

INSPECTION REPORT

ANDREWS' ENDOWED CE PRIMARY SCHOOL

Alton

LEA area: Hampshire

Unique reference number: 116360

Headteacher: Mrs Susan Bright

Lead inspector: Dr John Collings

Dates of inspection: 9th - 11th February 2004

Inspection number: 260695

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary
School category:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	192
School address:	92 London Road Holybourne Alton Hampshire
Postcode:	GU34 4EL
Telephone number:	01420 83094
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Jill Robinson
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

The school is of average size. It has lower than average numbers of pupils with free school meals. It has an average number of pupils with special educational needs currently and no pupils with statements of special educational need. The ethnic background of the vast majority of pupils is white-British. The socio-economic status of the population is above average and pupils' attainment on entry is above average. The school has had significant difficulties in recruiting and retaining staff. The school had an achievement award in 2002 and is working towards Investors in People award. The accommodation is a grade II listed building.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20752	John Collings	Lead inspector	Science Information and communication technology Physical education
14324	Michael Hudson	Lay inspector	
12116	Christina Morgan	Team inspector	English Geography History Special educational needs
8845	Hazel Sumner	Team inspector	Foundation Stage Mathematics Art Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pupils' standards and achievement are **good** in the Foundation Stage. Standards are **satisfactory** in Year 2 and 6 but achievement is **unsatisfactory**. The headteacher provides **satisfactory** leadership, and leadership and management in the school overall are **satisfactory**. Teaching is **satisfactory** in Years 1 to 6 and **good** in the Foundation Stage. Although pupils do not achieve as well as they could, the school is **moderately effective** and, because of the lower than average cost per pupil, it gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is unsatisfactory.
- There have been significant difficulties in recruitment and retention of staff over the past few years and this has led to inconsistency of provision.
- Standards in speaking and listening are good.
- Standards currently in the school in reading and writing are below average.
- Assessment procedures are satisfactory but do not lead sufficiently to lessons being planned to meet the whole range of ability in classes.
- Teaching assistants are not used sufficiently to support the range of abilities in classes.
- Pupils' attitudes, behaviour and relationships are good.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- Teaching in the Foundation Stage is good. Teaching elsewhere is satisfactory overall and there are examples of good and very good teaching in all stages in the school.
- Overall, teachers do not have sufficiently high expectations for the range of ability in their classes.
- Care, guidance and support for pupils is good.
- Links with the community are very good.

The effectiveness of the school has declined since the last inspection and, although broadly average, standards are not as high as at the last inspection and pupils do not achieve as well as they should. As a result, the school is **underachieving** and as a consequence improvement since the last inspection is **unsatisfactory**. The school remains moderately effective because overall it provides an adequate standard of education as pupils attain broadly average standards. The school has addressed the issues raised at the last inspection and the headteacher and the governing body are addressing the current weaknesses.

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*	A*	C	B
Mathematics	A*	A	B	A
Science	A*	A	C	D

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

Pupils' attainment on entering the Foundation Stage is **above average**. Pupils' achievement is **unsatisfactory** overall, with pupils entering the school above average and leaving at the end of Year 6 broadly meeting expectations.

Standards in the Foundation Stage are **above average** and achievement is good. By Year 2 and Year 6 achievement is **unsatisfactory**. Standards are **average** in mathematics and science but

below average in English because reading and writing are below average, although speaking and listening are above average.

The development of pupils' attitudes and personal qualities is **good** and they behave **well** and there are good relationships between pupils and between teachers and pupils. Attendance and punctuality are good. Provision for spiritual, moral and social development are good and cultural development is satisfactory and **good** overall.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. The overall quality of teaching is **satisfactory**. Teaching is **good** in the Foundation Stage and **satisfactory**, with some good and very good, in Years 1 to 6. Assessment is **satisfactory** overall. The school has recently introduced improved procedures to monitor pupils' progress more accurately. However, these procedures have not been in place long enough to have a significant effect on raising standards. Teachers are not yet using the assessments sufficiently to plan work that meets the needs of the full ability range in classes. The school focus has rightly been on English and mathematics, and more recently science, but this has resulted in other subjects being less well monitored. The headteacher and the governing body are aware of the issues raised and, with the support of the Local Education Authority, are pursuing a resolution as rigorously as possible.

The curriculum overall is **satisfactory**. The school is beginning to develop meaningful curricular links between subjects; for example, the immediate locality is used well as a focus for learning in history and geography. There has been insufficient evaluation and modification of the National Literacy Strategy and this is having a limiting effect on pupils' progress as lessons lack a clear focus and overall purpose. There is a lack of effective strategies and schemes for the teaching of basic handwriting and spelling and this is having a detrimental effect on pupils' progress in all areas of the curriculum.

The support, advice and guidance given to pupils is **good** and pupils are **well** cared for. Links with parents, the community and other schools are **good**. The school seeks the views of pupils through the school council **very well**.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The leadership of the headteacher and of key staff has managed the inconsistencies of provision and management is **satisfactory** overall and governance of the school is **satisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school seeks parents' views through telephone calls, discussions and parent governors and helpers. Overall parents are pleased with the school's provision for their children. However, a significant number of parents felt they were not well informed about their children's progress or that the school helped them to support their children at home. Pupils enjoy school, most of the lessons, the activities provided during and after school and the friendly, supportive atmosphere in the school.

IMPROVEMENTS NEEDED

- Raise achievement in English, mathematics and science in Years 1 to 6.
- Improve the use of assessment to plan work to challenge the full ability range in classes.
- Although satisfactory, the quality of teaching needs to be improved with higher expectations to challenge the full range of pupils more effectively.
- Continue efforts to improve the recruitment, retention and motivation of staff to ensure continuity of provision.
- Make more use of teaching assistants to support the range of abilities in classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards are **satisfactory** but achievement is **unsatisfactory**. As at the last inspection pupils enter the Foundation Stage above average, achieve well and the current children in reception are on track to enter Year 1 with above average attainment. In Year 2 and Year 6 standards are **below average** in English and **average** in mathematics and science and pupils have not achieved as well as they should.

Main strengths and weaknesses

- Standards of reading and writing are below average by Year 2 and by Year 6.
- Standards of speaking and listening are above average across the school.
- Pupils' achievement in mathematics and science is unsatisfactory by Year 2 and Year 6.
- Standards and achievement in the Foundation Stage are above average.

Commentary

1. The school is a little smaller than most primary schools, with 198 pupils compared with the average 240, so the significance of changes from one year to the next needs to be treated with care.
2. Children start school above average in all areas of the curriculum. The current reception children are on track to securely attain the goals children are expected to reach on entry into Year 1 in the six areas of learning for this age group.
3. Standards at Year 2 have varied over recent years. They were very high in 2002 but dropped in 2003. Pupils' average point scores¹ for the 2003 national tests show that standards of pupils in Year 2 were well above average in reading and mathematics and above average in writing. However, inspection evidence shows that pupils are below average in Year 2 in reading and writing, although above average in speaking and listening, and their achievement in English is unsatisfactory overall. Standards in mathematics and science are average but this also represents unsatisfactory achievement. This is largely due to insufficiently rigorous assessment procedures. The school has now addressed this; however, the improved assessment procedures have not been in place long enough to have sufficient impact.

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

Standards in:	School results	National results
Reading	17.4 (17.9)	15.7 (15.8)
Writing	15.5 (17.1)	14.6 (14.4)
Mathematics	17.6 (19.3)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

4. Standards in Year 6 have also varied over past years. They improved from 1999 to 2002 when they were very high. They dropped in 2002, but were still high, and dropped further in 2003. The pupils in Year 6 in 2001 were a very high-attaining cohort and not fully representative of the school as a whole.

¹ All levels of the National Curriculum are awarded a point score. The expected average points at age seven are 15 and at age 11 27. The national average score for all pupils taking the tests are then used as a comparison to grade reading, writing and mathematics at Key Stage 1 and English, mathematics and science at Key Stage 2 in individual schools each year. Tables are adjusted to reflect the national averages before grades are given. The grades are shown in the summary report.

5. When compared to all schools, the average point scores for national tests for pupils in Year 6 in 2003 show pupils' standards were average in English and science and above average in mathematics. When compared to their prior attainment at the end of Year 2 in 1999, they were above average in English, well above average in mathematics and below average in science. However, the overall value added scores show the school was well below average.
6. Inspection evidence shows that the overall standards of the current cohort of pupils in Year 6 are below average in reading and writing, above average in speaking and listening and average in mathematics and science. This is largely because an insufficient number of pupils seem likely to achieve the higher Level 5 in these subjects and this represents unsatisfactory achievement. The unsatisfactory achievement in English, mathematics and science is largely due to lack of consistent teaching in Years 3 to 6 because of the high number of different teachers these pupils have had. As standards at the time of the last inspection were above average in English, mathematics and science in both Year 2 and Year 6, this represents unsatisfactory improvement since the last inspection.

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

Standards in:	School results	National results
English	27.4 (30.9)	26.8 (27.0)
Mathematics	28.2 (29.4)	26.8 (26.7)
Science	28.4 (30.9)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

7. The majority of pupils enter the school with above average speaking and listening skills and throughout the school pupils are articulate and confident speakers. Although most pupils have a good sight vocabulary and are reading to the nationally expected standard in Year 2, there was little evidence that pupils are at a stage with their reading that would enable them to reach the higher level by the end of the year. The majority of pupils in Year 6 also read at the level expected for their age. However, there is again little evidence of pupils having developed the higher order reading skills that would enable them to reach the higher level. Although pupils are meeting the standards for their ages to meet national averages, it is necessary for a significant number of pupils to reach the higher levels of attainment.
8. Writing has been an area of weakness in recent years and it remains a key area for improvement. Grammar and punctuation are being taught satisfactorily in Years 3 to 6 and unsatisfactorily in Years 1 and 2. Handwriting and spelling are below expectations across the school. Lower down the school pupils' standards are well below what they should be for their age and some Year 2 pupils struggle to write clearly and accurately unaided.
9. Standards in mathematics in Year 2 and Year 6 are at least satisfactory. However, from inspection evidence, too few pupils reach the higher levels. Year 2 pupils double simple two digit numbers, for example 30+30, and can explain their method of calculation. Year 6 pupils calculate accurately, plot graphs in different quadrants and translate shapes and reflecting shapes. A new and experienced co-ordinator has recently taken charge of this subject and, working towards set targets, has already introduced reforms, based on lesson monitoring and sampling of pupils' work. This has started to be carried through into lesson planning and is providing better levels of challenge for all pupils.
10. In science the majority of pupils in Year 2 are working within the expected Level 2. However, too few pupils are working at the higher Level 3. Pupils sort foods into different groups, for example vegetables, meat and cereal, but the amount pupils record is limited and work is not challenging enough to meet the full range ability in the class. In Year 6, pupils interpret circuit diagrams, explain gravity as a force and name the parts of a plant. However, work is not well matched to the full range of ability and there is little evidence to show that pupils are able to create, plan, carry out and evaluate an investigation they have devised for themselves.

11. Standards in information and communication technology are in line with expectations across the school. This is as a result of sound resources and good use of a teaching assistant who teaches many of the basic information and communication technology skills that are then built on by class teachers.
12. Religious education is being reported through a Section 23 inspection. Insufficient evidence was seen to make a secure judgement on standards in the other subjects taught in the school.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Attendance and punctuality are **good**. Pupils' attitudes are **good**. They enjoy school and are willing to learn. Behaviour is **good** and older pupils exercise self-discipline. Relationships between pupils are **good**. The provision for pupils' spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Attendance and punctuality are good and unauthorised absence is below the national average.
- Pupils' attitudes and behaviour are good.
- Relationships between pupils and pupils and staff are good.
- Provision for pupils' spiritual, moral and social development in good and for cultural development is satisfactory.

Commentary

13. Attendance is good and good procedures are in place to maintain and improve it. Parents understand the importance of children's regular attendance at school. The table below shows school attendance in the last complete reporting year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
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.

14. Punctuality is good and closely monitored.
15. Pupils' attitudes are good. Pupils are willing to learn and settle quickly into lessons. They respond to challenge, sustain interest and most remain attentive in classes and assemblies. When pupils are well motivated, they show commitment and remain focused on set tasks. They enjoy learning activities and work effectively, both on their own and in group activities. Pupils take pride in their efforts and are keen to share their pleasure in achievement. They offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative.
16. Pupils' behaviour is good. Pupils understand school and class rules and respond willingly to what is expected of them. The atmosphere within the school is calm, orderly and purposeful and pupils use corridors and activity areas responsibly. In most lessons and assemblies behaviour is good. Older pupils exercise self-discipline. At lunch pupils are nicely mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors, opening doors for them and offering help. During the inspection there were no signs of abuse, harassment or aggression. One pupil was excluded in the last school year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	173	2	0
White – Irish	1	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	5	0	0

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

17. Relationships between pupils are good. Friendships are strong and interactions harmonious. Pupils are caring and considerate when others are hurt. During lessons and play times boys and girls from all age groups co-operate happily. Older pupils help younger ones.
18. Spiritual development is good and reflects the school's strong Christian ethos. Collective worship makes a valuable contribution to pupils' personal development. The services have simple spiritual themes that enhance pupils' self-esteem and prepare them for contemporary life. Friendship, care and mutual respect are guiding principles. Opportunities are taken to stimulate pupils' imagination and sense of wonder. The school's love of music reinforces spiritual development.
19. Provision for pupils' moral development is good. The school's aims, values and rules of behaviour promote a clear moral understanding. Pupils know that any incidents of unacceptable behaviour will be dealt with firmly. This makes them think positively and recognise the difference between right and wrong. Staff act as good role models in helping pupils to develop moral principles. Opportunities are taken to consider moral values, keep promises and respect people and property.
20. Pupils' social development is good. Classroom tasks improve pupils' self-esteem, while whole-school duties enhance their corporate commitment. Pupils' personal development emphasises collective endeavour and the school council gives them structured responsibility. Discussions of issues like bullying broaden pupils' social awareness. Social development is further strengthened by very good community links, after-school clubs, residential visits and fund-raising for charitable causes.
21. Pupils' cultural development is satisfactory. Pupils have a clear understanding of their own Christian faith and a broad awareness of non-Christian beliefs and values. Pupils gain a good knowledge of national and local cultures through topic work, educational visits and community events. However, there are few in-school displays or guest speakers from different religious and ethnic backgrounds and some pupils do not fully appreciate the diversity and richness of multicultural Britain today.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching is **good** in the Foundation Stage, satisfactory in Years 1 to 6 and **satisfactory** overall. Assessment is **satisfactory** overall.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	13 (43%)	11 (37%)	2 (7%)	0	0

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

Main strengths and weaknesses

- Teaching in the Foundation Stage is good.
- Overall strengths outweigh weaknesses in teaching and there are examples of good and very good teaching in all stages in the school.
- There have been significant changes in staff over the past few years and this has led to inconsistency of provision.
- The teaching of basic skills such as spelling and handwriting is unsatisfactory.
- Overall teachers do not have sufficiently high expectations for the range of ability in their classes.
- Marking is generally supportive but does not systematically inform pupils how they could improve.

Commentary

22. The quality of teaching in the Foundation Stage is good. Lesson planning is imaginative, well organised and resourced. An atmosphere of anticipation is created and children waste no time on inattention and misbehaviour. Relationships between staff and children are cordial, both sharing pleasure in the learning process. Ongoing assessments of each child's achievements are made and summarised once a term in a Foundation Stage Profile which records their progress during their time in the reception class. Each day, there is also a focus on one child whose all-round performance is monitored.
23. In Years 1 to 6 overall strengths in teaching outweigh weaknesses. Individual teachers have significant strengths but these are not reflected as strengths that are shared across the school. There have been many staff changes over the past few years, resulting in some classes having three or four teachers in a year. The headteacher and governing body have done a lot to try to ensure the quality and consistency of provision.
24. There are examples of good teaching in the core subjects of English, mathematics and science and in information and communication technology. The key element in these lessons that make them good or better is that they are well planned and the needs of all the pupils in the class are met. For example, in a Year 5 English lesson high expectations of behaviour and good pace ensured that all were on task, well motivated and working conscientiously. Pupils enjoyed rewriting the story of Goldilocks and the three bears from a different point of view and pupils were challenged by writing from a different perspective by the class teacher and teaching assistants. This ensured all made good progress.
25. In a good Year 2 mathematics lesson good planning ensured clear objectives for the pupils with a range of expectations for the differing abilities in the class. New knowledge, understanding on telling the time to the hour, half hour and quarter hour with both an analogue and a digital clock were built on systematically and through class teacher and teaching assistant support ensured that all made sound progress.
26. Good teaching was also seen in a Year 3 science lesson where good teacher knowledge and understanding created a well-planned lesson with pace and variety. The lesson introduced pupils to an understanding of the different properties of rocks and their possible suitability for different purposes. Pupils enjoyed the range of opportunities offered and good adult support in the classroom ensured that all pupils were supported and challenged.

27. In a good Year 6 information and communication technology lesson taken by a teaching assistant, who teaches the majority of the information and communication technology sessions, pupils showed good skills in modifying instructions to, for example, change the conditions necessary for the door to open in the simulation. Again, good support for pupils who need it and challenge for pupils who manage to complete the initial task ensure that all pupils are involved and challenged.
28. In less successful lessons expectations are too low and pupils are insufficiently challenged. For example, in a Year 2 English lesson the work was not well matched to the range of ability in the class. The lesson lacked a clear focus and tasks were not related to the learning objectives. Overall pupils are not challenged to complete sentences appropriately or to use well-formed handwriting. However, pupils behave well and concentrate on the task when not directly supervised.
29. Low expectations were also seen in a Year 4 English lesson where pupils were asked to use similes when describing Egyptian artefacts. Here the slow pace, lack of support for lower-attaining pupils and lack of high expectations for higher-attaining pupils meant that overall achievement was unsatisfactory. This was also reflected in the poor quality of work in pupils' books. Lack of matching work to the full range of ability was also seen in a Year 6 science lesson. Although a challenging concept, that gravity varies from planet to planet because of their size, lack of clear expectations for differing ability groups meant that not all pupils made the progress they could.
30. Assessment is satisfactory overall. The school is very aware that some assessment has been inaccurate in the past and has not informed the school about pupils' progress sufficiently. The procedures have improved. However, there is still some overestimation of pupils' ability in English at Year 2 and assessment is therefore unsatisfactory in Years 1 and 2 and assessments are not used sufficiently to plan lessons to ensure that pupils of all abilities are fully challenged.
31. In Years 3 to 6, the procedures are satisfactory but have had limited time to have any impact. However, there are still examples where the information is not being used sufficiently to plan lessons that meet the needs of the full range of ability in classes. Assessment is good in the Foundation Stage where the procedures are good and the assessments are used well to respond to individual needs.
32. The targets on pupils' individual education plans are generally precise and measurable. When pupils are withdrawn to work with support staff, these are generally well addressed. However, ongoing records of pupils' progress are not maintained and do not inform teachers' planning. Pupils' targets are rarely addressed in class lessons.

The curriculum

The school's curricular provision is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on cross-curricular links between subjects.
- Good opportunities for enrichment of the curriculum.
- Lack of curriculum development and innovation in English.
- Limited assessment and recording procedures in place for foundation subjects.
- Good accommodation and resources.

Commentary

33. As at the last inspection, the school provides a broad and balanced curriculum which meets statutory requirements and the needs of its pupils. The school is beginning to develop

meaningful curricular links between subjects whereby a curriculum unique to its specific circumstances is beginning to emerge. For example, the immediate locality is used well as a focus for learning in both history and geography. Most co-ordinators are very new to their responsibilities and no monitoring of the effectiveness of provision has taken place. There are no established assessment and recording procedures in place for foundation subjects. Given the cross-curricular emphasis, there are no procedures in place for ensuring that subject-specific skills are still given sufficient emphasis.

34. There has been insufficient evaluation and modification of the National Literacy Strategy. The original structure of the literacy hour is being implemented in most classrooms and this is having a limiting effect on pupils' progress as lessons lack a clear focus and overall purpose. The lack of effective strategies and schemes for the teaching of basic handwriting and spelling, stemming initially from Years 1 and 2 but largely unaddressed in subsequent years, has an ongoing effect. Pupils' poor spelling and handwriting are having a detrimental effect on their progress in all areas of the curriculum and the majority take this problem to their secondary schools.
35. Provision for pupils with special educational needs is broadly satisfactory but there are weaknesses which, although identified by the school, have yet to be properly addressed. In particular, teachers do not use information from assessment to plan for the range of abilities in each class. Support staff are used to help pupils with special educational needs to tackle whole-class tasks not all of which are appropriate for them. The priorities in the school development plan for improving the special needs provision do not necessarily reflect the areas for development identified by the co-ordinator through her monitoring of teaching.
36. Assessment generally is not used to inform teachers' planning and there is a lack of challenge in much of the work for more able pupils.
37. The school provides good opportunities for enrichment of the curriculum through extra-curricular opportunities in sport and the arts. A number of poets, authors and theatre groups visit the school and good use is made of visits as a focus for learning. Although many of the pupils do not come from the village, the school makes efforts to establish links with the village community through musical events and visits to the local old people's home. There is an annual Lenten walk through the surrounding countryside.
38. Provision for pupils' personal, social and health education is satisfactory and each class has a regular 'circle time'. Within this there are moves to develop aspects of education for citizenship.
39. Support staff are knowledgeable and committed. However, they are not consistently used to best effect. For example, most are not used during the introductory sessions of the literacy hour. Although they are one of the few stable elements in the staffing of the school, teachers when planning lessons do not use their expertise. Teachers do not plan jointly with support staff and teachers' planning does not identify separate tasks geared to the requirements of pupils with special educational needs. As a result, support assistants are used primarily to help lower-attaining pupils to complete whole-class tasks, not all of which are appropriate. Support staff's knowledge of individual pupils would be valuable in suggesting and planning more appropriate activities.
40. Accommodation and resources are good. The school is in part of a grade II listed building and is well adapted and extended internally. There are generally good-sized classrooms, and the outside area for Foundation Stage children is large and has plenty of activities. There is a good range of resources for the core subjects of English, mathematics and science. The information and communication technology suite is smaller than would be ideal but it is well used and the good use of a classroom assistant in running the suite makes good use of the facility. The school has spacious grounds and play areas.

Care, guidance and support

Pupils' care and welfare are very good in the Foundation Stage and good overall. Health and safety procedures are **satisfactory**, with some aspects requiring attention. The provision of support, advice and guidance for pupils is **good**. Pupils' involvement in the school's work is **very good** and their views are valued.

Main strengths and weaknesses

- Child protection and medical arrangements are good.
- Pastoral care and welfare are good and pupils receive good guidance and support.
- Pastoral care and welfare for the Foundation Stage are very good.
- Induction arrangements for pupils are good.
- Involvement of pupils in the school's work is very good and their views are valued

Commentary

41. Child protection procedures are known to staff. The child protection officer is diligent and good links are established with outside agencies. Arrangements for accidents, illness and medicines are good. Sufficient staff have up-to-date first aid qualifications. Pupils have regular medical examinations.
42. Health and safety procedures are satisfactory overall but upstairs offices have no fire escape and internal risk assessments follow Hampshire guidelines.
43. Pupils are well monitored and supported. Staff know pupils well and pastoral care has a high priority. Pupils feel nurtured and secure. Relationships between pupils and staff are satisfactory. Although recent staff changes have affected pupils' trust and security, they are still happy to confide in their teachers if they are worried or upset.
44. Induction arrangements for new pupils are well managed. The school works closely with the local nursery and regular staff visits take place across the year. Nursery children attend reception class lessons and school events. New parents are given a helpful introductory booklet and new pupils are supported by older pupils.
45. Pupils are closely involved in the school's work and development. Their views are sought through assemblies, class discussions and the school council. Pupils' views are valued and where appropriate acted upon, improved play area equipment being an example. Pupils are pleased with the part they play in school life.

Partnership with parents, other schools and the community

Parental links and the school's efforts to involve parents in school life are good. Information given to parents is **satisfactory**. Community links, notably with the parish church, are **very good**. Links with other schools and colleges, including transfer arrangements for pupils to secondary schools, are **good**.

Main strengths and weaknesses

- The school consults parents and their views are valued.
- Parents make a good contribution to pupils' learning.
- Parental complaints are dealt with effectively.
- The school is very well integrated into the local community.
- Educational links including transfer arrangements are good.

Commentary

46. The quality of information that the school provides for parents is satisfactory. Regular

newsletters are sent out and teachers are readily available to speak to parents after school. There are no parents' evenings and some parents are reluctant to ask for appointments to discuss their children's progress. School reports are good and include clear targets for improvement. The prospectus and governors' annual report to parents are well structured and helpful and meet statutory requirements.

47. The school seeks parents' views through telephone calls, discussions and parent governors and helpers. Parents are pleased with the school's provision for their children. Concerns and complaints are dealt with quickly and appropriately.
48. The contribution which parents make to pupils' learning is good. The school values the part parents play in pupils' education and encourages their interest in all aspects of school life. Many parents respond and some help in school and with educational visits and after-school clubs. Celebratory assemblies and school occasions are well attended. The home-school agreement is good. Few parents use homework diaries effectively. The parent/teacher/friend association runs a variety of successful fund-raising events.
49. Community links, notably with the parish church, are very good and local people are very supportive of the school. The vicar regularly visits the school and pupils attend Founder's Day and other church services. The school holds an annual music festival. The school choir and handbell ringers visit care centres and hospices. Pupils donate to national charities and local appeals. The school competes in sporting competitions. Educational visits into the community and guest speakers to the school broaden pupils' understanding and enrich the curriculum.
50. Links with other schools and colleges are good. Secondary school and college students undertake school placements. The transfer arrangements for pupils to secondary schools are well established. As well as academic records, visits take place across the year. The school advises parents about their choice of secondary school and helps pupils to prepare work samples. The transfer arrangements ensure good continuity in pupils' education.

LEADERSHIP AND MANAGEMENT

The overall quality leadership and management of the headteacher and key staff is **satisfactory** and the governance of the school is **satisfactory**.

Main strengths and weaknesses

- The governing body and headteacher show good understanding of the strengths and weaknesses of the school.
- There is very good leadership at the Foundation Stage.
- The school makes a good contribution to initial teacher training.
- The school has not been successful in its recruitment and retention of teaching staff.
- Although the school has monitored performance data, scrutinising results for patterns, it has not yet fully succeeded in taking effective action to remedy recently lowered standards.

Commentary

51. The governing body, together with the headteacher, have been very active in shaping the vision which underpins the atmosphere and direction of the school. It is based on Christian values and effectively permeates all aspects of school life. This aspect of the school's provision is well supported by the headteacher's example and commitment to it, and by the governors' regular review of its aspects and quality.
52. Currently, the other central concern of the school's leaders is the recruitment and retention of high-quality teachers. This problem is at the core of the school's recent to maintain its previously high standards. It has also undermined governors' efforts to establish links with subject co-ordinators. In the current situation of teacher shortages has contributed

significantly to major staffing problems with which the headteacher has wrestled with some degree of success. Well-considered and courageous decisions have been taken, followed by enterprising, if temporary, recruitment of experienced teachers. All this has had an unsettling effect on the work and attitudes of a significant minority of pupils and continuity in the development of provision for pupils has been significantly disrupted. In spite of the headteacher's best efforts to improve the ethos of the school since her appointment in 2000 it has also undermined forward planning and the effectiveness of new initiatives outlined in the school's development planning. These have included good self-evaluation strategies that have already identified most of the issues identified by the inspection.

53. Professional development opportunities for teachers have been made available, but potentially positive consequences have been lost as recipients of training have left the school. Discussions with subject co-ordinators reveal an underlying commitment to improving the quality of the curriculum. New recruitment strategies, with an emphasis on quality, are now under discussion. A new deputy head has been recruited as an essential addition to the senior management team. This move is also contributing to improvement in provision for mathematics in particular and the restoration of senior pupils' attitudes towards learning. Challenging targets have been set for attainment in national tests in both 2004 and 2005. New assessment procedures are beginning to identify more clearly whether pupils are making the expected progress. Class targets based on the expected improvement are now being included in the performance management targets for teachers. However, these new procedures have not been in place long enough to have a significant impact, although there are signs of improvement.
54. Currently, the school is underachieving. In general, children enter reception with above average prior attainment. Their progress is enhanced through the very good leadership of provision at this stage. The result is that the main school receives pupils who are well prepared to succeed. Governors and managers recognise the serious nature of the situation and are very strongly committed to its resolution. They are determined that plans for improvement will be fully implemented by high-quality staff. In spite of current difficulties over staffing, the school has continued to make a good contribution to initial teacher training. The process was observed on several occasions during the inspection and was seen to have good results for all concerned.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	452 388
Total expenditure	474 626
Expenditure per pupil	2 397

Balances (£)	
Balance from previous year	51 317
Balance carried forward to the next	29 079

55. The governing body is aware of the 'best value' principles of challenge, comparison, consultation and competition and applies these in decision making in such areas as staffing and allocating resources to priorities. The school's most recent audit report shows that finances are well managed. However, because pupils do not achieve as well as they should, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children at the reception stage is **good**, with some **very good** aspects. The good provision at the time of the last inspection has been maintained.

Main strengths and weaknesses

- Links with parents before and during their children's time in reception is very good.
- Teaching is good, sometimes very good, supporting children's enthusiasm for learning.
- Children achieve well, occasionally very well.
- The well-organised assessment arrangements support good tracking of the progress of each child.
- Leadership and management of the provision are very good, prompting very good teamwork amongst the staff.

Commentary

56. The majority of children have attended a playgroup or nursery, so, with generally good support at home, they are usually socially prepared for their time in reception. Their levels of prior attainment are noted in the pre-school visits which staff make to their homes before they enter. This link with parents is enhanced by day-to-day contacts and formal meetings, ensuring positive co-operation between them and reception staff as the children prepare for education in the main school.
57. Children's attainment on entry is generally above average for the age group. Very good leadership since her appoint in 2003 has led to the good-quality teaching and well-planned curriculum combine with motivating learning experiences to ensure that most of the children achieve the required early learning goals in preparation for their move into Year 1. Exceptions to this are usually summer-born children who join reception at a later stage in the school year. Special provision is made for them, including learning through play activities and less challenging adult-led learning opportunities to help them to catch up. Lesson planning is imaginative, well organised and resourced. An atmosphere of anticipation is created and children waste no time on inattention or misbehaviour. Relationships between staff and children are cordial, both sharing pleasure in the learning process. Accommodation and resources provide good support for learning.
58. On-going assessments of each child's achievements are made and summarised once a term in a Foundation Stage Profile which records their progress during their time in the reception class. Each day, there is also a focus on one child whose all-round performance is monitored.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well in this area of learning.
- The modelling of social skills by teacher and class assistants reinforces children's developing personal and social skills.

Commentary

59. Almost all children achieve or exceed the early learning goals for this area of learning. Example and direct teaching of Christian values combine to encourage considerate behaviour

towards others as the children show increased awareness of their part in a community. The good child management skills of the staff foster good quality relationships in the class. Daily opportunities to work independently or alongside others in pairs or small groups enhance children's social development. They learn to make choices and to co-operate. This was very evident in a mathematics exercise in which children measured each other's height using straws. They gain confidence and adapt their approach to differing situations. On the playground they show consideration for others. For instance, children share large wheeled toys. They co-operate when running the playground café in a suitably equipped shed. They also respond well to responsibilities such as helping with clearing up in the classroom.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Good support is provided for the development of children's speaking and listening skills.
- There are good arrangements for the development of reading.
- Writing skills are well supported.

Commentary

60. Most children reach the early learning goals in this area. The majority enter reception with conversational skills which are above average for their age. Both in whole-class discussions and small group work, children tend to express their points of view using quite a wide vocabulary in well-structured sentences. These skills help their reading skills as they share the reading of 'big book' stories at the start of literacy lessons. They follow the story line and express opinions on characters and events. Children learn to recognise the basic structure of fairy stories and delight in the repetition of phrases. They also make good progress in learning the sounds of letters in the alphabet and learn to recognise rhyming words, often using this skill to anticipate the end of sentences. There is a good supply of well-chosen books and a very effective home/reading scheme. In the case of writing skills, younger children are supported by motivating tasks such as drawing letter shapes in a puddle of shaving cream, but most children soon make effective use of pencils. Most can write their name legibly by the spring term and many attempt sentences in which some three letter words can be deciphered.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Lessons are very well planned to provide suitable learning activities for children at all levels of prior development.
- A wealth of mathematical learning aids are on display in the classroom and resources are in good supply.

Commentary

61. Lesson planning consists of a suitably sequenced range of activities which reflect the basic structure of the numeracy lessons which the children will meet in the main school. There is very effective use of available time and learning resources. Introductory activities emphasise counting skills which are presented as games which communicate pleasure in the manipulation of numbers. By the spring term, almost all children can count forwards and backwards to at least 30. Lesson objectives are clear and appropriate and care is taken to familiarise the children with the relevant mathematical vocabulary such as 'digits' and 'estimating'. Children learn to recognise patterns, including simple number patterns, and become familiar with geometrical shapes which are sometimes incorporated into art work. They achieved well in a lesson on measurements in which a wide range of motivating learning

activities were provided. Some measured paper snakes of differing lengths, using pencil lengths as a unit of measurement. Others sequenced paper fish according to length whilst the most advanced children used straws to measure each other's height. A less advanced group applied their developing understanding to the relative size of cheese straws being made by the class assistant. The lesson was marked by excellent behaviour and enjoyment of learning, as well as mathematical progress in the form of much more accurate estimates of length than offered at its start. Children are well on track to achieve the early learning goals in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **satisfactory** with good aspects.

Main strengths and weaknesses

- Children have regular access to the computer suite as well as to a computer and other electronic equipment in the classroom.
- This aspect of learning is frequently integral to learning in other areas.
- There is limited evidence of learning about other times and cultures and of visits to places within the locality.

Commentary

62. As a church school, there is good attention to the legal requirement of provision in religious education. There is, however, little evidence that children are made aware of other world religions, their values and celebrations. The children show interest in the lives of people who are familiar to them and have achieved well in a topic on 'People who help us'. The good lesson included a dramatic story reading which entranced the children and subsequent discussion which engendered empathy with some of the characters and a good quality discussion about the role of the police and the promotion of safety in other aspects of daily life. Artwork reinforced learning. Children are also involved in cooking activities. Role-play opportunities enhance their understanding of local facilities such as a doctors' surgery. The children have particularly good access to computer facilities, both in the classroom and in the computer suite in which they receive specialist teaching once a week. For instance, they showed good achievement in a well-taught lesson on using the mouse. Children are also able to use listening equipment. Overall, however, the preparation of children for science, history and geography at the end of the reception year is insufficiently developed.

PHYSICAL DEVELOPMENT

Provision in this area of learning is **at least satisfactory**.

Main strengths and weaknesses

- There is good attention to the development of fine motor skills.
- There are regular opportunities for physical education lessons and free outdoor play.

Commentary

63. It was not possible to observe any physical education lessons but lesson planning indicates that children receive regular opportunities to develop quite advanced motor skills such as dribbling with a ball. Weekly gymnastics lessons initiate children into the skills of movement that takes into account the safe use of space as well as skills in the use of small apparatus such as hoops, skipping ropes and balls. Children also have daily opportunities to develop co-ordination and balance skills as they play on the large equipment and floor markings available on the playground. No evidence of children's awareness of the importance of exercise to health was available. The quality of letter formation and art work, by the middle of the school

year, indicates children's generally good development of fine manipulative skills when using pencils, paintbrushes and scissors.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There is a good emphasis on music.
- Art facilities are readily available for ongoing use and are frequently used to enhance learning in other areas of the Foundation Stage curriculum.

Commentary

64. Few of these activities were directly observed. Planning shows that children experience two music lessons a week, one focusing on the singing of favourite songs and the use of instruments to produce different sounds. For the second lesson, reception children join older pupils in the school hall. Displays around the reception class include colourful printing and painting, including a focus on the mixing of colours. A few of the paintings on display show that some children have well-advanced skills in this area of learning. For instance, an image of a clown showed awareness of proportion and captured both atmosphere and personality. Other paintings showed good achievement as pupils contributed to a large collage depicting 'Jack and the Beanstalk, for instance. Facilities in the classroom and on the playground foster creative role-play.
65. The provision at the Foundation Stage serves the children well overall and enables the majority to move into Year 1 with higher than average standards of achievement, especially in literacy and numeracy.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory** and pupils across the school are not achieving as well as they should.

Main strengths and weaknesses

- Standards of speaking and listening are above average across the school.
- Standards of reading and writing are below average by Year 2 and by Year 6.
- The teaching of basic skills such as spelling and handwriting is unsatisfactory.
- Teachers have insufficiently high expectations of what pupils can achieve.
- Teachers do not match work to the range of abilities in their classes.
- There has been too little adaptation of the structure of the National Literacy Strategy.

Commentary

66. The majority of pupils enter the school with above average speaking and listening skills and throughout the school pupils are articulate and confident speakers. Pupils' ability to use analytical and descriptive language in a sophisticated and mature way was clearly demonstrated when they were asked to comment on a range of new cars for the front page of the Sunday Telegraph motoring section. During the inspection, one of the clearest examples of pupils' good language skills was in the Year 3 class where pupils were asked to come up with suggestions for things to put into a magic box. These ranged from 'the first song of a whale', through 'a book of the first tree of time' to 'a treasure chest for the fourth season of winter'.

67. However, when it comes to writing, pupils are thwarted in their ambitions to use the vivid and sophisticated language of which they are capable by their inability to spell or in many cases to write legibly. In Year 1, pupils' ability to form letters correctly is poor and a significant number of pupils have a below average knowledge of sounds and ability to apply them in their spelling. This weak knowledge and understanding of phonics is also evident in pupils' writing in Year 2. Poor spelling is a recurrent feature in the work of pupils right through to Year 6 and is a limiting factor when pupils are trying to express themselves clearly. Similarly, standards of handwriting and presentation are poor throughout the school. The current teacher in Year 5 has initiated regular short sessions of handwriting practice in her class but there is no recognisable uniformity of style or practice across the school.
68. The majority of pupils in Year 2 use picture, semantic and syntactic clues to support their reading of unfamiliar text. However, not even the better readers use phonic skills reliably to help to decode unknown words. Although most pupils have a good sight vocabulary and are reading to the nationally expected standard in Year 2, there was little evidence that pupils are at a stage with their reading that would enable them to reach the higher level by the end of the year. Their knowledge of a range of authors which pupils of this age read for pleasure was limited.
69. The majority of pupils in Year 6 also read at the level expected for their age. However, there is again little evidence of pupils having developed the higher order reading skills that would enable them to reach the higher level. Although pupils are familiar with the term 'genre', too few have a good knowledge of a range of good children's literature. Their literary critical skills are underdeveloped and they find it difficult to compare one author with another or to justify their opinions with reference to a range of texts.
70. The quality of teaching observed in lessons was broadly satisfactory, but there was some unsatisfactory teaching and evidence from the scrutiny of pupils' books indicated that, in some classes, teachers' expectations of what pupils can achieve are too low. Although there are targets in the front of pupils' books, these are far too general and give no guidance on what pupils need to do to improve their work. There is no individual target setting and, although much of the marking is conscientious, mistakes are repeated in subsequent pieces of work. Although there are assessment and recording procedures in place, some of the levelling of pupils' work is inaccurate. The information from assessment is not used to inform teachers' planning or to match the work to the range of different abilities in each class. As a result, able pupils are not challenged by more demanding work and pupils with special educational needs struggle to complete tasks which are not suitable for them.
71. Although knowledgeable and committed support staff help individuals or groups of pupils to tackle the activities provided in lessons, the planned tasks are not always suitable and pupils struggle to complete them. Pupils with special educational needs only make satisfactory progress when they are withdrawn for specific help. The targets on their individual education plans are generally appropriate, precise and measurable but these are not addressed sufficiently by class teachers within lessons. Teachers do not plan with support staff, who are not used effectively during the initial stages of lessons. As a result, some of the activities in lessons are inappropriate for lower-attaining pupils. For example, in a phonics lesson in Year 1 on 'magic e' words, some more able pupils clearly understood it and were already applying it in their writing, while a significant number of pupils were unable to build simple three letter words. The learning support assistant was not used to work with pupils on a task which would have met the needs of either group. In a lesson in Year 6, all pupils were given the same text to analyse, although lower-attaining pupils could not read it with any comprehension as it contained words such as 'municipality', 'plateau' and 'sought-after commodity', none of which could they define. When finding phrases which described Norwegian scenery, several pupils wrote 'It has a stable'. The actual phrase in the text was 'It has a stable, inland climate'.
72. The school is still largely operating the structure of the literacy hour which tends to lead to fragmented lessons with no clear focus and no overall cohesion. The inclusion of guided reading within the literacy hour results in insufficient monitoring of what other groups of pupils

are doing. The guided reading is structured by a number of published schemes in Years 1 and 2; as a result, pupils are not being exposed to a wide range of interesting and stimulating children's literature. Short silent reading sessions and a 'reading challenge' in the junior classes are insufficiently monitored and are not effective in ensuring that pupils are introduced to a wide range of authors. The lack of discussion of books is restricting the necessary development of pupils' critical skills. Although reading records are maintained, these are merely a list of reading scheme books read and are not evaluative or developmental. For the youngest pupils there is no recording of pupils' progress in their learning of phonic skills.

73. The management of English is unsatisfactory at present, as areas of concern already identified by the school have not been adequately addressed. There is insufficient use of the monitoring of teaching and learning to ensure that weaknesses in teaching are addressed. Although the school has identified spelling and handwriting as areas for development and although strategies are in place for improving them there are inconsistencies of approach across the school. Many of the problems can be attributed to high teacher turnover and the relative inexperience of several teachers who lack a clear understanding of how to teach reading and writing. For example, in Year 6, there is a strong emphasis on the technical aspects of grammar and too few opportunities for pupils to consolidate this through extended writing for different purposes. Resources are adequate but there are too few sets of good children's novels for use as guided readers.
74. Some use is made of information and communication technology to write stories and present information, such as work in history on the Spanish Amada, but there are few systematically planned opportunities for pupils to apply and consolidate information and communication technology skills in English.

Language and literacy across the curriculum

75. Provision for the development of speaking, listening, reading and writing across the curriculum is satisfactory. The school is in the process of developing cross-curricular links and topics in history, geography, religious education and science are regularly used as a focus for literacy lessons. This extends the time spent on these subjects. The pupils bring a wide general knowledge and good language skills to discussions in these areas. However, weaknesses in both their higher order reading skills and in their writing are having an impact on their recording of work across the curriculum.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good.
- Curriculum planning has recently been improved.
- The quality of teaching is inconsistent, too often showing only modest expectations of pupils.
- Standards are too low in relation to the potential of the pupils.
- Assessment arrangements are insufficiently developed.

Commentary

76. A new and experienced co-ordinator has recently taken charge of this subject and, working towards set targets, has already introduced reforms, based on lesson monitoring and sampling of pupils' work. The National Numeracy Strategy provides the basis for delivery of mathematics in the school, but the use of this in the various year groups has been revised so that targets for learning are better matched to the prior attainments of the pupils. This has started to be carried through into lesson planning and provides better levels of challenge for all pupils. Staff training in the sequencing of calculation skills has also been started. The school

intends to improve on recent standards, refusing to alter its national test targets for 2004 and setting challenging targets for 2005.

77. These initiatives follow disappointing results in national tests in 2003. This was largely because of staff turnover, which led to lack of continuity in teaching and lowered levels of achievement. Because of the lack of consistency, expectations of the pupils, many of whom showed above average performance at the Foundation Stage, have not been high enough. Although 2003 results showed that pupils' performance was well above average in Year 2, and above average in Year 6, results were lower than in the previous year. Inspection evidence shows that pupils in Year 2 and Year 6 are average and while there are pupils working within the higher levels there are insufficient to ensure above average performance overall which would represent satisfactory progress.
78. The quality of teaching is variable. While it is sometimes good in Years 1 and 2, evidence from pupils' past work shows that it has too often been no more than satisfactory. The indication is that teachers' expectations of the pupils towards the end of Year 2 have been too low and that mediocre achievement has been too easily accepted. Teachers' knowledge of the subject is good, as some recent lessons indicate, but the quality of marking and use of assessment to respond to individual needs has been unsatisfactory. The quality of teaching in Years 4 to 6 is also mixed, never unsatisfactory but seldom very good. Again, teachers are secure in their knowledge of the subject but pupils' behaviour, mostly deriving from frequent changes in teachers, has led to distracting misbehaviour in some lessons. Strengths observed in some lessons include the effective use of ICT and the use of real-world examples to support the development of understanding, though there is insufficient application of investigative work across the year groups to secure above average attainment overall. When assignments are demanding, pupils in some classes enjoy the challenge and achieve well. In other lessons, pupils fail to excel because of insufficiently challenging expectations and lack of support. Older pupils now benefit from more constructive marking and are poised to benefit from the better match between their learning needs and the tasks they are set, though the development of their awareness of how they can improve is, as yet, no more than satisfactory.
79. Information and communication technology is being used increasingly; for example, pupils in Year 6 graph the class likes and dislikes and use spreadsheets to model simple costings. Opportunities tend, however, to occur coincidentally rather than as part of systematic planning.

Mathematics across the curriculum

80. Pupils have reasonable opportunities to use mathematics in other subjects such as science, art and design and technology. This extends their mathematical understanding and helps them to apply mathematical knowledge and skills. However, few opportunities are planned so mathematical skills are applied and consolidated in other areas of the curriculum.

SCIENCE

Provision for science is **satisfactory** overall.

Main strengths and weaknesses

- Standards are in line with expectations for Year 2 and Year 6.
- Pupils' achievement is unsatisfactory in Year 2 and Year 6.
- There has been significant mobility of staff and this has led to a lack of consistently high expectations.
- Until recently pupils' progress has been recorded but assessments have not been used systematically to set targets.
- Marking does not always give pupils a clear picture of how well they are doing or what they need to do to improve.

Commentary

81. Although pupils' attainments in Year 2 and Year 6 are broadly average, they are not achieving as well as they should. In Year 6 this is largely due to the large number of teachers these pupils have experienced. In spite of the best efforts, this, over time, has led to a significant lack of consistency. This, combined with limited assessment procedures, has led to low expectations to ensure that pupils are challenged and knowledge, understanding and skills are built on systematically year on year.
82. The lack of achievement in Years 1 and 2 is a result of over-optimistic assessment. In the teacher assessed tests in 2003 pupils in Year 2 were graded in the top 5 per cent in the country. Current evidence for these pupils who are now in Year 3 does not support this. Work is therefore unchallenging with insufficient work at the higher Level 3. Based on the standards seen during the inspection in lessons, pupils' work, interviews with staff and pupils, standards by the end of Year 2 and Year 6 are average and have declined since the last inspection.
83. The school is aware of these problems and is trying to stabilise staffing. It has radically reviewed its assessment procedures and has introduced target setting to ensure realistic, yet challenging, expectations of pupils as they progress through the school. The newly appointed subject manager is enthusiastic and has a programme to monitor the planning, teaching and standards in each year group but these strategies have not been in place long enough to have a significant impact.
84. However, teaching is never less than satisfactory and there are examples of good and very good teaching but overall teaching is satisfactory. For example, in a very good Year 2 lesson pupils achieved well in a stimulating practical lesson to create a fair test to investigate how changing one factor on a 'gyroscope' can affect its rate of fall due to gravity. This well-organised lesson enabled different groups of pupils to investigate different factors and pupils were enthusiastic, fully involved and learnt well. However, this level of challenge is not reflected sufficiently across the majority of the work seen.
85. In other lessons and in the work seen there is insufficient account taken of the differing range of ability in a class. Work is often too teacher directed with the majority of the class doing similar work.
86. The use of information and communication technology in science is limited. Pupils use a computer to plot graphs of pulse rates and pupils are aware of the use of 'datalogging' to monitor, for example, the drop in temperature during the cooling of a liquid. Few opportunities, however, are systematically planned to extend information and communication technology skills, for example in word processing opportunities to report on investigations, wider use of spreadsheets to record data and plot graphs or in the use of digital cameras to record and present findings from an investigation.
87. The leadership of science is satisfactory. At the time of the inspection the subject leader had been in the role from September. In this time she has identified weaknesses and is in the process of devising strategies to address them.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory** overall.

Main strengths and weaknesses

- Standards are in line with expectations for Year 6 and Year 2.
- Pupils' achievement is satisfactory throughout the school.
- There is developing application of the knowledge, understanding and skills learnt in information and communication technology to other subjects.

- New assessment procedures are not yet guiding planning to ensure that work is based on pupils' prior attainment.

Commentary

88. Pupils' achievement is satisfactory as they meet expectations in Year 2 and Year 6 and standards have been maintained since the last inspection.
89. Three lessons were seen which were all taken by a learning support assistant specialising in information and communication technology. The judgements are based on these lessons, interviews with pupils, a review of their work and interviews with staff including the subject leader.
90. In a well-panned and organised Year 2 lesson pupils created titles to a Great Fire of London poster by changing font type and size and centring them. They added text boxes and inserted given text and chose appropriate fonts. This was a good example of where literacy and history was supported by information and communication technology.
91. In a good Year 6 lesson pupils built on previous work where they were introduced to a 'control' program that on screen allowed them to, for example, switch on a light when the door opened or when they got out of bed the television switched on. Pupils change the sequencing of events confidently to change how different devices in the scenario are controlled.
92. Scrutiny of school planning and a review of pupils' work shows that the school broadly follows the nationally approved scheme of work. Pupils are given opportunities to explore the use of information and communication technology across the curriculum, for example using the Internet for information on the Spanish Amada for history, the use of spreadsheets to support mathematics and monitoring the change of temperature over time with a 'datalogger' to support science.
93. The school recognised that their assessment procedures were insufficiently rigorous to enable them to plan future work based firmly on pupils' prior attainment. A new, more comprehensive system has been introduced since the beginning of the year but it has not been in place long enough to have a significant effect on standards.
94. The leadership of information and communication technology is satisfactory. The subject leader has a clear view to introduce the new assessment procedures in order to use these to improve standards.

Information and communication technology across the curriculum

95. There are some good examples of the use of information and communication technology across the curriculum, for example those cited above; however, these tend to be where teachers have made good use of opportunities rather than being systematically planned across the whole school.

HUMANITIES

96. It is not possible to make a secure judgement on provision and standards as only two history lessons were observed and none in geography. The school is beginning to organise the curriculum in order to make meaningful links between subjects and work in history and geography is regularly used as a focus for the literacy hour. The co-ordinators, most of whom have only just taken on particular subjects, have yet to monitor these changes to assess the effectiveness of this approach.
97. Schemes of work are based on national guidelines and these are gradually being adapted to meet the school's particular context. Good use is made of visitors to the school to bring history

and geography lessons to life. For example, local people have talked about life in the village during The Second World War. Good use is made of the immediate locality to provide a focus for learning. Residential field trips for Years 5 and 6 are also valuable in providing first-hand experiences for pupils.

98. Teaching was at least satisfactory in the lessons observed and a lively approach to teaching about The Great Fire of London in Year 2 engendered considerable pupil interest and enthusiasm.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on physical education, art, design and technology and music. Insufficient teaching and pupils' work was seen to make firm judgements on provision. However, work was sampled and discussions were held with staff. Music was not inspected.

Art

99. By the end of Year 2, pupils pursue a range of exciting challenges such as use of wax resist techniques, tissue paper collages, pastels and paint. A minority of pupils show special talent for the subject. By the end of Year 6 there are example of work of a good standard. Some interpretations of Van Gogh's 'Sunflowers' included outstanding creativity in use of colour and line. Carefully managed collages captured movement. Three-dimensional work included complex paper sculptures and three-dimensional weaving to create an effect inspired by Rousseau's 'Tropical Storm with Tiger'. Year 5 pupils successfully use the computer to produce repeated patterns. Teachers frequently use historical and geographical themes to inspire good-quality results, as in Year 4, for instance, when pupils produced colourful abstract paintings inspired by study of the Nile valley.
100. However, other priorities have led to a lack of direction in the delivery of the subject. A new and enthusiastic co-ordinator is now in place and a reworking of the curriculum is under way. The current strengths in the use of famous artists to inspire the pupils' efforts will be retained, but a more systematic approach to art concepts, media range and skills is being developed. Currently, the quality of pupils' work is a matter of recall rather than of record.

Design and technology

101. Very recently, a new, increasingly interested but inexperienced co-ordinator has undertaken further development of this subject. Training is available on request and the co-ordinator plans to follow this up. Currently, curriculum planning is based on national guidelines. The subject is delivered in half term blocks of several weeks and no lessons were available for inspection. A few aspects of previous work were noted. They included a large model of the Titanic, with supporting references and illustrations, produced by Year 2 pupils, and references to a 'Monster' project which draws on pupils' knowledge of forces.

Physical education

102. Two lessons were seen in physical education. The school's scheme of work shows all areas of the curriculum are appropriately covered and school records show that the vast majority of pupils are able to swim 25 metres before leaving the school. The school devotes more time to physical education than the majority of schools, particularly if the ten minutes of daily fitness is included.
103. The subject leader has a clear understanding of the strengths and weaknesses of the subject. Assessment procedures are limited but are currently being reviewed to ensure progression of knowledge, understanding and skills from year to year.
104. The school offers a well-supported range of extra-curricular activities, which include football, netball, rounders, athletics, kwik cricket, multi-sports and lacrosse.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There was not enough evidence to report on PSHE. Insufficient teaching and pupils' work was seen to make firm judgements on provision. However, work was sampled and discussions were held with staff and pupils.

105. Each class is given regular weekly opportunities to talk about personal and social aspects of school life, either through planned taught lessons or circle time. Good use of the Internet is made to explore other cultures through 'virtual' tours. There is an effective school council. Teachers use the school's reward system well and pupils work well, either independently or collaboratively as required. All classes have ten minutes fitness each day, which is part of the school policy to improve pupils' physical fitness and mental concentration.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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