

# INSPECTION REPORT

## **HORDLE CHURCH OF ENGLAND PRIMARY SCHOOL**

Hordle, Nr Lymington

LEA area: Hampshire

Unique reference number: 116486

Headteacher: Mrs M Bunting

Lead inspector: Eileen Chadwick

Dates of inspection: 17 – 20 May 2004

Inspection number: 256505

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	316
School address:	Hordle Lane Hordle Lymington Hampshire
Postcode:	SO41 0FB
Telephone number:	01425 611657
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Angela Nicolls
Date of previous inspection:	20 May 2002

## CHARACTERISTICS OF THE SCHOOL

This is a large primary school with 316 pupils on roll, aged between four to eleven. Pupils come from a wide-ranging area that includes the immediate village of Hordle as well as local rural and urban outlying communities. The area the school serves includes some relative social and economic advantage. Nearly all of the pupils are from white British backgrounds and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals at 6 per cent is below average. The proportion of pupils with special educational needs at 17 per cent is broadly average whilst the proportion with statements of educational needs is below average. Pupils' difficulties are mainly related to literacy learning difficulties. Most of those still on the special educational needs register by Year 6 are boys with literacy difficulties.

The level of pupil mobility is low. Similar numbers enter or leave other than at the normal leaving or entry points. However, there is more impact of pupil mobility in the juniors as, in the current Year 6, 22 per cent did not take their Year 2 national tests at Hordle CE Primary School. A similar proportion of pupils has left since taking their Year 2 tests at the school. Most children have had some pre-school education before entering Reception. Their attainment on entry is above average overall. Pupils' overall attainment on entry, including that of late entrants, is above average but this ranges from high to low. Since the previous inspection, there have been a number of changes to teaching staff, including the appointment of a new headteacher. In 2003 the school won the FA Charter School Standard (a Football Association award for providing a quality football programme).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>33</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's effectiveness is satisfactory.** This is an improving school. The headteacher provides strong leadership and direction to the school and has the support of the staff and governing body. There is much good teaching in English, mathematics and science and standards are improving compared with those reached in 2003 national tests for Year 6 pupils. Pupils' achievement is satisfactory. However, pupils' progress in Year 1 is not always as good as in the rest of the school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Much good and better teaching in English, mathematics and science in Years 3 to 6 is raising standards. Standards in writing and science by the end of Year 2 also show improvement,
- Children in Reception are given a good start and reach well above average standards in literacy and numeracy and in much of their learning.
- The headteacher, in effective teamwork with other senior managers and governors, is bringing about much needed improvements to the curriculum and teaching and learning.
- Good provision for pupils' personal development results in their good behaviour and a productive climate for learning.
- The extra-curricular provision in sport is exceptional and links with the community are very good.
- Teaching in Year 1 does not always build well enough on the high standards pupils reach in Reception. As a result, standards are not high enough in mathematics by the end of Year 2.
- Some teaching and learning in physical education are unsatisfactory in Years 5 and 6.
- The use of computers is inconsistent in literacy and numeracy lessons in Years 1 to 6.
- Provision for pupils with literacy and numeracy learning difficulties, whilst satisfactory, needs more rigour in order to raise standards rapidly for low attaining pupils.
- The provision for gifted and talented pupils is inconsistent.

The school was last inspected in May 2002. Since then the school has made satisfactory progress and is no longer an 'underachieving school'. Progress has been rapid this year since the headteacher was appointed. The staff have worked very hard and effectively to raise standards to lift the school out of its decline. The weaknesses identified then have been successfully addressed. However, there is still work to be done to raise standards further. The high standards achieved at the end of Reception show pupils can still do better by the ages of seven and eleven.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	B	C	B	D
Mathematics	C	C	D	E
Science	C	C	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** Inspection shows a marked improvement for the current Year 6 as standards are now above average in English, mathematics, science and information and communication technology (ICT). The results of the 2003 end of Year 6 national tests were too low and too variable between subjects: standards were above average in English, below average in mathematics and average in science and low compared with similar schools. Pupils' achievement is now satisfactory. Standards seen in Year 2 during the inspection also indicate some improvement, compared with 2003 national assessments. Standards are now well above average in reading, writing and science. They are above average in mathematics and ICT. Year 2 pupils make sound progress in mathematics but earlier underachievement is preventing them reaching the same

high standards they attained at the end of Reception. Children in Reception achieve well and reach well above average standards in communication and literacy and mathematics. Standards in other areas of learning are often well above those expected for children of this age. The achievement of pupils with special educational needs is satisfactory. Gifted pupils' achievement is inconsistent.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils' attitudes to school are good and they behave well. Pupils are often very keen to learn and respond very well to challenging work, only becoming distracted when subject teaching lacks rigour. There is good provision for their personal development. The school's new curriculum for investigative science is enabling pupils to develop their teamwork skills, independence and decision-making. Pupils' attendance is good and their punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is satisfactory. Teaching and learning are satisfactory.** They are good in Reception and satisfactory in Years 1 to 6. In Reception, there is consistently good quality teaching, which stimulates children to learn well, including in language, literacy and numeracy. The quality of teaching of reading, writing and numeracy is satisfactory in Years 1 and 2 and good in Years 3 to 6 with some excellent teaching in Year 5. The teaching of science is good throughout the school.

The curriculum provided is good in Reception and satisfactory in Years 1 to 6. Extra-curricular activities are very good and outstanding for sport. The school takes good care of its pupils. Community links are very good whilst links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are both good.** The headteacher provides very good leadership and management for improving pupils' achievement and enabling staff to teach well. Senior staff often set a good example by their own high quality teaching. Governors are very well led by the chair, provide much support and are effective in helping to steer the school's direction. All the school staff work together as an effective team for the pupils' benefit. The school fulfils statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents often have a positive view of the school and are pleased with the way the school is now improving. Pupils enjoy school and are often keen to learn.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve pupils' achievement in mathematics by Year 2.
- Eradicate the weaknesses in teaching in literacy in one Year 1 class so pupils' progress is more consistent through Reception to Year 2.
- Ensure the weaknesses in teaching physical education are addressed.
- Ensure ICT is consistently used to support learning in literacy and numeracy lessons.
- Make stronger provision for pupils with literacy and numeracy difficulties and for gifted pupils in order to raise achievement.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils' overall achievement is satisfactory. Pupils enter with above average attainment and, by Year 6, leave with above average attainment. In Year 6, standards are well above average in reading and above average in writing, mathematics and science. Pupils are currently making good progress in these subjects in Years 3 to 6. Children achieve well in Reception and reach high standards by the end of the academic year. In Years 1 and 2, pupils' overall achievement is satisfactory. However, whilst standards are high by Year 2 in English and science they are not high enough in mathematics considering pupils' high attainment at the end of Reception. The achievement of pupils with special educational needs is satisfactory. The achievement of gifted pupils is unsatisfactory because it is inconsistent.

#### Main strengths and weaknesses

- By the end of Reception, standards are well above average in speaking, listening, reading and mathematics through much good teaching and learning.
- Inspection shows standards in writing and science are improving by the end of Year 2.
- Year 2 national tests in 2003 showed a small improvement in reading, writing and mathematics compared with those reached in 2002.
- Although pupils are now making satisfactory progress in mathematics in Years 1 and 2, achievement over time has been unsatisfactory for Year 2 pupils.
- Compared with the standards reached by Year 6 pupils in 2003 national tests, the standards in mathematics and science observed in Year 6 indicate improvement.
- A major reason is that much good and better teaching is having a significant impact on raising standards in Year 6.
- Provision for pupils with special educational needs, whilst satisfactory in literacy and numeracy in Years 1 to 6, is not rigorous enough to rapidly raise standards.
- Inspection evidence indicates that, for the current Year 5 pupils, standards are generally higher than those for the current Year 6.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	17.0 (16.8)	15.7 (15.8)
writing	15.3 (14.5)	14.6 (14.4)
mathematics	17.2 (16.6)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year.*

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	28.3 (27.5)	26.8 (27)
mathematics	26.5 (27.5)	26.8 (26.7)
science	28.8 (28.3)	28.6 (28.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year.*



1. There was too much variation between subjects in 2003 national tests: standards were above the national average in English, average in science and below average in mathematics. The wide variation between subjects indicated considerable underachievement but especially in mathematics and science. This was reflected in comparisons with similar schools, which showed standards were below average in English and well below average in mathematics and science. In 2003 there was an improving trend in English and science but standards dropped significantly in mathematics. Standards were very poor in mathematics at Level 4 compared with similar schools. Although standards in English and science were also low compared with similar schools, eight out of ten reached Level 4 in English, nearly nine out of ten did so in science but only six out of ten did so in mathematics. Compared with similar schools the proportion reaching Level 5 was also too low in mathematics and science.
2. Over the last five years pupils have achieved better in English than in mathematics and science. The school believes a major reason for this and for pupils' underachievement over a long period of time was the lack of consistent schemes of work for ensuring teachers' planning steadily built on that of previous years. Since the headteacher's arrival, the school has put curriculum planning right and, this year introduced new setting arrangements (grouping pupils by prior attainment) throughout Years 3 to 6 for English and mathematics. These arrangements and the new staff appointments for Years 5 and 6 are having a positive impact on improving the rigour of subject teaching in English and mathematics. This is raising achievement.
3. Inspection evidence indicates that standards for this Year 6 are higher and more even between subjects. In Year 6, standards are now well above average in reading and above average in writing, mathematics and science. Inspection shows the school is doing well in the current Year 6 especially as there is a need to combat the impact of a small minority of pupils entering in Year 6 with poor standards in English and mathematics. A direct comparison cannot be made between the standards reached by the current Year 6 with the attainment in the 2000 end of Year 2 national tests because less than four fifths of the current Year 6 took their Year 2 tests at this school. Over a fifth of these pupils entered during Years 3 to 6, whilst a similar number have left. The overall attainment on entry of the pupils who entered directly into the juniors was no more than average. The impact of very late entrants with low attainment in Year 6 is reducing the proportion reaching average standards by nearly ten per cent. Evidence suggests that a significant minority who have left the school during Years 3 to 6 reached higher levels in their Year 2 national tests. This means the school has to work particularly hard to raise standards by Year 6. The school is on course to reach the satisfactory targets in English and to exceed them in mathematics. The targets are not challenging enough in mathematics at Level 4 or 5.
4. By the end of Reception, children are likely to reach well above average standards in their early learning goals in personal, social and emotional development, communication language and literacy, mathematics, creative development, knowledge and understanding of the world and above average standards in their physical development. Children achieve well.
5. The standards reached at the end of Reception are higher than at the time of the last inspection just two years ago, in speaking and listening, when they were above average. These pupils are now the current Year 2. Assessments show standards in mathematics should be well above average by Year 2 to maintain the standards children reached in Reception. However, standards are only above average, so pupils' achievement is unsatisfactory in mathematics by Year 2.
6. The standards of Year 2 pupils are well above average in reading, writing and science. They are above average in speaking and listening and ICT. Standards in reading and mathematics are similar to those reached by pupils in the 2003 tests but higher in writing and science. The school has worked very hard this year to improve standards in writing and science.

Achievement is satisfactory in all subjects except mathematics. Inspection shows most pupils are currently making satisfactory progress in Years 1 and 2 but have underachieved in mathematics in the past.

7. However, some weaknesses remain in literacy in one Year 1 class, despite the school's measures to bring about improvements. Pupils generally achieve well in the other Year 1 class in literacy. Pupils' achievement in Years 1 and 2 overall is just satisfactory.
8. By Year 6, standards are well above average in reading and above average in speaking and listening, writing, mathematics, science and ICT. Pupils' overall achievement is satisfactory. Although pupils are now achieving well throughout Years 3 to 6 in English, mathematics and science, standards are not as high as they could be due to earlier underachievement.
9. Pupils' use of literacy and numeracy in other subjects is satisfactory and good overall in science. Pupils' use of ICT within other subjects is satisfactory overall. This is good for both literacy and numeracy when pupils work in the ICT suite but inconsistent in literacy and numeracy in the classroom.
10. There are no significant differences in the overall proportion of boys and girls with special educational needs and low attainment in literacy. However, in the current Years 5 and 6, just over three-quarters on the register are boys. Most of these boys have literacy learning difficulties and, sometimes, behavioural problems. This high proportion often reflects earlier underachievement. The national test results for Year 6 pupils over a three-year period show girls have outperformed boys in English, mathematics and science. In Year 2 boys have outperformed girls for the same three-year period.
11. The achievement of pupils with special educational needs is satisfactory. It is good for pupils with physical disabilities. Pupils with low attainment in literacy and numeracy are provided with sound opportunities for learning through setted literacy and numeracy lessons. However, systems for hearing these pupils read and for helping them to master the basic skills of phonics, spelling and writing are only satisfactory and not frequent enough for them to catch up rapidly enough. There is limited extra support for lower attaining pupils outside setted and booster sessions in mathematics.
12. The achievement of more capable pupils is satisfactory overall. Higher attaining pupils' achievement is satisfactory overall, in English and mathematics. However, this is unsatisfactory by Year 2 in mathematics due to earlier underachievement. There is very good provision for talented pupils in sport, provided as extra-curricular activities. However, these pupils do not always progress rapidly enough in English, mathematics and science.
13. Since the previous inspection the school has made satisfactory progress in improving standards. The standards reached in National Curriculum tests for the 2002 Year 6 cohort were only average, indicating much underachievement for pupils. Standards have also improved for Year 2 pupils compared with those reached in their national tests in 2002 in reading, writing and mathematics. The school has maintained and built upon the strengths in Reception. However, the progress of pupils with special educational needs is now only satisfactory whereas it was previously good.

### **Pupils' attitudes, values and other personal qualities**

The provision for spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good. Attendance is good and punctuality satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and participate fully in the many activities and clubs.
- Pupils in Reception have very good attitudes and behaviour.

- Relationships between pupils and between pupils and staff are good.
- Pupils' behaviour is good overall but not as positive in lessons which lack challenge.
- The school makes good provision for pupils' personal development.

## Commentary

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.2
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

- Attendance is above the national average and promoted by very good procedures. Any requests for holidays during the term time have to be formally applied for. The administrative staff checks on all unexplained first day absences. Procedures used to monitor punctuality are satisfactory. Although most pupils arrive on time in the morning and the school systematically monitors the patterns of lateness, it does not keep any record of the time when late pupils actually arrive. This limits the effectiveness of support for individuals.
- When interviewed, pupils clearly indicated that they liked school, an opinion echoed by parents. The enrichment of the curriculum is much appreciated by pupils, particularly in the area of sport. Many pupils take part in one or more out of school activities. A residential trip for Year 6 also helps to further their social and moral development.
- Good provision in Reception ensures a very secure foundation for children's personal development. From an early age children display good behaviour and positive attitudes, and are encouraged to form good relationships. These positive characteristics continue to be promoted throughout the school.
- Pupils behave well around the school and at playtimes, and both pupils and parents are confident that any minor incidents of bullying are quickly sorted out. The provision of a stimulating playground environment helps to promote this good behaviour and encourage good relationships through opportunities to play and share together. Playground pals have their part to play by befriending pupils who appear unsettled and have no one to play with. Teachers expect good behaviour in class. Classroom rules are discussed, displayed and generally followed. When lessons engage pupils well in their learning the behaviour and attitudes displayed are good. Pupils mostly listen carefully, follow instructions well and are quick to settle to tasks, working well in groups, particularly when supervised by an adult. However, in a minority of lessons, where pupils are not sufficiently engaged or challenged, behaviour deteriorates this was seen in some unsatisfactory physical education lessons.
- Moral and social development is further promoted through assemblies, religious and personal, social and health education lessons, and opportunities to take greater responsibility, for example, by being on the school council. Staff respect pupils and take care to ensure that personal qualities are recognised and shared, so building up pupils' sense of their own worth and that of others. This is particularly evident in circle times when pupils recognise the fact that others listen to and value their opinions and in assemblies where both personal and academic achievements are celebrated. Pupils learn of cultures, past and present, in history and geography lessons, and in religious education lessons they study the cultures associated with different world faiths. In Year 5/6, for example, pupils consider prejudice and stereotyping, so helping them to respect the feelings, values and beliefs of others. Preparation for living in a diverse multicultural society is satisfactory.

## Exclusions

There were no exclusions in the last or previous academic years.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of teaching, the curriculum and the support and guidance of pupils are satisfactory. The care provided for pupils' health and safety is very good whilst links with parents and the community are good.

### Teaching and learning

The overall quality of teaching is satisfactory. It is good in Reception and satisfactory in Years 1 and 2. It is satisfactory overall in Years 3 to 6 and good in literacy, numeracy and science.

### Main strengths and weaknesses

- The quality of teaching and learning in Reception is consistently good.
- There is much good teaching in Years 3 to 6 in literacy, numeracy and science. This is beginning to raise standards and improve pupils' achievement.
- The new setting arrangements offset any adverse affects of mixed age classes and are having a positive impact on improving the match of work to pupils' prior attainment.
- The teaching of science is good throughout the school. This is raising standards.
- Work in Year 1 does not always build well enough on pupils' learning in Reception. There is too much unsatisfactory teaching of literacy in one Year 1 class.
- Unsatisfactory teaching was seen in physical education in Years 5 and 6.

### Commentary

#### *Summary of teaching observed during the inspection in 45 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	8 (18%)	16 (35%)	15 (33%)	3 (7%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

19. There has been satisfactory improvement in the quality of teaching since the previous inspection. There is a slightly higher proportion of teaching that is good or better but the school has not yet eradicated all unsatisfactory teaching. The school has maintained the high proportion of good or better teaching seen in Reception. The quality of teaching is similar in Years 1 and 2. In Years 3 to 6, the school has improved the quality of teaching in English, mathematics and science but the unsatisfactory teaching seen in two physical education lessons prevent the quality of teaching in Years 3 to 6 being good overall.
20. The programmes for monitoring and support of teaching by the headteacher and subject leaders are having a significant impact on improving teaching in English and mathematics. The subject leaders in English and mathematics set very good examples to the rest of the staff by their high expectations, their strong subject knowledge, their vision for what pupils can achieve and by their own high quality teaching. The recent emphasis upon improving assessment and its use has played a strong part in improving pupils' learning in these subjects.
21. In Reception, children are well managed and this makes them feel secure and confident. The teachers and assistants have high expectations and very good relationships with the children. Planning is good and based on effective assessment of children's prior attainment. There is a good balance between formally organised small group and class teaching as well as

purposeful play. Relevant practical activities underpin children's learning and there is a strong emphasis on children learning through talk and developing their imagination and creativity. Opportunities for children to develop their speaking, listening and literacy skills are good and opportunities for mathematical development are very good. Children with special educational needs are given a good start.

22. Comprehensive records are transferred to Year 1 at the end of Reception year. The school has already identified the need to improve teaching and learning in Year 1 in order to prevent a dip in standards. The new setting arrangements in Year 1 and the provision of an extra teacher are improving provision, although there are still some weaknesses in one class. Teaching and learning in Year 1 are satisfactory in mathematics. However, in literacy lessons, despite sound planning and considerable support, pupils do not learn well enough in one Year 1 class. In Year 2 the teaching of science is consistently good across both classes and this is successfully raising attainment. Teaching and learning are satisfactory in literacy and numeracy and a half of lessons are good.
23. In Years 3 to 6, the teaching of literacy and numeracy is nearly always good, very good or excellent. It is always very good or excellent in both English and mathematics for Year 5 pupils. In Years 3 to 6, pupils in setted lessons were often seen to be making at least good progress because of the well and very well matched work provided for them. Teachers' good class management ensures pupils behave well and work hard. The teaching of science is also consistently good in Years 3 to 6. Since September, there has been a whole school scheme of work for science which has influenced teachers' shorter term planning. Lessons are now emphasising the steady development of pupils' investigative skills as well as scientific knowledge.
24. The implementation of the literacy strategy is satisfactory overall in Years 1 and 2 and good in Years 3 to 6. In literacy, the teaching of the skills for reading and writing are thorough in Years 3 to 6 because teachers plan effectively so that all ability groups can achieve well in all parts of the lesson. There is good continuity in pupils' learning from lesson to lesson. In an excellent lesson in Year 5, the pupils developed a love of poetry because of the way in which the teacher made poetry exciting and meaningful. The teacher inspired pupils through the use of choral speaking, chanting and repetition as a background to poetry reading. However, in an unsatisfactory literacy lesson in a lower set, Year 1 pupils did not learn enough. Teaching was uninspiring and there was not enough whole class teaching of reading, through a shared text. Higher attaining pupils in the group quickly became bored during group work through a lack of challenge whilst those experiencing learning difficulties did not receive enough help for learning the small steps in reading. Planning indicates that in this class, not enough time is spent reading Big Books (enlarged texts) as a class over a whole week.
25. The implementation of the numeracy strategy is satisfactory overall in Years 1 and 2 and good in Years 3 to 6. In Years 3 to 6, teachers are skilled in the assessing of pupils' previous skills and using this information to provide well-matched work throughout the lesson. Pupils are being given a very steady build up of knowledge and skills throughout Years 3 to 6 now that suitable setting arrangements are in place. In a very good Year 4 lesson, the teacher successfully used a range of teaching styles and was very successful in providing a level of problem solving which challenged the full ability range in a higher mathematics set. In a satisfactory lesson for high attaining pupils in Year 1, the group tasks provided a satisfactory level of challenge during group work. However, during the introduction there was too much repetition of earlier learning.
26. The teaching of ICT is satisfactory overall. Whilst there is good and better teaching when pupils use the ICT suite, pupils are given inconsistent opportunities to use ICT in classroom based literacy and numeracy lessons because resources are often outdated.

27. The teaching of pupils with special educational needs is satisfactory in Years 1 to 6. Pupils have been accurately assessed, using outside agency support if necessary. Provision for pupils with severe learning difficulties is good. However, provision for those with literacy and numeracy difficulties is only satisfactory. Pupils' individual education plans carefully show the smaller steps needed to help them learn, especially in literacy. However, systems for hearing pupils read need more rigour throughout the school, but especially in Years 1 and 2. In Year 1, pupils have not always successfully made the transition from the Foundation Stage curriculum to the National Curriculum programmes of study for Year 1 and need more support to help them do this. For instance, there is not rigorous enough tracking of the key words and the word building skills the pupils know and still need to master. There is limited extra support for those with low attainment in numeracy, apart from the support they receive through setted lessons.
28. In the two unsatisfactory physical education lessons observed, one in dance and one in a games lesson, teachers clearly did not have good enough subject knowledge and skills were not adequately taught. Pupils did not learn enough because they were not sufficiently challenged.
29. Assessment systems are good in English and mathematics and satisfactory in science and ICT and the foundation subjects. Homework is good overall in Years 3 to 6. However, pupils' home/school reading records are unsatisfactory. This is particularly so for pupils in Years 1 and 2 and those still on a reading scheme in Years 3 to 6. Pupils' home/school reading records do not show how pupils are progressing in their reading and mainly show books read. These records do not show pupils' targets for success, for example key phonic skills or key words to be learned.

### **The curriculum**

The school provides a satisfactory and broad range of learning opportunities with very good opportunities for educational enrichment outside the school day. The curriculum for Reception is good whilst it is satisfactory in Years 1 to 6. The accommodation and resources to support pupils' learning are satisfactory.

### **Main strengths and weaknesses**

- The schemes of work put in place since the beginning of this academic year are ensuring pupils are systematically taught the required subject skills and knowledge.
- Cross-curricular links are well used to enrich the curriculum in a range of subjects including art and design and design and technology.
- The school makes excellent provision for sporting opportunities outside the school day.
- Frequent visitors to the school, including overseas visitors, musicians and artists enrich the curriculum.
- There is not enough enrichment for gifted and talented pupils.

### **Commentary**

30. The school provides a good curriculum for children in Reception. The satisfactory curriculum provided for pupils in Years 1 to 6 ensure statutory requirements are met. Since the headteacher's arrival, curriculum leaders have worked hard and effectively to develop whole school planning for their subjects. Prior to this there was not enough attention to continuity in pupils' learning from year to year. The school has made good improvements to the curriculum since the previous inspection because of the rapid progress made in just one year.
31. Overall, the school provides equal opportunities for pupils to learn. The new setting arrangements are providing good opportunities for higher attaining pupils to learn. Science Master Classes and foreign language links through the local secondary schools provide some opportunities for enrichment for gifted and talented pupils. There are some very good sporting

opportunities for them in extra-curricular activities. Provision for lower attaining pupils, including those with special educational needs, is satisfactory in literacy and numeracy but not yet rigorous enough to ensure standards are raised rapidly for these pupils. The school provides sound learning opportunities for personal, social and health education and citizenship. The school provides appropriate sex and drugs awareness education and the policy for sex education is currently being updated.

32. There is insufficient planning for pupils to develop extended pieces of writing through the foundation subjects. Although ICT is used well to support other subjects through discrete ICT lessons in the computer suite, this is limited during classroom lessons. The hardware and software in the suite and in classrooms are being updated this September. The lack of up-to-date ICT resources in classrooms limits teachers' use of ICT in literacy and numeracy lessons for example.
33. A very good and wide range of extra-curricular activities enriches pupils' learning. There are exceptional opportunities for pupils to learn a wide range of sports and professional coaching is available. Southampton Football Club provides football coaching and a number of other experts are also involved with the other sports, music and art. These cater for all age groups and for both sexes. In addition to football, sports include tennis, netball, basketball and hockey. Pupils also have the opportunity to express themselves creatively through the art club and the orchestra. During school time, pupils visit other learning environments such as the local church and other places of worship, the New Forest, museums and art galleries. The Bournemouth Symphony Orchestra visits the school, and visitors from Rwanda have also been welcomed. The pupils in Year 6 benefit from a residential visit to an activity centre in Wales. Expert assistance in teaching orienteering skills is given by the caretaker, who is also an experienced outdoor pursuit instructor.
34. Accommodation and the quantity and quality of learning resources are satisfactory. Most classrooms are of adequate size but Year 1 and 2 classrooms are rather small and cramped for the number of pupils they need to accommodate. The computer suite is small and this makes it difficult to teach full classes of older pupils comfortably. Improved accommodation for ICT is planned and governors have approved refurbishment of the suite with new computers. The school building is well maintained and attractively decorated to provide a very pleasant learning environment. Its location is in an area of outstanding natural beauty and contributes effectively to pupils' learning. The quality displays of pupils' work celebrate pupils' achievements. There is an adequate library, separated into two areas for older and younger pupils with a good range of books, including multicultural stories and non-fiction. There is a good amount of outdoor play space with adequate shade. Work is under way to provide a conservation area for recreation and teaching to enhance the curricular provision further. There are an adequate number of suitably qualified teachers and a good number of experienced assistants who provide sound support for pupils, particularly those who have special educational needs.

### **Care, guidance and support**

The quality of provision, which promotes pupils' care, welfare, health and safety, is very good. The school makes satisfactory arrangements for advice, guidance and support for pupils based on monitoring of their academic progress and personal development. The extent to which the school encourages the involvement of pupils in its development and work is satisfactory.

### **Main strengths and weaknesses**

- The school has recently revised and updated its health and safety policy, thus establishing effective procedures for care, safety and welfare of its pupils.
- The school is very conscientious in child protection.
- Teachers have good knowledge and understanding of their pupils' individual needs.

- Support for pupils with behavioural problems is good.
- Induction arrangements for Foundation Stage children are very good.
- The school council begun at the start of this academic year is functioning effectively.

### **Commentary**

35. The school is a happy, harmonious and well-organised community, providing a safe, secure and caring environment for its pupils. The ethos of care and service to the community has a positive impact on pupils' achievements. This is confirmed by comments from the parents. A strong ethos of care and consideration for others permeates the whole school community. These positive and explicit goals are well defined in its distinctive Christian philosophy and teachings.
36. Staff pay meticulous attention to protecting pupils from any harm and promoting their health, safety and well-being to a high standard. Teachers know their pupils well and respond to their needs. Staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships. Good rapport exists amongst the pupils. The school's ethos instils a sense of fairness and justice, trust and friendship between teachers and pupils.
37. The programme for personal, social and health education makes a strong and effective contribution to pupils' personal development. Teachers monitor it informally. An evaluation of pupils' attitudes and the rigour with which they pursue their academic work are included in yearly progress reports to parents. The school makes use of appropriate strategies to instil compassion for other less fortunate people within the United Kingdom and overseas.
38. There are very good induction procedures for pupils' entry into the Reception class. The school is now carefully monitoring the progress pupils make on entry to Year 1 in order to address any interruptions in pupils' good academic and personal progress. Every effort is made to ensure the welcome and induction of pupils entering the school at times other than the normal point of entry. There are sound procedures for monitoring pupils' academic progress with good procedures in English and mathematics. Special needs provision is satisfactory, overall. The school ensures that pupils with special educational needs are well integrated into the school community. The school's support for pupils with disruptive behaviour is rigorous.
39. Pupils make a positive contribution to the work of the school and its development through the school council. The school diligently considers pupils' suggestions and, at times, implements them, for example, their ideas for the design of the new school logos. This extends pupils' understanding of different points of view and ensures their ideas are valued.

### **Partnership with parents, other schools and the community**

The effectiveness of school's links with parents is good. The quality of links with the local community is very good.

### **Main strengths and weaknesses**

- The school's purposeful links with parents and the community serves the pupils well.
- The school and the parents share the same Christian philosophy in terms of ethos, engendering a unified bond for all aspects of the school's life and work.
- The school consults with and involves parents in its work and provides good information about the school community, and their children's attainment and progress.
- Parents encourage their children's full participation in extra-curricular activities, especially sports and music.



- Positive links ease the transfer of pupils to secondary school.
- Home / school reading records do not clearly show parents how well their children are progressing or provide pupils and parents with clear targets for success.

### **Commentary**

40. The school's partnership with parents is good. The large number of responses to the parents' questionnaire reflected a high level of interest. Where parents raised concerns, these were usually by a single individual or a small group of parents, and, in virtually every case, concerned issues of which the school management was aware of and striving to improve. In general, parents are pleased that their children enjoy the school, behave well and make good progress. They also indicate that the school is approachable and has high expectations. The headteacher takes every opportunity to involve parents in the life of the school.
41. Parents value the consultation meetings with teachers, where targets are set and the attendance at these meetings is high. Most parents are appreciative of the fact that can approach individual teachers, the headteacher or deputy and that issues or concerns are resolved promptly with care and consideration. The school secretaries contribute well to this accessibility. Parents provide practical support and help to raise funds through the Parent Teacher Association.
42. A good quality and range of information are provided in weekly newsletters to parents, including administrative and pastoral arrangements. This is augmented by the school's informative website. Parents are well informed about their children's achievements and the school activities. Detailed and comprehensive reports inform parents about their children's academic achievement, and provide comments about attitudes and personal development. Beginning with the new academic year, the headteacher plans to include a full curriculum guide in the school prospectus for parents. The school organises a training workshop in reading for parents of Reception children. There are satisfactory arrangements for involving and informing parents whose children have special educational needs. Parents are invited to all review meetings and most choose to attend. Parents are kept well informed of progress, can speak to staff informally at any time and are alerted when problems occur. Parents receive a copy of their child's individual education plan when they make a request.
43. Most pupils transfer to a range of schools that are both local and further afield. They and others, who transfer to other secondary schools, are well prepared for their next phase of education as they attend induction sessions and 'taster days.' The school and the community work in harmony and enjoy good links. The school uses these links to enrich the experience of pupils. Substantial funding from a national conservation trust has enabled the school to initiate the Hordle School Action for Playground Improvement (HAPI) project, entailing a wildlife area and a bog area using recycled rainwater. There are good links with the secondary schools in science, ICT, and modern foreign languages. The school participates in local music festival. The school's premises are used for Sunday school for the benefit of the community.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. Those provided by the headteacher are very good whilst those provided by the senior staff and subject co-ordinators are good. The governance of the school is good.

#### **Main strengths and weaknesses**

- The headteacher is responsible for the clear focus in improving the school.
- She has worked hard and effectively to raise the attainment of pupils since her appointment just over a year ago.
- The headteacher has successfully produced a united staff with a strong commitment to raising standards.

- She is well supported by an effective senior management team.
- She has the full confidence of an effective governing body.
- The school is very well placed to continue to improve.

### **Commentary**

44. The headteacher provides very good leadership and has developed effective systems for lifting the school out of its period of decline. There have been significant changes to teaching staff in the past year, with some key appointments for subject leadership in English and mathematics. These appointments are having a positive impact on improving the curriculum and teaching and learning. Careful and rigorous monitoring of teaching and learning by the headteacher, has produced significant improvements, especially in English and mathematics. The impact of this can be seen in the increased proportion of good and very good teaching in English, mathematics and science in Years 3 to 6. There are now effective systems for monitoring the performance of the school.
45. The headteacher has engendered the will to succeed in all staff, always building upon staff's strengths. The headteacher quickly identified that a major issue for improving this school was the need to rapidly improve curriculum planning and the way the staff worked together as a team. Prior to the headteacher's arrival, staff mainly planned their own curriculum in isolation. The headteacher has also introduced new setting arrangements which are found to be having a good impact on improving pupils' achievement. The headteacher has identified where weaknesses need to be addressed and is taking appropriate steps to address them. She has established the right priorities in the face of much to do.
46. Subject co-ordinators' roles are developing well with appropriate timescales for all subject co-ordinators to monitor teaching. The school has also begun to use the skills of exemplary teachers to teach by example in the school, for example in science. This has had a good impact on helping teachers to implement investigative science. However, subject co-ordinators for foundation subjects are at present not having such a large impact on improving their subjects because of the need to prioritise the core subjects. The impact of limited subject development can be seen in the weaker teaching seen in some physical education lessons.
47. The governing body has appropriate committee structures and has a very keen interest in seeing this school succeed. They are very supportive, challenging and well informed of the school's strengths and weaknesses. The chair provides strong leadership and plays a full part with other governors in helping to steer the direction of the school. Relationships between the headteacher, staff and the governing body are good. They share the same purpose of ensuring all pupils achieve as well as they can. Monitoring of the school's progress by the governing body is rigorous and welcomed by the headteacher.
48. Procedures for producing the school improvement plan involve staff and governors. The plan focuses upon a manageable number of priorities. There are suitable arrangements for monitoring the impact of the school's actions on improving standards.
49. Financial planning is good, with a programme of spending linked to the school improvement plan. The school's budget is monitored closely by governors and the school uses specific grants well for their purposes and the principles of best value are carefully applied. Spending for pupils with special educational needs is well spent for those with statements of need although only satisfactorily for other pupils. This is because systems for promoting their literacy and numeracy are only satisfactory at present and a more rigorous approach is needed to raise standards from a low base. The school carried forward an above average contingency fund in the last two financial years. This was appropriate and was good forward planning for the updating of ICT software and hardware in the computer suite and in classrooms. It was also due to savings for the considerable improvements that are now being carried out in the school grounds and for the office and staff room building improvements.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	79,3460
Total expenditure	80,4644
Expenditure per pupil	2,522

Balances (£)	
Balance from previous year	60,178
Balance carried forward to the next	48,994

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

All children enter Reception full-time in the Autumn term of the academic year in which they are five. The children's overall attainment on entry is above average, although it ranges from high to low. The management of provision for Reception is good and all teachers work closely together for the benefit of the children. The curriculum, the quality of teaching and children's achievement are good. The school has maintained the strengths found at the time of the previous inspection. Teachers' planning is good and assessment is used well to plan and match children's work. Higher attaining children and those with special educational needs are well provided for. Gifted children are identified and are soundly provided for.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

### **Main strengths and weaknesses**

- Teachers and assistants have high expectations for all children to do well and provide the right experiences for enabling this to happen.
- Learning activities are often exciting and encourage the children to want to learn.
- There is a good balance between more formal group and class learning and self-chosen structured play.
- The learning environment is very well organised, which helps the children to adjust quickly to school routines.

### **Commentary**

50. By the time they leave Reception, children reach well above average standards in their early learning goals. They achieve well through good teaching and learning. Children are inquisitive, confident and respond eagerly to the well-planned and stimulating curriculum provided. By the Summer term children often show remarkable concentration at play or during more formal group and class work. Children are very eager to learn. A major reason is that intellectual, practical and creative skills are all developed in harmony. Areas of learning are not taught in isolation and one area underpins another. Children's personal development is given much priority and is well planned. Children behave very well because of the clear routines provided and the teachers' approach to managing them. Relationships are very good and staff constantly encourage children, adapting their approach to the needs of individuals.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- Rich practical activities underpin the development of speaking and thinking.
- Role-play is used very well for developing children's communication skills.
- Children with special educational needs make very good progress in speaking and listening.
- Systems for teaching reading and phonics are good.
- Teachers use interactive whiteboard technology well to bring books to life and teach reading.
- Good assessment ensures higher attaining pupils are not held back and a minority reach very high standards in reading by the end of Reception.

## Commentary

51. Children are on course to reach well above average standards overall after achieving well. Standards are well above average in speaking and listening and reading and above average in writing. Overall, children achieve well. Much good teaching provides valuable opportunities for them to learn through talk, practical activity and by expressing and sharing ideas. For instance science activities in the class garden centre underpin structured opportunities for children to develop their vocabulary, reading and writing. Teachers and assistants provide very regular opportunities for children to develop their love of stories. The skills of reading, including phonics, are regularly and well taught. By the end of Reception, more capable children are already reading at the early stages of the National Curriculum. A small minority do not reach their goals and are generally working at one step below them. The teaching of writing is satisfactory. Children are keen to write and, during group work, teachers give individual attention to reinforce and develop sentence structure and spelling. There are satisfactory opportunities for children to practise the formation of letters and spelling words through word patterns. The National Literacy Strategy is about to be fully introduced.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Occasionally, some teaching of mathematics is outstanding.
- Structured play, focused group and whole class teaching are all successfully used as vehicles for learning.
- There is careful planning for the steady build up of skills over time as well as in each lesson.
- Assessment is used very well to match children's work to their prior learning.

## Commentary

52. By the end of Reception, children achieve well above average standards overall, with about a half exceeding the early learning goals identified for children of this age. About one fifth reach higher levels of Level 1 in the National Curriculum whilst a few are already beginning to achieve within Level 2. This represents very high attainment for a few children. Most count to twenty or above and add two numbers together, although a small number are still learning to count accurately and to write numbers up to ten. The quality of teaching and learning is very good. All children achieve well, including the very able pupils. When teaching is excellent, work is very well matched to all children's prior attainment, including the very able. Teachers promote a wide mathematical vocabulary through a very good range of practical activities. Children have very good knowledge and understanding of how to solve simple problems involving addition. Children recognise coins and can count out coins, often adding the cost of two or more items together. The National Numeracy Strategy is about to be fully introduced.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- There are very good opportunities for designing and making.
- There are good opportunities for science.
- There are good opportunities for the children to use mechanical construction kits and to develop their understanding of moving parts during outdoor play.

## Commentary

53. Children are on course to reach well above average standards overall. The quality of teaching and learning is good overall. Provision for the development of scientific investigative skills and designing and making are strengths. When children design and make pizzas they can design before they make. The teachers are very skilled in enabling the children to experiment and to try out ideas first by using paper models. The links with mathematics and art are very good in this activity. Teachers teach science well. For example children have planted sunflowers and know the conditions the plants need to make them grow into strong plants. However, a few very high attaining children could have achieved more in this activity by suggesting and trying out different conditions. Provision for ICT is satisfactory. There are only two computers between the shared classrooms, which prevents the very frequent use of ICT for each child. Nevertheless these computers are very well used and overall standards are above average. Pupils understand the significance of bar codes and all can log on to the computer, confidently selecting a programme. They use the computer to enable them to design flowers for their garden, to count beyond 20 and to use simply presented graphs.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Opportunities for children to develop their practical skills are good.
- Outdoor play apparatus for climbing and balancing is limited.

## Commentary

54. Children are on course to reach above average standards by the end of Reception in their ability to cut and shape materials with a range of simple tools. They manipulate and join construction kits well. Their pencil control is good and children often use crayons and paintbrushes with proficiency. The quality of teaching is good in this aspect of physical development. The outside area is well used for play but the lack of large apparatus for climbing and balancing is preventing the children having opportunities to develop their skills at their own rate. Planning indicates the children have sound opportunities for physical development in the hall although this was not observed due to the inspection timetable. The school has plans for improved facilities for outdoor play for September and the designs include an appropriate range of large apparatus for climbing and balancing.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- Opportunities for imaginative role-play are very good.
- Classroom themes for example 'the woodland' encourage the children to develop a sense of wonder and their imagination.
- There are very good opportunities for the children to suggest ideas, design and make and use a wide range of materials to express their creativity.

## Commentary

55. Children are on course to reach well above average standards by the end of Reception. Teaching and learning are very good. Role-play settings are exciting and very well resourced. Teachers encourage the children to share ideas and create simple story lines, where

appropriate, entering into the role-play in order to extend the children's thinking and creativity. There are also very good opportunities for the children to create their own settings when playing outdoors. For example, a group of boys designed and made construction vehicles when creating a 'car park', other children designed and made an aeroplane, carefully placing small furniture for best effect. Opportunities for creating pictures and models for art and design are very good. Children are encouraged to express and develop their ideas through a wide range of media. Children's ability to create their own portraits are often very advanced in the level of detail.

### Example of outstanding practice

#### **This mathematics lesson in Reception shows how very high quality role-play led to rapid learning through other teaching methods that included instruction and problem solving.**

The excellent garden centre role-play area had already underpinned children's learning in mathematics through play. The teacher, changing her teaching style, used whole class instruction and questioning and large model coins to clarify the children's understanding and interest in the value of the coins. The subsequent group practical work built excellently on earlier learning and, after more fun and practise with coins, led to worthwhile problem solving. The group tasks for higher attaining children focused on using shopping lists for buying different priced plastic flowers. The children quickly began to use their pictorial shopping lists, to select their flowers, carefully adding up the costs, 2 purple at 3p each, 3 red at 2p etc, sometimes combining the costs of groups of flowers. The teacher and children quickly moved to the garden role-play area when children used their shopping lists and real money with very good understanding. This provided not only excellent opportunities for the children to apply their understanding but for the teacher to assess what children had learned. An excellent feature throughout was the use of high quality artefacts.

## SUBJECTS IN KEY STAGES 1 AND 2

### English

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils in Years 3 to 6 are now making good progress in many literacy lessons due to much good or better teaching. Teaching quality is often very good in Years 5 and 6.
- Standards in writing are showing signs of improvement in Year 2.
- There is some good teaching and learning in Year 2 but progress and achievement in literacy is patchy in Year 1.
- The frequency of hearing lower attaining pupils read is only satisfactory, which is not sufficient to raise standards quickly for these pupils.
- Home / school reading records do not clearly show parents how well their children are progressing or provide pupils and parents with clear targets for success.
- The use of ICT in literacy lessons is inconsistent.

### Commentary

56. By the end of Year 2, standards in reading and writing are well above average. Standards in writing are an improvement compared with those reached in 2003 national tests, as a result of the school's effective measures for improving writing. By the end of Year 6, standards are well above average in reading and above average in writing. The school has done well to achieve these high standards in reading, as several pupils entered late in Years 5 and 6 with poorer literacy standards. The impact of these late entrants is lowering the proportions reaching Level 4 in English by nearly ten per cent. Pupils' overall attainment by Year 6 cannot be directly matched to their attainment by the end of Year 2, as less than four-fifths were in school when they took their Year 2 tests. Pupils' achievement is satisfactory by Year 6 although pupils are now often making good progress. For the current Year 2, pupils' achievement is no more than

satisfactory, given their earlier attainment in Reception. Overall, the school has made sound progress in improving standards in English since the previous inspection. However, there is still work to be done to raise standards in reading and writing for lower attaining pupils through the school and the proportions reaching above average standards in writing by the end of Year 6.

57. Standards in Year 2 and in Year 6 in speaking and listening are above average. Many speak confidently and articulately in a range of subjects. They often have a very good vocabulary, for example, in science. Most pupils listen carefully although, sometimes pupils are so eager to put forward their own viewpoint, that they do not always pay careful enough attention to others. By Year 6, pupils speak confidently and adapt their speech appropriately to the needs of the audience or situation. When analysing a text pupils contributed effectively to a mature discussion about style. In one lesson, pupils discussed the reasons for the author's choice of short sentences to convey the tension in a situation. They explained that this suggested the 'rapidly racing thoughts' of the main protagonist. Year 6 pupils' listening skills are not always as well developed as occasionally pupils do not listen carefully to their peers.
58. Standards in Years 2 and 6 in reading are well above average. By Year 2, pupils enjoy reading, both in class literacy sessions for practising skills, and for relaxation. Higher attaining pupils select books by author and by subject matter. They recount the events of the story and discuss character and feelings. These pupils use a good range of strategies to tackle unfamiliar words. Lower attaining pupils have less confidence in using phonic strategies as a result of some previous underachievement. There is a need to ensure that pupils, particularly those in the early stages of developing reading confidence, read more frequently to an informed adult in school. By Year 6 the majority of pupils read a wide range of fiction and non-fiction confidently for information, instruction and for pleasure. Pupils discuss deeper levels of meaning in their texts and talk about genre, style, inference and writers' intention. Research and referencing skills are well developed. They retrieve, sift and interpret information from a variety of sources. However, a significant minority of pupils, particularly boys, reach low standards in reading. This limits their learning in other areas.
59. Standards in Year 2 in writing are well above average. Pupils' achievement is satisfactory, given the high standards the pupils attained at the end of Reception. The school has significantly improved the proportions reaching the higher level this year. Pupils successfully write for a wide range of purposes, including invitations to parties and events. Higher attaining pupils use a good range of adjectives, for example when describing the sparkling blue ocean where the Sea King makes his home. Higher attaining pupils also use speech marks and exclamation marks, asides to the reader and touches of humour to add interest to their work. However, average and lower attaining pupils do not always spell frequently used words correctly.
60. Standards by the end of Year 6 in writing are above average. Year 6 pupils often write grammatically for a good range of purposes and some of the work of higher attaining pupils is lively and engaging. 'Friday night arrived, but also did a fashion crisis' wrote one girl. These pupils competently use complex sentences and paragraphing for speech. All pupils in Years 5 and 6 work on individual targets and for the older ones these include building up characters and development of the concluding paragraph; this helps pupils improve. Pupils in Year 6 understand different uses of punctuation and higher attaining pupils explain that clauses should be separated by sets of commas. However, a significant minority do not reach at least average standards and these pupils often have poor spelling.
61. The achievement of pupils with special educational needs is satisfactory in Years 1 to 6. By the age of eleven, about one fifth of pupils have unsatisfactory literacy standards. Whilst several of these pupils entered the school as very late entrants, most did not. These pupils are now often on the special educational needs register because of their earlier underachievement in reading and writing. The setting arrangements through Years 3 to 6 are improving provision for lower attaining pupils although, in order to raise standards more rapidly for these pupils,



there is still a need to hear them read more regularly. Pupils with special educational needs have achieved satisfactorily by the end of Year 2. However, there are weaknesses for these pupils in one Year 1 class, where systems do not follow on well enough from Reception for building the key words and the smaller steps in phonics.

62. The achievement of most higher attaining pupils is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Setting arrangements, put in place since last September, in Year 1 and Years 3 to 6 are improving opportunities for these pupils to learn at higher levels. However, the achievement of gifted and talented pupils is inconsistent throughout the school.
63. Teaching and learning in Years 1 and 2 are satisfactory overall and in Years 3 to 6 they are mainly good. Pupils in Years 5 and 6 are now making particularly good progress as a result of the very good and occasionally excellent teaching. In excellent and very good lessons, expectations are high for all pupils and there is a very good balance between reading and writing activities. There is a steady build up of skills over a period of time, and in the outstanding Year 5 lesson observed, this led to excellent opportunities for pupils' own creativity. However, in satisfactory lessons or in the least successful lessons there is not enough attention to teaching the key skills of reading through shared texts. In the unsatisfactory Year 1 lesson seen there was not enough attention to building the skills of reading within the lesson or evidence of such learning over time. There is a need systematically to build on the standards that pupils achieve by the end of Reception into Year 1 and then through the school. The Year 1 setting arrangement is improving learning for higher attaining pupils. There is some good teaching in Year 2 but this is not yet consistent across the whole year.
64. The subject leader was appointed last September and sets an excellent standard by her own teaching. She provides strong subject management. Since September there have been changes to the curriculum, alterations to setting arrangements and more effective use of assessment. This has led to much good and very good teaching in Years 3 to 6, which is helping to address the backlog of underachievement and is raising standards in writing. The rigorous monitoring of standards through assessment and of teaching has been acted upon to improve provision. For example, setting in Year 1 has begun to address the need to improve provision in this year. There is now a need to raise standards further by ensuring teaching is as consistently good in Years 1 and 2 as it is Years 3 to 6. Good work is also being carried out by the co-ordinator to develop effective active listening skills so pupils listen to others with greater care and adapt their own responses more precisely to what is said. The promotion of the same style of handwriting and spelling through systematic teaching is not fully established. Assessment is now good and is being used to identify and address underachievement.

### **Language and literacy across the curriculum**

65. The development of literacy across the curriculum is satisfactory. Speaking and listening skills are now being effectively developed. For example in science, pupils often rapidly acquire subject vocabulary. By Year 6, pupils use reference and resource books confidently and search the Internet for information. Pupils often develop their writing well through science. There are, however, not as many opportunities for pupils to write at length in foundation subjects. The school has correctly identified the need to develop opportunities further for pupils to extend their writing skills in other subjects in order to raise standards still further.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards by Year 6 are showing signs of improvement compared with reached by pupils in the 2003 national tests. Pupils' overall achievement is satisfactory.
- Teaching is consistently very good in Year 5 and for pupils in higher attaining sets in Years 3, 4 and 6. This is addressing pupils' earlier underachievement.
- The setting arrangements in Year 1 and Years 3 to 6 are having a positive impact on improving standards, especially for middle and higher attaining pupils.
- Pupils' in Year 1 have not achieved well enough in the past. This has led to pupils' unsatisfactory achievement by Year 2.
- The new subject manager provides good leadership and management.
- The use of ICT in mathematics whilst satisfactory overall, is inconsistent in numeracy lessons.

### Commentary

66. Pupils, including those with special educational needs, achieve satisfactorily overall and by Year 6 they have maintained their overall above average attainment on entry to the school. The current Year 6 cohort of pupils reached well above average standards in their Year 2 tests. However, a direct comparison cannot be made of this year group's overall attainment with their end of Year 2 national tests. Over a fifth of these pupils entered during Years 3 to 6 whilst a similar number have left. Less than four-fifths took their Year 2 tests at the school. The overall attainment on entry of all of these pupils into the juniors, including late entrants, was no more than above average. The impact of very late entrants in Year 6 is reducing the proportion reaching average standards by nearly ten per cent. The school has identified its gifted and talented pupils. Their progress is now mainly satisfactory in Years 3 to 6 although too slow in Years 1 and 2.
67. By Year 2, standards in mathematics are above average. This is largely because a smaller proportion reaches Level 3 than as indicated by their assessments in Reception. By the time pupils enter Year 1 standards are well above average and a significantly high proportion are already following the National Curriculum. In Year 1, pupils have not always been making sufficient progress to maintain these standards. The school has recognised this problem and has now started to teach Years 1 and 2 separately, with ability setting for Year 1 pupils. Although pupils in Years 1 and 2 are now making satisfactory progress through satisfactory quality of teaching and learning, this is not good enough to combat earlier underachievement and raise standards so they at least match those attained on entry to Year 1.
68. By Year 6 standards are above average and many are particularly competent and confident in mental calculation and in applying their mathematical skills to problem solving. A higher proportion are likely to reach Level 5 this year compared with 2003 tests. However, about a quarter, including the late entrants into Year 6, are unlikely to reach Level 4 or above. The quality of teaching and learning in Years 5 and 6 enables the majority of pupils in these years to achieve well. However, in Year 6 higher attaining pupils are making more rapid progress than pupils in the lower attaining set. This was shown in the quality of teaching and learning in lessons as well as the school's ongoing assessments of pupils' progress. Apart from booster sessions, there is limited extra special educational needs support for these pupils.
69. Over the last year, the new headteacher, and more recently the new subject co-ordinator, have quickly recognised that achievement throughout the school is inconsistent, with pupils in some year groups making insufficient progress. Careful tracking and monitoring of individual progress have highlighted this, and some steps have already been taken to remedy it. Since September the school has introduced setting arrangements, which were found to be having a

good impact on improving achievement. An extra teacher in Year 1/2 now allows Year 1 and 2 pupils to be taught in single age groups for mathematics and, as a result, better progress is now being made. A numeracy consultant has been working in Year 3/4 where a dip in achievement was very noticeable, and booster support has been carefully targeted in Year 6 to help raise achievement. Stronger teaching in Years 5 and 6, with careful setting, is also helping to raise standards.

70. The quality of teaching and learning overall is good. It is satisfactory in Years 1 and 2, but good overall in Years 3-6. Some very good lessons, and an excellent one, were observed in Years 5 and 6. These lessons demonstrated very good subject knowledge. They were very well planned and prepared with work that was challenging and carefully matched to ability, so that all could achieve well. For example, in an excellent Year 5 lesson the approach to problem solving was purposeful and showed the teacher's very high expectations. Information sheets on different holiday accommodation were carefully constructed and linked to the class topic on the South American rain forests. They provided the basis for some graded and complex problem solving linked to hotel rates, discounts and percentages. Questioning in these lessons was rigorous and targeted to ability, helping to further pupils' understanding and teachers to assess this. In these and other good lessons, teachers do not allow pupils to 'give up' and, with careful encouragement, make them all the more keen to learn. Good provision is generally made for homework, which encourages pupils to work independently and helps to reinforce classroom learning.
71. Where teaching and learning are only satisfactory, planning does not take such good account of pupils' assessed levels, so expectations are not as high as in good and very good lessons. Work is not as successfully planned for the next steps in learning. Marking of work at times reflects these lower expectations where comments are frequently too congratulatory and do not provide constructive comments to help pupils improve. In better lessons, learning support assistants take a more active role in pupils' learning, helping with introductions and supporting groups with questioning and discussion. For example, in one lesson an assistant took a group for the mental starter, enabling the teacher to focus questioning more effectively on a narrower range of ability. In some lessons, however, their role for the initial part of the lesson is too passive.
72. Both the headteacher and co-ordinator for the subject have quickly identified the school's backlog of underachievement and have already taken steps to address this. The school improvement plan is well focused on raising standards and achievement through monitoring teachers' planning, lesson observation, sampling of pupils' work and further staff training. Improvement since the last inspection is satisfactory, much of which has only happened in the last year. Progress in Years 3-6 is now satisfactory. Standards by Years 2 and 6 are higher than reached by pupils in their national tests at the time of the previous inspection. However, although now improving, achievement by Year 2 is still not good enough. Planning for the subject is now more consistent.

### **Mathematics across the curriculum**

73. Pupils have opportunities to make good use of their numeracy skills in other subjects. For instance, in science, pupils throughout the school measure, record and compare the results of their investigations; in history time lines are drawn to show the order of events and memorable dates, and in geography climate data is compared. In ICT units requiring numeracy skills are taught, for example control and measuring, data handling and spreadsheet modelling.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Investigative work is developing well throughout the school and is now well above average in Years 2 and 3.
- The co-ordinators have a clear vision of what needs to be done to improve the subject.
- There is now a good scheme of work.
- The teaching overall is good.
- Provision for gifted pupils is inconsistent in Years 3 to 6.

### Commentary

74. By Year 2, standards are well above the national average. Pupils' achievement is good given their above average attainment on entry to the school. This is a good improvement since the last inspection two years ago when standards were only average. Many pupils have a good understanding of how to carry out an experiment with very good understanding of the fair test. Pupils suggest ideas for their own tests, for example, how different surfaces could affect the speed of a car travelling down slopes. Pupils often measure with good accuracy, record results systematically and explain patterns in results. When experimenting pupils take responsibility for their own work well. Pupils have a very good understanding of properties of materials and all aspects of physical processes. Biological aspects are also covered appropriately.
75. By Year 6, standards are above average. Pupils' overall achievement is satisfactory given their above average attainment on entry to the juniors. However, the well above average standards Year 6 pupils reach in reading, show pupils can still do better. Improvement since the last inspection is satisfactory as, then, standards were only average. Standards are higher in Year 3 because science is an improving profile through Years 3 to 6. Until one year ago, teachers were left too much to their own devices when planning and teaching science. Since the last inspection in 2002 standards in national tests have only been average in Year 6 showing considerable underachievement at Level 4 and Level 5. The school has identified this as an area in need of rapid improvement and implemented systematic curriculum planning throughout the school. When investigating, pupils reach above average standards in making predictions. An example is when pupils design tests to find the best insulator for keeping drinks hot. Pupils recognise the need for a fair test and the importance of accurate observations and recording. They often use mathematics well for measuring and interpreting results. However, pupils do not repeat observations and mathematical measurements and recordings in order to improve the accuracy of their work. Although Year 5 pupils show considerable self-reliance when experimenting, this is not as well developed for Year 6 pupils.
76. Pupils with special educational needs achieve well through the school. There are no significant differences between the achievement of boys and girls. However, there needs to be more consistent challenge for very higher attaining pupils. Pupils are gaining vital teamwork skills through science. However, in Years 1 and 2 the size of groups is occasionally too large. This prevents all pupils being fully involved in the decision-making processes and groups then become a little noisy.
77. The quality of teaching and learning is good throughout the school. Staff have had recent subject training in Years 1 and 2 and have observed the teaching of an advanced skills teacher. This has raised their expectations and the standards pupils can reach. Their subject knowledge is now good. In Years 3 to 6, teachers' subject knowledge is satisfactory though several have good subject knowledge. Planning of lessons is good in Years 1 and 2. In Years 5 and 6 planning for the range of ability needs to be more closely linked to the National

Curriculum levels to ensure higher attaining pupils are always given opportunities to learn at higher levels. Teachers use a variety of teaching methods successfully including instruction, questioning and problem solving. The use of investigative science planning sheets is enabling teachers to systematically teach skills.

78. Overall, mathematics is used well in science, although this could be more rigorous in Year 6. ICT is used satisfactorily, with some good use of data handling software in Years 2 and 6. Writing is developed well through science in Years 1 to 4 whilst this is satisfactory in Years 5 and 6.
79. Subject leadership and management are good. This is improving provision in science. The co-ordinators have clear vision for the development of the subject and are very enthusiastic for all pupils to achieve well. They are well aware of the weaknesses and have a comprehensive strategy mapped out for further development. The school is considering setting in Years 3 to 6 next year. This is an appropriate way to enable teachers constantly to provide a good match to pupils' prior attainment. Planning for practical and investigative science has had a priority focus through the school. The practical subject training in Years 1 and 2 has helped to lift the confidence of the staff in teaching science. Monitoring of the subject is satisfactory and there are plans for more rigorous monitoring of science lessons and practical training in the next academic year. Assessment is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching in the ICT suite is often good.
- Opportunities for pupils to understand the impact of ICT on everyday life are good.
- Hardware and software in the suite and in classrooms are being updated this September.
- The use of computers in the classrooms to support learning lacks rigour.

### **Commentary**

80. By Year 2, standards are above average. Pupils' achievement is satisfactory. Pupils are able to save and find information they have stored. They use ICT to present their written work and can change size and colour of fonts to present their work for the best effect. They regularly use data handling programmes for mathematics and science. When learning about authors, pupils have accessed the Mary Hoffman website, asked their own questions and researched for information. Pupils programme the computer programmable toy to move set distances or to move in certain directions.
81. By Year 6 standards are above average. Pupils' achievement is satisfactory. Pupils use the Internet with ease when searching for information, for example, when researching information in geography. Pupils know how to use computers to make PowerPoint presentations, combining text with graphics for best effects for convincing their audience. Pupils' keyboard skills are good and pupils use word processing to write stories skilfully, refining their work as they go along. Their use of data handling software is good. They use spreadsheets for making predictions in mathematics lessons and use spreadsheets to test them. Pupils use a wide range of graphs for presenting and extracting information, including pie charts. However, the control technology aspect of the curriculum is average and not as well developed.
82. The teaching seen was satisfactory. That seen in lessons in the ICT suite was good. However, teachers do not consistently use ICT to support pupils' learning in literacy and numeracy lessons. One lesson in Year 6 was very good indeed. The teacher's very good subject knowledge was apparent in the way pupils' own models of problem solving were used when using Logo. The teacher quickly assessed pupils' level of competence and brought

them rapidly up to speed by providing rigorous subject instruction. The area of control was not developed earlier in Year 6 because of limited equipment. Assessment in the subject is satisfactory. A strong feature is how, throughout the school, pupils are encouraged to see the applications of ICT to everyday life.

83. Leadership and management of the subject are satisfactory. There is good planning. The co-ordinator has very good subject knowledge although the development of ICT has not had a focus this year. The monitoring of the use of ICT in classrooms is not rigorous enough. Resources for the subject are barely satisfactory at present as there is only one dated computer in each classroom. The school has identified this as a weakness and has purchased banks of networked lap tops for classroom use in September. Pupils with special educational needs make satisfactory progress. However, there is limited provision for gifted pupils, especially in the infants. Progress since the last inspection is satisfactory. Pupils' achievement remains satisfactory.

### **Information and communication technology across the curriculum**

84. This is satisfactory overall because of the regular use of ICT when pupils are taught in the computer suite. It is used for supporting many subjects, including literacy and numeracy. There are some good instances of the use of ICT in science and mathematics, for example in data handling in Year 2 when pupils record the results of the distances travelled by cars on different surfaces. In Year 6 some good work was seen when pupils recorded cooling rates of liquids on line graphs. Preparation for data base work was seen in classification in science when a problem solving activity encouraged the pupils to see how ICT can greatly help decision-making when much information has to be sorted through at speed. However, the use of ICT within specific literacy and numeracy lessons is inconsistent.

### **HUMANITIES**

85. In humanities, work was sampled in history and two lessons were seen in Years 3 and 4. However, none were seen in geography due to the inspection timetable. It was, therefore, not possible to form an overall judgement about provision in either of these subjects.
86. In the two lessons seen in **history**, teaching was good or very good. In the very good lesson in Year 3/4 the teacher provided a very good range of resources for pupils' own research. These included a range of texts matched to pupils' different abilities, information sheets, access to a computer and the tools for pupils to research how Henry VIII's wives influenced his life. Very careful questioning by the teacher together with class, group and paired discussion helped pupils to form and check out their ideas and to make very good progress in their learning. The co-ordinator is enthusiastic and keen to develop a wider range of approaches to the subject, including a greater use of drama and historical artefacts. Visits to museums and places of historical interest and visitors to the school that act out times past already provide good stimuli for learning. A full curriculum is in place and pupils' progress in the units studied is recorded. The school recognises that more needs to be done in assessing and monitoring the development of particular subject skills, including the use of ICT to support learning and research. Pupils' past work shows that there are not enough opportunities for pupils fully to use and develop their writing skills at appropriate and challenging levels.
87. **Geography** was not a focus during the inspection. A discussion with the co-ordinator and evidence from planning shows that a full curriculum is in place. However, more consistent planning for the use of ICT is required to support learning in the subject although some good work on geographical research was seen in Year 6 pupils' ICT files.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Only one lesson was seen in **art and design**. None were seen in **design and technology** and only one in **music**. Therefore, it is not possible to make a judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from last year in design and technology and art and design. Four lessons were observed in **physical education**, in Year 1, 5 and 6 but as only one games and three dance lessons were seen it is not possible to make a judgement on overall provision.
89. In **art and design**, evidence from displays around the school show the high profile of art. Displays are of a high quality. There is appropriate coverage of the National Curriculum, including three-dimensional work and textiles. Some good three-dimensional work was seen for Year 6 pupils when pupils designed and made elephants using the paper bandaging technique. Pupils finished their work to a good standard using colour and decorative pattern most effectively. Art is often used well to enhance other curriculum areas and this was seen in the work undertaken for humanities on rain forests, which also linked well with textile work in design and technology. Pupils' multicultural education has also been enhanced through the study of Caribbean art. Pupils in Year 2 study the work of Sonia Boyce as part of their geography topic. Art specialists from the local community provide expert support. The subject is well managed by an enthusiastic co-ordinator and there is a suitable scheme of work. This is currently being updated and improved. The pupils are given a broad and worthwhile curriculum and resources are good.
90. In **design and technology** a good curriculum is followed and the subject is well led by a very keen and knowledgeable co-ordinator. Evidence from pupils' previous work showed a suitable range of materials is covered in Years 1 and 2 and in Years 3 to 6. There was evidence of high quality design work for younger pupils when they designed and made jam tarts after investigating people's different preferences for the fillings. In this project, a good range of materials was used as pupils went on to use card and decorations to design and make packaging for their tarts. Mathematics was very well applied in this project. Some good work was also seen in Year 2 pupils' textile work when pupils applied their art skills well to their end products. In Year 6 pupils skilfully cut, join and shape wood when designing and making bridges and cranes. Both of these projects link very well with work on physical processes in science. By Year 6 pupils have a good understanding of how simple machines function, including pulleys and levers, and can successfully design and make models with working parts.
91. In **music**, planning shows the full National Curriculum is being planned for and statutory requirements are being met. Effective use is made of experts to provide skilled teaching of instruments and provide high quality training and practise for the orchestra. Pupils follow a suitable music curriculum and resources are good. There is a music co-ordinator and teachers have received some training. However, some teachers still feel less confident about teaching the subject than in other curriculum areas and prefer to exchange classes with colleagues for the teaching of music. No music teaching was seen in Years 3 to 6 but in a Year 2 lesson observed, the pupils' work and teaching were satisfactory. These Year 2 pupils were able to compose their own sounds and use symbols to represent their work. They successfully played a simple tune or rhythm using tuned and untuned instruments and appraised one another's work. Most pupils achieve a satisfactory standard of singing in assembly, although some older pupils are not always keen. The recorder group performs competently. The school orchestra is small, but playing and improvisation are of a high standard.
92. In **physical education** it was only possible to observe one games lesson and several in dance. Pupils in Year 3/4 go swimming and the majority achieve at least the expected standard.

93. Two of the lessons seen in Year 6 were unsatisfactory. New schemes of work have recently been introduced but some teachers are not yet sufficiently confident in using and adapting the supplied lesson plans. As a result, the pace of the lessons was rather slow, resulting in a significant number of pupils misbehaving and not following instructions. Management by the teachers was effective in the short term, but interrupted the flow of the lesson and therefore the progress made by pupils. It also precluded any opportunities for pupils to observe each other with a view to improving their own performance. Standards displayed in these lessons were below average with many pupils showing weaker control and co-ordination of movement than expected for their age. Other satisfactory lessons were observed that also showed elements of pupils not fully managing their own behaviour in lessons that were following new planning and routines. The co-ordinator has not had the opportunity to observe lessons and to monitor closely the introduction and effectiveness of the new schemes of work.
94. A full curriculum is in place that covers all aspects of the subject. The school excels in its provision for sport. Very close links with local football clubs, which provide coaching for pupils, have enabled the school to receive the Football Association Charter Standard. A qualified coach also provides tennis coaching. Extra-curricular clubs give further opportunities in basketball, netball, cricket, rounders and hockey. Pupils, including younger ones and both boys and girls, take part in a wide range of competitive matches and tournaments. For example, an infant soccer tournament was organised and both boys and girls have taken part in other soccer and hockey tournaments and swimming championships. These opportunities contribute much to pupils' social development.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

95. No overall judgement is made on the provision for **personal, social and health education and citizenship**. However, pupils' personal, social, health education and citizenship are major parts of all the school's work and underpin all that the school does. They are rooted in the Christian teaching of the school. Pupils show empathy and understanding for others and organise events for raising funds for the benefit of others. Until recently, there was no policy or scheme of work in place. A policy has now been approved and lessons timetabled, which include circle time. The new co-ordinator is preparing lessons plans for each half term, which are being evaluated and will build up into the full scheme of work. Two lessons were seen that were judged to be good. In one lesson, pupils in Year 1 were encouraged to listen to the views of each other. The careful management of the lesson helped to ensure that individual contributions were valued, and thus pupils' self-esteem was raised. A similar climate for learning was established in a Year 3/4 lesson where pupils discussed making choices and taking risks. Provision is made for sex education, which is being updated, and for drugs' awareness. The systematic programme of teamwork and decision making in science is having a good impact on pupils' personal development.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*