

# INSPECTION REPORT

## **BEAULIEU VILLAGE PRIMARY SCHOOL**

Brockenhurst, Hampshire

LEA area: Hampshire

Unique reference number: 115861

Headteacher: Mrs Jane Noble

Lead inspector: Mrs Lesley Robins

Dates of inspection: 18<sup>th</sup> - 20<sup>th</sup> October 2004

Inspection number: 266390

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	104
School address:	High Street Beaulieu Brockenhurst Hampshire
Postcode:	SO42 7YD
Telephone number:	01590 612255
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Alex Glanville
Date of previous inspection:	14 <sup>th</sup> –17 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Beaulieu is a small rural school, located on the Beaulieu Estate, in Brockenhurst, Hampshire. It has 104 pupils on roll, with an even number of boys and girls. The children come from a range of socio-economic backgrounds, but many are from relatively advantaged homes. The great majority of pupils are from white British backgrounds. Their attainment on entry is above average. There are no pupils learning English as an additional language. The number of pupils identified as having special educational needs is below that found nationally. Most of these pupils are at an early stage of intervention, and their difficulties are moderate. The school has a stable pupil population, except for some movement out of the school in Year 4. There have been many staffing changes since the school was inspected in 1999.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5848	Lesley Robins	Lead inspector	English, Information and Communication Technology, geography, history, religious education, special educational needs.
32708	Helena Renfrew-Knight	Lay inspector	
5358	Cherry Jackson	Team inspector	Foundation Stage, mathematics, science, art and design, design and technology, music, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Beaulieu School provides a **sound** standard of education, and satisfactory value for money. It is improving after a period of instability. Standards in English and mathematics are above average and average in information and communication technology, (ICT). They are very good in religious education, (RE), and in aspects of music. The pupils' achievement is satisfactory overall except in science in Years 3 to 6, and in ICT in Years 1 to 6, where it is unsatisfactory. Teaching and learning are sound, with some strong features. The school is well led and satisfactorily managed. Parents hold the school in high esteem and the pupils are extremely enthusiastic about school.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are good, and they are very good in RE.
- The juniors do not achieve as well as they might in science, and achievement in ICT is not yet as good as it could be.
- Some weaknesses in the Foundation Stage curriculum are limiting the achievements of the youngest children, in some aspects of their learning.
- The pupils' very good behaviour and positive attitudes make a strong contribution to their achievement.
- The pupils are very well cared for, but do not know clearly enough how to improve their work.
- The enriching curriculum and the school's very good relationship with the parents strengthen the pupils' learning.
- The school is well led by the head teacher and the governors, but the development of subjects is not yet managed well enough.

Since the school was inspected in 1999, improvement has been **satisfactory**. Many staffing changes have adversely affected progress, but the rate of improvement has now picked up again, with the secure leadership of the head teacher. Standards in RE have gone from unsatisfactory to very good. Long term planning for the curriculum is now comprehensive and consistent. Provision for the pupils' multi-cultural awareness is better. Assessment is improving, but needs to be used more effectively to help the learning of individual pupils. Although well prepared for their roles, the subject managers are not yet making a strong enough contribution to monitoring teaching and learning in their subjects.

### 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	B	B
mathematics	B	A	C	C
Science	C	D	D	E

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

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** The reception children are on track to meet or exceed the goals expected for them by Year 1, and their achievement is sound. They make notably good progress in their personal, social and emotional development, and make a good start in their reading, writing and mathematical learning. In aspects of knowledge and understanding of the world, and in their physical development, the children's achievement is unsatisfactory.

In English and mathematics, the pupils reach the above average standards of which they are capable, and so achieve satisfactorily in these subjects. In science in years 3 to 6 and in ICT in

Years 1 to 6, the pupils reach just average standards, and so their achievement in these subjects is unsatisfactory. The high standards in religious education, (RE) and in aspects of music mean that the pupils achieve well in these areas. The infants do well in applying their mathematical skills. Pupils in years 1 to 6 achieve well in RE and in aspects of music. A recent focus on the more-able pupils has enabled more eleven year olds to achieve above average standards in the English and mathematics tests in 2004. Achievement for the pupils with special educational needs (SEN) is sound because of sensitive support and the use of detailed Individual Education Plans, (IEPs).

The pupil's personal qualities are **very well developed**. Their spiritual, moral, social and cultural development is very good. The pupils behave very well and have very good attitudes. Attendance and punctuality are also very good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. The sound teaching throughout the school promotes satisfactory progress in lessons. Teaching is good in RE and PSHE. The curriculum, well enriched by additional activity, is good, and enhances the pupils' learning soundly. The pupils are cared for very well. Very strong links with parents and excellent links with the community contribute to their sound achievement. The school occupies good accommodation overall, although provision for outdoor learning for the youngest children is unsatisfactory; clear plans are in place to remedy this. Resourcing levels are good.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is better than was found in the last inspection. The clear, purposeful lead provided by the head teacher is having an increasing and positive impact on standards and quality in the school. The governors provide strong and supportive strategic leadership. The subject managers have been well prepared to take on their full roles in checking and improving the quality of teaching and learning.

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

The parents have nothing but praise for the school and have noted the positive influence of the relatively new head teacher. The pupils really enjoy coming to school, and know that their views are valued.

## **IMPROVEMENTS NEEDED**

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

- Raise the achievement of the junior pupils in science
- Sustain the improvement work in ICT to raise the pupils' achievement.
- Improve some aspects of provision for children in the Foundation Stage
- Strengthen the use of assessment, marking and target setting to better help pupils know how to improve their work.
- Ensure that the subject managers implement their roles fully.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are good in the Foundation Stage and in English and mathematics in Years 1 to 6 and the pupils' achievement is satisfactory.

#### Main strengths and weaknesses

- Achievement for the reception children is sound overall, with a strength in their personal, social, and emotional development, and in their reading, but they could achieve more highly in aspects of Knowledge and Understanding of the World, and in their physical development.
- Standards in English and mathematics are above average.
- The infants do well in science, but the juniors are not achieving as well as they could.
- Standards in ICT are as expected for the pupils' ages, but they could achieve more highly.
- Standards in RE and in aspects of music are very good.

#### Commentary

1. The reception children progress well in their personal, social and emotional development and are likely to exceed the goals expected for their age. They achieve good standards in communication, language and literacy and in their mathematical development, because of secure and systematic teaching. The reception children have a sound range of interesting experiences to support their knowledge and understanding of the world, but sometimes adults do too much for them. There is limited provision for their physical development and teaching here lacks sufficient challenge. As a result, standards are as expected for the children's age, but their achievements could be higher.

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

Standards in:	School results	National results
Reading	16.6 (15.9)	15.7 (15.8)
Writing	14.0 (14.3)	14.6 (14.4)
Mathematics	16.7 (18.4)	16.3 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.6 (28.7)	26.8 (27.0)
Mathematics	27.0 (28.7)	26.8 (26.7)
Science	27.6 (27.9)	28.6 (28.3)

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

2. Test results at Beaulieu vary greatly from year to year, because of the small numbers of pupils in Years 2 and 6. However, results in reading have improved over the past two years and are above the national average. More eleven year olds are reaching above average standards in reading. In mathematics, test results for the eleven year olds have improved since 2000 and generally compare favourably with national results. Writing scores are weaker because few pupils in both key stages reach above average standards in the tests. Pupils' work seen during the inspection indicates that this is improving. Science results remain below the national average.



3. Pupils of different ability achieve satisfactorily in English and mathematics, because these subjects are well planned and teaching is sound with some good features. The pupils do well in speaking and listening, reading, spelling and handwriting. The presentation of their work is unsatisfactory though. Their writing is getting better, and the school has appropriately set challenging targets for the eleven year olds in the 2005 tests. The infants are particularly good at applying their mathematics in practical situations, and they do well in science. The junior pupils do not achieve as well as they might in science, because they are given insufficient opportunity to record and discuss their findings in their own words. Recent improvements to the curriculum and resourcing for ICT have yet to impact on the pupils' achievements here.

4. The pupils achieve well in RE, exceeding the standards expected in the locally agreed syllabus. They benefit from some sensitive and challenging teaching in this subject. Specialist music teaching enables many pupils to reach high standards in their playing of a range of instruments.

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

Attendance rates have improved since the last inspection and are now very good. Punctuality is very good. Pupils' attitudes and behaviour are very good, and their personal development is promoted very well. The school's very good standards here have been successfully maintained since its last inspection.

#### **Attendance**

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

Authorised absence		Unauthorised absence	
School data	3.9	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.*

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

- The pupils are very enthusiastic about the school and its activities.
- The involvement of pupils in the development of the school and their willingness to take responsibility are very good.
- The pupils' very good behaviour and attitudes contribute significantly to the quality of their learning.
- High quality assemblies play a strong part in the pupils' personal development.

#### **Commentary**

5. The pupils bubbled with enthusiasm when talking about the school and its activities. They say that they love coming to school and enjoy its "family feel". In the Ofsted pupil survey, 98 per cent said they liked being at this school.

6. The pupils are eager to explain their badges, roles and responsibilities. Opportunities for the pupils to take on responsibilities have improved since the last inspection. Monitors sensibly carry out many duties during the school day. Buddies and peer mentors actively support other children in the playground. The older pupils take care of the younger ones and keep an eye out for anyone sitting at the Buddy Stop, and needing a friend. Participation in the school council is taken seriously and time is given to discussions about school council business in classes. The pupils are keen to share their ideas but also listen well to others.

7. Pupils are very well behaved in lessons, in the playground and at lunch. They are courteous and self-confident and have a well-developed sense of right and wrong. They take turns, share resources and enjoy good relationships with each other. There have been no exclusions at the school.

8. The spiritual dimension of daily assemblies is a particular strength of the school. Imaginative preparation results in very good opportunities for pupils to participate whether in discussion, singing, prayer or playing musical instruments. Pupils listen attentively and clearly enjoy this opportunity to reflect upon and explore personal feelings.

9. The school works hard to ensure that opportunities for the pupils to learn about life in other cultures and religions are exploited across the curriculum and particularly in RE. For example, pupils have studied Mexico in a geography project and have played Gamelan instruments. This aspect of provision has improved since the previous inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are sound. The curriculum meets the pupils' needs adequately, and enriches their learning. The care for the pupils and the school's links with parents are very good. Community links are excellent.

### Teaching and learning

Teaching and learning are sound, with some strong features. The good teaching seen in some lessons was characterised by challenging work that led to good progress for pupils. Assessment is satisfactory and better than it was in 1999, but is not yet used effectively enough to help the achievement of individual pupils.

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	9	13	0	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

- Lessons are well planned and the teachers make clear what the pupils are going to learn.
- The teachers' encouraging relationships with their pupils successfully promote the pupils' confidence, but they are not clear enough on how they can improve their work.
- Although the teachers are using the new whiteboards most successfully, there are lost opportunities to use computers in lessons, and they do not always make effective use of teaching assistants.
- Open-ended questions, a focus on learning new vocabulary and useful checking of what the pupils have learned so far, all contribute to sound, and sometimes good, progress in lessons.

### Commentary

10. The teachers plan their lessons carefully, with sufficient detail that ensures that pupils of different ability make sound progress. They quickly review at the beginning of lessons where the class has got to in the topic they are studying. This helpfully ensures that each lesson builds on the last. Teachers tell the pupils what they are going to learn and very usefully remind the pupils of these objectives as the lesson moves along. Thus, the pupils stay focused on their learning and generally work productively.

11. All the teachers consistently praise the pupils for their efforts. This reassurance encourages the pupils to apply themselves well to their tasks. The teachers' marking of the pupils' work has improved from last year. They write positive and evaluative comments for the pupils, but rarely give specific points for improvement. Although individual pupils now have targets for reading, writing and mathematics, the teachers do not refer to these enough when evaluating work. At the ends of lessons, teachers very appropriately refer back to objectives, but do not ask the pupils often enough how well they think they did. Pupils infrequently reflect on their own and each others' work.

12. The teachers have swiftly adapted their teaching to accommodate the new whiteboards, using them imaginatively to engage the pupils' interest, to present information and to demonstrate new learning. In a Key Stage 1 lesson, for example, the teacher showed the class a map of the High Street and demonstrated how to put in landmarks, before the pupils went out to do it for themselves. Sometimes, the teachers put up the lesson's objectives or texts for the pupils to read. New ICT skills were demonstrated very effectively using this new resource. Each classroom has four new computers, but opportunities to use them are missed. For example, in one lesson, where the pupils were to write newspaper articles, desktop publishing or simple word processing would have been ideal tools. Opportunities to use ICT are also missed in mathematics lessons.

13. When classroom assistants are assigned to work with a group of pupils to help them in a specific way, they contribute well to the pupils' learning. The best use of a teaching assistant was seen when she sat alongside the pupils during the whole class introduction, modelling appropriate behaviour, and then using an individual whiteboard to help those less confident pupils sitting near her. Her work with groups was very well focused. Sometimes though the deployment of the teaching assistant is less clear and so less effective. Too often in whole class sessions, the assistants were making no explicit contribution to the learning, through supporting individual pupils or by making observational assessments to help the teacher for example. In this way, their expertise is under-used.

14. Questioning techniques are often good. In mathematics, for example, helpful questions push the pupils to remember and think. Challenging but sensitive questioning in RE develop pupils' understanding well. Questions are nearly always open-ended so that pupils are encouraged to give extended, rather than one word, answers. The teachers make a conscious effort to use correct technical terms. They pause to discuss the meanings of unfamiliar words. In these ways, the pupils learn to use technical terms and increase their general vocabulary, year on year.

## **The curriculum**

The curriculum is good overall. It is broad and balanced, with a good range of enriching activities. Statutory requirements for RE are met now. Accommodation and resources are good. Outdoor learning for the reception children is unsatisfactory.

## **Main strengths and weaknesses**

- Effective linking of some subjects makes the curriculum interesting and relevant to the pupils.
- There is a good range of out of school activities, and many enriching aspects to the curriculum.
- Provision for pupils with SEN is good.
- The accommodation is spacious and subjects are well resourced.
- Provision for outdoor learning for the reception children is unsatisfactory, but good plans are in place to tackle this.

## **Commentary**

15. The school has successfully addressed the curricular issues raised in its last inspection. Requirements for RE are now met, and long-term planning for geography, history, art and RE is much improved. The school makes sensible use of national guidelines, adjusting them to meet the needs of mixed age classes, through a two-year cycle.

16. There has been recent, effective work to link some subjects, in a way that engages and motivates pupils. This is particularly evident in English, geography, history and RE. For example, in Years 1 and 2, the pupils were working with the story, 'The Jolly Postman'. This was very effectively linked to geography, when the pupils, in their literacy lesson, went out to the High Street and marked on their maps the shops that the postman would visit. 'Big book' texts for the younger pupils now include books about different faiths. In Years 5 and 6, the pupils used material about the Tolpuddle Martyrs for their literacy work. They have also written sensitive poems in their studies of death rituals in RE.

17. The employment of specialist teachers for music and French enhances the quality of pupils' learning. The pupils' instrumental playing is of a high standard. Visits to places such as Eling Tide Mill and the Beaulieu Motor Museum support the pupils' work in geography and history soundly. Visits further afield to different places of worship and a residential trip to London helpfully bring the pupils into contact with other cultures, extending their knowledge and understanding of today's society. The pupils are very enthusiastic about the after-school clubs on offer. There is good take-up by boys and girls of clubs for the school newspaper, sports, drama and music, including the popular samba club.

18. The school's provision for pupils with special needs focuses well on early identification and intervention. Individual education plans, (IEPs) appropriately identify short-term targets for the pupils, with a good range of strategies to achieve them. Of particular value are the helpful suggestions for the teaching assistants and the parents, so that they know what to do to help these pupils.

19. The accommodation is spacious. The provision of a dedicated area for speaking and listening for the reception and infant children has a significant impact on their language skills. The classrooms for the junior children are also of a good size and facilitate different organisation of pupils within lessons. Currently, the space outside the reception classroom is rather narrow and has no canopy, and is rarely used by the reception children. The governors are very aware of this deficiency and have appropriate plans to remedy it, with good support from the Beaulieu Estate.

## **Care, guidance and support**

Arrangements for pupils' care, welfare, health and safety are very good. Provision of support, advice and guidance is good. The involvement of pupils in the work and development of the school is very good.

## **Main strengths and weaknesses**

- The school offers a very bright, welcoming environment where the pupils feel secure and well cared for.
- Very good induction arrangements for pupils joining the school in reception and later on facilitate smooth transition.
- There are very good arrangements for the school to involve pupils and obtain their views
- The pupils are insufficiently involved in thinking about how they might improve their work.

## **Commentary**

20. The school provides a bright, welcoming environment. Pupils know where to turn to if they have a problem. The parents speak very positively of the school's 'nurturing ethos.' Very good health and safety procedures are in place and a recent LEA review commented on the "positive safety culture within the school." Appropriate child protection arrangements are in place.

21. The school's small size, caring ethos and its very good induction arrangements enable the pupils to settle in quickly. Pupils who joined the school in later years said they had been made to feel very welcome.

22. Pupils are involved in the work of the school through the school council and the Landscape Project. The School Council has a small budget and makes considered decisions on how this money should be spent. Changes have been made to lunchtime arrangements and the use of the playground, following school council discussions and responses in pupil questionnaires.

23. The very new arrangements for target setting and the use of target books are a good first step in communicating to pupils what they should be working towards in order to improve. This initiative has not yet impacted on the pupils' learning.

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

The school has very good links with parents and other schools and colleges. Its links with the community are excellent. Strengths in the school's partnerships have been effectively maintained since its last inspection. Consultation with parents is stronger now.

## **Main strengths and weaknesses**

- The school clearly values, and acts upon, the views of parents and the community.
- Very good information is provided to parents.
- Excellent links with the community enrich the pupils' learning.
- Very good relationships with other schools extend the opportunities available to pupils and staff.

## **Commentary**

24. The school consistently involves parents and the community in its self-evaluation and plans for developing the outdoor environment. Soon after she was appointed in 2002, the head teacher, in partnership with the governors, organised a school self-evaluation day. All parents were invited to 'drop in' for coffee, to share their views directly with the head teacher or a member of staff, or to fill in a form. A number of suggestions from the parents have been followed through, in the increase in after-school clubs, for example. Parents were extremely positive about the school at the Ofsted pre-inspection meeting and in their responses to the questionnaire, undertaken by the school in the summer term 2004. The school has been very responsive to their feedback and has taken steps to address the issues raised.

25. The information that the school provides to parents has improved since the last inspection. The Governor's Annual Report to Parents now meets statutory requirements. The inclusion of personal statements from each of the governors is an attractive feature allowing parents to understand what governors do and who they are. The school prospectus is beautifully produced and makes good use of photographs to give a feel for life at the school and to allow parents to identify all members of staff. The new format for the pupils' annual report has been very well received by parents.

26. The school has maintained the excellent links with the community described in the previous inspection. At the Ofsted parents' meeting, the school was described as "integral to the local community – a focal point". Facilities are shared with the local community. For example, a local photography group uses the school hall and school lunches are prepared and served in the village

hall. The school participates in community events, is supported by the Beaulieu Estate and has good links with the church. The Friends of Beaulieu School have raised significant funds for the school to support the Landscape Project. Good use is made of local amenities such as the Motor Museum and the High Street in reinforcing the children's learning.

27. Very good links with other schools allow the school to broaden the opportunities available to pupils and staff. The school makes very effective use of links with schools in its cluster group, by for example, participating in joint staff training days. This is particularly helpful for a small school. The school has a strong relationship with the local secondary school, benefiting from its support in music.

## **LEADERSHIP AND MANAGEMENT**

The relatively new head teacher has assessed the school purposefully. She provides the governors with the information they need to be very effective. Her clear lead and the impact of her work are increasingly evident. The middle managers are poised now to take on their full roles in overseeing their subjects, but still have to do so.

### **Main strengths and weaknesses**

- The leadership of the governors and the head teacher is good.
- The strategic plan is clear and well organised.
- The school monitors its performance data in detail to identify strengths and weaknesses.
- Oversight of the curriculum and the standards in lessons is not yet established.
- There has been a large budget surplus that could buy more professional support.

### **Commentary**

28. The leadership of the school has improved since the last inspection.

29. The governing body includes a good range of expertise and demonstrates genuine commitment to the pupils. Governors understand their strategic role very clearly, share their responsibilities helpfully and are well informed about the current strengths and weaknesses of the school. They work as a team with the head teacher, whose reports to them are astute and well focussed. They discuss test results rigorously, and as a result are aware of the school's main strengths and weaknesses. The head teacher is evaluative about the school and offers governors clear options on which to base their decisions.

30. The head teacher and governors have played their appropriate parts in producing a well-organised, clear, strategic plan, well focussed on school improvement. The plan has a very comprehensive timescale and is well supported by subject managers' action plans. Whilst the written monitoring and evaluation arrangements are not as crisp as the proposed actions, the arrangements are good for the governors to monitor and evaluate progress. Usefully, governors have link roles to subjects and regular discussion meetings specifically for tracking the implementation of the plan.

31. A strong feature of the head teacher's work in the school is her clear analysis of test results. This is difficult in such a small school where the scores of only 15 children are not statistically very reliable for comparison with national averages. The head teacher provides careful analysis of these scores. She helpfully shares with governors reports from the Attached LEA Inspector. These show how the school's results compare with similar schools nationally. The best work undertaken by the school looks in detail at the pupils' answers to each test question and identifies the strengths and weaknesses in learning. This useful information informs governors and staff and is efficiently fed into the strategic plan, in the form of targets for improvement. The school has set itself appropriately demanding targets for test results in 2005.

32. As it is a small school, every teacher has to manage two or three subjects, a heavy load. As there have been many staff changes in recent years many of the roles are quite new. The head teacher has addressed change with clear sight. She has been most supportive of the subject managers, ensuring that they have appropriate training and someone to work alongside them on difficult tasks. As a result, they take their roles seriously. They have already done a good deal to help their colleagues by ordering resources and giving training and support. They have a big milestone to pass now, which is to start the regular monitoring of colleagues' lesson plans and the quality of pupils' work. Without this they cannot take good oversight. This work has been outstanding since the last inspection.

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

Income and expenditure (£)		Balances (£)	
Total income	399,269.22	Balance from previous year	40,442.17
Total expenditure	360,713.10	Balance carried forward to the next	38,556.10
Expenditure per pupil	3,402		

33. The school is well funded, benefiting from a small schools allowance. A large under-spend in the budget accrued over two years ago. The governors are well aware of best value implications and are monitoring the budget very carefully to ensure that the money is well used. They are very appropriately directing funds at pupils' learning, hence the good resources and improved ICT equipment. To support herself and the staff, the head teacher has made sensible use of some outside expertise. Her own role in the implementation of the strategic plan is great, so professional support is wise. Management plans do not show the use of further support to benefit staff, however, although the head teacher has this in mind.

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

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

Provision in the Foundation Stage is **satisfactory**.

- The curriculum is appropriate and the teacher thoughtfully prepares the children for Year 1.
- Lesson planning shows the goals for the age group but not for individuals or groups.
- The teacher fosters good relationships with parents.

34. The reception teacher carefully prepares the children for Year 1, where they will have a daily literacy hour and numeracy lesson. She gradually increases the length of their lessons and by provides the kinds of tasks they will meet later on. In common with the rest of the school, this teacher has usefully begun to set the children individual targets too, which will help them to know what is expected of them.

35. Their teacher carries out several different assessments for each child so that she knows their attainment very well. In the lesson planning the teacher helpfully shows the national goals for the age group but she does not use all the assessments she has made to pinpoint which goal is for which child or group. Sometimes the goals in the planning are not the best ones for the children. The teacher's good knowledge of each one helps her to be flexible as she works with them, but as there are other adults in the class too, she does not always teach them. Sometimes children could be doing more than is asked of them.

36. Every child has a home visit from the teacher before starting school and there are in-school induction visits. The teacher knows most of the children's families well. All this helps the children to be secure at school and supports their achievement.

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

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

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

- Standards are very good and the children achieve well.
- Adults teach well, offering the children good models of organisation and relationships.
- The children have sound opportunities to make choices of activities.

#### **Commentary**

37. The children progress well in personal, social and emotional development and by the time they enter Year 1 most are likely to have exceeded the goals expected for their age. This is better than the last inspection. Even the younger ones in the class soon settle into the clear routine and organisation. They behave very well with hardly any strife; they respect each other and each other's space. They are tolerant, so that when one little girl picked up a teddy belonging to a classmate and moved it, its owner looked on understandingly and said nothing. The children are sensible and invariably do as they are asked. They concentrate well. They can enter sympathetically into an imagined situation, as they did when writing get-well cards for their teddies. The adults work well with the children, quietly demanding good behaviour and giving clear instructions. There is a successful system to develop responsibility, where children have six things they must do during the week and have freedom to fit them into their days as they can.



## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The provision for role-play is good.
- Standards are good and achievement is sound.

### **Commentary**

38. Since the staff evaluated the children's spoken language and decided to improve it, a large area has been devoted to role-play and resourced with good detail to make it real for the children. The area is a hospital for the current half term. Children collaborate well there, discussing who will take which role. They use their reception area appropriately and sensibly make marks in their appointments book. The children speak clearly with good standards for their age. They often speak in sentences, and refer to events outside the classroom, which relate to the activity at hand. Standards remain good as at the last inspection. They read regularly and test scores show they are doing very well for their ages. They can write their names already, about a third can form recognisable letters and one or two can write words. The children bring their positive attitudes and maturity to their work and learn well. The teacher is knowledgeable and encouraging. In one useful session, she modelled clear, interesting, joined up writing for the children. The group understood that they were working on producing an interesting sentence, which is a sophisticated concept for the age group.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **sound**.

### **Main strengths and weaknesses**

- Standards are good and achievement is sound.
- Teaching is systematic.

### **Commentary**

39. Standards remain good as at the last inspection. Many children are close to many of the goals for number for their age group now, early in the year. The most able can already count out ten items or say how many more they need for ten. Most children can count smaller number of items accurately. Many can read the number display on a dice without having to count the dots. In a lesson where they worked in three groups, usefully, with three adults, the children behaved and concentrated well, waiting patiently for their turns. Two of the adults helpfully assessed and recorded the achievement of the individuals in their groups to inform the class teacher.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Interesting experiences and visits to support the children's learning.
- The children use tools well
- The children are sometimes capable of taking more responsibility and achieving more.

## Commentary

40. Photo albums and displays show that the reception class have a sound range of interesting visits and activities that are well interlinked. For example, they recently saw flour produced at a local mill and had a try themselves to grind wheat by hand. Back at school they have been using the flour from the mill to mix biscuit dough. They rolled and cut that out in the shape of teddies, as teddies are a focus of interest their teacher has chosen for them. During the year the children have broadened their perspective by learning about a Hindu festival. Their teacher usefully made it real by helping them make the bracelets that are part of the festival.

41. When they are making things, the children can use small common tools like scissors, rolling pins and pastry cutters sensibly. They are aware of the need for skill here and can talk about that; they have been carefully taught.

42. In this small class the adult: pupil ratio is often good, with a volunteer helper as well as a learning support assistant for the class teacher to deploy. Sometimes in technological work, the adults make decisions or preparations for the children that they would be capable of making for themselves. Similarly, many experiences are recorded by the teacher's taking photographs and writing captions, although the children would be capable of more recording of their own.

## PHYSICAL DEVELOPMENT

Provision in physical development is **sound**.

### Main strengths and weaknesses

- The problem persists that the outside play space is narrow and there are few opportunities for using climbing equipment.

## Commentary

43. The outdoor play space is as it was at the last inspection although the school does now have plans to improve it. The children have some times when they can play there with large wheeled toys but the regular use of climbing equipment is not available. The children are not developing their full capacity for confident and creative movement.

44. The children have regular lessons for physical development and make satisfactory progress. They use the school hall for games and ball skills practice, showing good standards here during the inspection. Some children were restless at this and not fully challenged, and could have made more progress in the lesson seen. There are in the classroom plenty of opportunities for fine movement with small tools and the children have sound control with them.

## CREATIVE DEVELOPMENT

Provision in creative development is **sound**.

### Main strengths and weaknesses

- The children have produced some mature and well-executed portraits of themselves in paint.
- Opportunities for free drawing and painting are limited.
- The children use a wide range of good quality materials.

## Commentary

45. The children's paintings of themselves are generally mature with many recognisable features. Most show a confident hand with a paintbrush and sensible use of colour. The children were obviously able to concentrate and think about their self-portraits as they worked. Their pencil

and crayon drawings are similarly mature. Not many examples of their pictures are on display and they have only two drawings in their books for the half term just past.

46. The children have a variety of other interesting activities that include collage, sewing, and decorating items. The materials they use are attractive to them, colourful and glittering, and the children enjoy their tasks. Their teacher ensures that their work is always purposeful.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- Standards in speaking, listening, reading, spelling and handwriting are good.
- There has been recent, effective work to improve aspects of provision in English.
- Standards in writing are improving, but the pupils' presentation of their work is unsatisfactory.
- There are clear strengths in the sound teaching and learning, but marking of pupils' work does not help pupils know how to improve, and there is too much unfinished work for the juniors.
- Monitoring and evaluation of teaching and learning by the subject manager is not in place.

#### **Commentary**

47. Test results vary greatly from year to year. However, overall, test results in English compare well with the national results and in 2003, at Key Stage 2, were above the average for similar schools. In 2004, the school's results were in line with those for similar schools. This reflects at least satisfactory achievement for the pupils. The pupils' work seen confirms that, as at the last inspection, their standards are good at both key stages.

48. The pupils' good speaking and listening skills arise from plentiful opportunities for discussion, role-play and drama in lessons. The teachers give pupils, including the less able speakers, time to explain their ideas. The pupils become increasingly articulate term by term, and in particular have a secure command of Standard English. They listen most attentively to each other.

49. A recent focus on extending the range of reading material, on home-school reading diaries and on effective guided reading sessions has improved achievement in reading for pupils of different ability. A more systematic approach to teaching letter sounds and spelling throughout the school ensures that the pupils become very competent readers and writers. By Years 5 and 6, the pupils successfully tackle a range of quite difficult texts. In one lesson, for example, individual pupils read aloud, most competently, from quite a hard passage about the Tolpuddle Martyrs. The pupils effectively learn spelling patterns and clusters and spelling tests become increasingly difficult. As a result, the pupils' spelling is consistently accurate, and they make good plausible attempts at spelling difficult and unfamiliar words.

50. Standards in writing have been weaker than in other aspects of English. The school has accurately identified specific areas for improvement from careful analysis of test results. The teachers have focused on story sequencing, sentence structure, accurate punctuation and more variety and interest in the writing. These strategies are working. At both key stages, the pupils successfully write for various purposes, using different styles. For example, the younger pupils retell familiar stories and write instructions for maps. The work of older pupils includes play scripts, amusing fictional school reports, and sensitive personal accounts and poems. Vocabulary becomes more adventurous and sentences increasingly complex. By Years 5 and 6, in their very best work, the pupils produce impressive and mature versions of texts from Shakespeare. As was the case in the last inspection, the pupils very successfully learn to use joined-up writing, because it is taught well from reception onwards. The presentation of their work, however, is too often untidy and careless.

Strengths in the teaching and learning include:

- Well planned lessons with clear objectives, so that pupils of different abilities understand what they are learning, and make sound progress.
- Very effective use of the new whiteboards to engage the pupils' interest and attention.

- Good questioning techniques that extend the pupils' thinking and a helpful focus on learning new vocabulary; these impact positively on the pupils' achievements in speaking and writing.

51. The teachers write positive, evaluative comments on the pupils' work, but rarely tell pupils how to improve specific aspects of their writing. Similarly, in lessons, although the teachers are consistently encouraging, they give insufficient attention to critical evaluation of the pupils' achievements. As a result, individual pupils are not as clear as they could be on how they can improve. In the junior classes, the pupils sometimes do not finish their work and are not given specific time to do so. This is an unsatisfactory learning experience for them.

52. Leadership and management are satisfactory. There has been much useful work on improving aspects of provision for English. Monitoring of planning or lessons, to see how these can be improved further, is not fully in place, and this was an issue raised in the last inspection.

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

53. The pupils' very secure language and literacy skills enable them to work successfully in the other subjects of the curriculum. For example, they use their speaking skills very successfully in RE, discussing difficult concepts. The younger pupils write instructions for the maps they have made and the older pupils write good accounts in history.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are good and the pupils achieve satisfactorily.
- Pupils in Years 1 and 2 are good at applying their mathematics, although pupils in Years 3 to 6 are not.
- Teaching is consistently sound in Years 3 to 6 and good for Years 1 and 2.
- The management of the subject has been re-organised recently and is supportive for the teachers, but not evaluative enough.

### **Commentary**

54. Since 2000, the national test results for the school's seven and eleven year olds have improved and generally have compared favourably with national results. Results for 2004 show good attainment for the seven year olds, whose results compare well with those of similar schools. The eleven year olds' results are not as strong and overall do not compare well with similar schools. However, more pupils than in previous years achieved the above average Level 5 in the test. This represents appropriate achievement for the pupils.

55. Pupils in Years 1 and 2 are especially good at applying mathematics in practical situations. These pupils discuss their mathematics intelligently with each other. They accommodate new learning swiftly. Counting the vertices on solid shapes, a group swiftly understood that with some shapes you didn't need to count all the corners but could count one end and double it. Asked to frame questions that were capable of a yes/no answer, they talked to each other and quickly began to do it. They were practising two things at once as they worked on the properties of their shapes and formed the questions.

56. Pupils in Years 3 to 6 reason sensibly and work hard at number, measures and data handling. Just before they left last July, the eleven year olds could convert fractions and decimals, convert weights and measures and produce block and line graphs. The staff and governors are aware that the pupils are not as skilled at using and applying their mathematics. In their lessons, they do not sufficiently use mathematical initiative to explore ideas of their own, or draw their own conclusions.

57. Teaching and learning are good for Years 1 and 2 and sound for Years 3 to 6. All the teachers plan the lessons carefully, thinking them out in good detail and providing work for different ability groups. At the start of lessons, the teachers ensure that everyone is clear about what they are going to learn. Helpful questions push the pupils to remember and think. For Years 1 and 2, the practical work provided was particularly successful at helping the pupils learn and have something to say about their learning.

Areas where lessons need to improve are:

- raising the challenge for Years 3-6 in using and applying mathematics;
- increasing the use of ICT;
- deploying some of the learning support assistants more specifically.

58. Pupils in Years 3 to 6 work hard and learn soundly but they are capable of more complexity in their work and of taking more responsibility for problem solving. Their teachers do expect them to complete tasks alone, but some of the work is pedestrian. Pupils tend to work individually, even when told to work as a group. They help each other but only with instructions; they don't offer explanations to each other. The need to produce a finished piece of written work inhibits them. Real group work to provide opportunities for them to articulate their understanding and move themselves forward is underdeveloped and tasks are insufficiently open-ended.

59. Computers were well used in a Year 1 and 2 lesson with eight pupils working on software that complemented well the subject of the lesson. The teachers use their whiteboards effectively for demonstrations and group work. Otherwise, the classroom computers were under used when pupils were working individually.

60. The hard working learning support assistants are more successful when clearly deployed with a group. One assistant took responsibility for a group who were working with a programmable toy. Her contribution to their following instructions and recording their progress was invaluable. Where learning support assistants are moving about the class looking for pupils who need help, they cannot be as proactive and as a result have less impact on the pupils' learning.

61. A new manager for mathematics is working hard, helped by the head teacher and a specialist from the LEA, to ensure that her colleagues are well supported. Between them, they have evaluated the school's test results and identified necessary improvements. Particularly innovative has been the subject manager's evaluation of the learning of individual pupils, which has helped identify necessary developments. A comprehensive plan for future management is of good quality. The manager is ready now to start evaluating pupils' work and teachers' lessons in order to improve the provision. This is a key task in helping the teachers to raise achievement further, and was an issue raised in the last inspection.

### **Mathematics across the curriculum**

62. Mathematical skills are used adequately in other subjects. In geography, pupils make maps and use co-ordinates to pinpoint places. In science, they measure distances and quantities, recording their results on tables.

### **SCIENCE**

Provision in science is **sound**.

### **Main strengths and weaknesses**

- Whilst the seven year olds' standards are good and their achievement is satisfactory, the standards of the eleven year olds are average and their achievement, unsatisfactory.
- The teaching is sound overall.

- The pupils in Years 1 and 2 learn well, supported by their self-confidence.
- For pupils in Years 3-6, an over reliance on worksheets is limiting the pupil's independence in recording their work.
- Regular assessment is not established.
- Subject management has been disjointed and has lacked specific science expertise.

## Commentary

63. The 2004 assessment results suggest that the school's seven year olds are reaching good standards and their work during the inspection confirms it. They are achieving well. Over recent years, the test results for the school's eleven year olds have been below the national average. The scores improved a little in 2004, but are still below the average for similar schools. During the inspection, the standards in the lessons for Years 3-6 were sound, but the pupils are underachieving. The distinction between the standards of younger and older year groups is unchanged from the time of the last inspection.

64. For Years 1 and 2, the teaching is satisfactory and the learning is good. Their teacher's careful preparation for their work, and their own self-respect and positive attitudes, help pupils take responsibility for learning. During the inspection, when they were learning about human growth, they had the opportunity to ask questions of two mothers of toddlers. The teacher had helped the pupils think about and write their questions earlier so that they were well prepared. She arranged the classroom space and time so that they could ask them in a reflective atmosphere. As a result, the pupils learned well.

65. In Years 3 to 6, teaching and learning are satisfactory. The teachers plan and organise their lessons in detail so that pupils are busy throughout. The teachers use a three-part lesson structure that helpfully gives the pupils a clear introduction, an activity and a time to talk about what they have learned at the end. The teachers adapt tasks helpfully for different ability groups. In one lesson, four pupils had some good ICT experience too as they autonomously used computers to record their findings. The learning support assistants often give suitable support to individual pupils with special educational needs that enables them to make good progress.

66. One reason for underachievement in Years 3 to 6 is that pupils do not always have enough opportunity to express their learning in their own words. The teachers often ask them to show their findings on worksheets, which ask a question or provide a table to be filled in. Pupils do not generate their own account of their learning in any depth. They have an additional job to do, which is not about science, but about reading and understanding what the worksheet requires of them.

67. Assessment is unsatisfactory. No assessments are made of the pupils' progress except at seven and eleven. This makes it hard for the teachers to be certain that they are setting work at the right level. The pupils do not know what they need to do to improve.

68. The many staff changes in recent years have caused discontinuities in the subject leadership for science. An enthusiastic new subject leader has recently joined the school, who is employed for one day a week only and will be teaching most of the time. The head teacher is supporting her strongly. Both know that science needs development to raise achievement. The teachers at Beaulieu have had little specialist science training. No specialist advisory support has yet been bought for science but the school could afford that, and would benefit.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## Main strengths and weaknesses

- The pupils reach the standards expected for their age, but their achievement is unsatisfactory.
- They have good knowledge of the uses of computers.
- The recent introduction of whiteboards in two classrooms is enabling teachers to demonstrate specific skills more effectively.

## Commentary

69. By the end of Years 2 and 6, the pupils achieve the standards expected for their age, but given their attainment on entry to the school, are not achieving highly enough. The pupils have secure skills in opening files, retrieving work and saving it, and can give instructions for programmable devices. The infants competently use a range of simple software to make pictures and writing. The younger juniors can amend their work, and the older pupils are successfully learning how to interrogate databases. In lessons, the pupils make sound, and often good progress, because of very competent teaching. A new scheme of work based more appropriately on national guidelines has been only recently introduced. Similarly, networking the computers and providing four computers and a printer in every classroom have been recent developments. These initiatives have yet to impact on the pupils' achievements.

70. The younger pupils know that computers can be used for letters and designs, and that they can ask questions and get answers using a computer program or the Internet. The older pupils know about research using the Internet, and about broadband. They recognise that computers can be unhelpful, particularly when they 'crash', or are infected with a virus. The pupils are very aware of how they can use computers in different subjects in school.

71. The teachers are making good use of the new whiteboards, to extend pupils' 'hands on' experience, and for direct demonstration of new skills. In one lesson, the teacher very successfully involved individual pupils in demonstrating how to amend text. In another, the teacher effectively introduced some new and quite difficult work on databases, so that the pupils understood well how to use the program. Again, individual pupils, including the less able, enjoyed demonstrating at the whiteboard.

72. The sound standards in ICT found in the last inspection have been maintained. Leadership and management are satisfactory. There is good support for the teachers for their planning and use of different programmes. Monitoring of teaching and learning to see how it can be improved is not in place, and this was an issue raised in the last inspection.

## Information and communication technology across the curriculum

73. The pupils use their sound ICT skills in a range of applications in different subjects, although sometimes such opportunities are missed. In mathematics, for example, the pupils use computers for their work on shapes and compass points. The pupils use word processing competently for writing in different subjects.

## HUMANITIES

74. There was insufficient opportunity during the inspection to see any lessons in **geography** and **history**, so no overall judgement about provision in these subjects can be made. However, evidence from past and present work indicates that the pupils achieve at least satisfactory standards in these subjects. The use of undemanding worksheets, which was an issue in the last inspection, has been eliminated. Both subjects are well supported by clear schemes of work, which are better than was found last time. In history, the infants did some lively work on Florence Nightingale, using role play, with 'nurses' and 'superintendents' visiting the hospital in Scutari. This term, in geography, these younger pupils have completed some good mapping work, based on their study of Beaulieu High Street. This work was followed up most effectively with role play when the classroom became the shops in the High Street. The younger junior pupils were nearing the end of



some interesting work comparing the lives of the Romans and Celts. The research work on Egyptian artefacts undertaken by the older juniors shows good historical skills.

## RELIGIOUS EDUCATION

Provision in Religious Education, (RE) is **good**

### Main strengths and weaknesses

- Standards exceed those expected in the Locally Agreed Syllabus and have improved dramatically since the last inspection.
- Teaching and learning are good.

### Commentary

75. Since the last inspection, standards in RE have moved from being unsatisfactory to very good. The requirements of the locally agreed syllabus are now met. The pupils effectively learn about different religious traditions. At Key Stage 1, the pupils know about aspects of Hinduism through their study of the festival of Divali. At Key Stage 2, the pupils have undertaken some challenging work into death rituals, and have studied in particular, aspects of the Jewish faith. Their poems linked to this work show good knowledge and sensitive appreciation of another faith. The pupils' learning has been much enhanced by visits to a mosque and a Hindu temple.

76. Teaching and learning are good, so that the pupils achieve well overall. The retelling of the story of Ramayana by the infants, which involved some simple drama, and use of percussion instruments was lively and well organised. In their writing, the pupils show sound understanding, for their age, of good and bad linked to the ideas of darkness and light in the Ramayana. At Key Stage 2, the junior pupils were tackling difficult concepts of symbolism and the after life in religious beliefs. In both junior lessons, the use of story, drama, music and visual images all helped the pupils' understanding. The attempts by younger junior pupils to persuade a class member to eat or not eat the apple from the Tree of the Knowledge of Life very effectively engaged the pupils. The older pupils showed articulate and mature response when they talked about their ideas of life after death. The teacher handled the topic with great sensitivity.

77. Leadership of the subject is good, but in terms of management, monitoring of teaching is not in place. However, there has been substantial work over the past year to ensure that statutory requirements are met. Teachers have been well supported in their planning and are given teaching packs to help them. Resources are better provided.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. There is not enough evidence to judge provision in art and design, design and technology, or physical education. No lessons could be seen in these subjects.

79. **Design and technology** work showed that the school is helpfully following a good scheme of work and that the pupils have a good range of resources to use. Their artefacts are competent and pupils can clearly use tools and materials appropriately. The subject manager is helpfully keeping work samples for moderation and comparison purposes.

80. Provision for **art and design** has improved since the last inspection, as there is a good scheme of work in place now. However, sketchbooks are no better used than they were, there is little serious drawing. Art is thin, with little sustained work evident. The way paint is used in one class and the generally scarce use through the school suggest that the adults lack confidence in their subject knowledge. There is a training need for them and an implication for monitoring also.

81. **Physical education** is well supported by the parents who help with coaching and practicalities. This subject contributes to good relations between parents and school. The school

regards its provision for PE as strength. Football is popular and netball is also regularly played. Various events are planned which the community can helpfully share, like sports day, and a skipping event. As at the last inspection, the outdoor space is good for PE. The range of equipment is good. The subject management is at an early stage with the manager aware of the need to gather information about strengths and weaknesses of the school's current work.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Standards in instrumental playing are very good and the pupils achieve well.
- Music standards generally are good and achievement is sound.
- Specialist teaching supports the pupils' learning very well.
- Resources and accommodation are good.
- Individual assessment is lacking.

### **Commentary**

82. Music is important in the school as it was at the last inspection, and the parents are very positive about what the school does. About three quarters of the pupils in Years 3-6 play an instrument. About 15 pupils learn the recorder; there are also pianists, clarinettists and saxophonists. The Samba band, which meets after school one day a week includes a range of enthusiastic percussionists whose teamwork is very successful. Standards are high, because of specialist teaching, the pupil's positive attitudes, parental support, and because the school takes every opportunity to use and celebrate its musicians. During the inspection both solo and ensemble work played an intrinsic part in the whole school assembly.

83. Standards in music overall have been maintained as they were at the last inspection. Singing is tuneful, and the children read graphic scores and compose. They listen appreciatively to music from other artists and cultures.

84. Two part time teachers teach music. One teaches instrumentalists individually and the other takes each class once a week for the full music curriculum. The two teachers, helpfully, work co-operatively, particularly to plan pupils' performances. Their enthusiasm and knowledge permit them to provide good quality experience for the children.

85. The weekly general music lessons are an hour long, which gives time for some sustained work and is an improvement from the last inspection. Two lessons were seen. The teaching and learning were always sound and often good. Strengths included the careful lesson planning and the links made between the pupils' other experiences and their music. The teacher stayed in good contact with the pupils during the lesson, listening carefully to them and modelling that behaviour for them. One lesson was less successful, where the pupils had not mastered collaborative group working so did not wait for or listen to each other's playing well enough.

86. As at the last inspection, there is no regular assessment system, to set clear goals for the pupils, that would help to improve their collaborative and other skills.

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

Provision for personal, social and health education and citizenship is **good**, and overall, has improved since the last inspection.

## **Main strengths and weaknesses**

- The school makes effective use of local guidelines for PSHE
- The pupils are valued and become successful members of the school community.

## **Commentary**

87. The school has successfully incorporated the local authority's guidelines into its long term planning for PSHE. Circle Time or PSHE feature regularly on class timetables. The teaching and learning seen in these lessons was good. Through lively, practical activities, and careful discussion, the pupils learn about working as part of a team and solving problems, and think about fairness. The pupils have also had very useful input on how to deal with bullying, by watching and discussing a video.

88. The development of the school council, and informal and formal consultation with pupils has strengthened significantly the pupils' involvement in their school. They know that their views are valued and express them articulately. The school council is properly established with a treasurer, secretary and chairperson. The election process gave the pupils a real insight into this aspect of citizenship. The process of standing for election to the School Council, with posters, manifestos and ballot papers, provided valuable practical experience for the pupils. The many jobs that the pupils now have in the school very effectively help them to become mature and responsible members of the school community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
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).*