

INSPECTION REPORT

Sixpenny Handley First School

Sixpenny Handley

LEA area: Dorset

Unique reference number: 113668

Headteacher: Mrs A R Latchem

Lead inspector: Mrs H E Davies

Dates of inspection: 10th - 12th May 2004

Inspection number: 264858

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Community
Age range of pupils: 4-9
Gender of pupils: Mixed
Number on roll: 67

School address: Sixpenny Handley First School
Salisbury
Wiltshire
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Appropriate authority: Governing Body
Name of chair of governors: Mr P Shepperd

Date of previous inspection: 11/01/99

CHARACTERISTICS OF THE SCHOOL

Sixpenny Handley First School is smaller than most schools with 67 pupils on roll, 31 boys and 36 girls. The school serves a rural village and the surrounding area. In 1999 and 2000 the school was awarded a School Achievement Award. Most of the pupils are of White British ethnic background. No pupils are at an early stage of learning to speak English. Twenty four per cent of pupils have special educational needs, which is above the national average. Three pupils have Statements of Special Educational Needs. Nine per cent of pupils are eligible for free school meals, which is below the national average. Attainment on entry to the school varies from year-to-year, but is usually average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21687	Mrs H E Davies	Lead inspector	Foundation Stage English Religious education History Art and design Design and technology
01305	Dr B Rance	Lay inspector	
22398	Mrs L Wright	Team inspector	Mathematics Science Information and communication technology Personal, social and health education and citizenship Geography Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very successful school providing a **very good** education for its pupils. The headteacher and teaching staff have an excellent vision for the future, and give an excellent lead to all those working and learning in the school. Governance of the school is very good. The quality of teaching and learning across the school is very effective. The curriculum is good. It is broad and balanced and meets the needs of all pupils, including those with special educational needs well. Pupils' achievement is very good. The school has developed very good links with parents and the community. Their support enriches the learning of pupils. Pupils have very positive attitudes to school and they behave very well. Taking account of the effectiveness of the school judged against its slightly higher than average funding, the school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher and teaching staff have an excellent clarity of vision, sense of purpose and high aspirations for all pupils. They act as excellent role models, inspiring, motivating and influencing other staff and pupils.
- Governors are very effective in fulfilling their responsibilities to the school.
- Teaching assistants and other support staff make an excellent contribution to pupils' learning.
- The recently extended building provides excellent facilities for pupils and staff.
- Teaching and learning are very good. Assessment procedures are very effective in English, mathematics and science, but not so well developed in other subjects.
- Pupils in the current Year 4 have made very good progress since the end of Year 2.
- Music is a particular strength of the school.
- Pupils are cared for very well and their views are listened to and acted upon effectively.
- Parents have very positive views of the school and links with the community are very good.

The school has made good improvement since the previous inspection. Key issues from the previous inspection have been addressed. The National Literacy and Numeracy Strategies have been implemented very effectively. There has been a firm upward trend in performance and improvement has been above the national rate.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A*	C	A*	A*
Writing	A*	C	A*	A*
Mathematics	A	E	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals.

Cohorts are small and the school has an above average percentage of pupils with special educational needs. Therefore care is needed in interpreting results. When pupils start school their standard of attainment is usually broadly average overall, but varies greatly from child-to-child. Some years it is below average because of the higher percentage of pupils with special educational needs.

However, by the end of the reception year, most children are likely to attain the Early Learning Goals¹ in the nationally recommended areas of learning. Some higher attaining children will be working at Level 1 of the National Curriculum. The majority of children will exceed expectations in personal, social and emotional development. The table shows that last year, compared to all schools and similar schools, pupils in Year 2 attained results that were very high in reading and writing, and well above average in mathematics. Results were in the top five per cent nationally in reading and writing. Pupils with special educational needs are supported well and reach the standards expected of them. Inspection evidence indicates that this year standards in reading and writing will be average, standards in mathematics and science will be below average overall. This is because of the nature of the cohort. In this year group there is a higher percentage of pupils with special educational needs than usual. By the time pupils leave the school at the end of Year 4, standards will be average in science and above average in English and mathematics. This is very good progress since Year 2 when results, compared to similar schools, were well below average overall. **Achievement is very good** across the school. Higher attaining pupils achieve very well. The good provision for pupils with special educational needs ensures that they achieve according to their ability. In religious education, pupils attain standards that meet the requirements of the locally agreed syllabus. Standards meet expectations in information and communication technology for seven and nine year olds. Pupils' attitudes and behaviour are very good. Provision for their spiritual, moral, social and cultural development is very good overall. It is good for cultural development. Attendance is average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The quality of teaching and learning is very good across the school. Teachers work together as a very effective team. They have all been in the school for a number of years and share the same philosophy working hard to enable pupils to achieve as well as possible. Teachers have high expectations of behaviour and expect pupils to work hard and to do their best. Across the school pupils with special educational needs are supported well and as a result make the expected gains in their learning. The curriculum is **good**. It is interesting and relevant to pupils' needs. The curriculum is enriched effectively by extra-curricular activities. Accommodation and resources are excellent. Pupils are cared for very well, and their views are listened to and acted upon very effectively. The school has very good links with parents and the local community

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. Governance of the school is very effective. The governing body fulfils its responsibilities to the school very conscientiously. The headteacher leads the school extremely well, creating an excellent team. She promotes inclusion of pupils very well and the development of very good relationships within the school community. Staff are very committed to pupils' learning and are hard working. Management is very effective in ensuring the smooth running of the school, particularly during the recent extensive building work, and clear policies and procedures are unobtrusively in place. Everyone "pulls together" in this very successful school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They value the very positive ethos of the school, its very good care of their children and the good provision for pupils with special educational needs. No significant concerns were raised in the parents' questionnaire or at their meeting. Parents are offered many opportunities to contribute to the life of the school and they say that they feel comfortable approaching the school and know that concerns will be dealt with fairly. Pupils say how much they

¹ These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

enjoy school and the improved facilities. They know everyone, they feel safe and enjoy their learning in lessons and during the developing after school activities.

IMPROVEMENTS NEEDED

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

- Extend the very good assessment procedures in English, mathematics and science to other subjects.
- Fully utilise the new facilities to raise standards in ICT and further develop the curriculum in PE.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Standards attained by pupils are **good** overall.

Achievement is **very good** in all year groups.

Main strengths and weaknesses

- The majority of children in the Foundation Stage will exceed expectations in their personal, social and emotional development and higher attaining children will exceed expectations in mathematics, communication, language and literacy development.
- Standards achieved by pupils in Year 2 have been well above average in reading, writing and mathematics.
- Standards attained by pupils in Year 4 are above average in English and mathematics and shows very good achievement since the end of Year 2.
- Pupils with special educational needs are supported well and achieve the targets set for them.

Commentary

1. When children start school, their attainment is usually average overall, but varies greatly from child-to-child. In some year groups attainment is below average overall. In personal, social and emotional development children achieve very well and the majority will exceed the Early Learning Goals by the end of the reception year. Some higher attaining children will begin work on the National Curriculum in English and mathematics before the end of the reception year. The majority will attain the Early Learning Goals in all other areas by the time they start the National Curriculum in Year 1. Extra support is provided for children with special educational needs ensuring that they have the same opportunities as their peers to achieve well.

Key Stage 1

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

Standards in:	School results	National results
Reading	18.8 (15.8)	15.7 (15.8)
Writing	18.5 (14.4)	14.6 (14.4)
Mathematics	18.3 (15.1)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year

2. Cohorts are small and the school has an above average percentage of pupils with special educational needs so care is needed in interpreting the statistics year-on-year. The table shows that last year, compared to all schools, pupils in Year 2 attained results that were very high in reading and writing, and well above average in mathematics. Results were in the top five per cent nationally in reading and writing. Inspection evidence indicates that this year standards in reading and writing will be average, with standards in

mathematics and science below average overall. This is because of the higher percentage of pupils in this year group with special educational needs. However, higher attaining pupils and those with special educational needs are supported well and will reach the standards expected of them. Higher attaining pupils will achieve above average standards in reading, writing and mathematics. Pupils achieve standards in information and communication technology (ICT) that meet expectations. Standards in religious education meet the expectations of the locally agreed syllabus. The overall trend for improvement in Years 1 and 2 has been above the national trend.

Key Stage 2

3. By the end of Year 4 when pupils leave the school, standards will be above the national average in English and mathematics, and average in science. Higher attaining pupils achieve above average standards. Very good teaching has resulted in these pupils making very good progress and achieving very well, this year group were in the bottom five per cent when compared to similar schools at the end of Year 2. Pupils achieve standards in ICT that meet expectations. Standards in religious education meet the expectations of the locally agreed syllabus.
4. Pupils in Year 4 use their above average skills in literacy and numeracy very well in other subjects such as history, geography and science. For example, in mathematics, pupils use graph data to interpret and establish patterns, such as different types of climate. In ICT, the digital microscopes help pupils in Year 4 to see the crystalline structure of rocks.
5. Pupils with special educational needs are supported well by committed teachers and teaching assistants. Staff are clear about the individual targets set in pupils' individual education plans and they provided good support to enable pupils to achieve well. The school has recently produced a policy that confirms the good practice in the school in providing for gifted and talented pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. Behaviour throughout the school is **very good**. Spiritual, moral, social and cultural development is **very good**. Attendance is **average** and punctuality is **very good**.

Main strengths and weaknesses

- Pupils really enjoy being in school.
- Pupils of all ages and abilities work and play together very well.
- There are good opportunities to develop spiritual awareness, and a respect for the feelings and beliefs of others.
- Pupils' punctuality is very good.

Commentary

6. The very positive ethos of the school created by the headteacher and teaching staff is reflected very well in pupils' attitudes to school. Pupils, including those with special educational needs enjoy coming to school. The day starts on a positive note with pupils eager to greet their friends and teachers. They work hard in lessons, concentrating on their work and showing a very good level of interest in the activities provided. Pupils are keen to take responsibilities such as preparing for assemblies and looking after the school

gardens. They particularly enjoy the developing after school clubs. The majority of children in the Foundation Stage will exceed expectations in their personal, social and emotional development.

7. The high standard of behaviour in lessons and around the school is an outcome of pupils' very good attitudes. The consistent approach taken by all staff ensures that high expectations are usually met. Those very few pupils who find it harder to conform are dealt with firmly but fairly and begin to understand that they are responsible for their actions. Teachers and support staff know all the pupils and many of the families very well and have a good understanding of individual needs. Pupils are eager to please and happy to concentrate for long periods of time to produce their "best" work. They take great care over the presentation of their work. The youngest children learn quickly through very good role models and the regular routines and systems that form part of the school day. Pupils play together harmoniously at break and lunch times. No evidence of bullying or harassment was observed during the inspection. If necessary, procedures are in place to deal with these issues. There have been no recent exclusions.

8. Pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is supported very well by the high quality of assemblies and the well planned personal, social, health and citizenship education lessons where personal views and opinions can be discussed. Pupils have good opportunities to explore the values and beliefs of others within the religious education curriculum and through the arts. They understand the importance of living harmoniously in the school and local community.

9. In comparison with national statistics, pupils' attendance was in line with the average in the last academic year and is maintaining at that level in the present year. The procedures for promoting attendance are good, but some families fail to co-operate with the school in explaining when their children are absent and this has led to a relatively high level of unauthorised absence. Punctuality is very good and pupils are late for school only on very rare occasions. The level of attendance by the great majority of pupils and their punctuality means that pupils are able to take maximum advantage of the education that the school provides.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.5
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

The quality of teaching and learning is very good. The school provides a good curriculum that is enriched effectively by good extra-curriculum activities. The recently extended accommodation is excellent and resources are very good. Pupils are cared for, guided and supported very well.

The school's partnership with parents and the community is very good, and with other schools it is good.

Teaching and learning

The quality of teaching and learning is **very good**. Assessment is **good**.

Main strengths and weaknesses

- Teachers work together very effectively to ensure the quality of teaching and learning across the school.
- Teachers use the teaching assistants in an excellent manner to support teaching and learning.
- Teaching of music is a significant strength of the school.
- Assessment is very good in English, mathematics and science, but is still developing in other subjects.
- Pupils' have very good attitudes to learning and they work hard.
- Pupils with special educational needs are supported well.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	5	0	0	0	0

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

10. As the table above shows, the quality of teaching and learning is never less than good and is usually very good. Occasionally it is excellent. Evidence from pupils' books and conversations with them confirms this overall judgement. This is better than at the previous inspection as more very good or better teaching was observed. The headteacher and all teachers are very experienced and have been in post since at least before the previous inspection in 1999. They form a cohesive, hard working team who work together very well to achieve the school aims. The teachers are very flexible and each year may teach a different year group. For example, this year pupils in Year 2 and Year 3 are taught together while last year pupils in Year 1 and Year 2 were taught together. Teachers know the pupils and their families very well and are quick to respond to individual need.
11. In the Foundation Stage, the quality of teaching and learning is very good. This year children are taught in a mixed reception and Year 1 class. The teacher has established a very good rapport with the teaching assistants and she uses their expertise in an excellent manner. Teaching assistants, either as special needs support or general classroom support, are clear about their responsibilities to the children and are keen to take responsibility for children's learning. The improved accommodation includes an activity area for practical activities and this is organised and planned very well to meet the needs of different groups of children. The class teacher has very good knowledge and understanding of how young children learn, and she makes learning interesting and fun by providing activities that meet the interests of different groups of children. Her planning ensures that the six areas of learning are covered well with children's achievements noted correctly. Very good relationships exist between children and adults.
12. The quality of teaching and learning in Years 1 and 2 is very good. Pupils in Year 1 are taught in a mixed age reception and Year 1 class, and Year 2 pupils in a mixed age Years 2 and 3 class. The class teachers have very good subject knowledge and know what to expect of pupils in this key stage. Pupils work very hard and they enjoy their learning and have very good attitudes to their work. All adults have high expectations of behaviour and expect pupils to behave very well. Teachers' good knowledge of the pupils and their very good assessments in English, mathematics and science indicate a wide range of ability, particularly in the current Year 2. The needs of different groups are catered for very well. Pupils work together or on their own well, and their mature attitudes make a significant impact on their achievement. Excellent use is made of teaching assistants and volunteers to support learning for different groups of pupils ensuring that they all achieve as well as they are able to.
13. The quality of teaching and learning is very good in Years 3 and 4. Pupils in Year 3 are taught in a mixed age Years 2 and 3 class, and Year 4 in a single age class. In Year 3, the teacher is very experienced in working with mixed-age classes, has good subject knowledge and high expectations of pupils' behaviour and work. Similarly in Year 4, the very good teaching promotes very good learning and these pupils have made

considerable gains in learning since Year 2 when standards compared to similar schools were in the bottom five per cent nationally. Homework is very well planned, pupils are clear about what they have to do and when work has to be completed. This makes a very positive contribution to pupils' learning especially for older pupils preparing to transfer to middle school. All teachers have worked hard to become proficient in using the recently acquired interactive whiteboards as an additional resource for teaching and learning.

14. The headteacher ensures that pupils with special educational needs are supported well and that their wide range of social, physical and developmental needs are met effectively by the hard working, knowledgeable staff. Their achievement is good because work is closely linked to their individual education plans. The teachers' warm and enthusiastic approach encourages pupils to be confident and to work hard. Teaching assistants are perceptive and able to motivate pupils well. Praise is used well to motivate pupils and recognise their achievement. All pupils are fully included in school activities.
15. The headteacher knows all the pupils well and has very good relationships with them. They respond very well to her calm quiet approach and enjoy their lessons, particularly ICT in the new suite. The headteacher has been instrumental in ensuring that teaching and learning have not been disturbed unduly during the extensive building programme.
16. Assessment of the pupils in the Foundation Stage is good. Careful observations are made and each child's progress carefully monitored so that activities can be matched to individual need, enabling children to learn successfully. In Years 1 to 4, teachers and classroom assistants continually assess how well the pupils are doing through careful questioning and encouraging pupils to think things through and explain their reasons for their answers or ideas. Regular assessments in English, mathematics and science give teachers an accurate picture of how well the class, and individuals within it, are doing. This enables them to change their curriculum and teaching plans according to need and to provide work that offers both interest and challenge. Teachers set specific targets for the next levels to be reached, which are reviewed regularly. Older pupils have a good idea of levels they are working at, how well they are doing, and what they need to do to make even better progress.
17. Assessment in most other subjects is not yet fully established, although work on this is progressing well, based on the teachers' good understanding of the development of skills and knowledge within them. Although assessments are still largely informal, teachers have a good idea of what each child needs in order to learn effectively.

The curriculum

The school provides a **good** quality curriculum that includes **good** enrichment of opportunities for learning from activities outside lessons. **Excellent** accommodation and **very good** resources for teaching and learning support the curriculum.

Main strengths and weaknesses

- The school ensures that all pupils are fully included in all aspects of the curriculum.
- The quality and number of support staff make a very good contribution to curriculum development.
- The quality and quantity of resources for ICT and PE has been much improved recently.

Commentary

18. The school meets the statutory requirements for the curriculum, including provision for religious education and collective worship. The curriculum is of equally good quality throughout the school and staff are flexible in ensuring access to learning and providing equality of opportunity for all. The Foundation Stage curriculum takes good account of the needs of the youngest children to learn in a stimulating environment where they can play, learn and explore independently and with adult support. Teachers plan collaboratively and thoroughly to ensure that all pupils take the next steps in their learning at the right pace for them as they progress through the curriculum. On-going professional dialogue and review of the success of earlier decisions enable staff to plan a rolling learning programme suitable to the changing age ranges in each class. Published schemes and guidance are adapted to best suit the needs of pupils of different ages, with good emphasis on the development of subject skills.
19. The key to curriculum success in promoting very successful learning is its flexibility, and the use of a good number of high quality experienced support staff, which means that the school can provide a swift response to changing needs. Good links within the cluster of local schools promotes effective transfer for pupils to the middle school.
20. Enrichment of the curriculum is good. The new building provided many good opportunities for curricular enrichment, such as bricklaying and building structures. Many visitors and projects promote a very good awareness of health and social issues. Events, visits and visitors give an extra dimension to the curriculum, giving pupils a sense of belonging to wider society and culture. Artists in residence have helped the pupils to produce some high quality work. Provision for extra-curricular clubs is satisfactory; although every pupil has the opportunity to participate in something, the range is limited but is developing. The curriculum meets the needs of pupils with special educational needs well and is adapted when necessary. These pupils enjoy the same good curriculum opportunities as their friends.
21. The new school building marries together the old and new school attractively. The excellent accommodation is attractively displayed and very well maintained by the cleaning staff. It provides a high quality learning environment in which there is plenty of space to move and learn. Much improved facilities are already having an impact on the ICT and PE curricula. The high quality resources add to pupils' interest in learning. The youngest children have a developing outdoor patio area where they can play safely with supervision.

Care, guidance and support

Pupils are cared for, guided and supported **very well**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection are very good.
- Staff know the pupils very well, care for them and guide their academic and personal development.
- The staff and governors are very good at taking account of pupils' views in running the school.

Commentary

22. Effective child protection procedures are in place with the headteacher having the role of designated person. All members of staff understand their responsibilities in this respect. Routines for dealing with first aid and accidents are well established with three staff trained in emergency first aid. There is an appropriate Health and Safety policy in place and thorough risk assessments are carried out and reviewed by the governing body every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term.
23. Since they are part of a small village community, teachers and other staff in school know the pupils and their families very well. Assessment and monitoring of pupils' academic progress in the core subjects is thorough and, through the use of circle time, teachers, assisted by all the other staff in the school, are able to share in the pupils' personal development, and are then able to make perceptive comments in annual reports to parents. Pupils in all year groups play and socialise happily together and thereby care for one another. Good links with the nursery and shared use of an activity room mean that children are well prepared to start school.
24. The school does not have a School Council, but because of the very close family relationship that they share with the staff, particularly through circle time, pupils are sure that their views about the school and their part in it are fully understood by the staff. Pupils participated fully in selecting the adventure play equipment in the playing field and the way that the playground is marked out.
25. Provision for pupils with special educational needs is good. The headteacher ensures that individual educational plans are drawn up accurately, reflecting the needs of individual pupils. She liaises with outside agencies when necessary and conducts annual reviews with parents correctly.

Partnership with parents, other schools and the community

The school's partnership with parents and the community is **very good**, and with other schools it is **good**.

Main strengths and weaknesses

- Parents have a very high regard for the school.
- Parents receive detailed information about the school and their children's progress.
- Parents and the village community are all very involved in school activities.
- Links with the wider community through school visits and visitors coming into the school enrich the education of pupils.
- Liaison with the local middle school, the local cluster of schools and nurseries in the area is good.

Commentary

26. Parents are generally very happy with the school. In meeting parents at school, informally and at the parents' meeting, and from the questionnaire, no significant concerns were expressed. They appreciate the standards that their children achieve, the care that the

school takes, the standards of behaviour and the general ethos of the school. The school provides parents with relevant information through regular newsletters. Parents feel able to approach the teachers and headteacher at any time if they have any concerns about how their children are progressing. The annual reports on individual pupils are very good and are liked by parents. They describe what the pupil has done, what effort they have made, what progress has been made and the standards achieved in core subjects, and there are a few comments on things that are not so good or need working on; there is a commentary on social and personal development and there are targets for the next year in school. Parents of pupils with special educational needs are fully informed of targets in their child's individual education plan and are invited to review meetings when necessary.

27. Most parents support their children in their homework assignments, and a number come into school to assist in class. They attend school functions very well and make themselves available to accompany schools visits. Through The Parents and Friends group, the parents, with the considerable assistance of the village community, regularly raise very substantial funds which have been used to improve the school's facilities and provide additional resources, such as the adventure play equipment.
28. The school is quite simply an integral part of the village life, and this enriches the education experience for the pupils. All the school's special events are widely publicised throughout the district and people from the village warmly welcomed to these. A report on some aspect of the school is always featured in a quarterly magazine called The Downsman along with all the other reports about the local community. Pupils enjoy a close relationship with the local church of St Mary's, whose vicar and curate come into school to take an assembly every week. They also enjoy visits from a wide range of interesting people and regular visits to places of interest such as the Ancient Technology Centre.
29. By the time children join the school most will have been to one of the local playgroups and come into school for one half-day every week as part of a pre-school Link Group, so that when they actually start in the reception class they are already familiar with the staff and the building. The school is one of five schools in the family of schools in the Chase Cluster that share some special projects with one another, and this gives the pupils the opportunity to meet and share activities with pupils from the other schools. Close liaison with the middle school ensures that transfer to that school is as smooth as possible, and for one day in July all pupils, including those in the Link Group, have a taster day in their class/school for next year.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**. Governance of the school is **very good**. The leadership of the headteacher and key members of staff is **very good**. The school is managed **very effectively**.

Main strengths and weaknesses

- All staff share the headteacher's excellent vision and very high aspirations.
- Governors know the school very well, support it strongly and carry out their duties very effectively.
- Staff are excellent role models for the pupils and are strongly committed to giving all pupils equal opportunities.

Commentary

30. Very good relationships between all members of the school community mean that everyone involved in the school's management share the headteacher's clear ideas of how the school should develop further. They work hard to achieve the school's aims.
31. The key issues of the previous inspection were addressed quickly and fully, targets are clearly set for pupils with special educational needs and the minutes of governors' meetings show that very good levels of information are exchanged clearly and all decisions recorded. All committees make a full contribution to school development and act as true 'critical friends'. Debate on major issues is sometimes vigorous and challenging, which ensures that major issues are considered deeply. The governing body's tenacity and drive to have a high quality new school building has paid off and the educational gains are already apparent. It is greatly to the credit of the headteacher and teachers that they maintained high standards of teaching and learning throughout a period of major upheaval. Good improvement has been made since the previous inspection and high standards have been maintained. The school continues to thrive as a happy and successful community in which every child is valued and their needs fully considered.
32. The teaching team is well established and experienced, and has evolved a system of shared curriculum management that works well for the benefit of the pupils. Under the leadership of the headteacher, they regularly review what they have done, what works and what needs to be done next. They have a very good idea of standards throughout the school, both in year groups and for individuals in the core subjects. This enables clear and accurate manageable priorities to be set and action plans to be written for each curriculum area. The expertise and experience of the teachers leads to a sharing of responsibilities and information. Plans are adapted to meet the needs of the school, for example, to reorganise year groups differently from year to year. The headteacher and teachers keep a close eye on pupils' progress through scrutinizing their books, tracking pupils as they move up the school and through test results and assessments. Teachers do not monitor teaching in the subjects for which they are responsible, but do themselves sometimes teach other classes, which gives them a good idea of standards and achievement. Very good performance management ensures that the system both supports staff and provides agreed targets for professional development. The result is a remarkably consistent approach to teaching, which extends to all classroom assistants.
33. The school secretary manages the day-to-day finances of the school very well. Financial management is knowledgeable and prudent. This has led to a very sensible approach to resourcing the new building with high quality resources that will support a more innovative approach to curriculum development. The principles of best value are applied stringently. The school gives good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	190,523	Balance from previous year	9,687
Total expenditure	193,637	Balance carried forward to the next	6,573

Expenditure per pupil	2,705		
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Main strengths and weaknesses

- Children enjoy coming to school and have very good relationships with each other and the adults in school.
- The quality of teaching and learning is very good.
- The class teacher is an excellent role model to teaching assistants and children.
- Excellent use is made of teaching assistants to support learning.
- The class teacher has a very good knowledge and understanding of how young children learn.
- There are very good links with parents and the local nursery.
- The majority of children achieve very well in their personal, social and emotional development.
- Higher attaining children exceed expectations in their mathematics, communication, language and literacy development

Commentary

34. Children enjoy school and the activities that they are offered. Very good relationships between children and staff are evident in the classroom. Parents are happy to leave their children each morning secure in the knowledge that an exciting day awaits the children.
35. There are 11 reception children in a mixed reception and Year 1 class. When children start school their attainment is usually average overall but varies greatly from child-to-child. In some year groups attainment on entry is below average overall. In personal, social and emotional development they achieve very well and the majority will exceed the Early Learning Goals. Some higher attaining children will begin work on the National Curriculum in English and mathematics during their Reception Year. This is similar to the judgement at the previous inspection.
36. Teaching and learning are very good. This is because the class teacher is very well organised, has a very clear understanding of how young children learn and she manages the support staff in an excellent manner, maximizing opportunities for children to learn through directed and child initiated activities. Leadership and management of the Foundation Stage are very good. The curriculum provided for these children is planned effectively in the six areas of learning. Assessment of children is good. Careful observations are made and each child's progress effectively monitored so that activities can be matched to individual need, enabling children to learn very successfully.
37. Accommodation and resources are very good. Displays help children to learn, for example, by providing correct examples of letter formation and numeric order. Artwork is attractive and illustrates good quality work and achievement. Children have access to a developing outdoor patio area and an attractive activity room. This room is used to provide for extra activities such as sand, water, home corner and ICT. The local Link Group uses this room as an introduction to school for children who will start school in

September. Parents appreciate this facility as it enables their children and themselves to get to know school staff, routines and expectations.

38. Children achieve very well in their **personal, social and emotional development** and this is based on the high quality of relationships established. Children are happy and settled in the class. They are confident and keen to try new activities. Children maintain concentration and sit quietly when appropriate. Well-established routines and high expectations in the classroom also support their good behaviour. Children understand what is right and what is wrong. They learn how to behave in the hall at assembly times and feel included in the life of the school. The very good progress made in this area of the curriculum reflects the values and aims of the school. Children develop very good relationships with the adults in this caring community.
39. Children often share introductory sessions for **communication, language and literacy** sessions with their older classmates and good questioning ensures that they take a full part. They listen well and take turns in conversation. Children use language to imagine and recreate roles and experiences. Most children know the sounds of letters through the very good teaching of phonic skills. They make good progress with reading, using the phonic skills to sound out new words. Children read on a regular basis this provides them with opportunities to enjoy books and to develop their reading skills. Most children write their own names, familiar words and simple sentences to illustrate their thoughts and drawings. Most hold their pencils correctly and write well-formed letters.
40. In **mathematical development** children have many opportunities to recognise, count and say the names of numbers. Most can count ten objects reliably and many count beyond ten. When working with a very effective teaching assistant, children learn to estimate and check the capacity of different containers. Her very good questioning, extends children's vocabulary and enables them to make accurate predictions using the correct mathematical language. Children working with sand develop their understanding of more and less. The teaching assistants' quiet, calm approach encourages children to work sensibly and complete their tasks accurately. They begin to use mathematical ideas and methods to solve practical problems.
41. In **knowledge and understanding of the world** children listen to stories related to the religious education curriculum and share in celebrations and special events. Children have timetabled activities in the new ICT suite which ensures that they are confident in using the resources. They use headphones correctly and manipulate the mouse and cursor accurately. In the session observed children were engrossed in their learning, worked hard and enjoyed the activities. Children find out about the local environment and talk about those features that they like and dislike. They begin to know about their own culture and beliefs and those of other people.
42. In **creative development** children have many very good opportunities to participate in music. The part time music specialist enables children to sing songs keeping in tune with the rhythm. They use action and sound in the correct place and concentrate hard. Most children maintain pulse correctly, clapping or drumming accurately. Instruments and voice are controlled very well to show change in sounds. Children have many opportunities to explore colour, texture, shape, form and space in two and three dimensions. For example, in the imaginative work illustrating the story of The Owl and the Pussycat. Children use their imaginations in role play and story telling effectively.

43. In **physical development** children enjoy working in the new hall, they learn how to carry and place apparatus correctly. Children move confidently and safely in their own space. They change speed, level and direction effectively and recognise how the body feels when exercising. They show good control with clothing and fastenings when changing for physical education.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- In the National Curriculum tests of 2003, seven year olds achieved standards that were in the top five per cent nationally in reading and writing.
- This year, standards will be average in reading and writing at the end of Year 2.
- Pupils in Year 4 have made very good progress and achieved very well in the last two years.
- Pupils with special educational needs are supported well.

Commentary

44. Pupils achieve well and standards attained in national tests have been high. When pupils start the National Curriculum at the beginning of Year 1 most have achieved the expected standards for five year olds and some have exceeded them. Reading and writing skills are developed very well in Year 1 and 2 and in last year's National Curriculum tests all pupils achieved the average Level 2 in reading and writing, and over 50 per cent achieved the higher Level 3 in both areas. Inspection evidence indicates that standards at the end of Year 2 will be average this year. This is because a significant proportion of pupils have special educational needs. As cohorts are small, each pupil makes a significant impact on overall results so care is needed in interpreting the data. At Year 4, standards are above average with many pupils already achieving Level 4. This shows very good progress since Year 2 when standards for this year group were in the bottom five per cent nationally when compared to similar schools. Taking the past three years into account, high standards have been maintained.
45. Speaking and listening skills are developed very well through the school. Pupils speak clearly and confidently. They listen to their teachers and to each other very well. Teachers have high expectations and expect pupils to give reasons for opinions and actions. They encourage pupils to use language and actions to convey situations, characters and emotions very effectively. Teachers ensure that pupils in Year 1 and 2 read regularly by themselves or another adult. This enables pupils to consolidate new learning, have time to read and enjoy literature and to talk about the books that they read. Parents share the home school diary with staff so that they know how well their children are doing. This good practice is extended in Years 3 and 4 and pupils read for pleasure and enjoyment. The new library has yet to be fully operational, but has the potential to become an excellent resource for pupils. In writing, teachers provide pupils with many opportunities to develop the skills of composition. From Year 1 pupils, plan and draft their ideas, using a wide range of vocabulary taking care with punctuation and presentation. Across the school, spelling is given a high profile and this is supported very well by homework.

46. The quality of teaching and learning across the school is very good. Teachers are very clear about exactly what the pupils need to do next to improve, learning objectives are clear and literacy targets are set so that pupils are clear about what they need achieve. Work is planned well so that it meets the needs of a wide range of ability. Pupils, including higher attaining pupils and those with special educational needs, are challenged to do their best. The organisation and presentation of pupils' work is of a high standard. All handwriting is carefully executed and pupils take pride in the presentation of their work. Work is marked carefully and regularly. Homework is very good. It is regular and pupils know when the work has to be completed. This has a positive impact on pupils' achievement. Teaching assistants are used very well to support different groups, including higher attaining pupils and those with special educational needs. Teaching is very consistent across the school because all staff have worked together for a long time and share the same philosophy.
47. Leadership and management of the subject are very good. Unusually, but effectively, staff share the co-ordination of the subject. It works very well in this school because all staff are committed to the same aims. All aspects of the curriculum are covered and pupils' progress is assessed very well, with realistic individual and whole school targets being set.

Language and literacy across the curriculum

48. Pupils use their very good speaking and listening skills very effectively across the curriculum, for example, in history when talking about the brickworks in Victorian times. Most pupils are confident and articulate. They observe the conventions of conversation by speaking and listening at the appropriate time. Good links are formed with other subjects such as religious education and geography as pupils are expected to record their findings and recount events accurately and in their own words.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teachers plan the learning very well for all groups of pupils.
- Pupils in Year 4 have made very good progress in the last two years.
- Classroom assistants make a very positive contribution to pupils' learning.
- Older pupils have a good understanding of how well they are doing.

Commentary

49. Standards in the present Year 2 are below the national average, due to the high percentage of pupils with special educational needs in a small cohort. The high standards of the previous year have not been maintained despite very good teaching. The percentage of pupils attaining beyond the expected level is above average. Pupils of all ability groups usually make good progress, often it is very good. Standards in Year 4 are above national expectations. Very good teaching has resulted in these pupils making very good progress and achieving very well, as they were in the bottom five per cent of all schools, nationally, at the end of Year 2.

50. The quality of teaching and learning is very good. Close partnerships between teachers and classroom assistants enable pupils to be taught in smaller groups of similar ability. This enables them to achieve at an appropriate pace and at a level that makes them think and work hard in mathematics. Teachers have a very good idea of all their pupils' learning needs, based on very good formal and informal assessments of individual progress. More able pupils are given work that constantly challenges them in increasingly more complex contexts. They apply the correct number rules to solve word problems, and have a secure understanding of place value. Less able pupils are given much support and help where needed but staff's expectations that they will do their best are high. They make their own addition sums using three digit numbers. A consistent feature in all the teaching is the extent to which pupils are expected to work through mathematical problems using and explaining their own methods. The use of interactive whiteboards has strengthened this practice and made it even more effective in promoting high quality learning. Pupils of all abilities enjoy the challenges and many say mathematics is their favourite subject. As a result, most pupils work confidently with large numbers and apply the correct number rules to solve mathematical problems by the end of Year 4.
51. Pupils in Year 4 have targets for mathematics at the back of their workbooks that are updated regularly by the teacher so that the pupils know how well they are doing and what they need to do next. Pupils also write their own statements of what they can do, and this gives them a clear idea of their own progress. Regular homework is set to extend the work done in class. It is interesting and sets mathematics in everyday contexts to add interest and purpose to the learning. Leadership and management of the subject are very good and all staff work together to continue developing the curriculum and to improve provision. Improvement since the previous inspection has been good.

Mathematics across the curriculum

52. Learning in mathematics is applied well in other subjects such as geography and science. In these mathematics is used to graph data and to interpret information to establish patterns, such as different types of climate

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teachers use a range of teaching approaches very effectively.
- Classroom assistants are used very well.
- Teachers' assessments of each child's learning are very accurate.

Commentary

53. Standards at Year 2 are below average overall this year as the year group contains a very high proportion of pupils with special educational needs in a very small cohort. Despite very good teaching, many pupils are attaining below the level expected nationally even though their achievement is very good overall. This means that the very high attainment of the previous year has not been maintained. The learning of the more able pupils is promoted very well, and the percentage of pupils attaining above expectations is well above the average. The very wide spread of attainment, in a mixed Year 2 and 3 class, is managed very well by the very good partnership between teacher and teaching

assistants, which enables pupils of all ability groups to achieve very well. At Year 4, standards match expectations. Very good teaching has ensured that all groups of pupils have made at least good and usually very good progress, as their overall attainment at Year 2 was below average.

54. The quality of teaching and learning is very good. Classroom assistants and teachers work in close partnership to promote carefully focused work with smaller groups. This means that pupils in different year groups, and of different abilities can be offered work that challenges and stimulates them at the appropriate levels. Teaching is very thorough, developing skills and knowledge in depth within a theme so that understanding of science ideas and processes are built up and learning in lessons is successful. Teachers have suitably high expectations of all their pupils. Higher attaining pupils are given good opportunities to develop and use more complex science vocabulary and terms and to use these in checking the conclusions of their investigations against their initial predictions. They are expected to be independent in their approach to learning and to begin to explain their observations and results, so that their achievement is usually very good. Lower ability pupils are given more help and experiences to build up science ideas and their use of everyday language to describe their observations becomes more detailed and precise. They begin to represent data as simple graphs and extract information from them. With help and carefully structured lessons their achievement is good.
55. Interesting lessons are based on a good quality curriculum and very good resources. Very good assessment processes give teachers an accurate idea of the level of learning of each pupil and what they need next to help them learn effectively. Management of the curriculum is very good and teachers work closely together to ensure that the teaching programme changes every year to meet the requirements of all year groups, however they are organised. Improvement since the previous inspection is good, as teaching, assessment and resources are all of a higher standard.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Provision for ICT has recently been improved by the excellent new accommodation and by very good quality resources.
- The ICT curriculum is developing rapidly.
- Computers are underused at present in the teaching of other subjects.

Commentary

56. Information and communication technology was not taught during the autumn and spring terms due to extensive building work, and computers had to be stored. At the time of the inspection, ICT had only been taught for a few weeks. Therefore there was little pupils' work available for scrutiny and, due to the school's timetabling, only one ICT lesson was observed. Resources are now much improved with a very well equipped ICT suite, which is used very effectively by all year groups.
57. The work seen, and talking with pupils, indicates that standards at present match expectations but that the curriculum is developing rapidly and indications are that standards will rise accordingly. Some of the work, such as the Year 1 drawings of

monsters and word-processing skills in Year 3, is of a high standard. Many pupils say that they use computers at home, and this has helped them to practise their keyboard skills and generally remain familiar with using different programs. All available evidence points to teaching and pupils' achievement being satisfactory. Teaching and learning were very good in the lesson seen. The teacher skilfully helped the pupils in Year 3 to use their knowledge of the Internet, search engines and screen icons in learning how to receive and send emails. They progressed rapidly and successfully through the on-screen tutorial, confidently finding their way through the menus and prompts, achieving very well. The teacher's own good knowledge and confidence in using computers instilled confidence and independence in learning in the pupils. They fulfilled her high expectations that they would sort out any problems themselves, or with friends, if they could. Older pupils say that ICT is helping them to learn more quickly in other subjects.

58. Leadership and management of ICT are very good. The excellent accommodation and very good resources have been a spur to making a very positive and enthusiastic re-start to the teaching of ICT. The headteacher, who does all the ICT teaching, has a very clear idea of how to develop the curriculum and is determined that it will become an exciting and innovative part of the school's provision. The curriculum has a good breadth, even in so short a time, and new equipment is being introduced to add new dimensions to the pupils' learning. Improvement since the previous inspection is satisfactory at this stage, but everything is now in place to promote rapid development. However, ICT is not yet used sufficiently as part of regular class teaching.

Information and communication technology across the curriculum

59. In the few weeks since ICT has been reinstated, ICT lessons have added an extra dimension to some subjects. The digital microscopes helped pupils in Year 4 to see the crystalline structure of rocks. They used the scanner to import images into their history topic. Video diaries enabled pupils in Year 3 to describe their approach to a design and technology project and to evaluate the end products. This is impressive in so short a time. Teachers are rapidly acquiring the skills of using the new interactive whiteboards in every classroom and these are having a very positive impact on learning.

HUMANITIES

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers ensure that work is interesting and closely linked to the locally agreed syllabus.
- Effective curriculum planning ensures good provision for mixed age classes.
- Good links with the local church and vicar enhance pupils' understanding of Christianity.

Commentary

60. No lessons were observed in religious education but examination of teachers' planning, talking to pupils and an examination of their books and displays indicate that pupils achieve standards that are at least in line with the expectations of the locally agreed syllabus. Standards have been maintained since the previous inspection. Long-term planning is appropriate, and leadership and management of the subject are good. The

school meets statutory requirements in ensuring that religious education is taught to pupils who are five. Scrutiny of pupils' books shows that work is linked well to the locally agreed syllabus and curriculum planning ensures that work is not repeated for pupils in two year mixed age classes.

61. Each topic is covered in depth over a period of time to enable pupils to develop a good understanding of events and stories from the Bible. Pupils learn how Christians worship in different ways, through service to others and by using personal talents. They learn about the artefacts involved in religious celebrations and festivals. At Key Stage 2, pupils learn about other faiths. In Year 4, pupils are learning about Islam. Good links are made with literacy in retelling stories and describing events. All work is carefully presented and regularly marked.
62. The local vicar and curate visit on a regular basis reinforcing and extending pupils' knowledge of Christianity. Pupils visit the local church and study the significance of artefacts and symbols. They celebrate festivals such as Christmas and Easter with the local community in church.
63. In humanities work was sampled in history and geography. One lesson was observed in geography and part of a lesson in history. It is not therefore possible to make a firm judgement about provision in these subjects. Evidence from displays, scrutiny of pupils' books, teachers' planning, speaking with pupils about their work and discussion with subject co-ordinators provided further information.
64. In **geography** standards of work in pupils' books and in the one lesson seen match expectations. In the lesson seen, in which pupils in Year 1 showed a good understanding of distance beyond the map of the locality, the good teaching promoted successful learning and good achievement. The new whiteboard was used effectively to construct a histogram of how pupils get to school. The geography curriculum makes a good contribution to pupils' knowledge of their own locality and beyond. Through their diaries of world events it also contributes well to their growing awareness of themselves as world citizens.
65. In **history** part of a lesson was observed. However evidence indicates that pupils are developing a satisfactory chronological understanding and a knowledge of events, people and changes in the past. They are developing skills of historic enquiry and interpretation of historic facts. At Key Stage 1 pupils have studied the Great Fire of London, Victorians and Florence Nightingale while older pupils are presently studying the Industrial Revolution. In a short observation of a lesson in Year 4 two pupils acted out the role of child workers, while the class asked them questions. It was evident from the questions and responses that the pupils had a very good understanding of those times and could empathise with young children of many years ago. The interactive whiteboard was used well to illustrate an engraving of "Life in the Brickworks".

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. No lessons were seen in art and design. Only one lesson was seen in design and technology and in physical education. It is not therefore possible to make a firm judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to co-ordinators about their work and to pupils about their experiences and what they had learnt, in addition to looking at their work in books and wall displays.

67. In **art and design**, although no lessons were observed, work on display in classrooms and around the school, indicates that it is likely that standards will be as expected by the end of Year 2 and Year 4, with some work of high quality. Although classes have only recently moved into the new extension, selected pieces of work, such as the Seven Days of Creation and the Countryside Collage, show above average skills. In 2002, the school was one of a small number of schools to work with the National Gallery using one of Hogarth's paintings to develop all areas of the curriculum. Many adults and pupils recalled their fond memories of this particularly successful project. Displays around the school show good links with literacy, the environment and the topics studied in each class. For example the lovely illustrations of the Owl and the Pussycat in the Reception and Year 1 class, pupils' carefully executed work in the Style of Paul Klee in Class 2 and the life like portraits in Class 3.
68. In the one **design and technology** lesson observed and the work in pupils' books standards match expectations. In the one good lesson observed, the teachers' clear exposition and high expectations enable pupils to think independently to overcome problems. Pupils worked with interest and good concentration. There is good emphasis on recording the whole design process, as well as evaluation and testing.
69. In **physical education**, the new hall and equipment provide an excellent resource for teaching gymnastics and sports. Previously, lessons were often taught in classrooms and lack of space limited what could be done, despite the school's best efforts. In the lesson seen, the quality of teaching and learning were good. The pupils used the space effectively to copy, repeat and explore a range of movements and to put them into a sequence, achieving satisfactory results. Standards in swimming are high. All pupils in Classes 2 and 3 swim regularly throughout the year and make good progress, almost all of them achieving their 25 metres certificate by the time they leave Year 4. Some achieve very well and have been invited to try out for the Ferndown Otters swimming club.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Confident, knowledgeable teaching and the use of visiting specialists contribute significantly to pupils' very good achievements in music lessons.
- The curriculum is very broad, and pupils' composing and performance skills are developed very well.
- Pupils have great enjoyment in music making and always work hard to do their best.

Commentary

70. The school's decision to employ a part-time specialist teacher of music is paying dividends. Pupils of all ages and abilities achieve very well in music and learn successfully so that standards exceed the expected levels by the end of Year 2 and Year 4. Teaching is very good overall, and sometimes it is excellent. The teacher has high expectations that the pupils will always give their best efforts and they regard music making as a serious, but very enjoyable, business. The teacher has a very good understanding of how pupils of different ages learn, and this enables her to provide a very broad and interesting curriculum that builds on their own experiences and emotions. The pupils use their experiences of listening to, and discussing, a wide range of music in the

creation of their own work, which is of consistently high quality. Younger pupils use their knowledge of nursery rhymes to control voices and instruments very well to show how tempo or volume can change effects. Older pupils use their developing knowledge of pulse, rhythm and metre confidently and correctly in their own compositions.

71. Leadership and management of the subject are very good. Very good relationships give pupils confidence to perform solos and to evaluate their own, and others' work honestly and fluently. Teaching in lessons is enriched well by other instrument tuition, and playing in assemblies is accomplished and tuneful. The development of music throughout the school is managed very well, and music makes a very good contribution to the pupils' spiritual and social development. There has been good progress since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. This is a strongly developing area of the school's work, with a well-planned programme, that takes good account of pupils' increasing maturity and ability to take on responsibility for themselves and towards others. Pupils are actively involved in matters to do with their personal health and safety, both in lessons and through a comprehensive range of visitors and projects. The school takes care to give its pupils an increasing understanding of their responsibilities towards each other, for example through golden rules for each class's behaviour and attitudes. As they get older, they are helped to see themselves as citizens of a wider society, and to develop a good notion of responsible action, through, for example, energy conservation projects and the appointment of light monitors. Participation in debates and discussions further encourages involvement in the school community and the world outside. Older pupils have a very good idea of how the school functions as a society and are thoughtful in their comments. As a result there are very good relationships throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
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	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	1
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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