

INSPECTION REPORT

SOUTH WONSTON PRIMARY SCHOOL

South Wonston, Winchester

LEA area: Hampshire

Unique reference number: 116034

Headteacher: Mr Richard Coleman

Lead inspector: Mr Stephen Dennett

Dates of inspection: 2nd – 5th February 2004

Inspection number: 257515

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	338
School address:	Downs Road South Wonston Winchester Hampshire
Postcode:	SO21 3EH
Telephone number:	01962 881311
Fax number:	01962 882506
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Amies
Date of previous inspection:	21/06/1999

CHARACTERISTICS OF THE SCHOOL

South Wonston Primary School is a community primary school providing full time education for 338 pupils, aged four to eleven. There are currently 158 girls and 180 boys on the school's roll, with 52 children in Reception. The school's roll is falling, mainly due to demographic changes within the village. A significant number of pupils come from Worthy Down Services families' accommodation. The rest of the pupils come from the villages of South Wonston, Sutton Scotney and Wonston and the surrounding rural district. Overall, the social and economic backgrounds of pupils attending the school are relatively advantaged. The school plays an important role in the community by providing facilities for adult education, various clubs and village events. The local parish church shares the school site and has very good relations with the school. The majority of pupils come from a white British background, but there are others of European origin (mainly France and Italy) and from Asian and black Caribbean backgrounds. The number of pupils who do not speak English as their home language is very small and all have a good grasp of English when they join the school. At present, approximately 16 per cent of pupils have been identified as having special educational needs, which is broadly average. However nearly three per cent of pupils have statements of special educational need, which is well above the national average. This figure has risen sharply recently and has presented the school with a number of financial and management challenges, which are currently being addressed. Pupils have been identified as having specific, moderate and severe learning difficulties. Also, a number of pupils have social, emotional and behavioural problems and autistic spectrum disorders. A few pupils have physical disabilities and others speech and communication difficulties. Otherwise, pupils' levels of attainment on entry to the school are above average. The school experiences above average pupil turbulence, with significant number joining or leaving at times other than in Reception and Year 6. This is due mainly to the transience of services family living at Worthy Down. The school is participating successfully in 'Investors in People' and has just started its involvement in the 'Healthy Schools' project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Mr Stephen Dennett	Lead inspector	Science, Information and Communication Technology, Art and Design, Design and Technology
11564	Mrs Jean McKay	Lay inspector	
25560	Mr Benjamin Wigley	Team inspector	English, Physical Education, Personal, Social and Health Education
10611	Mr Martin James	Team inspector	Mathematics, Religious Education, History
32237	Mrs Liane Billingsley	Team inspector	Geography, Music, the Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which has made a good level of improvement since its last inspection. Standards are well above average overall and pupils' levels of achievement are good. Both the quality of teaching and learning are good. The headteacher has a clear educational vision and the governance, leadership and management of the school are all good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards observed during the inspection were well above average overall.
- Pupils' attitudes and behaviour are both very good.
- The leadership and management of the school are effective.
- Provision for special educational needs is very good.
- The curriculum provided for pupils is very good.
- Insufficient use is made of information and communication technology to support pupils' learning in subjects across the curriculum.
- The school has very good links with parents and the community.
- Insufficient progress has been made in developing the role of subject managers.

The school has made a **good** level of improvement since its last inspection. The main key issue of improving provision for information and communication technology (ICT) has been achieved and standards are now rising. Most of the minor issues raised have been dealt with well, however insufficient progress has been made in developing the monitoring role of subject managers.

STANDARDS ACHIEVED

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

*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.*

The above table shows that in the 2003 national tests at the end of Year 6, standards were above average in English, mathematics and science. Standards were in line with those found in similar schools in English and science, but below in mathematics. Standards improved significantly between 2002 and 2003 and continue to rise. A significant number of pupils join or leave the school at times other than the beginning of Reception or the end of Year 6 and this has a detrimental effect on test results in some years.

Pupils' achievement is **good** overall. At the Foundation Stage, children's achievement is good overall and they are making good progress. They are likely to exceed all the goals children are expected to reach by the end of reception. In the **infants**, pupils' achievement is **good** and current overall standards are well above those expected at the end of Year 2. Standards are well above average in reading, writing and mathematics. Pupils' achievement in the **juniors** is also **good** and current standards are well above expectations overall. Standards are well above average in English and mathematics and above average in science.

Attendance is **excellent** and punctuality is very good. Pupils have **very positive** attitudes to school and behaviour is **very good**. Pupils' **spiritual, moral, social and cultural development** is **good**.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**.

Teaching and learning are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn effectively. Planning is very good. Most pupils demonstrate high levels of concentration and this has a positive effect on the progress they make. Pupils with special educational needs make good progress. Systems for assessment are very good and the information gathered is used effectively to adjust planning and set targets for further improvement. Teaching in the Foundation Stage is very good.

The **curriculum** meets the needs of pupils very well. The school provides many very good opportunities for enriching the high-quality curriculum. Staffing and accommodation are good and resources are adequate. The school has **good** procedures for pupils' **care, welfare, health and safety**. Pupils are very well looked after and relationships between pupils and teachers are very good throughout the school. The involvement of pupils in the work of the school is good. **Links with parents** are **very good** and parents play a very active part in the life of the school. The school provides high quality information, which is appreciated by all concerned. **Links with the community and other schools** are also **very good**.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **good**. The headteacher provides a clear educational direction to the work of the school and is well supported by the governing body, the deputy headteacher and all staff. The **governance** of the school is **good** and all statutory requirements are met. Subject managers make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision. However, the role of subject managers in monitoring teaching has not been sufficiently developed due to financial constraints. Financial management is satisfactory overall, despite the fact that the school has a large deficit budget. This is largely due to a recent sharp increase in the number of pupils requiring additional support staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **very positive** views of the school. They say that they are kept very well informed and think the school management deals quickly with comments and complaints.

Pupils like school **very much**. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities, especially history days and arts' weeks.

IMPROVEMENTS NEEDED

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

- further develop the use of information and communication technology to support learning in subjects across the curriculum as planned;
- continue to develop the monitoring role of subject managers as required by the last inspection.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **well above average** overall. Pupils' levels of achievement are **good**.

Main strengths and weaknesses

- Standards are well above average in English and mathematics at the end of Year 2 and Year 6.
- Standards are well above expectations overall at the Foundation Stage.
- Pupils' achievement is good throughout the school.
- Standards are well above expectations in history and physical education at the end of Year 2 and Year 6.
- Pupils with special educational needs achieve well.

Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally above average, although this varies from year to year. At present they are achieving well overall, although in mathematical, creative and physical development, achievement is satisfactory.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Very good
Communication, language and literacy	Very good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Physical development	Good
Creative development	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

2. In the 2003 national tests at the end of Year 2, standards were well above average in reading, writing and mathematics. They were well above those found in similar schools in reading and mathematics and above in writing. In reading, the proportion of pupils achieving the higher Level 3 was twice the national average. The proportion of pupils achieving the higher Level 3 in writing was above the national average. In mathematics, the proportion of pupils achieving the higher Level 3 was well above average. According to teachers' assessments at the end of Year 2, standards in science were above average and the proportion of pupils achieving the higher Level 3 was well above average.

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

Standards in:	School results	National results
reading	17.9 (18.5)	15.7 (15.8)
writing	16.1 (15.3)	14.6 (14.4)
mathematics	18.5 (18.4)	16.3 (16.5)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

- Standards in English, mathematics and science were above the national average in the 2003 national tests at the end of Year 6. In English and science, standards were average when compared with similar schools. In mathematics, standards were below average compared to similar schools. In English, the proportion of pupils gaining the higher Level 5 was well above average. In mathematics, the proportion of pupils gaining the higher Level 5 was in line with the national average. The proportion of pupils gaining the higher Level 5 in science was above average. Standards in all three core subjects were above average overall and average when compared with similar schools. Standards show a significant improvement between 2002 and 2003. The amount of progress this group of pupils made between the end of Year 2 and the end of Year 6 was well below average. However, during the same period, there was a significant turnover of pupils, which adversely affected the school's test results.

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

Standards in:	School results	National results
English	28.1 (25.9)	26.8 (26.9)
mathematics	27.6 (26.4)	26.8 (26.9)
science	29.8 (28.0)	28.6 (28.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

- Observed standards in English are well above average at the end of both Year 2 and Year 6 and pupils' achievement is good. Standards of reading are generally very good throughout the school and pupils enjoy reading and sharing books with each other and adults. However, the school has identified a small group of boys who do not read as well as their peers and steps are being taken to encourage them to read more. Most pupils have very good speaking and listening skills, although occasionally their answers to questions are very brief. Standards in writing are good at the end of Year 2 and the content is interesting and imaginative. The content of pupils' writing is good in the juniors and by the end of Year 6 pupils write at length in a wide range of styles and for different purposes. Pupils make very good use of their literacy skills in subjects across the curriculum.
- Standards in mathematics are currently well above average at the end of Year 2 and Year 6. Pupils have very well developed mental skills and have a very good grasp of basic numeracy. They make effective use of their skills in other subjects. Standards in space, shape and measure are also very good. Pupils' achievement is good. Older pupils have very good skills in calculation and make very good use of their mathematical skills in subjects across the curriculum.
- In science, standards are good throughout the school and pupils achieve well. They have good grasp of how to carry out an investigation and older pupils in the juniors are beginning to work out their own solutions to scientific problems. Pupils have a good grasp of the properties of materials and can explain many physical processes. Older pupils have a good grasp of life processes and explain well the life cycle of micro-organisms such as yeast.
- Observed standards are also well above expectations in history and physical education at the end of Year 2 and Year 6. Pupils' achievement is very good in history and physical education. Standards in religious education are above the expectations of the locally agreed syllabus and pupils' achievement is good. In ICT, standards are in line with expectations at the end of Year 2 and Year 6, but pupils' achievement is good overall, as they are making good progress from a low standard. However, insufficient use is made of pupils' developing ICT skills to support their learning in subjects across the curriculum. Standards in art and design and design and technology appear to be good, although these subjects were not the focus of the inspection. Standards in geography appear to be satisfactory at the end of Year 6. No judgements were made about music or geography in the infants.

8. Pupils with special educational needs achieve well throughout the school and are well supported by teachers and support assistants. Pupils with statements of special educational needs have tasks that are well matched to their abilities and this enables them to make good progress. The school has identified a number of pupils who are gifted and talented. These pupils are given challenging and interesting work and they consequently achieve well throughout the school. The school has identified a group of underachieving girls in Year 3 and steps have been taken to raise their achievement by providing them with a range of interesting and challenging tasks.

Pupils' attitudes, values and other personal qualities

The personal development of pupils is **very good** overall. Pupils have **very good** attitudes to school and most behave **very well** at all times. The spiritual, moral, social and cultural development of pupils is **good** overall. Attendance is **excellent** and punctuality **good**.

Main strengths and weaknesses

- Pupils have very positive attitudes and are keen to learn.
- Pupils have very positive views of the school.
- Pupils' personal development is good.
- Relationships in school are good.
- Behaviour is very good in lessons and at playtimes.

Commentary

9. Pupils enjoy coming to school and feel secure in the expectations for good behaviour and positive attitudes promoted by the school. This contributes significantly to the quality of pupils' behaviour and quality of learning. The school has maintained its positive ethos and is very effective in promoting care, support and mutual respect. Pupils have very positive views of the school and think that it is a happy place to learn. They very much enjoy the special activities provided, such as the arts' weeks.
10. The school ethos places a strong emphasis on pupils' personal development. It has developed comprehensive planning to promote this throughout the school. The youngest children in school are encouraged to develop independent skills and to take on responsibilities. Pupils' from Year 3 to Year 6 are elected onto the school council, which is active in considering life in a community and contributing ideas for the future developments of the school. Assemblies play an important role in providing opportunities for pupils to reflect on how they and others feel in different situations. The school successfully uses group discussions to build self-confidence and self esteem in pupils.
11. Opportunities to develop pupils' social and moral development are very good, which is a strength of the school. As a result, pupils behave very well because they are encouraged to consider the impact of their actions on others. The school actively supports those pupils who have difficulties with relationships by very effective use of support staff and provision of a room where these pupils can be encouraged to work constructively. Pupils show enthusiasm for their work and are able to work co-operatively from the beginning. Some Year 5 and 6 pupils share books with younger pupils and are library monitors. However, there are insufficient opportunities for older pupils to take on responsibilities.
12. Pupils' cultural and spiritual development is good. Teachers' planning in several subjects includes learning about the values and beliefs of others, but sometimes this aspect is insufficiently emphasised. There were very good links in the history curriculum with an 'Anglo-Saxon Day' and an 'Evacuee Day', where the pupils were invited to reflect on how it would feel for their loved ones to be at war. In assemblies a candle provides a focus for a moment of reflection and pupils have opportunities to use the church and to visit local places of worship.

Attendance

13. Attendance is excellent. Parents are clear about their responsibilities to send their children to school regularly and on time. Punctuality is good at the beginning of the school day, and a prompt and efficient start is made to individual lessons.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.9
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
305

Number of fixed period exclusions	Number of permanent exclusions
1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

The overall quality of teaching is **good**. The quality of pupils' learning is also **good**. Assessment is **good** overall and assessment systems are very good.

Main strengths and weaknesses

- Teaching at the Foundation Stage is very good.
- Teachers' planning is very effective.
- The management of pupils' behaviour is very good.
- Teachers have good subject knowledge.
- Teachers are good at engaging pupils' interest.
- Pupils work hard and concentrate well.
- Teachers have high expectations and challenge pupils to do their best.
- Assessment is very thorough and constructive.
- Pupils have a good capacity to work independently and collaboratively.
- Good use is made of assessment to respond to the needs of individual pupils.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0 (0%)	18 (38%)	25 (53%)	4 (9%)	0 (0%)	0 (0%)	0 (0%)
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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.

14. Teaching and learning at the Foundation Stage are both good. Teachers have very good command of the areas of learning for children under five and use this knowledge very effectively to ensure that children make very good progress in their acquisition of key skills. Planning is very good and this ensures that learning tasks are well matched to children's needs. Teachers encourage children to do their best and provide a wide range of interesting activities. As a result, children apply themselves enthusiastically to their work and their rates of learning are high. Children have a very good capacity to work on their own or collaboratively.
15. The quality of teaching in the infants and juniors is good overall, with a high proportion of very good teaching. Planning is very effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. Teachers have high expectations of pupils' behaviour and this ensures that in nearly all lessons behaviour is very good and pupils learn effectively. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. The teaching methods used are imaginative and quickly engage pupils' attention and interest. The teaching of English is very good throughout the school. Mathematics is taught well.
16. Pupils have very positive attitudes to learning and work hard. Levels of concentration in most lessons are high. Teachers are constantly challenging pupils to do their best and provide the most able with stimulating extension work. Pupils work together well and encourage each other with positive comments. They also work well independently and are developing good research skills. All teachers take effective steps to ensure that all pupils, including those with special educational need, have full access to the curriculum. Very good use is made of support teachers and assistants to ensure that pupils with special education needs learn well.
17. The school has very good systems for assessing pupils' progress and effective use is made of the information gathered. Lessons are evaluated in the light of pupils' progress and adjustments made where necessary to ensure that all pupils learn at a good rate. Analysis of national tests and other information is thorough and the school uses this information effectively. For example, a group of underachieving girls was identified in Year 3 and a programme of study has been devised with them, after individual interviews were held. Pupils have a good understanding of what they need to do to improve through the constructive and helpful marking of their work by teachers. In addition, most teachers share with pupils what they have to learn and this is reviewed at the end of lessons. Pupils also carry out their own self-assessments well.

The curriculum

The overall quality of the curriculum is **very good**.

Main strengths and weaknesses

- The curriculum is very rich and provides pupils with many varied opportunities for learning.
- There is very good support for pupils' learning outside the school day.
- Equality of access to the curriculum and opportunity for all pupils is very good.
- Provision for pupils with special educational needs is very good overall.

Commentary

18. The curriculum is broad and fully meets statutory requirements. It covers all National Curriculum subjects and religious education in accordance with the locally agreed syllabus.

The school has planned thoroughly in delivering the national strategies for literacy and numeracy. The provision and standards are very good.

19. More recently the school has developed a number of topic-based programmes to increase pupils' interest and enjoyment and they are very effective in enriching pupils' learning experiences. For example, as part of their topic, pupils experienced an 'Anglo-Saxon Day', which included making Anglo-Saxon pottery, listening to sagas and dressing up in appropriate costume. The curriculum strategy, along with a very good range of extra-curricular activities, ensures that pupils have significant opportunities to cater for their particular interests and needs. Extra-curricular activities undoubtedly help to enhance pupils' attitudes and motivation and to secure very good progression in their learning.
20. The extra-curricular activities are extensive with many clubs and activities that are attended by many pupils, including those with special educational needs. The curriculum for all subjects is in place and is of a good quality. The ICT curriculum has been improved since it was a key issue in the last inspection. It has received a good deal of attention but the school has plans to improve it further.
21. Curriculum provision for pupils with special educational needs is very good. The school undertakes early identification of special need and puts in place Individual Educational Plans that are of very good quality and are very detailed and specific to the individual pupil. They provide an accurate learning programme that ensures that the pupils make very good progress. The plans are subject to regular reviews by the class teachers and the special needs support staff and the parents. As a result, pupils are always working at levels that are sufficiently challenging to help maintain their good progress. Similarly, gifted and talented pupils are effectively catered for in the way teachers plan coverage of the curriculum in short, medium and long terms, using materials that are also at the right levels of challenge.
22. Teaching and support staff have a wide range of talents and expertise that are used well to support pupils' learning across the curriculum. A large number of parents support teachers in classes, and this is very much appreciated by the school. The school is unusual in that it works in partnership with the local Anglican Church, although it is not a church school. The school, for various curriculum activities such as drama lessons, uses the attractive modern church building extensively. It is also used for assemblies, and, after the school closes, by the local community. Since the last inspection the school has built an ICT suite and created a number of attractive classrooms, all of which have a positive effect on pupils' learning. Resources are of sound quality and are well organised. Teachers make good use of them to support pupils' learning. The library is well stocked, and is suitable for small group work.

Care, guidance and support

The school makes **good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **very good** support and guidance, and has **good** systems for involving pupils in the work of the school and its development.

Strengths and weaknesses

- The school has good systems to ensure the proper care, health and safety of all pupils.
- The school promotes a very caring ethos.
- There is strong awareness of the needs of all pupils.
- There are good arrangements to help children starting school.

Commentary

23. Procedures for ensuring child protection are well known amongst staff and all other adults in the school, including governors. Outside agencies are used to good effect, and parents and

pupils very much appreciate this support. Parents spoken to during the inspection praised the way the school cares for their children, one instance being the after school club.

24. As was mentioned in the last inspection report, the personal development of pupils is at the heart of the school's very caring ethos, and is monitored well by all adults in the school, including administrative staff and the caretaker. The building is well maintained and clean. Regular risk assessments ensure that the working environment is safe. Pupils spoken to during the inspection said they would have no hesitation in approaching staff if they had a problem. Provision for first aid is good and there is a staffed medical room for pupils who are unwell. Teachers work sensitively and very conscientiously to meet the needs of all pupils in their care, especially those with special educational needs. Teaching assistants show considerable skill, sensitivity and patience as they guide and support individuals or groups of pupils. The organised and caring approach of all staff results in the school being a well-ordered community where good behaviour is successfully promoted.
25. Some parents, in letters sent before the inspection began, had reservations about the induction procedure. However all parents spoken to during the inspection spoke highly of the efforts of the school to settle children quickly into their routines.

Partnership with parents, other schools and the community

There are **very good** and effective links with parents and the community. The school also has **very good** links with other schools and with the local comprehensive schools.

Main strengths and weaknesses

- The very good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- Parents are well informed about the school and their standards and progress.
- The very good links with the community help to enrich the curriculum.
- The very good links with other schools ensure that pupils transfer happily on to their next stage of education, and also help to enhance the curriculum.

Commentary

26. The school's relationship with the parents is one of true partnership. This very good relationship, mentioned in the last inspection report, between parents and the school has grown steadily since that time. The headteacher and governors are aware of the importance of working in partnership with parents, and have an open approach to parents, often providing them with advice and help, for instance the parenting classes provided by the school. Many parents make a very good contribution to their children's learning by providing an exceptional level of help in classrooms, and on trips and visits. The Parent Teacher Association has raised significant funds for the school, for example playground equipment, computers, and books for the library.
27. Parents are well informed about the school through the prospectus, regular newsletters and frequent other correspondence. They are also well informed about their children's progress through consultation evenings, open days, the annual report to parents and the governors' annual report. Parents spoken to during the inspection said they felt confident about approaching the school at any time if they had a problem.
28. Because of its close partnership with the adjoining parish church, the school is indeed the heart of the community. Its facilities are used by organisations such as the football club, adult education, Guides and the local drama group. The school is in an area of outstanding natural beauty and the local environment is used to good effect for lessons such as history, geography and art. Local businesses advertise in the governors' annual report to parents.

29. The good links between this and the local comprehensive school means that a smooth transition is managed when pupils are leaving school. Parents of pupils who had left to go onto the comprehensive school said their children were well prepared for the next stage of their education. This preparation included familiarisation visits to the school, and pupils spoken to during the inspection said that they felt confident about commencing at the comprehensive school.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership of the school by the headteacher and other key staff is also **good**. The school is **effectively** managed.

Main strengths and weaknesses

- The headteacher provides good leadership.
- The school has a deficit budget.
- Subject managers provide good leadership for their subjects.
- The monitoring role of subject managers has not been developed sufficiently.
- The management of special educational needs is very good.
- The leadership and management of the Foundation Stage are very good.
- Governors have a very good understanding of the strengths and weaknesses of the school.

Commentary

30. The quality of leadership and management by the headteacher is good. He leads and manages the school both efficiently and effectively, and his leadership gives the school a clear educational direction. He has achieved much in his time in charge, and has contributed significantly to the good level of improvement that has taken place since the last inspection. In this he has received very good support from the members of the senior management team. The school's self-evaluation of its own performance has been carried out very effectively. Performance data have been used very well to track the performance of pupils in particular, and helped the school to improve standards in Year 6. Previous weaknesses have been carefully identified, and effective strategies put in place to tackle the issues. There is a significant degree of commitment amongst staff to continue to make improvements, and this is reflected in the school's improvement plan. The very valid aims of the school are well reflected in its work, and there is a most positive ethos founded on very good personal relationships.
31. Financial management in the school is satisfactory. The school currently has a deficit budget, which has been accepted by the local authority. This is the result of events outside the school's control, for example a sharp fall in the number of pupils in the school and a rapid rise in the number of pupils with statements of special educational needs. The school has already taken steps to reduce the deficit, and further plans are in place to return the budget to a surplus. The school is receiving very good and sympathetic support from the local authority in addressing the problem. Governors are also fully active in monitoring the position. Day-to-day financial management and administration in the school are very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrators give very good support to both staff and pupils. Good use is made of information technology systems to maintain financial control and accountability. All the issues identified in the school's most recent audit have been acted upon.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	804,696	Balance from previous year	14,329

Total expenditure	862,996	Balance carried forward to the next	-40,971
Expenditure per pupil	2,538		

32. The overall leadership and management of other members of staff, in their particular areas of responsibility, are good. The managers for mathematics and science play a particularly strong role in monitoring pupils' work and in identifying areas for improvement in their subjects. This has led to the high, and much improved, standards now evident. The managers for other subjects of the curriculum are also most active in monitoring the work that is being produced, through assembling portfolios of pupils' work. They have a clear understanding of the standards being attained, as well as the ways in which those standards and the overall provision might improve further. They do not as yet observe lessons in their subjects, and this weakness in management, which was also identified in the last inspection, has not been adequately addressed.
33. The special educational needs co-ordinator relates very well to the staff who support pupils with learning difficulties. The planning of work is meticulously undertaken. Close liaison with class teachers helps to create effective and well-used individual education plans. The plans are well matched to pupils' particular learning needs, and targets are regularly reviewed. Pupils are fully involved in the full range of school activities, and very good arrangements are made for inclusion. Contacts with outside agencies are regular, and they contribute well to the overall support for the pupils.
34. Leadership and management of the Foundation Stage are very good. The manager has a clear vision for the development of the stage and this has made a significant impact on the provision through offering a very effective learning environment that covers all areas of learning. The very thorough planning and good assessment opportunities are shared with all adults within the team and this has a direct impact on the achievement of the children.
35. Governors successfully fulfil their statutory duties, in helping to shape the direction of the school, and their involvement in the running of the school is good. The chairperson is keenly involved in school life, being very supportive of the headteacher and staff. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school improvement plan. They are also frequent visitors, and are most committed to carrying out their monitoring roles in their particular areas of responsibility. This involvement has led to their very good understanding of the school's many strengths and its few areas for development.
36. There are a number of significant aids to the raising of pupils' achievement in the school. These include the very good start children have in the Foundation Stage and the overall good quality of teaching and learning seen throughout the school. The very good relationships the school enjoys with parents and the community also promote high standards and the very real sense of achievement felt by pupils. The school is inclusive and makes very good provision for pupils with special educational needs, which means that nearly all pupils make at least good progress, irrespective of their starting point. However, there are also a number of barriers to further improvement and these include the significant number of pupils with severe learning difficulties which have recently joined the school and the high level of pupil turbulence. This latter difficulty is caused by the transient nature of the life of service families attending the school. The school's current financial situation also means that funds are not readily available for important initiatives, such as releasing subject managers to observe their colleagues.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for the children in the Foundation Stage is **very good** and introduces children to learning, in a creative, secure environment. Most children enter the school with above average skills and to develop these further, teachers plan a range of exciting activities covering all aspects of the Foundation Stage curriculum. Children have a rich variety of experiences and opportunities for both directed and independent learning. Very good teaching ensures children have opportunities to develop their capabilities and most will exceed the goals children are expected to reach by the end of their reception year. Assessment is effectively used to measure the progress of children and to tailor the planning of lessons to the needs of the individual. The school now provides a secure outside learning environment and has improved its provision since the last inspection.

Personal, social and emotional development

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

Main strengths and weaknesses

- Teaching and learning are very good.
- Children's achievement is good.
- The high pupil/adult ratio and the activity based curriculum gives pupils the opportunity to build positive relationships and feel confident in the school environment.
- Children are keen and eager to come to school and behave well.

Commentary

38. Children are offered an exciting, stimulating and well-organised learning environment. The high level of adult support enables them to feel secure and this encourages children to develop self-confidence and good self-esteem. Induction procedures are positive and the teacher's planning gives pupils opportunities to take risks when attempting new experiences. There are many opportunities for developing independent and collaborative learning, for example, self-registration and self-selecting activities and equipment, and playing together in the 'Jungle' role-play area. The use of 'circle time'¹ for children to consider the feelings of others and explore their own feelings, impacts very positively on the personal development of the children. The activity based curriculum and the high pupil/adult ratio, gives pupils the opportunity to build positive relationships and feel confident in the school environment. As a result, children are keen and eager to come to school and behave well.

Communication, Language and Literacy

Provision for developing children's communication, language and literacy skills is **very good**.

Main strengths and weaknesses

- Children's achievement is good.
- By the end of Reception most children will achieve goals higher than are expected.
- Teaching and learning are very good.

¹ 'Circle Time' – a group discussion when children sit in a circle to talk about matters of personal importance.

Commentary

39. Children are given very good opportunities to use language for a variety of purposes, both in directed activities and at play. For example, they make good use of the 'Jungle' role play area to talk about the kinds of creature they would find in a jungle environment. Teaching staff have successfully provided an exciting curriculum and learning environment, which is very effective in promoting speaking and listening development. Children's literacy skills are promoted in all areas of learning.
40. Teachers make very effectively use a mix of class activities, supported group activities and some self-selected activities to develop vocabulary. There are very good resources to support these teaching strategies. The high level of adult support encourages language skills and staffs effectively assess individuals whilst working with groups and also in informal role-play situations. In larger group activities, opportunities are planned for children to give their own ideas and to explain their thoughts and feelings. The activity-based curriculum adds value to the teachers' input and consolidates learning.

Mathematical Development

Provision for children's mathematical development is **good**.

Main strengths and weaknesses

- Children's numeracy skills are promoted well and achievement is satisfactory.
- Most children will exceed the expected goals by the end of Reception.
- Good assessment is used to ensure that work is well planned to meet the needs of the individual.

Commentary

41. Teachers' secure knowledge and understanding of the subject mean that they use a variety of teaching strategies to stimulate the interest of children in numbers and other mathematical concepts. Good teaching in whole class activities is used for counting and number recognition and to introduce children to mathematical vocabulary. The high adult/pupil ratio helps children to talk about their learning and to address any confusion. The use of role-play to further explain positional vocabulary for example was a popular, productive activity where children were learning through play with a supportive adult on hand to assist if needed.

Knowledge and understanding of the world

Provision for the development of children's knowledge and understanding of the world is **very good**.

Main Strengths and weaknesses

- Children's achievement is good with many reaching higher goals than those expected by the end of reception.
- Very good teaching encourages exciting responses and encourages children to be inquisitive.
- Children are offered a range of interesting experiences to help them make sense of the world.

Commentary

42. Teachers plan exciting activities to encourage an understanding of the world. For example the learning environment was transformed into a jungle and children were surrounded by stimuli, to encourage curiosity. Children benefit from the high pupil/adult ratio to investigate, question and discover things for themselves. Teachers have high expectations and use questioning to encourage children to think carefully and use their senses to compare, observe and work

things out. In a lesson on similarities and differences, children worked out which tracks belonged to which animals. They are confident in talking about their experiences and good relationships with adults are used to help learning. The use of the computer is planned, and children are able to drag and click and use a mouse to move the cursor and to use a paint program.

Physical Development

Provision for children's physical development is **good**.

Main strengths and weaknesses

- Children's achievements are satisfactory and most achieve higher goals than required by the end of Reception.
- Teaching is good and planning now makes use of the recently developed outdoor provision.
- Opportunities for children to select their own equipment are not always planned.

Commentary

43. Provision for outdoor play has been a recent improvement for the school and teachers use the area to plan enjoyable supporting activities across the curriculum. The space is used effectively to promote physical development in a variety of ways such as visiting the 'Safari Park' on wheeled vehicles. Children also have opportunities for developing their physical skills within traditional sports lessons, as well as activities to improve control of a variety of tools and media. Children make interesting marble runs using scissors and tape and construct intricate mazes from kits. Teachers' good subject knowledge and the good use of resources offer many interesting ways to develop manipulative skills and co-ordination.

Creative Development

Provision for children's creative development is **good**.

Main strengths and weaknesses

- Children's achievement is satisfactory.
- Teachers provide a range of creative activities to stimulate creativity and effective adult support encourages learning.

Commentary

44. Teaching is good and enables pupils to respond creatively in a range of contexts. Teachers plan a variety of activities and experiences for creative development. The jungle role-play area is very popular and provides a stimulus for imaginative play. Very good resources encourage both independent and collaborative imaginative play and are effectively mixed with supported activities such as colour mixing and painting. Musical activities are used to gain confidence and children use simple signs to indicate dynamics of volume. The outdoor area also enhances creative development and is used to extend children's play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English at the end of Year 2 and Year 6 is **very good**.

Main strengths and weaknesses

- Pupils achieve very good standards in listening and speaking.
- Pupils have good knowledge of punctuation and apply it accurately in their work.
- Pupils achieve very good standards in reading at the end of Y2 and Y6.
- In guided reading, there is no specific teaching programme.
- Written stories and poems are of very good quality and pupils use a range of language techniques.
- Pupils at the end of Year 6 have a good understanding of the function of different parts of speech.
- The application of pupils' skills of investigation and research when using ICT is underdeveloped.

Commentary

45. Standards in English are very good and have improved despite the dip in the national test results in reading at the end of Year 2 between 2001 and 2002. Results were better in 2003 at the end of Year 2 and Year 6. The inspection evidence indicates that standards are well above average at the end of Year 2 and Year 6.
46. Pupils achieve standards that are well above average in developing their listening and speaking skills at the end of Year 2 and Year 6. More able pupils are very articulate and when questioned offer interesting responses. The majority of pupils enjoy opportunities to speak if only briefly and do so enthusiastically and competently. Teachers adopt very good questioning techniques in whole class discussions, and as a result, pupils are attentive in class and show good powers of concentration. The use of drama in English and across the curriculum is very good. Staff have the confidence to use drama to enrich pupils' experiences and to enhance their ability to speak in public. This is because of the training received and disseminated by a well-informed subject manager. Pupils from minority ethnic groups, those with special educational needs and the more able achieve very good standards throughout the school. There are no pupils in the school for whom English is a second language.
47. Pupils achieve very good standards in reading in both infant and junior classes. In focusing on reading at the end of Year 2, the school has correctly identified a group of boys who are experiencing difficulty in reading. Teachers are providing reading books that are in keeping with their ability and the pupils are making good progress. The introduction of grouped reading sessions more recently to raise standards is having a positive effect but the teaching lacks a firm framework to ensure consistency throughout the school. The best readers, however, achieve significant fluency. Pupils anticipate the text very effectively, read with expression and accurately interpret punctuation. Pupils who are less competent in reading have been correctly identified and are using reading books that are at the right level of difficulty and they are making good progress. Good use is made of the school library on a regular basis and pupils take books home to read.
48. Pupils achieve very good standards in writing. The more able pupils in the infant school write their news stories and use a wide range of vocabulary and compose sentences using capital letters and full stops correctly. Pupils spell familiar words correctly and their presentation of work is of good quality and by the end of Year 2, pupils use the cursive style of handwriting effectively. In the more formal aspects of language, pupils produce character sketches and write historical summaries that are also of very good quality. At the end of Year 6, pupils' writing shows a well-developed maturity of style in their creative stories and poems. Pupils

make very good use of a range of literacy techniques, including similes, metaphors and descriptive patterns in their written work.

49. In the lessons seen teaching was very good throughout. Teachers have high expectations. The planning within year groups is meticulously undertaken and all staff are sufficiently confident to create links between English and other subjects to extend pupils' appreciation of language. However, the application of pupils' skills of investigation and research when using ICT is underdeveloped. Assessment procedures, including the marking of work and the teacher's comments in pupils' books are of very good quality. Teachers' records show how they have identified targets for each pupil and the pupils are very clear about what they have to do to improve.
50. The leadership and management of the subject is satisfactory overall. There is a clear sense of purpose and teachers have high aspirations for their pupils. However, the subject manager has had insufficient opportunities to monitor teaching and learning through lesson observations. There are very good systems for self-evaluation, however, and the information gained is used effectively to target specific groups of pupils and areas for further development. There has been a very good level of improvement since the last inspection.

Language and literacy across the curriculum

51. Pupils make good progress and achieve good standards in their use of language and literacy skills across the curriculum, and especially so in science, history and religious education. They write at length and use a wide variety of styles for different audiences. Pupils' speak effectively when making presentations or explaining their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average at both Year 2 and Year 6.
- All pupils are achieving well.
- Improvements have been made since the time of the last inspection, especially at Year 6.
- The role played by the subject manager is very good.
- The overall quality of the teaching and learning is good.
- The attitudes and behaviour shown by pupils are good.

Commentary

52. Standards in mathematics were above the national average in the 2003 national tests at the end of Year 6. However, standards were below average compared to similar schools. The proportion of pupils gaining the higher Level 5 was in line with the national average.
53. Pupils throughout the school are very confident in tackling all aspects of mathematics, and they show well above the expected levels of understanding and skills. For example, younger pupils tackle addition and subtraction confidently, and their secure knowledge of the two, five and ten multiplication tables allows them to successfully undertake multiplication and division exercises. Pupils in Year 6 readily reduce a fraction to its lowest form, and they correctly find fractional and percentage parts of whole numbers. Pupils in Year 2 measure with a range of standard and non-standard measures, and the oldest pupils accurately name various metric and imperial measures, carrying out conversion tasks to find their equivalents. Pupils throughout the school tackle challenging practical and problem solving activities. Older pupils are now competent at tackling problems that involve more than one step to find the answer.

54. The overall quality of teaching and learning is good. Lessons are most carefully planned and resourced, and teachers make good use of mental sessions at the start of lessons. Teachers also make good use of assessment to ensure that all pupils receive work that is suited to their particular needs. Teachers have good subject knowledge, pupils are kept busy and suitable help is provided both by teachers and learning support assistants. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical knowledge and understanding. Teachers also make good use of homework to give pupils further opportunities to practise their skills. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils, when required, and they make good attempts to find answers and provide solutions. Most pupils take great care with the presentation in their books. Teachers mark pupils' work regularly, and most provide helpful and encouraging advice for them, to help them improve their work further.
55. The subject manager has played a very significant role in improving standards, and her leadership is very good. She identified the cause of the lower standards produced at the end of Year 6 in 2002, and strategies were put in place to raise standards. As a result, the issue has been most successfully addressed. She regularly monitors the work being produced by pupils, and on occasions she observes lessons to see for herself the standards being achieved in class. Further, as a very good practitioner herself, she has provided advice and demonstration for her colleagues, which has clearly benefited the overall quality of teaching. The curriculum provided is broad and balanced, covering all aspects of the subject effectively.

Mathematics across the curriculum

56. Numeracy is taught most successfully in mathematics lessons, with teachers putting much emphasis on developing pupils' ability in handling numbers. Teachers help pupils to develop their mathematical skills in other subjects, such as science and design and technology to produce suitable graphs and accurately measure materials, for example.

SCIENCE

Provision in science is **good**.

Strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Pupils' achievement is good throughout the school.
- Teaching and learning are both good.
- Teachers have good subject knowledge.
- Good use is made of assessment information and national test analysis.
- The subject manager provides good leadership for the subject.
- There has been a good level of improvement since the last inspection.

Commentary

57. Teacher assessments at the end of Year 2 in 2003 showed that pupils were well above average. Standards are currently above average, although pupils' knowledge and understanding of physical processes is not as well developed as other areas of the subject. Pupils' achievement is good overall. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They also know that materials have different properties and can sort materials into different groups using this information. Pupils also know well that materials exist in different forms and identify solids, liquids and gases, using everyday words to describe them. They are also beginning to describe changes of state, such as ice melting into water.

58. In the 2003 national tests at the end of Year 6, standards were above the national average. Compared with similar schools, standards were in line with the national average. The proportion of pupils achieving the higher Level 5 was above the national average. Standards are currently above average overall and pupils' achievement is good. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. More able pupils are able to design their own investigations in order to find answers to scientific questions. Standards of presentation are often very good. Pupils have good knowledge and understanding of the solar system and know, for example, that Pluto is not always the furthest planet from the sun. They have well developed research skills, which they use effectively to gather information and produce data sheets. Pupils understand well that micro-organisms, such as yeast, require food, oxygen and warmth in order to reproduce. They have a well-developed scientific vocabulary, which they use effectively when recording their findings.
59. The quality of teaching and learning are both good. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is consistently good. Teachers have good subject knowledge and this has a positive effect on pupils' progress. Teachers also make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are very well developed and teachers make good use of the information gathered. Regular assessments show teachers what pupils have learned and what they need to do next to improve their understanding. Good use is made of marking overall and this helps pupils to have a good understanding of how they can improve their work.
60. The leadership and management of the subject are both good. The subject manager has a clear vision for the subject and has produced a good action plan to improve standards, based on a detailed analysis of national test results. This analysis showed that standards in investigative science were not as high as they should be. As a result, training has been provided to increase staff expertise and subject knowledge. The subject manager has not yet had the opportunity to observe lessons, but there are plans for this to take place shortly as part of an assessment of the training teachers have received. The subject is appropriately resourced. There has been a good level of improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Strengths and weaknesses

- Pupils' achievement is good.
- Pupils have very positive attitudes to the subject and behaviour in lessons is very good.
- Both teaching and learning are good.
- The leadership and management of the subject are good.
- There has been a good level of improvement since the last inspection.
- The use of ICT to support pupils' learning is inconsistent and is not used sufficiently in some subjects.

Commentary

61. Standards at the end of Year 2 are in line with expectations, and pupils are now achieving well. Pupils talk with enthusiasm about their use of ICT, both at home and at school. They use digital cameras effectively to illustrate their work. Pupils have good word processing skills, and successfully combine text and graphics to produce information sheets. They use computers effectively to produce pictures and add text to explain what the pictures are about.

62. Standards at the end of Year 6 are also in line with expectations, but as a result of recent good progress, pupils' achievement is now good. Pupils make good use of their well-developed research skills to find information on the Internet. They correctly frame questions in search engines to get the desired results. Pupils have good text processing skills, which they use well to produce information booklets. When using spreadsheets, pupils know how to enter formulae to produce the required result and use tables to generate graphs of different types. Younger pupils make good use of graphics programmes to produce pictures in the style of Aboriginal artist, for example. Older pupils make good quality multimedia presentations, which demonstrate the effective use of sound, graphics and HTML² web pages.
63. Teaching is good overall. Teachers plan interesting and imaginative lessons, which engage pupils well. Pupils are very enthusiastic about ICT and enjoy using computers and other equipment in their work. Behaviour is very good and pupils treat equipment with care. Teachers generally have good subject knowledge and expertise and make good use of questioning to extend pupils' skills, knowledge and understanding. Teachers have taken the time and effort to enable pupils to work well independently, and this is having a very positive effect on the progress they are now making. Good use of teaching assistants means that all pupils, including those with special educational needs, have full access to the curriculum. Assessment systems are in an early stage of development, but are beginning to provide teachers with good information about pupils' progress and achievements.
64. The subject manager provides good leadership and management for the subject. His expertise has raised the profile of ICT throughout the school and this has had a positive effect on teachers' confidence and expertise. The subject manager has spent considerable time and effort on improving hardware resources, which are now greatly improved and having a positive effect on raising standards. However, insufficient opportunities are provided for the subject manager to observe lessons. The school has made good improvement since the last inspection, when provision was unsatisfactory.

Information and communication technology across the curriculum

65. The use pupils make of their ICT skills in other subjects is unsatisfactory overall. However, they make satisfactory use of the Internet for research in history and science, for example, and use digital cameras to record their investigations. Pupils make good use of their text processing skills to write poems, stories and accounts in history. However the use of ICT to support pupils' learning is inconsistent and varies from class to class and subject to subject. Insufficient use is made of pupils' text processing skills in literacy, for example. Some teachers place insufficient emphasis on the use of ICT in the planning for some subjects.

HUMANITIES

No **geography** lessons were seen on this inspection as it was not a focus, but from scrutiny of work, teacher's planning and discussions with pupils, provision is **satisfactory** and standards are **in line** with expectations for pupils in Year 6.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Standards are well above those expected at both Year 2 and Year 6.
- Pupils' achievement is very good.
- Standards have improved very significantly since the time of the previous inspection.
- The curriculum provided for pupils is excellent.

² HTML – hypertext mark-up language used to write web pages for the Internet.

- The overall quality of teaching and learning is very good.
- Very good use is made of extended writing activities and drama to develop both pupils' understanding of history, and to enhance their literacy skills.
- The leadership and management of the subject is good.

Commentary

66. By Year 2, pupils know very considerable detail about the past. By sequencing items, such as houses and household items, and looking at changes in vehicles, such as fire engines, pupils are developing a good understanding of chronology. Pupils have a very good knowledge of a number of historical figures, such as Grace Darling and Samuel Pepys, and events, for example The Great Fire of London and the sinking of the Titanic. By Year 6, pupils know very relevant and detailed information about a range of historical periods, such as the Anglo-Saxons, the Tudors, the Victorians and World War II. Currently, pupils in Years 3/4 are particularly knowledgeable about the life-styles of Anglo-Saxons, and pupils in Year 6 show considerable understanding of the feelings of children being evacuated from London during the war.
67. Staff provide pupils with a rich, stimulating and exciting range of experiences, that have a significant effect on the very high standards being produced. In particular, the 'history days' on Anglo-Saxons and 'The Evacuation' give pupils a deep insight into those times and events. Add to this the visits that are arranged, the opportunities for research that are provided and the chance for pupils to write at length about events, and it is easy to see why pupils have such a secure understanding of the subject.
68. The quality of teaching and learning is very good, with teachers, and learning support assistants, providing most interesting and enjoyable, but at the same time challenging, activities for pupils. They readily join in with pupils to demonstrate, explain and encourage, and they have the highest expectations of them. Their planning and organisation is exemplary, and through the activities and experiences provided pupils, including those with special educational needs, are able to achieve very well. Pupils clearly enjoy the subject. They study artefacts, books and pictures with enthusiasm and settle well to the variety of tasks provided. They particularly enjoy taking part in the 'history day' activities. Pupils show very good attitudes, and this enables them to make rapid progress. Pupils present their work well, taking care with both the drawing and the writing. Teachers add comments of praise and advice to encourage their pupils, and they provide interesting and colourful displays of their work to enhance the working environment.
69. The subject manager has contributed well to the breadth of work provided for pupils, and the high standards being achieved. However, insufficient opportunities for monitoring teaching and learning through lesson observations are provided, as at the time of the last inspection.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards by Year 2 and Year 6 are higher than those expected.
- Pupils' achievement is good.
- Standards have improved since the time of the last inspection.
- The attitudes of pupils towards the subject are good.
- The quality of teaching and learning is good.
- The role played by the subject manager is good.

Commentary

70. By Year 2, pupils are familiar with two major world faiths, Christianity and Judaism. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Moses. Pupils explain clearly that religions have different religious buildings, and books that are special to them, and they can readily name and describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions, and they describe in great detail why Advent is so important to Christians and Hanukah is important to Jews. Pupils know that journeys play an important part of many religions, and they readily describe the life of a pilgrim.
71. By Year 6, pupils are well informed about a number of world religions, successfully discussing, for instance, many aspects of the Christian, Hindu and Islamic faiths. Pupils know that all religions have distinctive traditions and life-styles, and, for example, pupils in Year 6 can identify the importance of the Five Pillars of Islam to Muslims, and those in Years 3/4 recognise the relevance of Diwali to Hindus. Pupils are aware of the need for love and care, in their dealings with others, and they recognise, in particular, the importance of their own families. Pupils in Years 3/4 also identify the way that they should treat others. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual. The subject is making a good contribution to pupils' spiritual development by giving them good opportunities to reflect on their own beliefs and the beliefs of others.
72. The quality of teaching and learning is good. Lessons throughout the school are now well planned, and interesting ideas and information are presented to pupils. Teachers have good subject knowledge, and, through suitable activities, pupils, including those with special educational needs, are able to make good gains in their knowledge and understanding. Teachers ensure the pupils' interest through a variety of learning experiences, such as asking thought-provoking questions. Teachers make good use of religious artefacts and visits to religious buildings, providing drama activities and the opportunity to express their thoughts at length through writing.
73. During the lessons seen, pupils were most keen to provide a variety of thoughtful answers and observations. They enjoyed the range of activities and experiences provided, especially taking part in drama. They worked well with other pupils when necessary, and were keen to complete the tasks set. Discussions with pupils show a considerable interest in the subject, and their attitudes are clearly good. Pupils take care with the presentation of their work, and the teachers sympathetically mark it.
74. The subject manager is well qualified, and her leadership of the subject is good. Although, as at the time of the previous inspection, she does not yet have the opportunity to observe lessons in other classes, she has collected a wide array of pupils' work to illustrate the standards being achieved. She has supported her colleagues when required, and she has contributed significantly to the improvements that have been made in standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **art and design** and it is not possible to give a judgement for overall provision. However, it appears from the scrutiny of pupils' work and conversations with them, that standards are **above** the expected level at the end of Year 2 and Year 6. Pupils have a wide experience of different media and both their two-dimensional and three-dimensional work is of a high quality. The subject makes a good contribution to pupils' cultural development through the study of various artists and designers.

Design and technology was not a focus of the inspection and no lessons were seen in the subject. However, from the scrutiny of pupils' work and discussions with them about it, standards appear to be **above** the expected level at the end of Year 2 and Year 6. Pupils have good designing skills and

use these effectively to make plans, which they carry out to a high standard. Pupils' making skills are also good and their finished products, such as clay pots, demonstrate a pleasing attention to detail.

No lessons were seen on this inspection as **music** was not a focus, but from discussions with pupils and the subject manager, provision is **satisfactory**. The subject manager has a clear view of how to develop this subject. There are opportunities for pupils to have music tuition, for string, woodwind or brass instruments through peripatetic teaching and enrichment opportunities exist for pupils to perform and performers to visit school.

Physical education

The provision for physical education throughout the school is **very good**.

Main strengths and weaknesses

- Significant improvements have been made since the last inspection.
- Boys and girls achieve very good standards.

Commentary

75. Pupils achieve very good standards throughout the school. At the end of Year 2, pupils use space competently and are very creative in using various bodily movements. Pupils take proper account of the need to be precise at the start, during and at the finish of a sequence of movements. They respond to clear instructions given by the teacher and do so promptly and with enthusiasm and enjoyment. All pupils fully understand and appreciate the safety rules as they apply to the use of gymnastic equipment and apparatus. Pupils with special educational needs are fully integrated in gymnastic and games activities and receive very good support from teachers and other pupils.
76. At the end of Year 6, pupils achieve very good standards. Older junior pupils perform to a very good standard a sequence of floor activities by using different parts of their body when moving in different directions. In hockey, pupils respond keenly to the purposeful and well planned activities. They work in pairs and small groups and achieve good control of the stick and ball as they move in different directions and their passing skills are developing well. School records indicate that standards in swimming are good and most pupils can swim 25 metres by the time they leave.
77. Teachers provide very good role models and offer good levels of demonstration that help to encourage pupils to achieve real improvements. Lessons are clearly and very carefully planned to ensure that pupils make progress in developing essential skills in a progressive way. Teachers build into their lessons regular opportunities for pupils to evaluate each other's performance as a means of encouragement and to help pupils appreciate what they have to do to improve. The management of physical education is very good and teachers throughout the school are confident and competent when teaching this subject. All aspects of the subject are covered well, including dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education at the end of Year 2 and Year 6 is **good**.

Strengths and weaknesses

- The school provides pupils with good opportunities to reflect meaningfully on issues related to behaviour, attitudes, relationships and health.
- The School Council helps to develop pupils' sense of mutual responsibility.

Commentary

78. English, drama and science are important contributors and successfully play a role in developing in positive ways, pupils' personal and social perceptions. In English, pupils write detailed accounts of what constitutes healthy eating. The school is also planning to have a chef in as part of their 'Healthy Schools' programme. The drama club is also well supported by pupils and this is proving to be an effective way of helping to improve pupils' self esteem and confidence. In science, pupils cover important aspects of the human body and its changes as well as the dangers of drug use and misuse.
79. Aspects of this subject are also a strong feature in other subjects in the school, especially in history and religious education. The Anglo-Saxon day at the school involved pupils in role-play activities and pupils were able to share feelings and to know more about each other as a result. Older pupils also visit the local theatre and talk to actors and stage managers and thereby gain confidence when they perform annually to parents.
80. In some classes this subject is taught discretely on a weekly basis in other classes its aspects crop up across the subjects. The school is about to undertake an audit of progress and is keen to refocus to ensure that it has a more direct and consistent impact on pupils' personal, social and health education.
81. School assemblies select themes that have a direct influence on pupils' personal and social development, such as caring for others, about ourselves and considering other people less fortunate than us. Throughout the school pupils take on various responsibilities in class that helps to develop their sense of responsibility, such as acting as library monitors and serving on the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	3
The governance of the school	3
The leadership of the headteacher	3
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).

