

INSPECTION REPORT

**HUNTLEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Huntley

LEA area: Gloucestershire

Unique reference number: 115686

Headteacher: Mrs Madeleine Owen

Lead inspector: Mrs Stephanie Lacey

Dates of inspection: 15th - 17th November 2004

Deleted: -

Inspection number: 267088

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 84

School address: Ross Road
Huntley
Gloucestershire
Postcode: GL19 3EX

Telephone number: (01452) 830 510
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Appropriate authority: The governing body
Name of chair of Mrs Anne Bryson
governors:

Date of previous 20th October 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Huntley Church of England Primary School is a small village school near Gloucester. It has four classes. There are two year groups in each class, except for Year 4, which is taught separately. Pupils come from a wide range of social, economic and academic backgrounds. Nine per cent of pupils are eligible for free school meals, which is just below the national average and reflects the advantaged backgrounds of many of the pupils. Some pupils come from the village itself and others from local villages nearby. Most pupils are White British, with seven per cent from other ethnic backgrounds. Two children speak English as an additional language. When children start school, their skills, knowledge and understanding are very wide-ranging, and most children have reached the levels expected for their age, with some doing much better and some a little behind. Seven per cent have been identified as having special educational needs, which is well below average. These pupils have a range of learning difficulties. The school gained an Investor in People award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3764	Mrs Stephanie Lacey	Lead inspector	Foundation Stage English Music Special educational needs English as an additional language
19322	Ms Judi Bedawi	Lay inspector	
24019	Mr Ken Parry	Team inspector	Mathematics Art and design Design and technology Physical education
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PART A: SUMMARY OF THE REPORT

It is easy to understand why parents want to send their children to this good school. There is a friendly, family atmosphere, in which individuals are valued. Pupils achieve well because the teaching is good and standards are high. The school is led and managed well. **It provides good value for money.**

The school's main strengths and weaknesses are:

- Standards are above expected levels in English, mathematics, science and information and communication technology.
- Consistently good teaching underpins pupils' good achievement.
- Pupils behave well and are happy to come to school.
- Staff cater effectively for the different learning needs of each pupil.
- There is a very strong staff team, with clear leadership from the headteacher.
- Work planned for the pupils is interesting and enriched by visits and visitors.
- There are very good links with local primary schools.
- There is a good partnership with parents.
- The school makes best use of the attractive accommodation, which nonetheless has some shortcomings.

Overall, the school has moved forward well since its last inspection in October 1998. Progress slowed during a period of staff instability a few years ago, but with the appointment of the current headteacher the school has come back on track. The quality of teaching has improved and this ensures that pupils achieve well. Provision for work in information and communication technology (ICT) has also strengthened, with the opening of the ICT suite and appointment of a specialist teacher. There are now much stronger links with local schools, which have a significant impact on staff development. All the issues for improvement noted by the last inspection have been tackled. These were related to the quality of teaching, communication with parents and planning for the future development of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A*	B	B
mathematics	C	A	C	C
science	B	A*	A	A

Key: A - very high; 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.*

All pupils achieve well. This includes pupils with special educational needs, higher-attaining pupils and those learning English as an additional language. This table shows that in 2004, standards in Year 6 national tests were well above average in science, above average in English and average in mathematics. Standards were lower in mathematics because higher-attaining pupils did not do as well as they did in other subjects. In

comparison to schools with a similar free school meal entitlement, pupils did as well in mathematics, better in English and much better in science. In the 2004 Year 2 national tests, standards were well above average in reading, writing and mathematics. Standards were in the top five per cent of schools with a similar free school meal entitlement. In small schools there are often fluctuations in standards year on year because of the impact of small numbers on statistical data. The inspection found that when pupils start school their skills, knowledge and understanding are wide-ranging, but broadly in line with the expectations for their age. They achieve well in the Reception year and most children reach the levels expected for their age by the start of Year 1. Pupils also achieve well in subsequent years and standards are above average in English, mathematics, science and ICT throughout the school. Work in other subjects was only sampled and so no judgement can be made about standards in these.

The pupils' personal qualities are developed well and are fostered effectively by the good overall provision for their spiritual, moral, social and cultural development. The pupils behave well in lessons and at playtimes. Attendance levels are well above average and this is a significant factor in the good progress that pupils make.

QUALITY OF EDUCATION

The school provides a good quality education. Teaching is consistently good in all year groups. Strengths in the teaching, which enable pupils to learn effectively, include thorough planning and good attention to pupils' individual needs. Very good relationships between staff and pupils underpin the way in which pupils confidently approach learning activities. Pupils' skills, knowledge and understanding in different subjects are developed effectively through interesting projects, although the pupils do not always present their work as well as they should. The school makes best use of the building, but there are some limitations caused by a lack of space and the temporary building is reaching the end of its life. A very good partnership with local primary schools is helping staff to develop their skills further. Good links with parents support pupils' learning at home and at school.

LEADERSHIP AND MANAGEMENT

The school is led and managed well. The headteacher works closely with staff and provides clear direction for a very committed group of teachers and assistants. The school is well organised and runs smoothly. Governance is satisfactory overall, with individual governors making good contributions. The governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with all that the school does for their children and especially value the intimacy that a village school provides. Parents raised no significant concerns, although a very small minority were unhappy with the leadership and management of the school and the extent to which the school consulted parents. The inspection found nothing to substantiate these worries. Pupils enjoy coming to school and are positive about it. They like their teachers and value the opportunities to work and play with their friends.

IMPROVEMENTS NEEDED

In this good school there is nothing in the school's provision that is unsatisfactory, apart from some limitations imposed by the accommodation and the current state of the temporary classroom. The school has identified appropriate areas for development in order to raise some of the currently satisfactory provision to good.

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

- Implement its current plan for improvement.
- Continue to work with the diocese to improve the accommodation.
- Set higher expectations for the presentation of older pupils' work.
- Consistently challenge higher attaining pupils in mathematics.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school and standards are above those expected in all year groups. Standards in national tests fluctuate year on year because of the small numbers of pupils involved, but have been either average or above for several years.

Main strengths and weaknesses

- This year, standards in national tests were well above average in Year 2 and above average in Year 6.
- Pupils achieve well in all classes and do better than other pupils of their age.
- Older pupils' work is not always presented well.

Commentary

This year, standards in national tests were well above average in Year 2 and above average in Year 6.

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1. In this small school, statistical data should be treated with caution because the small number of pupils taking the tests means that there can be apparent swings in standards from year to year. Nonetheless, some general conclusions can be drawn. It is quite clear that at Huntley, standards in national tests have been above or well above average in most recent years.
2. In Year 2 tests, standards were well above average in reading, writing and mathematics this year. There was a dip in standards in 2002, which reflected the higher number than usual of pupils with special educational needs in the year group. Improvement has kept pace with the national trend. Girls have done better than boys, on average, over the last three years. The school has looked into reasons for this carefully and the inspection found nothing in the school's provision to account for this difference. This year, in comparison with schools with a similar free school meal entitlement, standards were in the top five per cent.
3. Typically, standards have been even higher in Year 6 tests, and 2001 and 2003 standards in English were in the top five per cent of all schools. In 2001, they were also in the top five per cent in mathematics and also in the top five per cent in science in 2003. This year, standards were well above average in science, above average in English and average in mathematics. The slip back in mathematics was partly because higher-attaining pupils did not reach the level expected of them. In comparison with pupils in schools with a similar free school meal entitlement, pupils at Huntley did much better in science, better in English and achieved equally as well in mathematics. Over fifty per cent of these pupils did not take their Year 2 tests at Huntley and so it is not possible to track the progress of this group from their Year 2 tests. The school's individual tracking records shows that most made sound progress, although, for some, progress in mathematics slowed when they were in Years 4 and

5. Overall improvement in standards has been below the national trend, but this is because the standards were very high to begin with.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.3 (17.4)	15.8 (15.7)
writing	17.0 (15.8)	14.6 (14.6)
mathematics	18.4 (17.2)	16.2 (16.3)

There were 14 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 2004

Standards in:	School results	National results
English	28.1 (30.0)	26.9 (26.8)
mathematics	27.0 (28.5)	27.0 (26.8)
science	30.0 (31.5)	28.6 (28.6)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

Pupils achieve well in all classes and do better than other pupils of their age.

4. Throughout the school pupils achieve well. When children start school in their Reception year, their knowledge, skills and understanding are wide-ranging, but in most years, the overall profile of the group is broadly in line with levels expected for their age. Currently, pupils achieve well in all areas of learning because of the good levels of support that they are given by the staff. Most children reach the levels expected for them by the end of their Reception year.
5. Pupils also achieve well in Years 1 to 6 because of consistently good teaching. Consequently, many do better than other children of their age and standards are above expected levels in English, mathematics, science and ICT. Only a few lessons were sampled in other subjects and so overall judgements about standards and achievement are not possible.
6. Pupils with special educational needs achieve as well as their peers and try their best. Some of these pupils have emotional and behavioural problems and respond well to the sensitive support of the staff. Pupils who are a little behind their peers benefit well from the extra help they are given in 'clubs' before school each day. Pupils with more significant difficulties, including a pupil with a statement of special educational need, also do well because of the good provision made for them.
7. Pupils learning English as an additional language have made good progress this year. They are now fluent English speakers and undertake the same work as their peers.

Older pupils' work is not always presented well.

8. The presentation of work in older pupils' classes is not as good as it could be. Some pupils present their work neatly, but many do not. Pupils do not generally transfer the skills learnt in handwriting sessions to their ordinary work.

Pupils' attitudes, values and other personal qualities

Pupils enjoy school and behave well. Their personal development is good and fostered effectively by the good overall provision for their spiritual, moral, social and cultural development. Attendance levels are well above average. This strength has been maintained well since the last inspection.

Main strengths and weaknesses

- Pupils are very positive about school and enjoy learning.
- Pupils behave well in classrooms and at playtimes.
- Pupils' spiritual and cultural development is not as strong as their moral and social development.
- Pupils' very good attendance has a positive impact on their learning.

Commentary

Pupils are very positive about school and enjoy learning.

9. Pupils talk enthusiastically about their school. They value its intimacy and family atmosphere. They find the work fun and feel that the teachers help them to tackle increasingly difficult tasks. Particular highlights of their week are the Friday afternoon 'Golden time', when pupils who have had a successful week chose their own activities. In lessons, pupils are attentive and work hard. They show interest in what they are learning and do their best.

Pupils behave well in classrooms and at playtimes.

10. Pupils are sensible in lessons and most conform to the classroom rules that they have decided on with their teachers. There is rarely a need for teachers to spend any time on talking to pupils about their behaviour. Younger pupils are particularly well behaved. This good behaviour is established when children start school in Class 1 and, already, the small group of this year's Reception children have fitted into the class routines well.
11. At playtimes, pupils play happily together. Older and younger pupils get along well and so do pupils from different racial groups. Pupils feel that staff deal with any bullying quickly. At playtimes, older pupils take on the role of peer mediators and the younger ones, who feel happy to have another person to turn to, appreciate this. Lunchtime supervisors engage well with the pupils and provide them with clear guidelines on how to behave. No pupils were excluded for inappropriate behaviour last year.

Pupils' moral and social development is good.

12. The school takes every opportunity to help pupils to develop their moral understanding and social skills, and this enables pupils to reflect on moral values and provides good opportunities for them to relate to others. Individuals are valued and their successes are celebrated. This is evident in displays around the school – in the entrance area, for example, there is a display entitled 'Wonderful Me'. Older pupils take on further responsibilities to help with the running of the school and a School Council makes a valuable contribution to school life. Pupils' spiritual and cultural

development are sound. There are some good opportunities for pupils to develop their awareness in these areas, but they are not yet planned systematically. Particular highlights are the visits of the church 'Open the Book' team, who take a weekly assembly. Currently, there are few displays around the school to remind pupils of the cultures and beliefs of the wide range of groups represented in modern British society.

Pupils' very good attendance has a positive impact on their learning.

13. The school is successful in helping families to understand the impact of sustained attendance on good learning. Parents usually get their children to school promptly and regularly. Unauthorised absence is rare. Much authorised absence is because families have term-time holidays. The school makes clear to parents that it will not authorise holidays for more than ten school days. Attendance records are kept well. Because the majority of pupils arrive on time and have very good attendance, their progress and achievements are maintained well, reflecting their eagerness to learn.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
National data	5.1	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 school provides a good quality education. Consistently strong teaching and an interesting and rich curriculum underpin pupils' good achievement. Pupils are cared for well and there is a good partnership with parents. The attractive Victorian accommodation is used well, but there are some shortcomings in terms of space and in relation to the temporary building.

Teaching and learning

Teaching is good throughout the school and so pupils make good strides in their learning. Pupils' progress is checked carefully and most know what they have to do to improve their work.

Main strengths and weaknesses

- Teaching is consistently good in all classes and so pupils learn effectively.
- Teachers plan and prepare well for lessons.
- Pupils work well together and learn from each other.
- Learning support assistants contribute effectively to work in lessons.
- Very good relationships between staff and pupils help to make learning enjoyable.
- Good use is made of teachers' subject expertise to move learning forward.
- Good systems and procedures to check how well pupils are doing are used effectively to move pupils forward further.

- Occasionally, teachers spend overlong talking to the whole class, which limits the time for pupils to work on learning activities.
- Teachers in older pupils' classes do not set high enough expectations for the presentation of pupils' work.

Commentary

Teaching is consistently good in all classes and so pupils learn effectively.

14. The table below shows that the teaching observed during the inspection was predominantly good. Pupils' work and their levels of knowledge and understanding clearly indicate that they are consistently well taught. The very good lessons seen were in older pupils' classes and the satisfactory lessons were spread throughout the school. The overall quality of teaching and learning has improved since the last inspection.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	17	5	0	0	0

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

Teachers plan and prepare well for lessons.

15. One of the strengths in the teaching is the very thorough planning and preparation for lessons. This ensures that lessons move at a good pace and that all pupils are challenged effectively. Teachers cope well with planning for the two-year age spread in three of the four classes.

Pupils work well together and learn from each other.

16. In some lessons, pupils have to work in groups or pairs in order to tackle their work and manage this well. They co-operate sensibly and remain focused on the learning task.

Learning support assistants contribute effectively to work in lessons.

17. Learning support assistants make significant contributions to work in classrooms. One works particularly with the younger children and both support pupils who have special educational needs. The sensitive support that they give both of these groups has a significant impact on the pupils' good achievement.

Very good relationships between staff and pupils help to make learning enjoyable.

18. Throughout the school pupils and staff get on very well together. These very good relationships underpin learning very effectively. Pupils are not afraid to contribute ideas or ask for help and teachers and assistants clearly enjoy the pupils' company and do all they can to encourage them.

Good use is made of teachers' subject expertise to move learning forward.

19. In this small school, there has been some imaginative use of time and money to make the best use of teachers' expertise. One teacher, for example, teaches ICT to several

classes and this has had a significant impact on pupils' progress. The school is very aware of the need to ensure that all teachers maintain and develop their skills in ICT and that these are used in work in other subjects. In the two older pupils' classes, staff with high levels of expertise teach music and art and design and, again, this means that pupils are challenged effectively.

Good systems and procedures to check how well pupils are doing are used effectively to move pupils forward further.

20. Teachers keep a careful check on how well pupils are doing in all subjects. These records are well organised and used effectively to plan subsequent work. Marking is thorough and, in the best examples, gives pupils a clear picture of whether they have achieved the target set for them. Pupils are being increasingly involved in evaluating their own work and are encouraged to check how well they are doing against the personal objectives set for them in English and mathematics.

Occasionally, teachers spend overlong talking to the whole class, which limits the time for pupils to work on learning activities.

21. In the satisfactory lessons, pupils did not move forward as fast as they could have done because they spent too long listening to the teacher. They listened well and clearly understood what they were being taught, but did not have sufficient time to practise new skills or opportunity to take an active part in the lesson.

Teachers in older pupils' classes do not set high enough expectations for the presentation of pupils' work.

22. The presentation of pupils' work in Years 4 to 6 is not as good as it should be. This is because teachers do not set high enough expectations for pupils in terms of layout and handwriting. There has been a sharp focus on raising standards in terms of understanding, knowledge and skills across all subjects, but this has not been matched by an equal emphasis on good presentation.

THE CURRICULUM

Work is planned well in all subjects and enriched effectively by a range of visits and visitors. Staffing levels are good and the accommodation and resources are satisfactory. Good improvement has been made in all areas since the last inspection.

Main strengths and weaknesses

- Work planned in all subjects is broad, interesting and relevant to pupils' needs.
- Work is carefully planned for all groups of pupils, including those in mixed-age classes.
- A varied programme of visits, visitors, clubs and other activities is used effectively to enrich pupils' learning.
- The school is generously staffed and good use is made of teachers' expertise and interests.
- The school has worked hard to compensate for the shortcomings in the accommodation.

Commentary

Work planned in all subjects is broad, interesting and relevant to pupils' needs.

23. The school provides a broad and well-balanced range of stimulating learning experiences that lead to the high levels of interest seen in lessons. It is based firmly on the National Curriculum and the locally agreed syllabus for religious education. In addition, French is taught in Years 5 and 6.
24. Opportunities for pupils to meet, socialise with and work alongside pupils from neighbouring primary and secondary schools are carefully built into the curriculum. All statutory requirements are met including those relating to sex and relationships and drugs education. There is good emphasis on pupils' personal, social and health education and citizenship. Pupils are prepared well in these ways for the next stages in their education.

Work is carefully planned for all groups of pupils, including those in mixed age classes.

25. All subjects have detailed guidance to assist teachers' planning and this helps to ensure that pupils' knowledge and skills are built on year-by-year. As a result, pupils of all abilities achieve well. The national strategies for literacy and numeracy are used effectively and this contributes to the good standards seen in English and mathematics. A significant strength in planning is the annual review of work covered, to ensure that pupils in mixed-age classes are engaged at a level suitable for their age and do not repeat work unnecessarily.
26. The strong commitment to equality of access and opportunity for all pupils is reflected in the good provision for pupils with special educational needs. It enables them to achieve as well as other pupils and most reach expected levels by the time they leave the school. Better individual education plans have contributed to this improvement since the last inspection.

A varied programme of visits, visitors, clubs and other activities is used effectively to enrich pupils' learning.

27. Educational visits and visitors, including a residential experience for pupils in Year 6, are built into the curriculum as integral parts of the teaching and learning process. Special weeks such as the 'International Week', in which all classes work on the same topic, motivate staff and pupils alike. In addition, a good range of extra-curricular clubs and activities cover a wide range of interests including sport, music and the arts. All of these make a powerful contribution to the quality of teaching and learning, as well as pupils' personal development.

The school is generously staffed and good use is made of teachers' expertise and interests.

28. The school is generously staffed with well-qualified teachers and learning support assistants who work effectively as a team. Good use is made of their individual interests and expertise. As a result, pupils benefit from small classes, good levels of support and some specialist teaching in art and design, information and communication technology and music.

The school has worked hard to compensate for the shortcomings in the accommodation.

29. The accommodation is satisfactory overall. The school occupies an elevated site with the main part of the school housed in an attractive Victorian building. A recent well-

designed extension provides a good-sized classroom for older pupils. An ICT suite has been developed on the first floor and is used well. However, there are significant shortcomings:

- the classroom and outdoor area used by Reception and Year 1 pupils are small, although large enough for the current group of children;
- the use of the hall as a classroom limits its use for other purposes;
- there is only one staircase to the first floor, with no emergency exit (although this has been checked and cleared by the fire service); and
- there are ongoing problems with the maintenance and position of the Year 2 and 3 classroom.

30. To their credit, governors and the staff make best use of what they have and work hard to compensate for any deficiencies and to minimise the impact on teaching and learning. More use could be made of the church and the immediate surroundings as a resource for learning, for example in local study work.

Care, guidance and support

This area has been maintained well since the last inspection. The quality of care, protection and health and safety is sound. The staff know and understand their pupils well so that mutual relationships are very good and pupils' views are well considered. Procedures and practices for child protection and health and safety are satisfactory. Pupils receive good personal and academic guidance and support. Procedures to help new children settle and to meet their needs are good.

Main strengths and weaknesses

- The staff pay sound attention to pupils' welfare, care, child protection and health and safety.
- The mutual trust and respect between staff and pupils is very good.
- Pupils benefit from the good academic support and personal guidance.
- New children settle happily into school life.

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Commentary

The staff pay sound attention to pupils' welfare, care, child protection and health and safety.

31. Staff look after pupils' daily care well. Most staff are qualified first aiders, able to support pupils with asthma or other medical conditions. Pupils are supervised well. The school is very aware of any possible health and safety problems arising from the access to and age of the accommodation and takes sensible steps to ensure that pupils are safe and well cared for. Governors are currently considering improvements to the access to the school (this is shared by the church and local houses). Arrangements for child protection are satisfactory, with a trained and designated member of staff and a child protection governor. Whole-staff training is planned. There is an appropriate policy.

The mutual trust and respect between staff and pupils is very good.

32. Pupils like the adults who look after them. They know that they can trust staff to help if they need support to resolve any problems. Mutual respect is strong between adults and pupils. The staff find time to listen using their very good knowledge of pupils to resolve issues speedily. Whenever possible, staff act on pupils' ideas. Pupils grow in confidence and are able to express well-reasoned views, knowing that their opinions are valued. Pupils and staff take the School Council seriously. It gives pupils a strong voice in developing their school. It has led to good ideas like the introduction of pupil 'buddies' at playtimes.

Pupils benefit from the good academic and personal guidance and support.

33. Teachers are good at using assessment data to accurately identify the learning needs of all pupil groups including those who are gifted and talented and those with special educational needs. Pupil progress and learning is developed further through use of clear individual targets particularly in English and mathematics. These targets are shared and discussed with pupils who have a good understanding of what they need to do to achieve their set targets and move on. Teachers review targets regularly, so that the momentum of academic progress continues well for all pupils. The monitoring of pupils' personal development is largely informal, supported by the good background knowledge that staff have of their pupils. Pupils with special educational needs have their own individual education plans, which are written in a child-friendly format.

New children settle happily into school life.

34. There are good procedures and practices that help the youngest children to grow in confidence and enjoy being at school. The induction process is carefully planned to meet the welfare and learning needs of young children. The process starts well before children start school with visits by parents and teachers and the invitation of the local playgroup to the Christmas play. The children get used to the new surroundings, teachers and older children, so that they adapt quickly to school routines and soon feel secure. Older pupils joining the school say that they settled happily and found many new friends.

Partnership with parents, other schools and the community

The partnership with parents is good. Community involvement is good and links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents support the school very well.
- The information provided to parents has improved since the last inspection.
- Homework arrangements are good.
- College and school links are particularly strong.
- Community links play a positive part in school life.

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Commentary

35. This strong area has been improved further since the last inspection. Most parents are very pleased with all that the school does for their children. A very small minority indicated, on the questionnaire sent to them before the inspection that they were not so happy with the leadership and management of the school, or the way in which the school consults with parents. The inspection found that their concerns about leadership and management are unjustified and that the school has satisfactory procedures for seeking parents' opinions. However, the school will clearly need to explore these particular concerns further to understand the reasons for them.

Parents support the school very well.

36. The partnership between school and home is good, enabling parents to be involved in their children's education. Staff encourage parental help in lessons, running the library, hearing readers or providing additional support on trips and visits, including the residential trip to the Isle of Wight. Parents readily offer their help out of school time and have recently built and planted the attractive raised flowerbeds near the Elliot classroom. The Parents, Teachers and Friends Association (PTFA) is successfully established and is a hardworking group, organising many fundraising and social activities. The biggest event is the 'Founders' Day' preceded by a special church service. The PTFA recently bought two interactive whiteboards for the school. Parents are pleased with the way the school works and the friendly welcome they receive.

The information provided to parents has improved since the last inspection.

37. The prospectus and the annual governors' report now meet statutory requirements. Parents are well informed about school matters through regular newsletters. Annual pupil reports are satisfactory. They are written in a computerised format so that the text and layout is similar for all pupils. The focus is on work covered and what pupils can do, rather than whether pupils are doing as well as they should be for their age. Consequently, parents do not know whether their children are doing well enough and are uncertain about how to help them to improve further. There is no provision for pupils to comment about their own progress over the year. Parents also have opportunities to discuss their child's progress at the two formal consultation evenings held during the year and find it easy to approach teachers informally. Parents of pupils with special educational needs are involved regularly in reviews of their child's progress. They are involved in discussions about their child's progress towards the targets on their individual education plan, but do not record their observations in writing.

Homework arrangements are good.

38. Homework is now good and the issues raised in the last report are resolved. The good quality homework policy clearly outlines expectations from staff and guidance for parents and pupils. Pupils know that their work is valued and supported by home and school. They enjoy their homework, largely focused on English, mathematics and science, even when it is difficult. Pupils have reading records as well as separate homework books. These books are marked carefully and help to further the dialogue between home and school.

College and school links are particularly strong.

39. There are very good links with the local schools' cluster group. They are currently working together on the 'Primary Leadership Programme' and staff are benefiting

from joint training and discussion. There have been very good joint projects involving ICT and the cluster group website is accessible to pupils or parents. Arrangements for the transfer of pupils to secondary school are good. The school welcomes students from the University of Gloucester who undertake part of their training at Huntley. Currently, an unqualified teacher is working at Huntley in association with the graduate teacher programme and is making a significant contribution to work in classrooms.

Community links play a positive part in school life.

40. The school has a good reputation locally. Parents like the strong sense of community generated by school staff and the links with the Church. The Rector leads regular assemblies. Community members are invited to joint school and church events including Harvest Festival and Christmas services. The 'Autumn Leaves' older villagers group attends the school's Christmas production. Interschool sports matches, including football and netball, are enjoyed by pupils. Police and other emergency service personnel visit, talking to pupils about aspects of personal safety. The school is involved in a Travel Plan working with the local Parish Council to support safer pupil travel to and from school. Local businesses generously support school fundraising.

LEADERSHIP AND MANAGEMENT

The school is led and managed well and governance is satisfactory.

Main strengths and weaknesses

- The headteacher works closely with a committed staff team to provide strong leadership, a clear vision for the future and strong sense of purpose.
- The school is developing an effective culture of analysis, identifying strengths and systematically planning future developments.
- Good use is made of professional development to support and improve teaching and learning.
- The very supportive governors are developing a good understanding of how well the school is doing.
- The day-to-day life of the school is managed efficiently and well.
- The school manages its finances well but organisation and long term planning are difficult because pupil numbers vary from year to year.

Commentary

The headteacher works closely with a committed staff team to provide strong leadership, a clear vision for the future and strong sense of purpose.

41. Since her appointment, the headteacher has worked closely and effectively with the teaching team, governors and parents, to create a strong corporate vision for this small school, firmly based on Christian values. Her clear leadership is strongly focused on creating a supportive family setting in which all pupils achieve equally well and ensuring good standards are attained. She also leads the work for pupils with special educational needs and manages this area well. She is as an integral part of the hardworking and committed teaching team, effectively leading and supporting

others in developing new initiatives. Parents, governors and staff recognise and value this.

The school is developing an effective culture of analysis, identifying strengths and systematically planning future developments.

42. The school is developing good systems for checking its work and pupils' achievement. Assessment data from national tests are compared carefully with the historic, local and national picture and are used well to identify improvements and indicate areas requiring investigation and attention. Lesson observations, scrutiny of pupils' work and other monitoring activities are used effectively to check and confirm the quality of provision. Good use is made of this process to inform initiatives in the school improvement plan and to monitor progress on these. The recent introduction of subject leaders' individual action plans supports development of their subjects well. However, the need to resolve accommodation problems has often been a distraction from the school's planned agenda for improvement.

Good use is made of professional development to support and improve teaching and learning.

43. Staff training is closely linked to both initiatives in the school improvement plan and to individually identified needs. Staff regularly attend training, feedback new ideas to colleagues and develop their expertise. Links with other schools in the cluster and involvement in teacher training are used very well to support this process and improve the quality of teaching and learning.

The very supportive governors are developing a good understanding of how the school is doing.

44. Governors are very supportive of the school and rightly proud of its ethos. The headteacher provides good information and analysis, which gives them a clear view of the school's strengths and weaknesses. They are developing their monitoring role through the introduction of focused visits. They are fully involved now in the creation of the school improvement plan and monitor progress on its initiatives. Statutory requirements are met and concerns of the last inspection fully addressed.

The day-to-day life of the school is managed efficiently and well.

45. Good systems ensure the smooth day-to-day running of the school. Staff at all levels make a valuable contribution to this and especially the office administrator. The school improvement plan is a well constructed document that reflects the views of all interested parties, provides a clear agenda and timetable for improvement and has been central to the school's drive to achieve and maintain good standards.

The school manages its finances well but organisation and long term planning are difficult because pupil numbers vary from year to year.

46. Good financial controls and systems are in place. Care is taken to ensure best value in purchases. The school is beginning to apply this principle to larger scale initiatives. However, it has not yet identified whether the outcomes of very significant expenditures, such as ICT arrangements or the operation of four classes, are justified by demonstrable benefits. Different scenarios are carefully explored as part of the annual process of preparing the budget but variations from year-to-year in pupil numbers necessarily result in budget adjustments. This makes it difficult for this

small school to prepare accurate long-term forecasts and organise class structure. The current forecast reduction in pupil numbers has led to local authority approval for the larger than usual carry forward shown in the table below, to cushion this process.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	258,912
Total expenditure	248,191
Expenditure per pupil	2,820

Balances (£)	
Balance from previous year	27,112
Balance carried forward to the next year	37,833

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children in the Reception year work in a class alongside Year 1 pupils. There are seven children in the current year; six of these are boys. They achieve well because they have good support from the teacher and nursery nurse and frequently work in a small group with adult support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and confident.
- Staff are very supportive and encouraging.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	Children benefit from working in a small group.
Improvement since last inspection	Good.

Children are happy and confident.

47. Children have settled well into school routines and are happy and confident in their relatively new environment. They clearly enjoy school and get on well with the staff and each other. They understand the difference between right and wrong and conform to the staff's high expectations of good behaviour.

Staff are very supportive and encouraging.

48. Children respond well to the very positive approach of staff. The teacher and nursery nurse clearly enjoy the children's company and provide very good role models by their enthusiastic approach. They are patient and encouraging and give children every opportunity to develop their social skills through opportunities to work and play in small groups.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children benefit from working in small groups.
- Activities are relevant and interesting.

- There is a good focus on the development of children's phonic skills.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	Children have good support from parents at home with reading.
Improvement since last inspection	Good.

Children benefit from working in small groups.

49. Children often work in a small group with a member of staff and this helps them to achieve well because of the good support they are given. It means that every child contributes and has good opportunity to develop their speaking and listening skills.

Activities are relevant and interesting.

50. Staff capture children's interest with imaginative and well-planned activities. The role-play area has been made into a doctor's surgery, for example, so that children have the opportunity to act out their own stories. Picture books are displayed well to engage children in reading. In the writing corner, for example, children develop their skills by writing notes to their friends and 'posting' them in their friend's letterbox.

There is a good focus on the development of children's reading skills.

51. Staff and parents share books and stories with children on a regular basis. This encouragement to enjoy reading goes hand in hand with work on the development of children's understanding of letter sounds. Staff involve children in regular sessions to help them to see the link between letters and sounds and this helps them to tackle simple words. In one session, for example, children played 'Kim's game' with the nursery nurse. They named a group of cuddly toys, identified the initial sounds and then worked out which toy had been taken away from the others, again identifying the initial sound. In order to reinforce children's learning there is a 'sound' table, with a range of objects beginning with the same initial sound, which is changed weekly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good emphasis is placed on developing children's numeracy skills.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	Children benefit from working in a small group.
Improvement since last inspection	Good.

Good emphasis is placed on developing children's numeracy skills.

52. Every opportunity is taken to develop and reinforce children's numeracy skills. In focused numeracy activities, children work in a small group and so are all fully involved in talking about the learning task. In one session seen, all the children were confident in naming and counting objects to ten. In other sessions staff take care to capitalise on any opportunity to help children to practice their skills. In one activity based on fruit and vegetables, for example, children counted the pieces of fruit and discussed their size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting topics are used well as a basis for the development of children's skills, knowledge and understanding.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	Children benefit from working in a small group.
Improvement since last inspection	Good.

Interesting topics are used well as a basis for the development of children's skills, knowledge and understanding.

53. Children's understanding of the world about them is developed through work based on children's own experiences. This term, for example, work is linked to a topic on 'ourselves' and involves a wide range of inter-related projects. These include work on how children change from birth to childhood, work on the senses and work related to food. In the sessions seen children achieved well because they were thoroughly involved in learning. Records show that visitors are used effectively to enhance pupils' understanding. Alongside these topics, children develop their skills, knowledge and understanding of the passing of time through engagement in cyclical tasks such as celebrating birthdays and planting bulbs. Children have ready access to computers and 'listening centres' and use them well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

The outside area, although small, is used well for the development of children's physical skills.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	Children benefit from working in a small group.
Improvement since last inspection	Good.

The outside area, although small, is used well for the development of children's physical skills.

54. Children have ready access to the outside area. This small courtyard has been adapted well to provide a range of activities for the Reception children. It is not large enough to house permanent balancing and climbing apparatus, but has enough space for children to use wheeled toys and small equipment. Children join their Year 1 friends for physical education lessons in the hall. Children are developing their skills effectively in the use of small tools.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is particularly good provision for children to experiment with paint and a range of other materials.

Commentary

Standards of attainment	Most children reach the levels expected for their age.
Achievement	Good.
Quality of teaching and learning	Good.
Quality of curriculum leadership	Good.
Other factors affecting pupils' achievement	There is a well-equipped art room adjoining the main classroom.
Improvement since last inspection	Good.

There is particularly good provision for children to experiment with paint and a range of other materials.

55. There is good provision in all areas of creative development. These include opportunities for role-play, both in the classroom and in the outside area. The provision for children to experiment with materials to make pictures and models is very good. There is a dedicated art area adjacent to the classroom, which is well equipped with a range of paints, papers and other materials. At times, children are over-directed and do not always have the opportunity to select materials for themselves. Children enjoy singing simple rhymes and songs. In one session, they worked with the nursery nurse, who has a great deal of musical talent, to accompany songs with percussion instruments. They were very sensible with the instruments and kept a beat well. They also share music lessons with Year 1 pupils.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above expected levels.
- Teaching is good and pupils achieve well.
- Pupils with special educational needs are supported effectively.
- Pupils have good opportunities to develop their speaking and listening skills, but there is not a long-term planning framework to outline the development of skills year by year.
- Pupils enjoy reading and progress well.
- Pupils' writing is lively and interesting, but not always well presented.
- Leadership and management of the subject are good.

Commentary

	Years 1 and 2	Years 3 to 6
Standards of attainment	Above expected levels.	Above expected levels.
Achievement	Good.	Good.
Quality of teaching and learning	Good.	Good.
Quality of curriculum leadership	Good.	Good.
Other factors affecting pupils' achievement	Children share books with their parents at home and this helps them to make good progress.	
Improvement since last inspection	Good provision has been maintained.	

Standards are above expected levels.

56. Most pupils reach the levels expected for their age, with some doing better in all areas of English. This good achievement has been reflected in the Year 2 and Year 6 national tests for the last two years.

Teaching is good and pupils achieve well.

57. Teaching is consistently good and so pupils achieve well. Planning is thorough and lessons move at a good pace because they are structured carefully. Teachers take care to ensure that tasks are suitably challenging for different groups of pupils and provide extra support when it is needed. Consequently, pupils pick up new ideas quickly. They work hard and remain on task in the activity part of the lesson. Teachers give pupils good feedback on how they are doing and marking is clear. In the best examples teachers let pupils know whether they have grasped the new points taught in the lesson. Pupils have targets for improvement and know what they have to do to improve. Teaching assistants and an untrained teacher provide very valuable support in lessons.

Pupils with special educational needs are supported well.

58. Pupils with special educational needs benefit from the extra help that they are given both in lessons and in the pre-school clubs. Staff take care to raise the pupils' self-esteem and, consequently, pupils are proud of their achievements.

Pupils have good opportunities to develop their speaking and listening skills, but there is not a long-term planning framework to outline the development of skills year by year.

59. Teachers provide a range of opportunities for pupils to develop their speaking and listening skills. During the inspection, these included whole-class question-and-answer sessions at the beginning of lessons, discussing with a partner or 'chatter chum', discussions in small groups and reporting back to the whole class at the end of a lesson. In the lessons seen, teachers did not highlight particular speaking and listening skills that they wanted pupils to develop and there is no long-term planning framework to identify skills year on year.

Pupils enjoy reading and progress well.

60. Most pupils enjoy reading. They are developing clear preferences in terms of author and genre and talk enthusiastically about their particular favourites. There is wide range of picture books and fiction in classrooms and the non-fiction library in the corridor is accessible and attractive. Pupils from a young age know how to find the information that they need. Pupils' enjoyment of books is developing hand in hand with their reading skills. They are clear about the strategies to use to tackle new or unfamiliar words and use their understanding of letter sounds well at these times. There are several reasons for the good progress that pupils make. These include:

- good attention to the teaching of phonic skills;
- the encouragement of parents and carers; and
- a good range of fiction and non-fiction books for pupils to read.

Pupils' writing is lively and interesting, but not always well presented.

61. Pupils' writing shows that they have the experience of writing in a range of genres. The development of their skills is rooted in writing for a purpose, rather than in unrelated exercises and this helps pupils to be fully involved in what they are doing. Teachers help pupils to appreciate that their work is valued by displaying it attractively for all to read. Generally, pupils' writing is imaginative and interesting. Most pupils reach the levels expected for their age, with some doing better. However, older pupils' handwriting and presentation is not as good as it should be.

They do not transfer skills that they are taught in handwriting lessons to their everyday work.

Leadership and management of the subject are good.

62. The subject leader has a clear understanding of the strengths of the subject and what needs to be improved. There is a clear agenda for improvement. This includes raising the profile of writing, encouraging self-assessment and monitoring the differences in the achievement of boys and girls.

Language and literacy across the curriculum

63. Pupils develop their writing skills effectively through work in other subjects, especially in the humanities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above expected levels in Year 2 and Year 6.
- Pupils achieve well because the teaching is good.
- Pupils develop their numeracy skills well.
- There are good arrangements for checking and tracking pupils' progress.
- Leadership and management of the subject are good.

Commentary

	Years 1 and 2	Years 3 to 6
Standards of attainment	Above expected levels.	Above expected levels.
Achievement	Good.	Good.
Quality of teaching and learning	Good.	Good.
Quality of curriculum leadership	Good.	Good.
Other factors affecting achievement	Good arrangements for assessing and tracking pupils' progress.	
Improvement since the last inspection	Good.	

Standards are above expected levels in Year 2 and Year 6.

64. In Year 2, standards are above expected levels, which is an improvement since the last inspection. Standards are also above expected levels in Year 6. This is better than the school's national test results in 2004, when standards were average. The school was not happy with the progress made by some of these pupils and moved quickly to deal with the matter. As a result of very good teaching, pupils currently in Year 6 are making good progress. Higher-attaining pupils, as well as those who are working just below the expected levels, are being targeted in order to raise standards further.

Pupils achieve well because the teaching is good.

65. Teachers plan carefully for all groups of pupils and, as a result, all pupils achieve equally well. Good support for pupils with special educational needs includes special programmes to help them catch up. The school is aware of the need to sustain its recent drive to ensure that work is planned at an appropriate level for all pupils. This is clearly having a significant impact, especially on the achievement of higher attainers.
66. Teaching and learning are good overall. Good relationships within all classrooms provide a firm basis for learning. As a result, pupils contribute readily to discussions and set about their tasks with confidence. Feedback provided by teachers in the form of marking and comments during lessons is good. It is constructive and reinforces pupils' awareness of what they have learned and what comes next. In one lesson seen, teaching and learning were very good. Particular strengths included a very brisk pace, high expectations and a determination, with very good support from the teaching assistant, to get the best out of all pupils. In another lesson, although teaching was satisfactory, the mental arithmetic starter session did not provide enough opportunities for pupils to discuss and explain their mental strategies or to develop quick-fire responses.

Pupils develop their numeracy skills well.

67. Teachers make good use of the National Numeracy Strategy to plan lessons. This ensures continuity of approach and the systematic development of knowledge, skills and understanding of number in particular. Pupils' learning benefits from the strong teamwork that is evident in the way the school deals with areas for development. For example, the whole school is currently focusing on subtraction. Helpful training for staff is supporting this initiative. Teachers are now planning more opportunities for pupils to use and apply these good basic skills to practical situations. However, the work in pupils' books is often untidy and does not always reflect their level of understanding.

There are good arrangements for checking and tracking pupils' progress.

68. Since the last inspection, good systems for assessment have been introduced. The subject leader analyses test results in detail, and along with the headteacher, keeps a watchful eye on individual performance to ensure all pupils make sufficient progress.

Leadership and management of the subject are good.

69. The subject leader's good leadership is based on the very clear view of strengths and areas for development gained from her thorough programme of monitoring. The information she gathers feeds directly into a well-thought out action plan to address issues such as increased use of ICT to support pupils' learning.

Mathematics across the curriculum

70. There are regular opportunities for pupils to use mathematics as part of their work in other subjects to consolidate and extend their numeracy skills, such as in design and technology, geography and science. Teachers take advantage of these opportunities as they crop up but are not yet planning them systematically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils attain good standards.
- Teaching and learning are good and this enables pupils to achieve well.
- Good emphasis is placed on practical activities that excite pupils' interest and develop their knowledge and understanding.
- The leadership and management of the subject is good.

Commentary

	Years 1 and 2	Years 3 and 6
Standards of attainment	Above expected levels.	Above expected levels.
Achievement	Good.	Good.
Quality of teaching and learning	Good.	Good.
Quality of curriculum leadership	Good.	
Other factors affecting pupils' achievement	Good emphasis on practical activities and developing pupils' enquiry skills.	
Improvement since last inspection	Good.	

Pupils attain good standards.

71. Year 2 teacher assessments in 2004 placed pupils in the top five per cent nationally and Year 6 test results were well above the national average. The work seen, lessons observed and the school's own data clearly shows pupils of all abilities make good progress and achieve well. Almost all pupils have levels of knowledge at least at the level expected for their age and many go well beyond this. Year 2 pupils are already constructing simple circuits and using symbols to record their observations. Pupils are good at applying existing knowledge to new learning. Year 6 pupils know that light is reflected in straight lines and use this to control its path. There has been good improvement since the last inspection, especially in developing pupils' enquiry skills. However, Year 6 pupils are not yet at the stage of planning their own investigations.

Teaching and learning are good and this enables pupils to achieve well.

72. Teaching and learning are consistently good. Teachers plan and prepare well. They introduce and reinforce the correct use of terminology so pupils use it correctly in responses and written work. Teachers and well-briefed teaching assistants provide careful explanations and good support, enabling pupils of all abilities, including pupils with special educational needs, to achieve equally well. A brisk pace and good levels of challenge stimulate learning and motivate pupils. Pupils are alerted to learning intentions in lessons, but opportunities to combine this with self-assessment are not always exploited. Marking is supportive and often indicates how to improve but the presentation of work is variable. Ongoing assessment is used well to monitor progress and pupils are involved in end of unit assessments.

Good emphasis is placed on practical activities that excite pupils' interest and develop their knowledge and understanding.

73. Much effort has been devoted to ensuring pupils enjoy good opportunities for practical 'hands on' activities that develop and extend their understanding. Pupils are excited by these activities and learn new information rapidly. Their enquiry skills are developed well as they carefully observe, consider, record and explain their observations. Regular visits and increasing use of the school grounds are used well to support and encourage learning.

The good leadership and management of the subject.

74. The knowledgeable subject leader has a clear overview of provision and has made good use of this in her subject action plan. Clear identification of areas for development, a focus on investigative skills and practical activities, staff training and development of the subject curriculum have all helped to improve work in the subject. Resources are now satisfactory and the cluster schools share more expensive items. ICT is used to support and extend learning, as seen in the Year 4 work on branching databases. There are plans to extend this to work with sensors for older pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils reach good standards as a result of focused, specialist teaching and improved resources.
- Good teaching enables all pupils to achieve equally well.
- There is good leadership and management and a clear agenda for improvement.
- Increasing use is made of ICT to enhance learning in other subjects.

Commentary

	Years 1 and 2	Years 3 and 6
Standards of attainment	Above expected levels.	Above expected levels.
Achievement	Good.	Good.
Quality of teaching and learning	Good.	Good.
Quality of curriculum leadership	Good.	
Other factors affecting pupils' achievement	Specialist teaching of ICT skills Improved resources.	
Improvement since last inspection	Good: resources and staff expertise have been considerably developed since the last inspection.	

Pupils reach good standards as a result of focused, specialist teaching and improved resources.

75. Current work and that from the previous year shows clearly that all pupils, including those with special educational needs, achieve equally well and are regularly working at least at the level expected for their age. Many go beyond this. Year 2 pupils write and present stories, create pictures, locate information, and control devices. By Year 6, pupils are analysing and presenting data, evaluating information, completing and using spreadsheets and creating multimedia presentations. Pupils throughout the school make good progress and achieve well because of improved resources and the focused teaching of specific skills by a specialist in the ICT suite. For example, Year 6

pupils rapidly combined movement, text, sound and images to create slides for multimedia presentations on the Isle of Wight in one lesson seen.

Good teaching enables all pupils to achieve equally well.

76. Clear, brisk introductions to well planned and prepared tasks, ensure all pupils gain maximum benefit from their 'hands on' sessions. Careful explanation and good ongoing support enables pupils of all abilities to achieve well. Pupils are well motivated by the activities and eager to learn. Year 2 pupils were excited by programming the floor robot and on-screen turtle, for example. Pupils use classroom computers and laptops as an important part of learning in other subjects. Assessment is used well to check progress, identify those needing further support and ensure suitable levels of challenge. However, the suite can become very warm, which does not help pupil concentration or teacher delivery.

There is good leadership and management and a clear agenda for improvement.

77. The subject has been led and managed well by the knowledgeable subject leader who has monitored and evaluated existing provision and created a clear agenda for improvement. Resources have been matched well to need, and the planned curriculum developed well from national guidance. Areas for improvement, such as the use of sensors by older pupils, have been identified and incorporated in a subject action plan. Staff training has improved confidence and expertise and careful thought has been given to supporting staff.

Information and communication technology across the curriculum

78. Good progress has been made since the last inspection in developing the use of ICT to support learning in other subjects. It is frequently used both in the suite or classrooms for simulations, word-processing, data-handling or for research via CD-ROMs and the Internet. The recent purchase of laptops has increased these opportunities and the planned installation of interactive whiteboards in two rooms will enable greater use of ICT as a learning tool.

HUMANITIES

79. Work in **history** and **geography** was sampled, with one lesson seen in each subject. It is, therefore, not possible to form an overall judgement about provision for these subjects. However, work seen and on display indicates that pupils are working at least at the level expected for their age. Teaching and learning were good in both of the lessons seen.
80. Good use is made of visits, visitors and artefacts to bring learning alive in both subjects. This is particularly evident in the work in Years 5 and 6 about the Victorians. Pupils have visited a Victorian classroom, Osborne House and examined Victorian toys. The residential trip to the Isle of Wight also contributed to their geographical understanding. However, the school does not always take full advantage of the area around the school, including the church and the village itself to develop pupils' historical and geographical understanding. Pupils are developing a good understanding of their world through topics that are linked to work in a range of subjects. Frequently, work in literacy, for example, is related to the work that pupils

are doing in history or geography. This helps to make the work relevant and interesting.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Work in creative, aesthetic, practical and physical subjects was sampled, with five lessons seen in total. It is, therefore, not possible to make a judgement about standards or overall provision.
82. In the one lesson observed in **art and design**, teaching and learning were good and most pupils reached the standards expected for their ages. Teacher and pupils had great fun attempting to reproduce their distorted images reflected in concave and convex mirrors. The teacher showed a good knowledge of the subject and used it well to encourage pupils to look analytically at their own work as well as that of Salvador Dali. Good emphasis was placed on attention to detail in initial sketch work and on experimenting with pastels to create a dream-like effect.
83. A carefully planned programme of learning for each class ensures that pupils experience a range of different approaches and techniques. Sketchbooks have recently been introduced and pupils are using them well to record and develop their ideas using different media.
84. In **design and technology**, two lessons were seen. Teaching was good in Year 2 and 3. Pupils made good use of knowledge gained in other subjects such as mathematics and science when designing a waistcoat for Teddy. The teacher provided a good range of tasks, well-thought out to develop pupils' knowledge of materials and extend their understanding that their designs have to meet a variety of different needs. In Year 1, good links with other subjects were evident in a lively discussion about fruit and vegetables. Although teaching and learning were satisfactory, a long introduction to the lesson limited the time available for practical activities.
85. Teachers' plans and photographic evidence show that the subject is well-established, with pupils experiencing a good range of materials and techniques and reaching the expected levels in the subject. A commercial scheme is used to guide teachers' planning and to ensure that skills are developed systematically.
86. In **music**, good use is made of staff expertise to extend pupils' skills, knowledge and understanding. In both of the good lessons seen, the expertise of both the teachers and the unqualified teacher assistant made a significant contribution to the good achievement of the pupils. Both lessons were very well planned with good use of ICT to extend pupils' understanding. It is evident from lessons, assemblies and the well-supported singing club, that pupils enjoy singing and reach the levels expected. Pupils learn the recorder and a few pupils also have the opportunity to learn the violin. The subject leader has a very clear picture of standards through the school

and is working with staff this year to develop their confidence in using musical vocabulary and describing and using musical dynamics.

87. The school's planning framework shows that all areas of the **physical education** curriculum are covered during the year. This includes swimming and all pupils meet or exceed the required standard of being able to swim 25 metres before leaving the school. It also includes an opportunity for older pupils to take part in outdoor and adventurous activities. The good opportunities for pupils to follow their particular interests by taking part in extra-curricular activities extends their skills learned in lessons, as well as supporting their personal development.
88. Good links with the local secondary school have improved provision for pupils and the quality of their learning. These links have been used very effectively to overcome some of the limitations of the school's accommodation. Pupils in Years 3 to 6, for example, benefit from specialist teaching in gymnastics as part of a regular programme of lessons at the secondary school. Taking into account the small size of the school there are good opportunities for pupils to take part in competitive sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. There is insufficient evidence to judge the overall quality of teaching or standards achieved. However, the good range of experiences provided by the school demonstrates the importance that the school attaches to pupils' personal development. Pupils gain in self-confidence and develop socially and morally responsible behaviour, both in the classroom and beyond it. Teachers deal with issues such as good health, sex and relationships, drugs use and misuse and personal safety. Many of these are dealt with in specific sessions set aside for this purpose and also less formally in subjects such as science, history and religious education.
90. Lessons are regularly timetabled and the quality of teaching and learning in the two lessons seen was satisfactory. The very good relationships in Reception and Year 1 meant that pupils were confident and happy to contribute to a discussion about keeping healthy. In Year 4, skilful questioning by the teacher encouraged pupils to think about manufacturers' motives when investigating packaging as part of their study of pollution and the environment.
91. Pupils take part responsibly in the school council, the scheme for peer mediation and when acting as monitors and helpers. Their enthusiasm for their roles contributes to the smooth running of the school and the good relationships within it. They are encouraged, not only to learn what it means to be helpful and considerate within their school community, but also what it means to be a good citizen in the wider world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
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	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

