

INSPECTION REPORT

**MORGAN'S VALE AND WOODFALLS CE VA PRIMARY
SCHOOL**

Redlynch

LEA area: Wiltshire

Unique reference number: 126406

Headteacher: Mrs Sue Larkin

Lead inspector: Gail McLean

Dates of inspection: 27 – 30 January 2004

Inspection number: 256964

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:	101.5
School address:	Morgan's Vale Road Redlynch Salisbury Wiltshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Newton
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Morgan's Vale and Woodfalls CoE VA Primary School is a small school serving the Redlynch community near Salisbury in Wiltshire. There is a good mixture of privately owned and rented accommodation in the village and families tend to settle once they have a home there. As a result, the school enjoys a high level of stability. A small number of pupils attend from outside the school's reserved area by parental choice. There are 104 pupils on roll and although numbers fluctuate this number is typical for recent years. The number of pupils in any one year group is small; typically around fifteen. There are currently slightly more boys than girls at the school. The school was recently awarded the Active Mark for its work in promoting physical activity. The percentage of pupils eligible for a free school meal is about average (15.8 per cent). The school is somewhat unusual in that all pupils are of White British background. The number of pupils with special educational needs and statements of special need is below the national average (10.5 per cent and 0.9 per cent respectively). The majority of children are well supported by their families and are ready for school life. In the main, children's attainment on entry to the school is about average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21650	Gail McLean	Lead inspector	Special educational needs English Art and design Design and technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Morgan's Vale and Woodfalls Church of England Voluntary Aided Primary School is a very effective school. The good level of stability in recent years has enabled the headteacher to establish a high performing team, focused on raising standards with commitment to continuous improvement and emphasis on equality for all. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Its ethos which underpins its work and is reflected in the pupils' very good attitudes to learning, very good behaviour and high levels of respect for one another
- The very good provision in the Foundation Stage, which ensures that children get a very good start to their education
- Well above average standards in English, mathematics and science at Key Stage 2 which contribute to high standards in other subjects
- Teaching and learning, overall, is very good but it is not of such a consistently high standard in Years 1, 2 and 3
- An interesting curriculum, which is carefully planned and gives due attention to key skills and makes appropriate links between subjects
- Very good partnerships with parents ensures that pupils are well supported in their learning
- The governing body is very well led and, as a result, fulfils its roles and responsibilities very effectively

Overall, improvement since the last inspection has been very good. The key issues identified in the inspection, which took place in 1998, have been addressed very well. National and local initiatives have been implemented effectively. The school's commitment to raising standards has been unwavering and, as a result, the school's self-evaluation strategies are very robust.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	A	C
mathematics	E	C	A	B
science	D	C	A*	A

Key: A is in the top five per cent 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.

Attainment on entry is about average but a small percentage of children have well-developed language and social skills. Children in the Foundation Stage achieve **well** and most are likely to reach the goals expected at the end of the reception year.

Pupils achieve well from Year 1 to Year 6. Standards at Year 2 in 2003 were at the national average in English and above in mathematics. Over the last four year standards have followed this pattern and, within English, standards have usually been better in writing than in reading. Standards in all other subjects are at or slightly above expected levels.

Standards at the end of Year 6 in 2000 and 2003 were well above the national average in English, mathematics and science (in science in 2003, these results were in the top five per cent nationally). This position is a more accurate reflection of inspection findings than those of 2001 and 2002.

Standards appear to have fallen dramatically in 2001 and 2002 but in those particular years there was a significant number of low-attaining pupils with special educational needs. When compared with other similar schools standards are high. When compared with prior attainment indicators, standards are higher in science than in mathematics and much higher than in English. This suggests that pupils are capable of doing even better in English and mathematics. Standards in all other subjects are above expected levels.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils are very keen to come to school. They behave very well and show high levels of enthusiasm for their work. They sustain concentration, persevere and do their best. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good, overall. There is a high degree of consistency in lessons in Reception and in Years 3 to 6. In Years 1 and 2, many lessons are of a similarly high standard but a small proportion is sound rather than very good. This is due in large part to lack of attention to fine detail in planning and preparation. Teachers and teaching assistants work very well together; they are enthusiastic about their work and have high expectations of their pupils. Pupils respond by co-operating, being trustworthy and working hard. Assessment of pupils' attainment and progress is very effective in English, mathematics and science. As a result, the school meets the needs of its pupils very effectively and pupils achieve very well in these subjects. Although adequate, assessment procedures are not quite so robust for other subjects. The school has identified this as an area for development. The curriculum is carefully constructed so that it is relevant to the lives, interests and ages of pupils within the school. The accommodation is much improved since the last inspection and its effective use contributes significantly to the high standards attained throughout the school. The care and support of pupils is good, being based on secure monitoring information. Partnerships with parents are very good.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The very good lead taken by the headteacher inspires and motivates her team of colleagues effectively. The chair of governors is very perceptive and offers very strong leadership for governors, who are effective in ensuring that all statutory requirements are met. Together, there is a very strong commitment to running an equitable and inclusive school. Staff, governors and parents are encouraged to use their initiative to respond to the actual needs of the school and remove barriers to learning. This is reflected in the achievements of pupils throughout the school. Staff and governors are clear about the school's strengths and weaknesses. All staff, but particularly teachers, demonstrate a very strong commitment to the school and show willingness to improve on their own personal best. Resources are used very effectively and the school's finances are managed very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They feel that their children make good progress, that the teaching is good and that staff are approachable.

Pupils like school and they think they work hard. They appreciate the work of the adults in the school and pupils think that teachers and teaching assistants help them to do well.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Continue to maintain and improve standards in English and mathematics

- Continue to maintain and improve the quality of teaching and learning so that all lessons come up to the very best
- Continue to refine assessment procedures so that outcomes can inform planning even more effectively
- Continue to rigorously evaluate the curriculum so that innovations can be well judged and managed to meet changing requirements

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are above average. The vast majority of pupils achieve very well in relation to their starting points. There is no significant difference between the attainment of boys and girls or those from different backgrounds. Pupils with special educational needs make good progress achieving as well as they can.

Main strengths and weaknesses

- Standards are well above average in English, mathematics, science, history and music at the end of Key Stage 2
- The high standards in English and mathematics have a positive impact on standards in all other subjects
- Pupils in reception make good progress and achieve well in relation to their capabilities
- Pupils do well in Years 1, 2 and 3 but, given the good start in reception, could do even better

Commentary

1. Attainment of children when they start school is about average, but the range is wide. At the end of the reception year standards are good. Children achieve well and the vast majority meet or exceed the Early Learning Goals in all areas. Progress in personal, social and emotional development is particularly rapid. Children who enter the school with special educational needs are identified and supported quickly, enabling them to make good progress. Good standards are attained in all areas of learning. Children achieve well because of very effective leadership and management and very good teaching.
2. In Years 1 and 2 the vast majority of pupils continue to make good progress and achieve in line with their capabilities, especially in English, mathematics and science. Standards are frequently much better than expected for pupils of this age in literacy and numeracy. This has a positive impact on standards attained across the curriculum. As a result, overall standards at Key Stage 1 are above national expectations.
3. For Key Stage 1, value-added indicators show that within this good picture, standards in writing are usually better than in reading. Due emphasis is placed on developing writing skills in literacy lessons and these are then reinforced well through work in other subjects such as history and geography. Reading skills are taught well but reading records show that not all pupils have the opportunity to practise these skills frequently enough at home. Standards in mathematics are slightly better than in English, with many pupils attaining levels above those expected. The school trend over the last few years has been above the national trend but it is slightly more marked and consistent in mathematics. This is due in large part to the very focused teaching in numeracy lessons. The difference between English and mathematics is small but noticeable and suggests that pupils can achieve even better results in reading and writing.

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

Standards in:	School results	National results
English	28.7 (26.6)	26.8 (27.0)
mathematics	29 (26.5)	26.8 (26.7)
science	31.7 (28.3)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

4. At Year 6 standards are well above average in English, mathematics and science both in relation to the national picture and to that of schools with a similar number of pupils entitled to free school meals. When looked at against schools whose pupils attained similarly at the end of Year 2, standards are about average in English, above in mathematics and well above in science. These favourable comparisons indicate that the school is successfully meeting the needs of its pupils. Inspection findings correlate closely with the results of the national tests for 2003. Furthermore, the school trend has been above the national trend over the last five years and shows a small but steady increase. This matches inspection findings, which indicate that the good start made by pupils in reception and Key Stage 1 is built on very effectively in Key Stage 2. The emphasis placed on developing pupils' reading, writing, speaking and listening skills is a notable feature of work undertaken in all lessons. The skills taught in literacy lessons are used very effectively across the curriculum. Role-play and drama are used with particular effect to enliven lessons and reinforce key learning points.
5. Value-added indicators for Key Stage 2 show that, overall, pupils work hard and achieve well. As indicated above, there are slight differences between subjects, with pupils doing very well in science. The indications are that pupils could do even better in English and a little better in mathematics.
6. The school's targets for 2003 were challenging. They were met in mathematics but not met in English. The number of pupils taking the national tests was small. Therefore, although the percentage by which the English targets were not met appears high, it represents only one pupil who was absent for the English tests.
7. Standards in history and music are very high, which is a reflection of the very good teaching and inspiring curriculum offered in these subjects. The number of lessons seen in other subjects was relatively small but analysis of pupils' work indicates that standards in all other subjects are above average.
8. Pupils with special educational needs are very well supported throughout the school. The vast majority make good and sometimes rapid progress in relation to their starting point. In the past few years a number of older pupils have joined the school mid-way through the year. Some, but not all have had learning difficulties and, as a result, have not reached national standards. However, school records show that those who have been at the school for a substantial length of time make good progress and attain standards which are a good reflection of their ability.
9. Although there are no pupils with English as an additional language at the school, there is a wide range of abilities and backgrounds. Inspection findings indicate that all pupils are well supported and encouraged to achieve as well as they can. The school's assessment procedures in English and mathematics, together with the very good partnerships which are forged with the vast majority of parents, are significant factors in the school's success in this respect.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils have very good attitudes to school and behave very well. Very good provision for pupils' personal development results in very good relationships throughout the school. Spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils are very enthusiastic about school, demonstrate a willingness to work together and eagerness to learn
- Pupils respond very well to the trust placed in them

- Levels of attendance and punctuality for many pupils are good and, for some, they are very good
- A very tiny minority of parents do not support the school by helping to ensure that their children attend school regularly and on time

Commentary

10. The school culture and ethos is based on respect for the individual and their talents. It is successful in establishing an environment where everyone can flourish. As a result, pupils' behaviour and attitudes are very good. They listen attentively and participate with enthusiasm in lessons. There is a real desire to learn, with pupils trying their best and enjoying the challenges teachers present in learning. Spiritual, moral, social and cultural development is not specifically identified in lesson plans but the whole curriculum is underpinned by the principles embodied in citizenship. For example, the school's work in relation to multicultural education has improved considerably since the last inspection and is now very good.
11. Pupils are encouraged to be confident, proud of their own achievements and the part they play in the school's achievements. They forge very good relationships with one another and, as a result, boys and girls work and play happily together. Older pupils look after younger ones and take care of anyone who appears lonely or upset. Pupils are trustworthy and respond very well to the high expectations made of them in relation to behaviour. They get on very well with adults. They show due respect yet are open and forthcoming in their dealings with them. Pupils are very interested and appreciative of what the school has to offer them. They respond very well to the interesting and creative tasks and activities offered by being very attentive in lessons and doing their best. The very effective school council helps to make pupils feel involved in the running of the school community, giving them a vested interest in ensuring that the school is always a good place to be. These positive attitudes contribute much to pupils' good achievement. Pupils interviewed as part of the inspection felt that 'they always learned something new', and all the subjects were interesting.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
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.

The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and is well below the national average. There is a small element of occasional lateness and a very tiny minority of parents are not supportive of the school in terms of helping to ensure that their children attend school regularly or arrive promptly at the start of the school day.

Exclusions

There were no exclusions in the last academic year.

The school has had little cause to exclude pupils because the ethos and support offered to pupils enables them to meet the requirements of school life very well. Furthermore, partnerships with parents and carers are very good so that home and school work together very effectively to support pupils experiencing difficulties.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is very good. The quality of teaching and learning is very good, supported by a well-devised curriculum. The support offered to pupils is of a high order, due in large part to the very good partnership with parents.

Teaching and learning

The quality of teaching and learning is very good. This is a marked improvement on the findings of the previous inspection. Assessment, overall, is good.

Main strengths and weaknesses

- Teachers use their very good subject knowledge to inspire pupils and make meaningful links between subjects
- Assessment in English, mathematics and science is very effective
- Teachers' own enthusiasm is infectious so that there is usually a quiet buzz of excitement in lessons
- Tasks and activities are carefully matched to the ages and abilities of pupils so that learning is meaningful
- Planning and preparation in a small number of lessons reduces the pace of learning from the usually very good level to a satisfactory level

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	3	6	0	0	0

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

12. The high proportion of very good teaching has a marked and positive impact on standards and the quality of learning throughout the school. Overall, this aspect of the school has improved significantly since the last inspection. Unlike last time, no unsatisfactory lessons were seen. This strong improvement is reflected in the standards attained by pupils, especially at Year 6.
13. The quality of teaching and learning in the reception year was of very high quality at the time of the last inspection and has remained so. Children find learning memorable in reception and older pupils speak fondly of lessons learned in this class. Teaching and learning are similarly of a consistently high standard in Years 4, 5 and 6. Parents are of the view that all subjects are taught to an equally high standard. Inspection evidence supports this view for lessons in reception and upper Key Stage 2.
14. Teaching and learning in Years 1, 2 and 3 is generally of sound quality with good and sometimes very good features. Where it was only satisfactory, the fine detail relating to planning and preparation of the lesson had not been thought through properly. As a result, organisational and management issues relating to resources and timings were not addressed as well they might and the pace of lessons was disjointed.
15. The school's aims very effectively underpin work in all lessons. The emphasis placed on mutual respect and care for the individual is manifest in the way the school celebrates pupils' successes and supports learning difficulties. Teachers' high expectations of behaviour and their insistence on good manners at all times underpins this very good position. Pupils' views

are that they feel valued and are treated fairly. This promotes good attitudes to learning, and is successful in preventing any anti-academic culture from developing in the school community. This is a great strength.

16. Individual teachers have very good subject knowledge within their chosen field of expertise and understand how different pupils learn. They each have considerable enthusiasm for teaching and learning in their subjects and this bubbles over into their work. This energy, together with very effective teamwork enables staff to share expertise, learn from one another and teach to a high standard. Furthermore, very good links are made between subjects so that high levels of interest are created for pupils and there is coherence in their learning. The vast majority of pupils are enthusiastic, alert and diligent. A good illustration of this was seen in the response of Year 3 and 4 pupils to a music lesson, in which they were trusted to work in small, unsupervised groups in and around the school hall. They work very well together, playing instruments carefully, but with feeling, and co-operating so that compositions were successfully agreed, evaluated and improved upon.
17. Appropriate types of homework are set for pupils as they move up through the school. Parents are highly satisfied with the arrangements and teachers make good use of homework to extend and consolidate what is learned in lessons.
18. A particularly strong feature is the way in which teachers promote skills in literacy across the curriculum. A wide range of functions and forms of writing are used creatively to motivate and inspire pupils, for example, when recording work in design and technology sketch-books or when writing appraisals of music for homework. Speaking and listening skills are practised regularly. For example, role-play and drama were not only used very effectively in reception to promote understanding of visiting the theatre but also in Years 5 and 6 to promote understanding of myths, legends, telling and writing stories. Pupils are encouraged to offer constructive feedback on the work of others, which contributes to the development of speaking and listening skills, and teachers lead successfully by example through consistent use of a wide range of interesting vocabulary.
19. Pupils with SEN are taught well throughout the school. They make good progress and achieve well given their prior attainment. They are fully involved in all lessons and teachers ensure that there is appropriate help available yet freedom to develop their own independence.
20. The school's marking policy is followed well. The use of praise and oral feedback to pupils on what they have done well and what they need to do next to improve still further is well established and effective in lessons. Written feedback to pupils on specific pieces of work is detailed and helps pupils move forward. Other forms of assessment are excellent in the reception class and very well developed in English, mathematics and science throughout the school. They are not so robust or formal for other subjects. This partially explains why standards are not quite so high in non-core subjects, especially in Key Stage 1. Good use of questioning techniques helps teachers check on what pupils have learned and guides them in what to teach next. Greater emphasis could be placed on encouraging pupils to ask questions of one another, especially during plenary parts of lessons. Older pupils are encouraged to reflect on their own learning and a notable feature is that they evaluate their own progress against their individual targets. Consequently, teachers and pupils work together effectively, gauging progress and setting challenging targets for future work. This contributes significantly to the good achievements made by pupils of all abilities throughout the school.

The curriculum

The curriculum provides very good opportunities for children to learn according to their individual needs. They enjoy a good variety of experiences and additional activities, which promote self-esteem, learning and personal development. Accommodation is now very good and is used very well. Teachers and children have access to a very good range of resources.

Main strengths and weaknesses

- Excellent use is made of the expertise of staff, which results in a curriculum that provides equality of opportunity for all pupils
- The new accommodation is used well to enable pupils to use all the facilities in their learning.
- The music curriculum at Key Stage 2 is very good; it is sound at Key Stage 1 but could be improved through even more rigorous monitoring and evaluation
- Opportunities to promote oracy skills could be made more explicit in planning to ensure greater consistency throughout the school

Commentary

21. The curriculum offered to pupils fulfils the aims of the school effectively, meets the needs of pupils and is relevant to their everyday circumstances. The organisation and management of the curriculum provides very good opportunities for pupils of all abilities to progress well in all subjects and gain an understanding of life in the wider community. The curriculum for reception children and younger Year 1 pupils is particularly imaginative and lively. The music curriculum at Key Stage 2 has been very carefully and imaginatively constructed. The co-ordinator's own expertise and knowledge of topics being covered in other subjects has been used to customise the music curriculum very effectively. The music curriculum offered for Key Stage 1 is based on a published scheme. Although it is used effectively by non-specialist music teachers the curriculum at this key stage is not as dynamic as that at Key Stage 2. The school is wisely planning to monitor the curriculum in music and all other subjects even more robustly than at present to ensure that innovations can be well judged and managed to meet changing needs.
22. The school takes many opportunities to enrich the curriculum by taking pupils to places of interest and inviting visitors with specialist knowledge into the school. In addition, the impressive range of after-school clubs, run by teachers and parents are popular with the pupils and well supported. Homework is set regularly and relates very effectively to the work pupils are doing in the class. The school monitors and evaluates its curriculum regularly and this contributes very effectively to the vibrancy of it.
23. The school gives a high priority to pupils with special educational needs, taking every opportunity to use local and national initiatives to ensure that pupils receive their entitlement. Teaching assistants are receptive to new methods of working and willingly engage in training events. The high levels of care and commitment is reflected in the sensitive adaptations made to lesson timetables and tasks set for pupils, so that they feel fully included in all activities. As a result, pupils with special needs demonstrate enjoyment in learning and achieve well.
24. Pupils' spiritual, moral, social, and cultural development is promoted very successfully through the day-to-day life of the school, work in all subjects and its programme for personal, social and health education and citizenship (PSHEC). This programme is underpinned by staff training and the school's policies related to PSHEC, such as sex education. These policies are reviewed regularly and reflect the consultations undertaken with parents. Consequently, teachers are knowledgeable, aware of recognised good practice and promote values which are supported by parents. This provides a firm base for learning, which is reflected in pupils' high levels of confidence and awareness of issues related to growing up and keeping safe.

25. The National Numeracy Strategy and the National Literacy Strategy are now fully embedded in the school. Teachers ensure that the skills and knowledge taught in literacy and numeracy lessons are used within other subjects. Writing in history, for example, is of a very high standard and shows how pupils have developed their skills. Good use is made of links between subjects, ensuring that pupils are able to express their ideas and record their work in a variety of ways. The school is beginning to examine how it can broaden these still further using ideas in the “Primary Strategy” and has rightly identified the need to promote opportunities for speaking and listening even more effectively throughout the curriculum.
26. At the time of the last inspection, the accommodation was judged to be unsatisfactory, having a negative impact on the work of the school. The new accommodation has enabled the school to remedy all weaknesses previously identified so that all elements of the National Curriculum are now met effectively. Staff use the new facilities very well and the environment is conducive to teaching and learning.
27. Links with the local secondary school helps to smooth the transition between Key Stages 2 and 3 and pupils are prepared effectively for the next stage in their education. However, the school has identified the need to strengthen links even further through the use of transition units of work.

Care, guidance and support

The care, guidance and support offered to pupils is very good in all respects. Methods, such as the school council, are particularly effective in ensuring pupils have a voice in shaping the school’s direction.

Main strengths and weaknesses

- Health and safety policies, procedures and practices, including child protection procedures, are very effective
- Teachers and support staff know their pupils very well
- The school provides a very high level of support and guidance as pupils’ progress through the school.
- Very good systems are in place to seek and act on pupils’ views

Commentary

28. The school’s procedures for child protection are well established, follow requirements and encompass recognised good primary practice. The health and welfare of pupils is central to the school’s work and all staff are diligent in fulfilling their responsibilities. For example, medical records are well maintained, good risk assessments take place in advance of school trips and regular fire drills are practised and recorded. The school operates a good first aid system for minor accidents and appropriate records are maintained.
29. Teaching and support staff, well supported by a range of external agencies, provide a high degree of welfare support to individual pupils, as seen by the good provision for pupils with Special Educational Needs. Pastoral care provided by the school is very good, based on close personal knowledge of individual pupils and positive relationships founded on trust and confidence. Teachers and support are quick to identify any personal difficulties exhibited by pupils and take appropriate remedial action.
30. Pupils’ academic performance and personal development is monitored carefully so that problems and difficulties are identified early. A range of effective strategies is used to support pupils, including where necessary the provision of individual education plans.

31. Lessons such as PSHE (including circle time) are used well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem. The school council enhances this provision by providing every pupil with a voice in relation to how the school should evolve. Pupils' personal development is further enhanced through the provision of both class and individual targets to which pupils are expected to work. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies.
32. The very high level of child protection and welfare support for pupils at the school, together with the very good procedures for promoting pupils personal development and well-being, has a positive impact on their learning and is a significant strength of the school.

Partnership with parents, other schools and the community

Partnerships with parents are very strong and highly effective. Links with other schools and the community are good.

Main strengths and weaknesses

- The majority of parents are highly satisfied with the school
- Parents are kept well informed about curriculum developments and their children's progress
- The school reaches out very well to all parents
- The school utilises the community and other schools very well to support teaching and learning

Commentary

33. The majority of parents are very supportive of the school and of its aims and objectives. They believe standards to be high, leadership and management to be strong and pupils to be well cared for. Parents are of the view that their children like school and it is a stimulating place of learning.
34. The information provided by the school through the prospectus, annual governing body report to parents, and via regular and well-designed communication letters, is of a high standard. Annual academic reports to parents are of a good standard and they also include targets for pupils' further development. There are two parents' evenings each year, during which parents have the opportunity to discuss their child's progress and these evenings are very well attended by parents. The Parent-Teacher Association works very hard in supporting the school and a recent 'Touch of Christmas' organised by the PTA was very much appreciated by teachers, parents, children and the whole community. The school operates a regular parents' forum, during which parents can visit the school to discuss with the headteacher any issues they might have in relation to their children's progress or in the way the school is run.
35. Some parents and other members of the community are frequent visitors to the school, both in terms of providing very welcome classroom support and in listening to children read. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good.
36. The school also makes very good use of the local environment to enhance pupils' curricular access and the range of extra-curricular clubs and activities is impressive. The school has good links with the church and regular field trips are made to study the local environment. There can be no better example of the school's developing partnership with both parents and the local community than the very successful 'walking bus', which recently celebrated its first anniversary.

37. Very close links are also apparent with several local schools both at primary and secondary level. The school's sporting connections are strong and include links with St Edmunds School, a Sports College. The school has particularly good links with Downton Secondary School, to which many pupils will eventually transfer and to where senior pupils recently attended a science day project. The school also encourages a wide range of incoming visitors to enhance curricular access and the recent visit by an expert on drumming had all pupils in the school following the 'beat'.
38. The school's links with parents and the community provides a very strong contribution to pupils learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good, which leads to high standards in teaching and learning.

Main strengths and weaknesses

- Cohesive and dynamic leadership at all levels
- Strong sense of purpose directed towards the highest standards
- Clear strategic planning underpinned by commitment and loyalty to the school as a focus of the community

Commentary

39. The leadership provided by the headteacher is very strong and purposeful. She has a very clear vision for the school based on raising standards, inclusion and equality of opportunity for all. As a result, the school's aims are met and the its ethos supports teaching and learning particularly effectively.
40. Strengths identified through the last inspection have been maintained and weaknesses systematically remedied. During the intervening years, the headteacher has been particularly successful in:
 - maintaining a stable workforce
 - establishing a high performing team
 - embedding self-evaluation strategies into the school's culture
 - forging very effective partnerships with parents and governors
41. The headteacher has a regular teaching commitment and as such leads very well by example in both her teaching and leadership roles. Relationships throughout are very good and teamwork is very strong. There is a strong commitment amongst staff to removing barriers to learning for their pupils and raising standards. As a result, staff are open and supportive of one another sharing the outcomes of continuing professional development and engaging well with performance management strategies. Knowledge and expertise are shared openly for the benefit of all pupils.
42. Key staff fulfil their leadership roles very well. Each teacher has a number of co-ordinating responsibilities, but nevertheless, each subject or aspect is managed to a high standard. For example, the physical education co-ordinator's hard work recently led to the school being awarded the nationally recognised Active Mark for its success in promoting physical activity.
43. The chair of the governing body offers very strong leadership and this has ensured that governors have been able to work increasingly effectively together. Governors have a clear understanding of the school's strengths and weaknesses. They use this insight very effectively to support and challenge the school. Governors are actively involved in the life of the school: making regular visits, receiving detailed reports from the school and evaluating

data provided by the local education authority. The organisation and management of the governing body is of the highest standard ensuring that workload is equitable and all requirements are met.

44. The administrative officer fulfils her role particularly effectively. She is an asset to the school. Her knowledge and efficiency enables staff to concentrate on matters related to teaching and learning. By reducing their workload she helps to maintain high levels of staff morale.
45. The school's budget is managed very effectively. Supported by the administration officer, the headteacher and governors have a good grasp of the monthly spending profile for the school. Budgetary decisions have been made equitably with short-term and long-term needs of the pupils being balanced carefully. Furthermore, the headteacher and governors apply the principles of best value very well and are becoming increasingly adept at strategic planning within the confines of a small school setting.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	257,424	Balance from previous year	41,557
Total expenditure	272,512	Balance carried forward to the next	26,469
Expenditure per pupil	2,622.64		

46. The balance brought forward from April 2001 to March 2002 accrued largely due to the completion of the new school and the number of pupils on roll that year was higher than in other years. Money is being used carefully each year to ensure that the teacher/pupil ratio is manageable, given that there are two age groups in each class.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is very good. The quality of teaching is very good and children learn very well.

The Foundation Stage benefits from the very good teamwork of the teacher and the teaching assistant. The provision is led and managed very effectively. The teacher and teaching assistant have high levels of expertise in relation to understanding the requirements of the Foundation Stage curriculum and interpreting it in ways which will motivate and inspire young children. Planning is scrupulously thorough and all areas of learning are approached very imaginatively. The enthusiasm exhibited by the teacher and teaching assistant is infectious. They motivate each other well and this results in lessons that are lively and highly stimulating for children.

The assessment arrangements, overall, are very good. They begin as soon as children start school and help staff to provide highly appropriate activities for each child. This has a very positive effect on achievement and the standards attained. Staff share their observations throughout the day, noting children's progress and deciding the next steps. The way that assessments are made is excellent. The outcome of these assessments enables staff to identify the specific needs of children in their care, especially those with special educational needs. Staff are highly skilled at developing activities appropriately for the needs of these children. This makes a highly significant impact in securing improvement. Parents speak particularly highly of provision in the Foundation Stage. They appreciate the regular contact between home and school, which allows the free flow of information, which is focused on the needs of their child.

The quality of teaching in each area of learning is very good. Relationships are very good between the children, parents and teachers. Throughout the day there is an atmosphere of quiet, purposeful activity. The classroom contains a wealth of resources that appeal to young children, with areas for activities such as sand and water play and access to safe play space outside. The provision of the gallery in the classroom has added a quiet area upstairs and a special area for role-play below. Through a combination of whole-class, small group and individual work, children's learning flourishes and they achieve well. Achievement is good and most attain good standards, meeting or exceeding the levels expected in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Adults establish warm relationships with children
- Very well-structured opportunities help to develop children's social interaction and independence

Commentary

47. Parents bring in their children, talk with them, share experiences and chat to teachers and support staff. This helps to create the excellent friendly and purposeful atmosphere that continues throughout the day. Children are encouraged successfully to collect and replace resources and to tidy up after activities. They respond well to opportunities to develop responsibility.
48. Children work together as a whole group, with a teacher for part of each session. This helps them to learn the conventions of the classroom, like not calling out, taking turns to speak and not interrupting anyone else. Learning is good in the role-play area, where children dress up

and act out various situations relating to the learning that is planned. Adults intervene appropriately, providing very good models for behaviour and language. Small tasks provide good opportunities for children to develop a sense of responsibility. Children work and play alongside one another happily and naturally, behaving very well even when not under the direct supervision of an adult

49. The care taken to ensure that every child is comfortable in school, is doing work at the correct level and is achieving well is underpinned by rigorous assessment. All staff are skilled at judging children's skills and confidence when working and interacting with others. Their skilful management of children and activities means that all children grow in confidence and learn how to function in small and large groups. They are encouraged to ask and answer questions and respect one another. This forms a very secure foundation for learning in other areas.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very well-planned activities support communication, language and literacy
- The importance of language is reflected well in signs, notices and books
- Children with special educational needs are supported well

Commentary

50. Children make good progress because the quality of teaching is very good. Language development permeates all activities. No opportunities are missed to talk to children about what they are doing and to develop their vocabulary. Children are encouraged to explore the use of language for themselves and make good attempts with writing, they are keen to take risks with words and free from fear of making errors. Expressive language is developed appropriately through story and conversation, and children are encouraged to use Standard English through the gentle correction of mistakes they make. Stories are read every day and children are helped to develop a love of books by the expressive way that adults interpret them, ask questions and relate the content to children's experiences. Children are encouraged to respond and show good expression and empathy with character. Sharing "Little Red Riding Hood" together, with text prepared by the teacher and overlaid in a large book, brought very good responses from all children in shared reading skills as well as in the meaning. Working with small groups the teacher encourages the children to read together, building effectively on their knowledge before giving them the skills needed to learn more.
51. The rigour applied to assessing children's skills, knowledge and understanding is a notable feature of the work undertaken in the Foundation Stage. The effects of this diligence are particularly evident in relation to the work done in meeting the needs of children with special needs. Needs are identified very quickly and the response is rapid so that children soon begin to catch up and do well in relation to their starting point.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children's achievement is good because teachers make frequent reference to numbers and mathematical ideas
- Lots of practical work helps children to practise number work in a variety of settings

Commentary

52. Children respond very well to the very effective teaching and make good progress in mathematical development. This is put into context naturally. They frequently sing counting songs to put their number work into a context and reinforce key ideas. The notion that subtraction means less was well promoted when singing a song about ducks because the number of ducks in the song reduced with each verse.
53. Lots of prompts around the rooms support the development of numeracy and contribute very well to children's achievement. Calendars, birthday dates and number lines in words, counters and numerals are attractively displayed. Work on shape and space is supported with appropriate charts. Children have good opportunities to play with sand, water, construction kits, jigsaws and various shapes. During free play with modelling clay, two children used pastry cutters to make simple mathematical shapes and could describe the differences between the triangles and squares. They recognise some of the properties and could say why an oblong differs from a square. Work in money is developing to the point that they are able to identify coinage to one pound and understand that one fifty pence coin can represent the same value as five ten-penny coins. Whenever possible, staff work alongside children, introducing mathematical vocabulary and assessing the extent to which they are developing their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers' planning is good and ensures that the children have a wide variety of experiences
- Resources are good and contribute to children's good achievement

Commentary

54. Teaching is good, which means that children achieve well and attain good standards. Work in this area promotes their curiosity successfully and supports their early investigative and problem-solving skills. Good use is made of the indoor space to provide activities that stimulate their curiosity. Construction kits enable children to manipulate objects, whilst sorting games introduce them to categorising things using specific criteria, such as colour, shape and size. Natural things, such as plants, sand and water, stimulate children's curiosity well. The good use made of visits to the New Forest and the beach stimulates language and the creation of good pictures. They develop an awareness of ICT and learn early computer skills because they have frequent opportunities to explore programs and to practise using the keyboard and mouse.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children use a good range of apparatus and make good progress
- Practical activities in the classroom support children's manipulative skills very well

Commentary

55. Provision for physical development has improved since the last inspection with the creation of a safe play area in reception. A range of climbing apparatus is available in the hall and other

parts of the school but is not available within the play area. Wheeled toy vehicles and large construction equipment helps children to achieve well, but there is no covered area outside so children can only use this in good weather. Teaching is very good and children reach good standards. Adults model skills and movements in physical education lessons and encourage children to extend their skills. When given challenges, children are able to show very good co-ordination skills and think creatively about how they use apparatus such as balls and ropes. They are encouraged to talk about what they have done and how well they did it, which most children are able to do very well.

56. Children's fine motor skills are developed very well through opportunities in art and craft. They use scissors well and their drawing, colouring and sticking show very good co-ordination.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- the range of activities is very relevant and appealing for young children
- Practical activities in the classroom support children's manipulative skills well
- Speaking and listening are promoted very well through creative development activities

Commentary

57. Very good links are made between physical development and creative development activities. From conversations with children, it is apparent that lessons and tasks inspire them and that they are clearly able to concentrate for reasonable periods of time. As a result, children work hard, do their best and achieve highly. Paintings on display in the classroom and around the school have been painted with care and sensitivity. They are of a high standard for children of this age. The work shows very good control over paint, crayons and other textile materials. They are given opportunities to work in different scales, using a range of paper sizes, and experiment by mixing media such as crayons, charcoal and paint. They learn how to manipulate and mould malleable materials and make models from found materials and construction toys. All adults interact with children very well, taking every opportunity to promote language skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain good standards at the end of Year 2 and very good standards at the end of Year 6
- Reading, writing, speaking and listening are inter-related effectively across the curriculum
- The vast majority of pupils have positive attitudes towards reading and writing
- Teaching methods are relevant to the pupils and generate high levels of interest in learning
- Teaching and learning is of a very good standard, overall, but is more consistent in Years 4, 5 and 6

Commentary

58. In speaking and listening, standards are high throughout the school. Pupils make good and often very good progress, working to capacity so that they achieve well. The vast majority of pupils listen attentively to adults and one another showing respect for the speaker and interest in what is being said. Pupils express their own ideas and feelings clearly and confidently. They appraise the work of others sensitively and the level of discussion amongst older pupils is very high. Pupils respond very well to the lead shown by adults by willingly using subject terminology and interesting vocabulary. More opportunities for pupils to ask questions of one another, for example, during the plenary part of lessons, on what has been learned could be provided to further extend skills in speaking and listening.
59. In reading, standards are at the level expected for pupils at Year 2 and they achieve well in relation to their starting point. Pupils talk confidently about favourite books and have a clear understanding of what they have read. Skills are taught effectively using a range of approaches during dedicated reading periods known as 'guided reading sessions'. The close involvement of parents contributes very well to standards and levels of achievement. Although standards are about average, given the good start made in reception, more could be reasonably expected of pupils so that they become even more fluent and perceptive readers.
60. At Year 6, many pupils achieve well in relation to national expectations and their prior attainment. Pupils are technically competent and enthusiastic readers. Most are familiar with a wide range of material, are book owners themselves and are knowledgeable about how a library works. They show critical awareness of texts and, through very effective literacy lessons, are beginning to appreciate the power of the written word.
61. Standards in writing are higher than in reading at Year 2 and many pupils attain standards that are above national averages. This represents good achievement. Pupils take pride in their work, keeping books and handwriting neat and tidy. Spelling, punctuation and grammar are accurate and, for a significant number of pupils, skills are better developed than is normally seen for pupils of this age. Pupils produce a good amount of work in a given time with interesting content. For example, when working on the opening paragraph of an adventure story one pupil wrote 'I found myself in a dark, gloomy cave'.
62. Standards at Year 6 are well above average, with pupils making very good and occasionally rapid progress. As a result, they achieve highly from when they start school. Pupils' written work flows well because they are able to draw on a wide range of interesting vocabulary and understand the importance of using powerful verbs, adjectives and connectives. The gains made in literacy lessons are demonstrated very well in the reports, recipes, letters, stories and poems produced for other subjects. Varied and very interesting accounts convey meaning and messages very clearly.

63. There is a wide range of abilities in each class, including some pupils with special educational needs. The school's assessment and special needs provision ensures that needs are identified early. The special educational needs co-ordinator works unstintingly to ensure that needs are met and that resources are targeted to the individuals. This is a very strong aspect of the school's work and plays a large part in securing high standards and good rates of achievement.
64. The quality of teaching and learning is very good in Years 4, 5 and 6. While not of quite such a high standard in Years 1, 2 and 3 it is never less than satisfactory and there are good features to it. Teachers have embraced the guidance in the National Literacy Strategy and used it to very good effect. It is clear from lesson observations and analysis of pupils' work that teachers provide purposeful and interesting tasks for pupils to do. They frequently work in pairs or small groups and there is a clear expectation that pupils will help one another. They respond very well to the expectations made of them and lessons are characterised by a quiet hum or buzz of excitement which is conducive to learning.
65. The school has focused on English as an area for development and is rightly continuing to do so, with emphasis on developing speaking and listening skills even further. The co-ordinator has a clear vision for the future and has successfully used the facilities and opportunities offered by the local education authority to good effect in her endeavours to raise standards since the last inspection. Assessment at all levels is thorough and outcomes are used well to improve provision. The co-ordinator has been particularly successful in using English to address weaknesses in relation to cultural development identified in the last inspection. A striking feature is that there is a wide range of dual language books for pupils' use and the texts used in literacy lessons promote understanding of our own cultural heritage and achievements of people from other places.

Language and literacy across the curriculum

66. The emphasis placed on reading, writing and speaking and listening is an underlying strength to learning in all subjects. This is a significant factor in the school's success at maintaining and raising standards since the last inspection. The school has rightly identified the need to promote speaking and listening even more effectively in order to raise standards further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weakness

- Pupils of all abilities achieve well and often very well
- Standards are above average
- Effective leadership and management supports effective teaching
- Identifying opportunities for pupils to apply what they learn in mathematics in other subjects is not always sharply identified in planning

Commentary

67. The quality of teaching and learning is good across the school, as it was at the time of the last inspection. However, the progress made by pupils is now very good because each teacher is building very effectively on the work done in the previous year. As a result, pupils achieve well and some do particularly well, such as the pupil whose starting point was below national expectations but who achieved the higher Level 5 in the national tests at Year 6. Pupils apply themselves well in lessons and are keen to undertake challenging work. Teachers have received training in the National Numeracy Strategy and have recently benefited from support

provided by the local education authority. The outcome of these actions has improved provision and raised the attainment of all pupils.

68. Teachers group the pupils carefully to help ensure that work is pitched at the right level. Assessment is a natural part of the teaching, with teachers using carefully constructed questions to support pupils' learning. They use the plenary session at the end of the lesson to bring the groups together so that they can share what they have learnt with the rest of the class. Daily assessment, together with outcomes of summative assessments and analysis of test results, are used very effectively to plan the next stage in learning for pupils. The good level of support and challenged enables them to work hard and take pride in their work. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. Pupils who are more able are taught well, with a real sense of challenge to achieve high standards. They have a secure understanding of processes and are able to apply some of these to solve mathematical problems. They express their ideas clearly and logically, showing that the school has enabled them to develop a good understanding of mathematics.
69. Lessons are brisk, but pupils are given sufficient time to think and reflect before they answer. The amount of work they cover in lessons is good and all pupils try hard. Mathematics is given a high profile in all classrooms, where displays and charts are used to support the learning objectives for each year. Resources are plentiful, clearly labelled and accessible by pupils. Books and charts showing mathematics in other cultures bring an added dimension to the subject.
70. The subject is led and managed well by an experienced teacher who has high aspirations for the subject. She has put in place a number of actions which are effective in raising teachers' confidence and competence, resulting in improved standards of teaching.

Mathematics and numeracy across the curriculum

71. In the main, there are good cross-curricular links between mathematics and other subjects. For example, pupils in Year 6 used the data they had collected in mathematics within an information and communication technology lesson. However, the school should plan opportunities more precisely and more consistently, especially in Key Stage 1, to ensure that pupils gain the maximum benefit from what they are learning in mathematics lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards at Year 6 are well above average
- The strong emphasis on practical work helps children learn through direct experience
- Children achieve well because they respond positively to the high expectations
- Teachers have good knowledge of the subject so they are able to help children understand scientific ideas

Commentary

72. Science is a strength of the school. Teaching is very good, children achieve very well and attain well above average standards, an improvement since the last inspection. Children enjoy lessons because teachers make them interesting and challenging and have high expectations of all pupils. This very positive picture is due to the very good leadership offered by the co-ordinator.
73. Results in national tests and assessments show that pupils achieve very well, and the evidence gained on inspection endorses this. The subject is well led and managed. Clear guidelines help to ensure that work is more demanding as children move through the school.

There is a strong emphasis on giving all pupils as much practical activity as possible and this is reflected in the high level of interest and understanding shown in the work pupils do. They strive for high standards of care in the presentation and the writing and illustrations are of a very good standard. All teachers have sufficient knowledge of the subject and the school has good resources to support the teaching and learning.

74. In one lesson, pupils in Year 1 were asked to predict what might happen to the colour of dry sand when made wet and how the properties might change. Discussion on reversible and irreversible changes followed, with pupils making toast as an example of irreversible change. Pupils showed that their use of scientific language and logical argument are well developed throughout the school.
75. In the Year 5 and 6 class pupils showed very good understanding of different electrical circuits that they had made. Using their knowledge they were able to create a "room in a shoe box", with either a double light switch operating one lamp or several lamps in series operated by one switch. Their confidence in putting the theory they had learnt to the test was evident in the work they produced, the improvements they made to their models and the quality of discussion about their work. Pupils use the power of information and communication technology to enrich their work. They demonstrate a range of circuit layouts using a computer program and show how the data they have collected in other aspects of the subject is presented in a variety of tables and charts. The work completed on the field trip shows that pupils are able to develop their skills of enquiry and produce high standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

76. No information and communication technology (ICT) lessons were seen during the inspection. Therefore, it is not possible to make an overall judgement on provision. However, inspectors analysed samples of pupils' work, held discussions with teachers and pupils and observed pupils using ICT in other lessons.
77. At the time of the last inspection, standards were judged to be above average. The evidence available during this inspection suggests that this position has been maintained. Teachers and pupils use ICT in a variety of ways, enabling pupils to practise and reinforce skills. For example, the use of "Clicker" in Year 1 enables younger pupils to write sentences using carefully selected word banks. The program enables pupils to read, listen to, evaluate and improve the sentences they have constructed. This was used effectively by the teacher as a comprehension exercise and opportunity for debate during a plenary session. Pupils use e-mail to send information to others. An interesting example is the way pupils are keeping in touch with the former vicar. The use of a science program enables pupils to experiment with circuits using images on the screen. Once they have completed the circuit they require, they print it out.
78. By the end of Year 6 pupils use the power of ICT to produce work based on their own research. They use the Internet as a source of pictures and text, which they combine with information from books and other sources to produce charts and booklets. They use skills developed in word processing, data and information handling to produce graphs and tables to a good standard.
79. Many pupils have access to computers and ICT programs at home. They are practising skills learned at school but also advancing their skills at a quick pace. The school is very good at using the skills and expertise of pupils who learn to play a musical instrument at home. Similar strategies are needed in relation to ICT to ensure that all pupils, especially the more able, are working to full capacity.
80. One important development in teaching is focused on the use of an interactive whiteboard. This is used to support teaching in all subjects. For example, in a mathematics lesson, the teacher projected a large calculator on the screen so that she could watch pupils using the

memory functions correctly and pupils could see what others were doing. On other occasions teachers have used resources and pictures from the Internet to enrich lessons in art and design.

81. Leadership and management of ICT is sound, with good features. The school has a rigorous policy for the use of the Internet, which includes parental consent. There is a clear focus for raising the awareness of pupils to the appropriate use of ICT to support their learning. The school has adopted the local authority's support materials that enrich the national guidelines. The school has a clear development programme for extending the work in the subject still further.

Information and communication technology across the curriculum

82. Information and communication technology capabilities are used well across the curriculum to support the learning of all ability groups. Nevertheless, more able pupils could be given even more challenging work to develop their investigations further.

HUMANITIES

History

Provision in history is **very good**.

Main strengths and weaknesses

- Very good teaching in Key Stage 2 ensures that pupils are excited by history
- Teaching is sound in Key Stage 1 but could be better, with more attention to detail in planning and preparation

Commentary

83. Lessons were seen in Years 1, 2, 3 and 4. Talking with parents, teachers and pupils, analysis of work and displays around the school indicate that standards in history are good in Key Stage 1 and very good in Key Stage 2. Pupils make good progress throughout the school but this is very good in Key Stage 2, where the teaching is very good. Improvement since the last inspection is very good.
84. Planning is based on national guidelines and is enriched by the use of artefacts and costumes. In addition, teachers in Key Stage 2 take every opportunity to make the subject as real as possible through extending pupils thinking and making secure links with other areas of the curriculum. For example, during a unit of work on "Ancient Egypt" pupils made a large tomb complete with treasures and food for Tutankhamun in design and technology lessons. Following the study on Vikings, the Years 5 and 6 class invaded and took siege of the Years 3 and 4 class so that they could experience at first hand what illegal occupation might feel like. At Key Stage 1, lessons are similarly creative but the management of the tasks and activities is slightly less precise so that the full potential is only partially realised.
85. Very effective management of history ensures that it is developed well throughout the school, with the result that pupils develop a sense of time and a love for historical enquiry. In the Year 1 and 2 class, pupils were able to talk about the impact of The Great Fire of London, having witnessed a fire in an old pub in the village. In the lesson seen in the Years 3 and 4 class, pupils were given the opportunity to play characters, based on Henry VIII and his wives. In this lesson, the teacher enabled the pupils to enter into the spirit of the subject by careful planning and preparation. The teacher's subject knowledge was very secure and this enriched the

lesson greatly, enabling pupils to 'hotseat', whilst wearing appropriate historical costume. The pupils' understanding of key historical concepts was enriched by their effective use of language skills learnt in English.

86. No **geography** lessons were observed during the inspection. However, evidence from discussions with the subject manager and the sampling of work indicate that standards are as good as they were at the time of the last inspection.
87. The school uses national guidance effectively to deliver the full range of the curriculum to pupils in a lively and engaging way. Evidence shows that pupils are encouraged to develop their skills in the subject at an early age by careful observation and discussion. From Year 1, pupils make good links between their work in geography with that in English and history and this continues to develop through the school. By the end of Year 6 pupils use these skills very effectively. Work from the Years 5 and 6 field trip shows pupils using and applying their learning very effectively in work on coastlines and beaches. The topic folders include work that is not just scientifically accurate but shows the development of an empathy with the subject. In addition, the presentation shows great care and makes very good use of literacy skills and thoughtful illustration. The school makes very good use of visits to places of interest to enrich the curriculum. Computer software and a good range of resources support teaching and learning well.
88. A notable feature of the school's work in humanities is the emphasis placed on spiritual, social, moral and cultural development. Its provision in history enables pupils to develop:
- a good sense of empathy with others
 - an understanding of influences shaping lives today
 - an understanding of how societies function
 - an understanding of the consequences of actions on peoples lives

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Only one lesson was seen in art and no lessons were seen in design and technology. It is therefore not possible to make a firm judgement about provision. Teachers' planning was looked at, inspectors spoke to subject co-ordinators about their work and inspected pupils' work from last year.
90. Parents are of the view that work planned in **art and design** is very interesting and motivates their children to work hard so that by the end of Key Stage 2, standards are high. Inspectors concur with this view. Inspection evidence indicates that all aspects of the curriculum are covered thoroughly and pupils are given an extensive range of experiences in investigating and making. Drawings, paintings, collage and three-dimensional studies show that pupils are given very good opportunities to develop appropriate knowledge and skills as they move up through the school.
91. At the time of the last inspection standards in art and design were judged to be in line with national expectations and pupils made good progress. Inspection evidence on this occasion suggests that the school's performance in art and design has improved markedly in the intervening period. The school's success in art is underpinned by two notable features. The first is that, as well as studying the work of well-known artists from the past, practising artists who live in the area are actively encouraged to come into the school to work with pupils. These sessions have clearly enriched the curriculum, supported cultural development and sparked the imagination of pupils. The very lively and enthusiastic comments made by pupils show that the sessions:
- have been highly memorable
 - have given strong meaning to learning in art
 - have enabled pupils to record from first-hand observation and explore ideas for different purposes

92. The second striking feature of the work in art is that a rich variety of resources have been made available to pupils. The studies on display and in portfolios show that teachers have encouraged pupils to experiment with, explore and investigate the full range of visual and tactile elements through many processes, including digital media. For example, pupils in Years 1 and 2 were given off-cuts from brightly coloured, dense foam matting to bend, twist and join into abstract sculptures. Discussion with the teacher revealed that this initial, exploratory session would lead on to more focused work centred on extending pupils' knowledge and understanding of sculpture.
93. In **design and technology**, pupils' written work and photographs of products made over the last year indicate that the curriculum is very carefully planned and very well executed. Studies in pupils' Key Stage 2 sketch-books are very good and sometimes outstanding. The high standards attained in English are readily reflected in the way in which pupils communicate design ideas, explain their choice of materials, outline construction methods and thoughtfully evaluate their finished products. Teachers' planning files show that very good links are made with other subjects and there is a clear expectation that pupils will use the skills and knowledge gained, for example, in mathematics and science, when problem-solving in this subject. A particularly good example was seen in the designs and working models of cars produced by teams of older Key Stage 2 pupils last year. At the time of the last inspection, standards in design and technology were judged to be above national expectations and pupils made good progress. Indications are that the school has maintained its strong position in this subject.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve highly in Key Stage 2 as a result of very good teaching
- The music co-ordinator leads very well by example and her enthusiasm is infectious
- Interesting, good quality resources are used effectively to motivate and inspire pupils
- Pupils' attainment and progress in Years 1 and 2 is at least satisfactory, but they could do even better

Commentary

94. Music was recognised as a strong subject at Key Stage 2 in the last inspection and standards have improved since then, moving from above average to well above average. Pupils work very hard in lessons and achieve much better than expected for their age. This is due in large part to the high expectations placed on them by the Key Stage 2 teacher. Furthermore, she is a highly skilled musician who uses her extensive subject knowledge and passion for music to enthuse pupils and inspire them to engage in all activities. As a result, all pupils, regardless of ability or background, are fully involved throughout each lesson with no teaching time lost to controlling and managing misbehaviour. Standards of singing are very good, with performances showing high levels of sensitivity and control. Pupils play percussion instruments and compose short pieces of music very effectively together. Their well-developed skills and understanding were demonstrated very clearly when Years 3 and 4 pupils were set the task of choosing, combining and organising musical sounds to represent a rocket lifting off, floating in space and landing.
95. The school, in partnership with parents, encourages a large number of pupils to learn to play a musical instrument. At Key Stage 2, the advanced skills and understanding of these pupils are used very effectively in lessons to raise standards for all, but the teacher is diligent in ensuring that appropriate challenges and expectations are set for these more advanced pupils.
96. Very good links are made with learning in English. Pupils' reading and writing skills are used effectively to complete homework assignments set for music, while speaking and listening

skills are developed very well throughout each lesson. The teacher deliberately uses an extensive range of vocabulary and subject terminology to extend learning in both music and English. Vocabulary is explained clearly to pupils so that they are able to use sophisticated words and terms very naturally when discussing and appraising their own compositions and those of others. For example, when composing a musical journey taken by river or train, Years 5 and 6 pupils used expressive language such as *mysterious, eerie, texture, timbre, rondo structure, contrast, dynamics, exhausted* and *improvise* very effectively to convey their ideas and set the musical scene for their own pieces of work.

97. The Key Stage 2 scheme of work for music has been skilfully written so that appropriate links are made with other topics being taught and there is sufficient detail to ensure support and challenge for all groups of pupils within each class. The Key Stage 1 curriculum is based on a published scheme and this is used very effectively by non-specialists to teach music to an acceptable standard. As a result, Key Stage 1 pupils sing confidently, in tune and with expression. They play and handle percussion instruments appropriately, successfully describing changes in pitch and giving reasons for these changes. When listening to music released by commercial companies, pupils pick out musical instruments such as the piano and xylophone accurately and can identify which instrument is being played at a higher pitch. The quality of teaching and learning at Key Stage 1 is satisfactory, overall. Pupils are generally responsive and receptive, showing good attitudes to learning. However, there are short periods of restlessness where pupils are not sufficiently focused to ensure that optimum gains are made in relation to progress and achievement. Sharper attention to detail in planning, preparation and timing is needed to improve lessons further.
98. The school places great importance on enabling all pupils to participate in a wide range of extra-curricular activities. Music clubs, trips to concerts and visits by practising musicians are a regular feature of the school year. These events are well supported, enrich the curriculum effectively and help pupils to understand the importance of music to everyday life. The school has invested in a wide range of modern and attractive resources for music. Pupils are trustworthy and use these instruments with care and due regard for safety. The appeal of the instruments, in terms of their visual, tactile and sound qualities, is a great motivating factor. Pupils are very keen to be given the opportunity to use and play these interesting instruments and, as a result, are very co-operative in lessons.
99. Spiritual, moral, social and cultural development is supported very effectively through provision in music. The Key Stage 2 teacher, for example, skilfully introduces background information relating to musical compositions used as stimulus for lessons. She succinctly raises awareness of issues influencing the composer, putting the music in its social and cultural setting. Group work in music helps pupils to develop good self-esteem, respect for others and skills of co-operation and tolerance. This is further enhanced in plenary sessions where pupils appraise each others work. The emphasis placed on taking pupils to concerts provides opportunities for them to be inspired but also fosters an awareness that adults value music and some earn a living from it. The sensitivity and excitement shown by teachers to music helps pupils to develop their own expressive and creative impulses as well as an understanding of feelings and emotions and their likely impact.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Teachers' expertise is used very effectively in keeping standards high
- Pupils' are very responsive and co-operative so that lessons are harmonious
- The school facilities and resources are used very well to promote learning
- Links with other schools extend opportunities for participation in team events
- Aspects of outside accommodation need attention

Commentary

100. Standards have improved since the time of the last inspection, moving from about average to above average at both Year 2 and Year 6. Pupils make very good progress, achieving very well over time and in individual lessons. Teachers have high expectations and pupils respond very well to the challenges and demands set for them. Year 2 pupils demonstrate good physical control when travelling lightly around the hall, twisting and turning at different speeds and at different levels. They are very responsive to teacher instruction and musical stimulus, managing to convey ideas such as creepy, strong, gentle, brittle and sharp. Group work indicates that they have good co-ordination and speed of reaction.
101. Pupils at Year 6 use their well-established repertoire of movements and sequences to respond sensitively to music and dance criteria set by the teacher. They try new techniques confidently, extending their skills and moving towards more sophisticated performances.
102. The quality of teaching and learning is very good. Pupils show considerable stamina and willingness to improve on their own work. Teachers use exposition and demonstration skilfully to reinforce teaching points, clarify difficult concepts and stimulate creativity. Pupils respond by working very effectively together, repeating and practising movements. Pupils are particularly sensitive when appraising the work of others. They are perceptive and use technical terms correctly to help explain their views and observations.
103. The scheme of work covers all elements of the National Curriculum, including indoor and outdoor activities. The new accommodation has enabled skills in physical education to be taught to a higher standard. However, the surface of the school field needs urgent attention if the full potential of the outside facilities is to be realised.
104. The school's work in physical education lessons contributes very well to spiritual, moral, social and cultural development. The Programme of Study provides opportunities for pupils to increase their self-awareness and understanding of the world around them. The management of group work in physical education helps pupils to develop good self-esteem, respect for others and skills of co-operation and tolerance. The involvement in a wide range of inter-school team sports events successfully contributes to pupils' knowledge of sporting traditions in the local area and wider world. A good example of the school's success in relation to promoting physical activity is that it has been awarded the national Active Mark.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. No lessons were seen in this area of the school's work. Thus, no judgement can be made in relation to overall provision. However, the school's aims and values underpin all aspects of this subject so that it is a successful element of school life. Pupils' personal development has a high profile and is clearly identified in the policy and practices related to promoting healthy life styles, healthy eating, sex education, alcohol and substance abuse and personal safety. The school is receptive to new initiatives and its response to the 'Walking Bus' initiative is a good indicator of the stance it takes in relation to doing whatever it can to benefit pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

