills through singing number rhymes, such as 'Five little speckled frogs', regularly and learn to count using a range of objects.

Knowledge and understanding of the world

68. Children's knowledge and understanding of the world is in line with that expected in order to meet the early learning goals at the end of the reception year. They learn about what they can do now that they could not do as babies. The photographs of themselves as babies help the children to understand the developments they have made and they enjoy showing visitors the display of all the photographs, including those of the teacher and assistant when they were babies. Children are developing their skills of cutting and joining when they cut out shapes to make a display of animals. Most children can use the mouse and the drag feature on the computers to trace around numbers and letters. Teaching is satisfactory and the children make sound progress in this area of learning.

Physical education

69. The children's physical development is on course to attain the early learning goals at the end of the foundation stage. They are confident in using space through twice-weekly opportunities for physical education in the hall. They walk in and out of spaces and respond quickly to their teacher's instruction to stop. Most children can hop forwards, backwards and sideways and are able to use all the space in the hall. In the lesson observed during the inspection, the quality of teaching was very good and the children's achievement was good. The lesson was characterised by high expectations, particularly of behaviour, a brisk pace and the knowledge and understanding to ensure that all of the pupils, including those with special educational needs, enjoyed every minute of the lesson, which they did!
70. Children handle small toys, thread beads and use scissors regularly to develop their manipulative skills. For example, they cut out objects they have drawn and build towers with bricks. However, there is no enclosed outdoor play area with appropriate equipment, such as wheeled toys and climbing apparatus and, consequently, there are insufficient opportunities for children to develop their skills.

Creative development

71. Children's creative development is in line with that expected in order to meet the early learning goals at the end of the reception year. They learn to use paint appropriately to make pictures of themselves. They learn how to use card and other materials to make collage pictures and develop their hand control. Children know simple songs by heart. They listen to the piano and try and sing the simple chorus of hymns during assemblies. They play creatively in the sand tray using shells and other appropriate small resources. Children listen to music while they change for physical education lesson, which has a calming influence and helps them concentrate on undressing and dressing. The quality of teaching is satisfactory in this area of learning and achievement is sound. At times, activities are too prescriptive when the children are not given the opportunity to be creative when painting themselves and are reminded to include their hands, for example. In the lesson observed during the inspection, the opportunity for children to be creative with untuned musical instruments was limited to holding an instrument once or twice during the lesson and attempting to make a different sound from other children.

ENGLISH

72. The results of the end of key stage tests in reading and writing in 1999 were broadly in line with the national average but, when compared to similar schools, results in reading were well below average and, in writing, they are below average. Results in reading and writing have improved steadily since 1997 when the school's results in writing were very low in comparison with the national average. The test results in 2000 show a marked improvement from 1999 with more pupils achieving the expected levels in reading and particularly in writing. There are no national tests for Year 4 pupils. Inspection findings are that pupils in Key Stage 1, and pupils at the end of Year 4, are attaining standards that are in line with national expectations. In 2000, more boys than girls reached expected levels. Overall, standards are similar to those found in the last inspection and pupils are achieving appropriately.
73. By the age of seven, standards in speaking and listening are broadly in line with national expectations. Pupils enter the key stage with an appropriate range of vocabulary and they speak confidently, for example, in a geography lesson, pupils were able to answer the teacher's question and say that maps are useful because they tell you where to go. By the end of Year 2, pupils can discuss clearly the display showing photographs and accounts of their visit to the church. Standards in reading are meeting expectations and the pupils have an appropriate range of strategies to sound out unfamiliar words or to make an intelligent guess by looking at the pictures clues. Through their work in literacy, pupils know how to look up information in non-fiction books. Most pupils can spell a few familiar words accurately and some can attempt more difficult words using their knowledge of linking sounds to groups of letters. There is no evidence of pieces of extended writing but pupils responded well in a poetry lesson and wrote creditable poems in about twenty minutes. However, handwriting skills are not meeting

expectations. Pupils show a lack of understanding of where to put capital letters and full stops. Pupils do not join their letters and do not know that several letters in the alphabet have 'tails' below the line. This is a decline in standards since the last inspection as a result of a lack of importance being attached to the teaching of handwriting.

74. By the end of Year 4, standards in English are meeting expectations. Pupils listen well and speak confidently. They can speak at length about their visit to the Dome and describe clearly to visitors their experiences and their feelings of excitement about the day. In reading, pupils are meeting expectations. They read aloud with expression and have developed good skills for sounding out unfamiliar words. Their understanding of what they read is sound and they know how to find information from non-fiction books in the library. They are also able to use dictionaries and thesauri with confidence. Overall, pupils' writing meets expectations. However, pupils do not have enough opportunity to write at length to show that they can develop a structured story or to begin to shape their writing with longer sentences. Pupils' writing about the Dome in the literacy hour shows they are developing an understanding of the use of commas and adjectives, such as 'bizarre' and 'extraordinary'. Spelling skills are meeting expectations. Handwriting skills are not meeting expectations because only a very few pupils join up their letters.
75. The quality of teaching is satisfactory in Key Stage 1. The implementation of the literacy hour is sound and the teaching of basic skills is good, for example, in a lesson on spelling, the teacher gave the pupils letter fans so that they could hold up the appropriate beginning consonant of words. As a result, the pupils concentrated well and their learning improved. Teachers plan interesting activities for the pupils to complete. In a Year 2 class, a colourful map and a fictional story about a boy finding his way around a village was used to teach instructional writing. This good method of teaching had an impact on the pupils' interest and motivation. Learning was moved forward in this lesson with pupils developing an understanding of compass directions, left and right and the use of the language of time, such as 'finally' and 'next'. The use of geography to teach literacy is good practice. There are examples of good modelling by teachers of handwriting in all classes in this key stage. The resources the teachers prepare engage the pupils, for example, when the writing of shape poems was being taught in the mixed class of Year 2 and 3 pupils, a large outline sketch of a snail had been drawn for the pupils to write in, which resulted in an immediate response to the task and imaginative poetry was written by the pupils. The final session of this lesson was taught well with the teacher modelling a class shape poem about snails, which all pupils contributed to. When reading is taught to small groups in the literacy hour, some good questioning skills are evident, particularly for the younger pupils in Year 1. The teacher asks open questions encouraging the pupils to use their knowledge of letter sounds to read unfamiliar words as well as using clues from the illustrations in the book. As a result, good progress was made in reading by this group of pupils. The teachers in this key stage work hard at managing the pupils' behaviour and are usually successful. However, in the lesson for the mixed class of Year 2 and Year 3 pupils, a very few pupils are inattentive during the introduction and the teacher is not always successful in making sure that they all pay attention. However, when pupils are involved in their activities, which have been well organised, the quality of learning is satisfactory with all pupils on task and producing sound and, sometimes, good work.
76. The quality of teaching in Years 3 and 4 is consistently good. The knowledge and understanding of the teachers is good. An example was in the teaching of reading to a small group when it was clear the teacher knew the text and its hidden rhymes thoroughly. He was able to ensure a high level of participation by the pupils who were disappointed when the session ended. This resulted in pupils developing new skills in their reading. High expectations are evident in this key stage with a good choice of text for the reading sessions within the literacy hour. For example, the teaching of literacy through history using a text designed to look like a Roman newspaper ensures that the pupils' reading skills are extended. Because the text is so interesting, pupils make every effort to read difficult words and sentences. However, in some lessons, modelling of writing by the teacher is not always appropriate and it was evident that pupils were copying some words incorrectly because of the style of her writing. The opening session of the literacy hour is sometimes cut too short. For example, in a lesson on

the complex spelling rules for adding 'ing' to words, the lack of appropriate resources, such as an overhead projector and a large whiteboard, cut short the teacher's explanation of the spelling rule. The lack of resources also prevented any significant interaction of the pupils with the teaching of the spelling rule, which resulted in fewer pupils making good progress. Management and control of the older pupils in Year 3 and the pupils in Year 4 are consistent and effective.

77. Marking is appropriate and, occasionally good, when teachers draw attention to the pupils' individual targets and follow them up by giving praise for improving handwriting skills. There is evidence of the teaching of literacy and information and communication technology in geography, where the Olympic Games have been followed in Key Stage 2 and used as an imaginative teaching resource. This is having a positive impact on the pupils' information and communication technology skills in word processing. Literacy skills are also evident in history resulting in appropriate descriptive writing about Henry VIII and his wives. Assessment of English throughout the school is good with day-to-day evaluations informing the teachers what the pupils need to learn next and more formal testing including the national end of key stage tests being organised satisfactorily. These are analysed to give the school an idea of how well the pupils will attain at the end of the key stages.
78. The co-ordinator for English has a good understanding of her role and has identified areas for development, such as the teaching of writing. She has been able to monitor the teaching and development of the subject and analyses planning regularly. The targets set by the school for the end of key stage tests in 2001 are challenging and the school is making every effort to meet them. All pupils have equality of access to the curriculum. The subject meets the requirements of the National Curriculum.

MATHEMATICS

79. The results of the end of Key Stage 1 test in 1999 in mathematics were below the national average for all schools and well below average for similar schools. Over the four years from 1996 to 1999 results were well below the national average although there has been a gradual annual improvement since 1997. The results of the national tests in 2000 show improvement and more pupils have reached the expected levels in mathematics. There are no national tests for Year 4 pupils. Inspection findings are that pupils in Key Stage 1, and pupils at the end of Year 4, are attaining standards that are in line with national expectations. Standards in mathematics have improved since the tests in 1999 due to the introduction of the numeracy strategy, which has raised the expectations of teachers. Achievement is satisfactory. This is similar to the judgement of the last inspection report.
80. By the end of Key Stage 1, most pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a sound understanding of place value of numbers to one hundred. By Year 4, pupils have a sound recall of number facts and describe their strategies for solving number problems. The use of numeracy across the curriculum is satisfactory but is not specifically planned for and, as a result, some opportunities are missed. However, a good opportunity was observed in a design and technology bread making lesson for Year 4, where pupils were supported by a skilled parent helper to weigh ingredients and measure water accurately as well as to use mental strategies to calculate double or half of the measure.
81. In their work on shape, space and measurement Key Stage 1 pupils describe common two and three-dimensional shapes by simple properties. They explore the symmetry of shapes, for example, Year 2 pupils investigate the symmetry of the letters of the alphabet and how reflective symmetry is used in the real world. Pupils in Year 2 can tell the time using a twelve-hour clock face. Most Year 3 pupils can estimate and measure lengths of string and other objects accurately as well as measuring their own height and the length of their limbs. In Year 4, pupils describe the properties of three-dimensional shapes using the terms, 'vertices', 'edges', 'faces' and 'prism'. The majority of pupils in Year 4 measure length accurately in millimetres and centimetres as well as capacity in millilitres and litres. When they are handling data, Key Stage 1 pupils can sort objects using a variety of reasons, make a simple tally count and draw

and interpret bar charts. By the end of Year 4, pupils produce bar graphs of their favourite types of bread and interpret them satisfactorily.

82. The quality of teaching and learning in Key Stage 1 is satisfactory with some good features. In Key Stage 2, teaching is generally good and leads to good achievement by the majority of pupils. When teaching is good, very sound knowledge and understanding and good questioning techniques encourage pupils to share their personal methods of solving problems and results in a good pace to the lessons. This results in pupils moving forward to the next stage of learning. At both key stages, however, few teachers begin the lesson by sharing the purpose of the lesson with the pupils and, as a result, pupils do not always know what they are expected to learn. The pace of the initial mental and oral session varies in both key stages. In a good lesson in Year 4, the teacher made sure that pupils gave quick answers to her rapid questions on doubling numbers and also demanded that pupils explained their methods of doing so. However, in the mental and oral session in a lesson for the younger Year 3 pupils, when pupils were asked to add two numbers to make 20, the pace was slow which resulted in pupils not being challenged sufficiently.
83. In both key stages, the attitudes of most pupils to learning are generally good and the majority of pupils respond with enthusiasm and work well together. Teachers have to work hard to manage behaviour and usually succeed. However, in the mixed class of Years 2 and 3 pupils, a few pupils are inattentive during the introduction of the lesson and the methods used by the teacher to gain their respect are not always successful. Pupils were expected to work in pairs on their tasks and were generally too noisy begin with, but responded to the teacher's demand for quietness. They worked well together estimating and measuring and, as a result, their skills and knowledge in this aspect of mathematics moved forward satisfactorily.
84. A small group of pupils in Key Stage 2 has been identified on the register of able pupils. The group is withdrawn from their classes once a week by the co-ordinator and are given effective and challenging support. In one lesson the pupils worked out the patterns of 'magic' squares using nine numbers in sequence and the pupils clearly experienced the glow of success when the pattern was discovered and, thus, their learning moved forward when they solved the problem using sixteen numbers. This is an improvement from the last inspection when it was judged that the needs of higher attaining pupils were not met. This lesson made a good contribution to the spiritual development of the pupils as they clearly felt 'awe and wonder' as they found solutions to the problem.
85. The implementation of the numeracy strategy is making a satisfactory impact on teaching and the attainment of the pupils. Long and medium-term planning is appropriate and planning is monitored regularly by the co-ordinator. Assessment procedures are good and ensure that pupils build on upon their skills, knowledge and understanding of mathematics. The use of information and communication technology (ICT) to support mathematics is limited which results in pupils' learning of ICT skills not moving forward. Homework is not consistent and the parents, at the meeting prior to the inspection, felt there should be more mathematics homework. This subject meets the requirements of the National Curriculum.

SCIENCE

86. The results of the 1999 national teacher assessment tests at the end of Key Stage 1 show that the average attainment of pupils was very high when compared with the national average. Teachers' assessment of individual attainment targets showed that attainment was well above the national average except for physical processes where attainment was below the national average. There are no test results for the end of Year 4. Inspection findings are that standards are in line with national expectations at both key stages and pupils' attainment is above expectation in scientific enquiry and investigative science. Standards have been maintained since the previous inspection and pupils are achieving appropriately.
87. At both key stages, pupils are developing good scientific knowledge, understanding and skills. They discuss their experiments and tests with enthusiasm. For example, Year 2 pupils

predicted what would happen to a toy tractor when pushed across the floor at different strengths and then released to travel under its own energy. Pupils discussed their predictions, exchanged ideas and made conclusions about energy and friction. In Year 4, pupils experimented with batteries, bulbs, motors and buzzers to find different ways of constructing an electrical circuit. They discuss their experiments with enthusiasm and try different approaches to the task.

88. In their study of life processes and living things, Key Stage 1 pupils identify the major organs of the body, the main parts of a plant and the major parts of insects. They describe the differences between living and non-living things. They sort foods into groups that are healthy and those that are unhealthy or dangerous. By Year 4, pupils know the main bones of the human skeleton, produce a fact sheet about the eye and know about teeth. They use a sorting key to identify reptiles, birds, mammals and amphibians.
89. When studying materials, pupils by the end of Key Stage 1 sort by colour, texture and hardness, taste, smell and feel. They know that some materials change when heated or cooled. Key Stage 2 pupils know that when a material changes the process is not always reversible. A good example of this knowledge was observed in a design and technology lesson on bread making and pupils were supported well by a very helpful parent. This lesson was linked with science and pupils showed their knowledge was growing when they discussed the changes that occurred when the ingredients were mixed and heated.
90. In their work on physical processes, pupils at the end of Key Stage 1 have a satisfactory understanding of how to construct a circuit to light a bulb. They know that the volume of sound changes over distance. By the end of Year 4, pupils know about friction, forces and magnetic attraction and that a bulb or buzzer will not work if a circuit is open.
91. The quality of teaching and learning in Key Stage 1 is satisfactory. The pace of the lesson in Year 2 is satisfactory and there is good use of the health visitor to bring her professional knowledge to share with the pupils. Planning for the week shows only the organisation of the activity rather than a focus on the purpose of the lesson. Most pupils concentrated on completing the activity although the noise level was high and the teacher did not encourage the pupils to work more quietly. However, before the lesson ended the teacher ensured quietness with good control while pupils tidied up.
92. Teaching in Key Stage 2 is good with teachers showing good knowledge and understanding of how to develop pupils' scientific skills. Although planning is sparse, the good questioning skills of the teachers ensure that pupils concentrate well and listen to each other's answers. In the Year 3 lesson on friction, the emphasis on speaking and listening skills ensured that pupils' scientific vocabulary was increased. In this lesson, very good methods are used to develop learning, for example the use of a toy tractor to demonstrate friction drive ensured that the pupils' understanding of this aspect of science was deepened. The teacher ensured that the pupils explained what they saw and he used their responses to further their learning. He also targeted all pupils with his questions and not just those with their hands up. Management and control are satisfactory and consistent despite inappropriate interruptions from a few pupils.
93. The co-ordinator is new to the role and her post is temporary. She is aware of the strengths and areas for development in science. Since the previous inspection, a policy, a scheme of work and good assessment procedures are now in place, which is good improvement from the last inspection and is having a positive impact on pupils' skills and knowledge. Resources are adequate and a millennium garden is in the process of being developed which it is intended will further pupils' knowledge and understanding of science. The use of ICT to support science is underdeveloped although good use was observed of a computer program being used by Year 4 pupils to design an electrical circuit. The subject meets the requirements of the National Curriculum.

ART AND DESIGN

94. In both key stages, pupils reach standards that are in line with expectations and have been maintained since the previous inspection. By the age of seven, pupils develop satisfactory control over a range of media and techniques. They are able to mix and blend colours and undertake careful observational drawing; for example, Year 2 pupils mix paints to match the colours of pictures taken from magazines, which they then extend with their own ideas. Year 1 pupils use pencil and paint mixes to copy a print of a leopard as part of a topic on the jungle. In Key Stage 2, pupils continue to develop satisfactory drawing, painting and observational skills. For example, Year 3 pupils mix white to one other colour and experiment with shades and tints. Pupils in Year 4 use pencil techniques to sketch the local church. Throughout the school, pupils are given opportunities to consider and appreciate the work of different artists; for example, the youngest pupils in Key Stage 1 look carefully at Durer's sketch of a rabbit when introduced to animal drawings. Year 4 pupils use a variety of media, including pastels, to produce pictures in the style of Marc Chagall. Satisfactory use is made of sketchbooks to record pupils' work, which also helps teachers to assess progress. The use of ICT to complement art is limited and, although an art program was loaded on to the computers in one lesson, it was not used. Pupils' achievement in art and design, throughout the school, is satisfactory.
95. The quality of teaching in both key stages is satisfactory and pupils' achievement is satisfactory. Teachers have sound subject knowledge, which ensures that pupils acquire new skills satisfactorily. The opportunities for pupils to develop independence are restricted with teachers preparing the classroom for art before the start of the lesson. In a Year 1 lesson, good use is made of the schools' behaviour policy to ensure a calm and well-ordered lesson and pupils remain on task throughout the lesson. In Year 2 and in the mixed class for Year 2 and Year 3 pupils, while most pupils complete their tasks satisfactorily, the noise level is too high and, as a result, fewer pupils make the good progress evident in other lessons.
96. The school has addressed satisfactorily the weaknesses identified in the last inspection and there is now a co-ordinator for the subject, a scheme of work and helpful assessment procedures. The co-ordinator has only recently been appointed but is aware of the strengths and areas for development for art. The school has recently reviewed its scheme of work and has adopted a national scheme. Sketch books and informal assessments are used to monitor pupils' progress. In two out of the five classes, there are good examples of planning which show the learning objectives of the lesson but in the other classes teachers' planning is not so clear and, as a result, the focus on what is to be learned is not emphasised. The spiritual aspect of the pupils' development was deepened during a Year 1 lesson when the teacher showed some sketches and paintings of her pets. The pupils responded with great interest and awe at the skills of the artist. Pupils are developing an appreciation of well-known artists in their lessons and also from prints displayed around the school by artists such as Chagall, Stubbs, Gossaert and Spencer. Art makes a positive contribution to the cultural development of the pupils when they learn about European artists.

DESIGN AND TECHNOLOGY

97. Only one lesson was observed during the inspection week due to the organisation of the timetable throughout the term. No evidence in Key Stage 2 was available for scrutiny as the work from last year was taken home by the pupils and it is not possible to make a judgement on standards in this key stage. The lesson in Key Stage 1 was planned to teach the pupils cutting skills using tools and to mark out, cut and shape card. Pupils responded to this challenge with great enjoyment trying to improve on their product from the previous week. Most of the pupils were able to identify how they could improve their 'Active Book' with flaps and hinges which, when lifted, revealed the inside of a haunted house or Humpty Dumpty sitting on the floor looking very distressed having fallen off the wall. Pupils can discuss the improvements they have made, such as "I've included two flaps this time" and "I've made sure there are more scary bits under the flap to make it more interesting". In this element of working with materials and tools and measuring and cutting, standards are in line with expectations and achievement is satisfactory. This is similar to the findings of the last inspection.

98. There was insufficient evidence to make an overall judgement on the quality of teaching at either key stage as only one lesson was observed in Key Stage 1 during the inspection. In the lesson observed, the quality of teaching and learning was good. The teacher's knowledge and understanding of the subject is good and he ensures that the pupils' learning about safety is moved forward by demonstrating how to use a craft knife and supervising the pupils. Good questioning skills during the introduction ensured that pupils gave thoughtful attention to how they could improve their product. This was evident from their response. As a result, as soon as the pupils moved to their tables to begin their activity, they were very focused. Management and control of the pupils is good with the teacher insisting on good behaviour despite the tendency of the pupils to be noisy.
99. The co-ordinator has only recently become the subject manager. The school has decided to keep their present scheme of work based on one designed by a professional association which is a helpful document and ensures that teachers can ensure planning covers skills, knowledge and understanding. Resources are adequate and of good quality. Valuable support is given by a parent who, this half-term, has been working with the pupils in Key Stage 2 designing recipes for different types of bread. Assessment in good and helpful informal records are kept of the pupils' learning in design and technology. The teaching of design and technology makes a good contribution to science when pupils make their own bread and find out what happens to the dough during the preparation.

GEOGRAPHY

100. In both key stages pupils reach standards that are in line with expectations and their achievement is satisfactory. This is in line with the findings of the previous inspection. In Year 1, pupils are beginning to understand how useful maps are when they make their own maps of Barney the bear finding his way to visit his cousin, Pooh. They can illustrate with drawings on their maps where Pooh's friends live, for example Owl's House. The lower attaining pupils make a three-dimensional map with wooden figures and features on a large plastic mat on which the teacher has drawn the river. In Year 2, the pupils are beginning to use geographical vocabulary, such as north, south, river, near, and several know the four countries of the United Kingdom. They know the four directions of the compass and one pupil knows that Scotland is in the north.
101. In Year 4, pupils know how an atlas works and can use the index to find specific countries. They know that different atlases give different types of information. Geography this half-term is linked to the Olympic Games and the pupils' knowledge of Australia has developed appropriately by mapping the country and finding out about the different physical regions. Pupils know that Canberra is the capital and that the northern area is mainly desert type land. Although the planned work is focused on continents, most pupils cannot describe what a continent is. A very few higher attaining pupils know a little about why we should be concerned about the environment but their knowledge is very limited.
102. The quality of teaching in both key stages is satisfactory and in all the three lessons observed, the methods the teachers used to introduce geography to the pupils were good. In the lessons in Key Stage 1, the teachers used good quality maps and imaginative stories that engaged the pupils immediately and, as a result, they were motivated to answer questions and get on with the task. Their learning moved forward appropriately. The teachers' knowledge and understanding of how to teach geography is sound throughout the school although, in Key Stage 2, the planning of the lesson linked to the Olympic Games was focused more on mathematics than geography. Pupils were totalling how many medals the athletes from five continents had won and were making bar charts. Teachers ensure that there are good links with literacy when pupils write in instructional language using maps to find the way to different locations. In the first part of the lessons, teachers give pupils every opportunity to respond to questions and are skilled at ensuring that the pupils persevere with their explanations when their expressive language skills are moved forward. Management of the pupils in both key stages is effective.

103. The co-ordinator is very well qualified to manage geography and has only recently been appointed. The scheme of work has been updated to match the national scheme and includes the early learning goals for the children in the foundation stage. The co-ordinator is aware that resources need updating to match the new units of work although there is an adequate number of atlases, laminated maps and globes. There are good models of weekly planning for geography in Key Stage 1, which show very clearly what the pupils are expected to learn. However, in three out of five classes, planning only shows what the activity is which limits the focus on the quality of learning. Assessment for geography is good with teachers making notes throughout the year of pupils' learning. Geography makes a positive contribution to the pupils' social and cultural development with pupils learning to work together in groups on their visits and learning how people in other countries live.

HISTORY

104. No teaching of history was seen during the inspection. Evidence from previous work and discussion with pupils show that, in both key stages, pupils reach standards expected for their age and their achievement is satisfactory. This finding is in line with that of the previous inspection. Pupils with special educational needs achieve appropriate standards for their capabilities and receive good support. By the age of seven, the pupils are gaining knowledge about how people lived in the past by visiting the nearby church. They have examined historical maps, the words on gravestones, the leaflets in the church about vicars of long ago and have learned that more babies died in the nineteenth century than they do today because of the evidence of many graves. Through the teaching of history, literacy skills are developed as well as good links with geography and art. The pupils have drawn good maps of the area showing how near the school is to the church and made sketches of the church and graves.
105. Pupils in Key Stage 2 have an appropriate grasp of chronology and know, for example, that the Roman period was before the Victorian. They show, through discussion, that they know certain facts about Henry VIII and of the ordinary people living in England in Tudor times. However, they are not sure of the differences of power the King had in the Tudor period and the power the Queen has in the twenty-first century. They know they can go to libraries and museums to find out about what happened in the past but are not fully aware that the computer is a powerful resource for historical research. During the last academic year, this group of pupils visited the Tudor museum and the Weald and Downland Museum in Sussex, which enhanced their understanding of the way houses were built and how people in those times did not have central heating or efficient plumbing arrangements. Each year a residential visit is arranged for the Year 4 pupils at a residential centre in Dorchester where visits have a Roman focus. These visits contribute positively to the social and cultural development aspect of the pupils' education.
106. No lessons in history were observed during the inspection and no secure judgement can be made on the quality of teaching.
107. The history policy was reviewed last term and the co-ordinator is reviewing the scheme of work to link with the national scheme. The co-ordinator, who is very well qualified to manage this subject, has only recently taken responsibility and is aware that significant developments need to take place to ensure that links between the present scheme and the national scheme are secure. The people who live locally and know the history of the church are very helpful and enjoy being a resource for the pupils to question. Assessment of history is good with teachers making notes throughout the year about the pupils' knowledge and understanding of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. The attainment of pupils at the end of Key Stage 1 is below national expectations. Attainment of Year 4 pupils is in line with expectations. This represents a decline in standards since the previous inspection because the school has not kept up with the change in technology, which has made staff in Key Stage 1 feel insecure in their use of the software. However, this has been identified in the school development plan as a priority area and new equipment will be in the

school very shortly. In the scrutiny of work, only a small amount of evidence was found of information and communication technology (ICT) being used regularly in all classes and across the curriculum. By the age of seven, pupils use the mouse appropriately; for example they can 'drag and drop' weather symbols on to a map of the British Isles. However, they are less confident with the layout of the keyboard and have difficulty finding the appropriate keys when word processing. A higher attaining pupil was unsure how to change the size and style of fonts using the on-screen menu and was unable to print his work. The achievement of pupils in Key Stage 1 is unsatisfactory.

109. By Year 4, where pupils are achieving satisfactory standards because of sound teaching in the two classes in Key Stage 2, pupils manipulate the screen icons confidently using the mouse, they select items from the menu and use the 'drag and drop' features of a program. They are beginning to use different fonts for their writing, to underline headings and to change the style of fonts. Higher attaining pupils use the spellchecker facility. Pupils can access information from a CD-ROM disk; for example, during a science lesson, pupils used a program about circuits to design and test a circuit containing buzzers, lights and switches. By Year 4, pupils' achievement has improved because of the better teaching and is appropriate.
110. The quality of teaching in Key Stage 1 is unsatisfactory overall because the computers are underused and the teachers' knowledge is generally weak. However, the use of computers at both key stages varies from class to class depending on the knowledge and understanding of the teachers. Where this is sound, the pupils have more opportunity to practise their skills and move their learning forward. In Key Stage 1, teachers rely on programs that require few keyboard skills. Not all teachers introduce programs or skills with a class activity and rely on pupils telling each other what to do. In Key Stage 2, teaching is satisfactory and in two classes, short, whole class lessons are organised each week to introduce new skills effectively; for example, in a Year 3 lesson observed, the teacher demonstrated to pupils how to save their work on to their own floppy disk. This complicated procedure, due to the age of the computers, was clearly explained and backed up by a prompt sheet for pupils to follow.
111. A scheme of work is in place for each year group, which covers all the strands of the curriculum. The co-ordinator is aware that the scheme needs updating in order to ensure a more systematic development of skills and knowledge. Short-term planning does not always make a specific reference to the skills to be taught to the different ability and age groups within a class. Record keeping of pupils' skills is consistent throughout the school and has improved since the previous inspection. However, it is not being used to support planning to meet the needs of different groups of pupils or to take account of those pupils who are bring skills into school from home. The teaching of ICT is in evidence in geography in Key Stage 1 to develop an understanding of maps and a weather program. In Key Stage 2, pupils use a word processing program in literacy lessons, a CD-ROM encyclopaedia for geography and a science program about electricity. During the inspection week, Year 4 pupils were observed writing an account of their visit to the Dome using a word processing program.
112. The co-ordinator for ICT was appointed following the previous inspection. She has identified the strengths of the subject and the areas for development. Priorities include staff training, which is to be addressed during the year by a government initiative to train teachers, the upgrading of computers and access to the Internet. There are a sufficient number of computers for each class but they are showing signs of age. The school is awaiting the imminent delivery of two multimedia computers, a digital camera and a scanner. The new computers will be linked to the Internet. Although the co-ordinator is able to give informal support to staff, she has few opportunities to support and monitor the teaching and learning of the subject and, as a result, is unaware of the progress made by pupils in their skills and knowledge of ICT. In Key Stage 1, pupils with special educational needs are given good support with the provision of concept keyboards. There is a sufficient number of listening stations for each class. There is only one overhead projector, which is mainly used for assemblies and not for lessons.

MUSIC

113. By the age of seven, pupils reach standards in line with expectations in music and, in Key Stage 2, pupils are reaching standards above those expected for their age. This is an improvement from the last inspection. Pupils in Key Stage 1 use untuned instruments to accompany a story told by the teacher and are able to listen carefully and play the instrument in the right place, for example, beating the woodblocks to represent someone walking in the forest. Pupils are developing a sense of pitch and can describe the very high ring of a telephone as sounding like a mouse whereas a different pitched telephone was described as very low like a big giant. Their achievement is appropriate. In Key Stage 2, pupils are developing a good understanding of dynamics and can read a chant both with and without dynamics showing the rest of the class how dull the chant sounds without the changes of soft and loud sounds. They are beginning to use dynamic notation and working in groups to mark their chant with the appropriate notation letters. Many pupils can play the recorder from memory and from simple notation and they sing in tune, with good diction and can incorporate a change in dynamics and pace. As a result, pupils' achievement by Year 4 is good.
114. The quality of teaching music is sound in Key Stage 1. The lesson on pitch was well planned and included tape-recorded sounds of telephones at different pitches. This amused the pupils who concentrated well and their learning moved forward. They were able to suggest the animal to match the sound. The methods the teacher used to allow pupils to pull a card out of a bag with the pitch description motivated the pupils to imitate the correct telephone sound that increased their understanding. Management and control in this lesson was good with very little wastage of time, which enabled the pupils to concentrate and think carefully about the focus of the lesson.
115. In Key Stage 2, the quality of teaching and learning is good overall. In a recorder lesson, the teacher instructs the pupils to read notation using the well-known memory phrases, such as 'Every good boy deserves football'. Most pupils can play the correct notes as the teacher points to them on the staff on the whiteboard. Very good knowledge and understanding is shown by the teacher who gives tips to the pupils about fingering and demonstrates how the movement of the fingers is hardly discernible to those watching. As a result, the pupils develop new understanding and make every effort to respond. In another lesson, which was part of a half-term unit of work on dynamics, the structure of the lesson was very good and began with pupils working on improving their chant and using notation to indicate changes in dynamics. The lesson ended with the whole class practising a song that included opportunities for pupils to show their ability to sing in rhythm, change the dynamics and the pace. For example, in one part of the song, the pupils sang with a staccato rhythm. The teacher has very high expectations inspiring the pupils to improve their performance and to work at a good pace. Management and control are good and pupils are expected to behave well with the teacher ensuring they are concentrating on their tasks.
116. The co-ordinator, who is very well qualified to manage this subject, has been appointed recently. She is very enthusiastic and has already established an embryonic orchestra of guitars, violins and a flute who practise after lessons have ended for the day. Resources for music are adequate but more tuned instruments are needed. There is a helpful scheme of work for music and the co-ordinator plans to review the scheme this year to adapt it for non-specialist teachers. In assemblies, music is given prominence with John Williams' guitar music being played during the inspection week. The music is continued after all the pupils have entered the hall in order that they can listen to the piece. The hymns for assembly are chosen carefully so that all the pupils can join in. Even the youngest pupils enjoy singing the chorus and performing some actions to, for example 'If I were a butterfly'. There are teachers with considerable musical ability in the school who play the piano, teach the recorder and organise the choir and orchestra. Visiting teachers give lessons in the guitar, violin and flute, which lead to an awareness by the pupils of the importance of music within the school. Music contributes positively to the pupils' spiritual, social and cultural development due to the number and range of musical activities.

PHYSICAL EDUCATION

117. Only two lessons were observed during the inspection week, both in Key Stage 1, due to the timetable for the subject. By the age of seven, standards are in line with national expectations. This is a good improvement since the previous inspection when attainment was judged to be below expectations. Most pupils perform a range of tasks, such as throwing and balancing, with suppleness, control and safety and show sound control when they link actions together. Their skills using large and small balls are satisfactory; for example, Year 2 pupils bounce large balls in a hoop placed on the floor. The majority of pupils were able to keep the ball under control for a considerable length of time. Their achievement is sound. No lessons were seen in Key Stage 2 and it is not possible to make a judgement on standards in this key stage. Swimming lessons take place in the summer and, from discussions with teachers, most pupils can swim 25 metres.
118. The quality of teaching in Key Stage 1 is satisfactory and has improved since the last inspection. No judgement can be made on teaching in Key Stage 2. Key Stage 1 teachers show sound knowledge and understanding of the subject and in both lessons observed, teachers include the essential elements of warming up and cooling down. However, pupils are not given opportunities to talk about and improve their work with each other or the teacher, which results in fewer pupils making good progress. Weekly planning is good in two classes with lesson objectives clearly shown but in other classes, plans simply state the activity to be taught rather than what the pupils should have learned by the end of the lesson. Good use is made of ongoing assessment sheets to note pupils' general progress. Teachers use sound methods of control of any inappropriate behaviour although when Year 2 pupils walked to the hall for their lesson they were very noisy.
119. Pupils with special educational needs are fully integrated into the lessons. All pupils wear appropriate clothes and do not wear jewellery. Teachers ensure that pupils who wear stud earrings tape them over during the lesson for safety purposes.
120. The co-ordinator ensures that teachers are aware of the importance of physical education and, as a result, standards have risen in Key Stage 1, which was a key issue for action in the last report. A scheme of work is in place that supports the planning of different aspects of the subject well. The school benefits from a spacious hard area, a large adjacent field and an outdoor swimming pool for use in the summer. There is a satisfactory range of equipment to support the subject. The hall for indoor lessons is small, and the lack of storage space means that equipment for physical education and other resources, such as the tables and chairs for school lunches, must be stored around the edge of the hall. This is not an ideal arrangement but the school has done all it can to ensure everything is stored neatly with due regard for safety. Teachers and parents give up their time to run a satisfactory range of extra-curricular activities, which include football, netball, running and dance, all of which have a positive effect on the standards achieved in physical education. All teachers and support staff who teach swimming have had training in basic poolside instructions, first aid and resuscitation.