

# INSPECTION REPORT

## **Rake C of E First School**

Liss/Hampshire

LEA area: West Sussex

Unique reference number: 125989

Headteacher: Mr R John Arnold

Lead inspector: Mr David Speakman

Dates of inspection: 6 to 8 December 2004

Inspection number: 267537

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 Controlled  
Age range of pupils: 4 – 10  
Gender of pupils: Mixed  
Number on roll: 56

School address: London Road  
Rake  
Liss  
Hampshire  
Postcode: GU33 7JH

Telephone number: 01730 892126  
Fax number: 01730 894860

Appropriate authority: The Governing Body  
Name of chair of Mrs Rachel Cochrane  
governors:

Date of previous 25 January 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average voluntary controlled Church of England primary school. Pupils come from the small village of Rake and many parents from outside of the school's area also choose to send their children to the school. The socio-economic profile of the school's population is average. In 2004, the school accommodated a well above average proportion of pupils joining or leaving during the school year, other than at the usual time. Most pupils are from a white British background, but about 10% come from other ethnic backgrounds. None speak English as a second language. The percentage of pupils with special educational needs, including statements, is above average. Statements are for severe learning difficulties. The proportion of pupils claiming a free school meal is below average. Pupil's attainment on entry to Reception covers a wide range, but overall is about average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	David Speakman	Lead inspector	English Science Information and communication technology Personal, social and health education and citizenship Geography History Special educational needs
9577	Elaine Parrish	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Foundation Stage <sup>1</sup> Mathematics Art and design Design and technology Music Physical education Religious education

The inspection contractor was:

Altecq Education Limited  
102 Bath Road  
Cheltenham  
GL53 7JX

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world; physical and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that provides a good quality of education and gives good value for money. Because of good teaching, excellent levels of inclusion, a very good ethos and good leadership and management, pupils achieve well and attain above average standards.

#### The school's main strengths and weaknesses are:

- The good leadership and management of the headteacher are central to the close and effective teamwork in the school.
- The school's caring family ethos and the excellent level of inclusion promote pupils' good attitudes towards school and learning.
- Because of good teaching and learning, pupils at all levels of attainment achieve well and attain above nationally expected standards in English, science and information and communication technology (ICT) by the end of Year 5.
- Standards in writing and spelling and the presentation of pupils' work need improvement at the end of Year 2.
- The impact of the work of teaching assistants is very good and they make a significant contribution to the good achievement of all pupils and the very good provision for pupils with special educational needs.
- The curriculum is well organised and effectively meets the needs of all pupils in the mixed-age classes.
- Assessment is good and is used effectively to track individual pupils' progress and achievement.
- The quality of marking pupils' work varies from very good to unsatisfactory in its accuracy and the level of support and advice to pupils.

The school has made a good level of improvement since the previous inspection. Standards in science at Year 2, in ICT and in writing by the end of Year 5 have improved. The quality of teaching and learning is now good. There has been improvement in curriculum planning, the accommodation, assessment and tracking of pupils' progress, care for pupils, links with parents and in the leadership and management of the school. However, there has been insufficient improvement in standards in writing at Year 2.

### STANDARDS ACHIEVED

#### Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	B	C	E
writing	B	B	C	D
mathematics	D	A	D	E

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

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

**Caution: Care should be exercised when interpreting this table in respect of the small number of pupils in each year.**

Achievement is **good** overall. Children start in reception with attainment that covers a wide range but, overall, in most years is below the nationally expected level for children of this age. They achieve well in this class, but by the end of the reception year, attainment varies because of the small cohorts and the high proportion of pupils with special educational needs in some intakes. Currently, there are too few children in reception to judge the overall level of attainment, but children are achieving well. Pupils achieve well in Years 1 and 2 and, starting from a low base, standards in Year 2 are currently below average in English and average in mathematics and science. There are weaknesses in the quality of writing by Year 2 and this affects the standards of presentation in other subjects. Further good achievement in Years 3 to 5 enables pupils to attain above the nationally expected levels in English, science and information and communication technology (ICT). In mathematics and religious education, attainment is at the nationally expected level. The achievement of pupils with special educational needs is good.

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes towards school and learning and their behaviour are good. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good** throughout the school. Teachers have an excellent approach to managing the full inclusion of all pupils and, with very good support from experienced teaching assistants, the provision for pupils with special educational needs is very good. Curriculum and lesson planning is very good because teachers make sure that what they teach fully meets the needs of pupils of different ages and abilities in their classes. Pupils are always encouraged to try hard and to succeed and, through the accurate targeting of tasks to pupils' capability, they have good levels of confidence in their own ability to tackle new learning. Teachers use assessment well to track pupils' progress and set challenging targets. However, the marking of pupils' work is inconsistent in its accuracy and usefulness to pupils.

The curriculum is good. The school provides a broad, balanced and rich curriculum. The curriculum is carefully planned so that it meets the learning needs of all pupils of different ages and abilities in the three mixed-age classes. There are very good opportunities for curriculum enrichment, including a very good range of extra-curricular activities open to all pupils. The number of teachers and teaching assistants is very good and the accommodation and resources support the delivery of the curriculum well. The school shows very good levels of care and good support and guidance for its pupils. The relationship between the school and its parents is very good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The leadership of the headteacher is good, and he sets a very good role model for other staff and pupils. He has established close teamwork and the other teachers, all with leadership and management responsibility, support him well. They share a clear vision of the needs of the school, which is based on reliable school self-evaluation, analysis of assessment data and the headteacher's and teachers' thorough knowledge of each individual pupil. The governors provide good levels of challenge and

support and contribute well to the work of the school. Management systems are good and are effective in identifying the school's needs and moving it forward at a good pace.

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

Parents are very happy with the school. Parents who responded to the parents' questionnaire expressed a high level of satisfaction with all aspects of the school's provision and its outcomes. Parents at the meeting expressed a similar degree of satisfaction with the school. Pupils like being in school. They like all adults working in the school and the friendliness of other pupils.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in pupils' writing at Year 2 and the presentation of their work, especially the quality of spelling, in English and in other subjects.
- Improve consistency in the quality of marking pupils' work, sharing and the adapting the very good practice seen in the school.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, standards are average by the end of Year 2 and above those expected nationally for pupils of that age at the end of Year 5. Achievement is **good** at all stages of the school.

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

- Children get off to a good start in the reception class and they achieve well.
- Attainment in English is below average at Year 2, particularly in writing, both in English and in other subjects. It is above the nationally expected level by Year 5.
- Standards in science and in ICT are above those nationally expected by Year 5.
- All groups of pupils achieve well.

#### **Commentary**

1. When children start the reception class, attainment varies from year to year, but is generally below that nationally expected for pupils of this age. They achieve well because of the good quality of teaching, and the very rich curriculum. Currently, there are only three children in the reception class, two of them attend mornings only, so there is not enough evidence on which to base a reliable judgement on standards. Children achieve well in all areas of learning<sup>2</sup> and particularly in their personal, social and emotional development.
2. Because of the small number in each year group and the high proportion of pupils with special educational needs in some years, the data generated from the National Curriculum tests at the end of Year 2 can be misleading so the school keeps detailed records of individual pupils' progress. Test results in 2004 show attainment to be in line with the national average in reading and writing, but below average in mathematics. However, when compared to schools with a similar proportion of pupils entitled to claim a free school meal, the picture presented is one of below average attainment. This is because not enough pupils achieved the higher Levels 2A and 3<sup>3</sup>. This reflects the high proportion of pupils with special educational needs in that year group. Inspection evidence indicates that standards in Year 2 are currently below average in English and average in mathematics. One third of the pupils in this age group have special educational needs and pupils achieve well to attain average attainment overall. There are no statutory tests taken at the end of Year 5, but inspection evidence, including the school's careful pupil progress tracking data, shows that pupils continue to achieve well and attain standards above those nationally expected in English, science and ICT. Attainment in mathematics is in line with those nationally expected, but this represents good achievement since Year 2, when their test results were below average.

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<sup>2</sup> These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world; physical and creative development.

<sup>3</sup> The National Curriculum has been written on the basis that pupils are, by the end of Year 2, when they are age 7, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

## Key Stage 1

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

Standards in:	School results	National results
reading	16.0 (16.4)	15.8 (15.7)
writing	15.0 (15.8)	14.6 (14.6)
mathematics	15.9 (18.2)	16.2 (16.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

- By Year 2, standards in speaking and listening are above average and in reading are average, but there are weaknesses in writing, where standards are currently below average. Spelling is a particular weakness and pupils' work generally contains frequent mistakes, although words are written as they sound and are therefore recognisable. Even the writing of the higher attaining pupils is not of a sufficient length and is limited in the degree to which ideas are developed. Pupils use punctuation accurately at a basic level, such as using full stops and capital letters. By Year 5 there has been a significant improvement in the quality of writing. It is interesting and pupils in Year 5 use words effectively to engage the reader. Pupils at all levels of attainment are producing good quality writing which shows accurate command of the use of grammar and a wide range of writing styles. Older pupils are good listeners, confident speakers and read accurately, with good levels of understanding.
- Work seen in pupils' books and lessons now shows that average standards are currently being reached in mathematics in Years 2 and 5. In Year 2, the work sample shows a focus on the development of pupils' numeracy skills, which are at a level expected nationally for pupils of this age. By Year 5, pupils have continued to develop their numeracy skills well, have a satisfactory knowledge and understanding of shape and use a good range of strategies to solve problems.
- Throughout the school, pupils develop good investigative and experimental skills in science and this effectively supports their good achievement at all stages. Year 2 pupils have a satisfactory knowledge and understanding of how to keep healthy through a unit of work in life and living processes. Pupils use their investigative skills well and by Year 5, they have a good knowledge and understanding across a wide range of science topics, including healthy living, solids and liquids, sound, heat and electricity. By Year 5, pupils have developed good computer skills and have a wide knowledge and understanding of a good range of applications of ICT. They are very familiar with computers and pupils' good operational skills effectively support good achievement. Attainment in religious education is in line with the expectations of the locally agreed syllabus for religious education and in physical education, standards are at the nationally expected level at both Years 2 and 5.
- ICT is used well across the curriculum and standards of ICT in other subjects are above those nationally expected. The quality of writing and presentation of work in other subjects is generally unsatisfactory in Year 2. In science, the samples of pupils' work show an unsatisfactory standard in the quality of presentation and the spelling of words that are specific to the subject. More generally, handwriting skills learned in the early stages are not sufficiently transferred into pupils' written work. In mathematics, pupils' work is poorly presented. Pages are left incomplete, and there is insufficient quality in the standard of basic presentation, such as titles and the use of rulers to underline.

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

Pupils' attitudes to their work and their behaviour are **good**. Their spiritual, social, moral and cultural development is **very good**. Attendance and punctuality are **very good**.

### **Main strengths and weaknesses**

- There are very good relationships and pupils care for one another.
- The vast majority of pupils know what is expected of their behaviour and respond very well.

### **Commentary**

7. The good standards noted at the last inspection in behaviour and attitudes have been maintained. From a very early stage, the school takes every opportunity to promote very good relationships and to build pupils' self-esteem. Children in reception quickly learn the skills to enable them to work and play alongside each other well. The school's exceptionally strong inclusive ethos encourages everyone at all ages to feel that they belong to a big family. Pupils readily share jobs and help each other, adults and visitors. They recognise each other's achievements in weekly celebration assemblies and acknowledge each other's qualities as Star of the Week, awarding each other with a special certificate. They enjoy entertaining senior citizens and take their own initiative in raising funds for charity.
8. Pupils like school. They have positive attitudes in class and are very keen to take part in activities beyond lessons. The vast majority behave well. Their behaviour on out-of-school trips is described by organisers and parents as excellent, and pupils are 'a pleasure to be with'. A small number occasionally lack enough self-control to take responsibility for their own behaviour, but teachers and other staff handle these situations with patience and tolerance enabling pupils to regain their self-esteem. Pupils know the difference between right and wrong. They are encouraged to think through the consequences of their actions and discuss how they can improve. There were no exclusions from school in the year before the inspection. The school is very good at promoting concern for others, and takes a very strong stance on including everyone. For example, there is a Buddy bus-stop in the playground, available to any pupils looking for friends.
9. Opportunities for pupils' spiritual and cultural development are deliberately planned by teachers. Consequently, pupils' spiritual and cultural development is good. This is an improvement since the last inspection. Assemblies and circle times include themes such as 'exercising choice' and 'standing up for what you know is the right thing to do'. They include stories and reflection that help pupils explore precepts of truth, faith and justice, while giving them time to think about more immediate social and moral dilemmas in their own lives. The youngest pupils receive excellent opportunities to gain an insight into difficult abstract concepts such as what are the most important things in their lives, and why. Older pupils discuss frankly what they admire about people who are 'special' like Mother Teresa or Saint Francis, listing qualities like thoughtfulness and kindness.
10. The school has arranged many opportunities for pupils to develop their awareness of cultural traditions in the wider world and it makes good provision to raise pupils' awareness of cultural diversity. Their cultural development is now good. Each morning

begins with a brief whole-school brain gym<sup>4</sup>, accompanied by chants sung in Swahili. Visitors to school make a powerful impression with musical instruments such as gamelan, and traditional dress and artefacts from India and Africa while, in lessons, teachers have introduced pupils to the music of composers like Mendelssohn and the work of artists such as Turner, Monet and Kandinsky. Pupils are eager to share items that they bring from foreign countries such as shells from Africa and wooden printing blocks from India. Younger children are particularly entranced by the travels of their very own globe-trotting bear, Bertie, whose latest expedition involved a journey to the ancient pyramids in Egypt with the school secretary. There has been good improvement in provision for pupils' cultural development since the last inspection when it was judged to be too narrow.

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

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.3
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.*

11. Attendance is well above average and pupils arrive at school on time. There are good procedures in place to ensure that pupils attend school regularly and punctually. Pupils enjoy coming to school and hate to miss a day.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is **good**. Teaching is **good**. The curriculum is **good** and benefits from **very good** opportunities for enrichment. The school provides **very good** levels of care and welfare and **good** guidance and support for its pupils. It has **very good** links with parents. Links with the community are **good** and with other schools are **very good**.

### **Teaching and learning**

Teaching and learning are **good** at all stages of the school. The assessment of pupils' achievement is **good** and assessment information is used effectively to ensure good achievement and above average standards by Year 5.

### **Main strengths and weaknesses**

- The quality of planning is very good because it ensures that the learning needs of pupils at all levels of attainment and at different ages are met fully.
- Teaching assistants have very good knowledge and understanding of what they are doing and the impact of their work is very good.
- Pupils are encouraged to do well and their responses are valued.
- The quality of marking lacks consistency: some is misleading and other marking is very supportive of pupils' learning.
- Expectations of what is acceptable in the quality of presentation of pupils' work are inconsistent.

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<sup>4</sup> Brain gym consists of gentle physical exercise in order to focus clearly pupils' minds on learning and encourage efficient working of pupils' brains.

- Assessment data is used effectively to provide pupils with appropriate, yet challenging, work.

## Commentary

12. Since the previous inspection, there has been an improvement in the overall quality of teaching and learning. It is now good in all subjects inspected fully. There is a notable improvement in the quality of teaching and learning in ICT since the previous inspection, when it was judged to be unsatisfactory.

### *Summary of teaching observed during the inspection in 19 lessons*

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	11	2	0	0	0

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

13. Teaching for pupils in reception is good, although some excellent and very good teaching was seen during the inspection. Children are provided with very good opportunities to learn personal and social skills effectively as a basis for further learning. They receive very good support from the teaching assistants working with them, who support and direct their work very well. The teacher overcomes the difficulties of provision created by the current small number of children in the reception; and even when there is only one child present in the afternoon, that child is fully integrated and included in all the learning opportunities provided.
14. In Years 1 to 5, the quality of lesson planning is very good. Because pupils are grouped into classes that are mixed in age, teachers use the curriculum plan very effectively to ensure all pupils experience similar learning opportunities. This is achieved through careful questioning and the planning of tasks. This was seen in a science lesson for Year 2 and Year 3 pupils, in which the teacher's planning and presentation of the lesson showed a good awareness of the different entitlement to practical science for pupils in different key stages. Questions and tasks ensured that the learning needs of pupils at all levels of attainment and at different ages were fully met.
15. Teaching assistants have very good knowledge and understanding of what they are doing and the impact of their work is very good. Those linked to pupils with special educational needs do a very effective job in ensuring that pupils make good progress against the targets set in their individual education plans and that these pupils are fully included in all activities. Other teaching assistants help teachers very effectively in enabling groups of pupils to follow different activities simultaneously. They have the necessary skills to enable them to effectively support Year 4 and 5 pupils in their ICT activities and they teach recorder groups well in music in Years 4 and 5.
16. Pupils are generally encouraged to do well and their responses are valued, even when they give answers that are not correct. These are acknowledged positively and teachers comment on the value of what pupils have said in another, yet appropriate, context. Those pupils who are shy at answering and lack confidence are encouraged to contribute and all pupils are fully included in whole-class and group discussion sessions. Teachers' expectations of what is acceptable in the quality of presentation vary. Some

have high expectations but some work is accepted that does not draw attention to mistakes in spelling and weaknesses in the quality of presentation. Linked with this, the quality of marking lacks consistency. Some misleading comments, indicating that the work is of a good standard, do little to help pupils improve. Other marking is very supportive of pupils' learning. It clearly indicates what the pupils have done well and what they need to do to improve, or what the next stages of learning are in order to move them on. This very good quality marking keeps pupils well informed and supports their learning very well.

17. Assessment data is used effectively to provide pupils with suitable, yet challenging work. The headteacher closely monitors individual pupils' progress. This, together with the teachers' ongoing assessment records, provides useful information to enable teachers to plan for pupils' individual learning needs and gives teachers and teaching assistants a good knowledge of each pupil.

### **The curriculum**

The school provides a **good** range of learning opportunities.

### **Main strengths and weaknesses**

- The very good curriculum for reception children gives them a very good start to their education.
- The curriculum is effective in meeting the learning needs of all pupils.
- Very good opportunities for enrichment greatly enhance pupils' learning.
- Pupils with special educational needs progress well through a very well targeted curriculum.
- Accommodation and resources have been considerably improved since the last inspection and are now good.

### **Commentary**

18. When children first begin school they are provided with very good opportunities that give them a very secure start to their future learning. There is exceptionally good cohesion between the Foundation Stage curriculum and that provided for Year 1 pupils, ensuring very good transfer from the early learning goals<sup>5</sup> to the requirements of the National Curriculum.

19. Since the last inspection, the headteacher has led the staff in conducting a thorough review of the school's curriculum. Together they have constructed a cohesive, balanced curriculum map that charts pupils' learning very effectively in all subjects across each year group. The school has agreed an effective, collegiate approach to the leadership and management of the curriculum. This suits the two-year spread within each class very well and ensures that each subject comes up for review regularly. The school has also worked very successfully to improve the quality of teachers' planning. These were key issues at the time of the previous inspection that the school has addressed successfully. Enough time is allocated to each subject and statutory requirements for

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<sup>5</sup> Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example, in language and literacy, pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

the National Curriculum and religious education are met in full including provision for sex education and drugs' awareness. The latter is also an improvement since the previous inspection.

20. Teachers have very secure knowledge of their pupils, enabling them to plan the curriculum with pupils' particular needs in mind, including those with special educational needs who require extra support in lessons, especially in English and mathematics. Their planning also includes details of tasks for pupils of high ability who need greater challenges. The school is passionate about including all pupils fully in the whole curriculum. For instance, all pupils have the opportunity to learn to play musical instruments and all have regular swimming lessons in the school's own pool in the summer months.
21. Well-planned and relevant visits to local places of interest, as well as residential visits and school-based camps, support and extend pupils' learning in geography, history and science very well. There are good links between these subjects and literacy and numeracy. A strong feature of the curriculum is the way the school makes very good use of its own grounds as a source for wonder and inspiration. For example, the pond is well cared for and provides very good opportunities for studies in science and art, while pleasant seating areas enable pupils of all ages to spend quiet times together, thus positively encouraging pupils' personal and social development.
22. Since the previous inspection, the accommodation and resources have been considerably improved resulting in effective curriculum developments, for example in ICT. A delightful new hall now enables the full curriculum in physical education to be taught and improvements to the hard-surfaced outdoor area provides more space that reception children use well. Parents are appreciative of the school's curriculum and pupils say they find their lessons interesting. Parents particularly like the school's strong stance on presenting a broad curriculum that reaches beyond the core subjects of English and mathematics, allowing their children to succeed in many areas such as music, art, swimming and personal development.

### **Care, guidance and support**

Provision for pupils' care and health and safety is **very good**. Support and guidance are **good**.

### **Main strengths and weaknesses**

- Very good procedures ensure children's health, welfare and safety at all times.
- Relationships throughout the school are very good and help pupils feel comfortable in school.
- Very good induction procedures help children settle down very quickly.
- All staff are fully trained in child protection and first-aid procedures.
- There is no school council at present although pupils' views are regularly sought.

### **Commentary**

23. The school's procedures to ensure the care, welfare, health and safety of the pupils are very good and they are a significant strength. This shows good improvement since the previous inspection when staff training in child protection and first aid was incomplete.

The staff team provide very good care for all pupils in a safe and happy setting and all procedures have the pupils' very best interests at heart. Decisions about health and safety are based on careful risk assessments which ensure that everyone is safe.

24. Relationships throughout the school are very good and, as a result, there are the highest levels of trust between pupils and adults. Staff smile and show genuine affection for the pupils which puts them at their ease and makes them feel confident and secure. A very good induction programme, which includes a home visit, ensures that children settle into reception very quickly and feel confident to talk about anything that worries them. Children in reception are very well supported and this means that they enjoy school and think that learning is fun. In the playground, a particular feature of the school is the way that pupils of all ages play and support one another.
25. The procedures for supporting and guiding pupils are good. Teachers know their pupils very well and assess their progress systematically to ensure that pupils get the help they need. There are very good procedures to identify and support those pupils with special educational needs. Regular review sessions are held which involve input from parents, staff and outside agencies.
26. The school values its pupils and takes great care to acknowledge their achievements, particularly when they have made efforts and try hard. There is a good system of rewards which pupils value and which encourages them to work well and do their best. Although there is currently no school council, pupils' views are sought through the school change team<sup>6</sup>.

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

The school has a **very good** relationship with parents and with other schools. Links with the community are **good**.

### **Main strengths and weaknesses**

- Parents have very positive views of the school.
- The school keeps parents well informed through providing them with very good information.
- Some parents help in school and many more support extra-curricular activities.
- There are good links with the local community and a very close and supportive partnership with the parish.
- Very good links with other schools enhance pupils' learning opportunities well.

### **Commentary**

27. The school works very effectively with all parents to support pupils' learning. The school is a very happy place which parents get to know well. Teachers and support staff go out of their way to ensure that all parents feel a strong sense of partnership. The good links with parents found in the last inspection report have been improved further.
28. Parents are very supportive of the school and are pleased with the quality of education provided. They find all members of staff helpful and approachable and speak highly of

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<sup>6</sup> A group of teachers, governors, parents and pupils which discusses school improvement planning.



the school's warm and caring ethos. The information provided by the school is very good and parents particularly enjoy photographs of their children in school on the front sheet of the annual reports which provide a much-welcome reminder of their children's activities. The school website is very effective and contains lots of useful information about curriculum topics and school events. Parents know that their opinions are important to the school and like the questionnaires that are sent out to seek their views. Some parents make a regular commitment to help in class, such as teaching the recorder in music, and many more help with swimming and with extra-curricular clubs. Parents know that the school greatly values the contribution they make. There is a very active Parents' Association, which organises a programme of social and fund-raising events to support the school's work and which helps to cement the very good relationships between home and school.

29. Links with the community are good. The school prides itself on its knowledge of the locality and capitalises well on local expertise and resources to improve pupils' learning. There are very strong links with the local church, with the rector visiting regularly and pupils and their families visiting the church for services. There are equally strong links with a local residential care home which all pupils have the opportunity to visit to entertain the residents. There are good and developing links with a nearby garden centre and a local nursery, both of which impact well on pupils' knowledge of the wider world. Frequent visitors enrich pupils' learning through art and design workshops and the local emergency services teach them about citizenship. The school invites experienced speakers who illuminate pupils' learning well and bring lessons to life, such as Indian and Indonesian musicians, and actors posing as Anglo-Saxon invaders. Surveyors, optometrists and members of the local fire service make good contributions to the pupils' understanding of the world of work in the local community. Regular visits to the local church successfully promote pupils' classroom work in history and religious education, as well as providing very good incentives to mount musical and dramatic productions. Teachers make very good use of the local community for outside visits to enrich the curriculum.

30. The school has very good links with other professionals within their cluster group of primary schools through which they share a programme of activities and training opportunities. In addition, pupils travel to neighbouring primary schools to share brass and string music tuition. The school works very well with the intermediate school to which pupils move, to ensure smooth transition and induction arrangements. Year 6 pupils return in the autumn term to share how they are getting on with the school and prepare a buddy system for the next group of pupils.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the school is **good**. The headteacher provides **good** leadership and he is **effectively** supported in this work by other staff with leadership and management responsibility. Management systems are **good**. The governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher provides a very good role model for other staff and pupils.
- The school's commitment to the full inclusion of all pupils is outstanding.
- The headteacher has built a strong team that works well for the development of the school.

- Governors' understanding of the strengths and weaknesses of the school enables them to be effective in governing the school. They provide a good level of challenge and support, and contribute well to the work of the school.
- The school has good systems for self-evaluation, particularly the performance of individual pupils, and these are used effectively to improve identified weaknesses.

## Commentary

31. The headteacher has a clear vision regarding the development of the school that is clearly communicated to and shared by all members of staff and governors. He leads an effective team who share a high level of commitment to creating a good quality learning environment and a good range of learning experiences for all pupils and in which they can achieve the best academically and in their personal development. Governors, staff and parents express confidence in the leadership of the headteacher.
32. The headteacher and other staff work well together to ensure effective provision, and accurately identify the school's strengths and weaknesses. The teaching staff is small in number but the headteacher and other staff have taken on a heavy load of responsibility. The headteacher rigorously monitors each teacher's performance and provides honest feedback. The outcomes of observations, together with good analysis of assessment data of each individual's achievement, is used to continually seek improvement. Furthermore, the headteacher tracks the progress of each individual pupil throughout the school and has a very good knowledge of who is making good progress and who appears to need extra support. These two areas of evaluation have led to an improvement in the quality of teaching and learning since the previous inspection and improved standards in science, writing and ICT. The close teamwork means that they all work collaboratively, effectively supporting each other's subject leadership. Each teacher makes a good contribution to the school's self-evaluation procedures through monitoring and using assessment data effectively. It is notable that a small number of people fulfil a wide range of responsibilities well.
33. Leadership and management of provision for pupils with special educational needs are good. The co-ordinator has established very good procedures and practice and has improved provision for pupils' special educational needs since the previous inspection. The quality of pupils' individual education plans is very good and available to all staff working with these pupils. Targets are regularly reviewed with the class teachers. Management of the provision for pupils with special educational needs is in keeping with the school's very high commitment to inclusion for all.
34. The school is constantly seeking ways to improve provision and to organise the school and the curriculum in the best ways possible for the benefit of all pupils and to ensure that all receive equality of opportunity to curriculum entitlement. The limited number of pupils in each year group means that classes are mixed-age and two classes cross key stages in the school. One class contains pupils from reception (Foundation Stage) and Year 1 (Key Stage 1) and another Year 2 (Key Stage 1) and Year 3 (Key Stage 2) pupils. The school has found ways around the difficulties created by this organisation and ensures that all statutory requirements in relation to the National Curriculum and religious education are fully met. In addition, the team has created a rich learning environment, a very strong ethos of care and an exceptionally high level of full inclusion. Parents and pupils value the 'family' atmosphere, which is fundamental to the school's work and to which the headteacher is central.

35. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. Their level of involvement is good and they are well aware of the school's strengths and weaknesses and the extra demands that a small school places on the staff. They make an active contribution in establishing the way forward for the school and its subsequent development. They have good levels of personal and professional expertise, which they use well in governing the school. They are conscientious, well organised, and fulfil their statutory responsibilities, including the setting of relevant and clear performance targets for the work of the headteacher. Governors work well with the headteacher.
36. Very good financial management helps the school to achieve its priorities. The carry forward for the year 2003-2004 is allocated to pay balances on the new school hall. The school resources are managed very well, including both public and private funds, to ensure that staffing, learning resources and premises are used very effectively to improve the educational provision for these pupils.

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

<b><i>Income and expenditure (£)</i></b>		<b><i>Balances (£)</i></b>	
Total income	261,862	Balance from previous year	17,011
Total expenditure	249,510	Balance carried forward to the next	29,363
Expenditure per pupil	3,858		

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

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

There are only two children part time and one full time currently in the Foundation Stage. These children are taught in a class with Year 1 pupils. Furthermore, the numbers vary significantly from year to year, as does the profile of the intake, particularly the range of ability and the proportion of pupils with special educational needs. There is currently insufficient evidence on which to base secure judgements on standards in the Foundation Stage.

Provision for reception children is **very good**.

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

- The quality of teaching is good and enables children to achieve well.
- The children receive a very good broad range of opportunities in all six areas of learning<sup>7</sup>.
- There is very good support for children with special educational needs and those of higher ability.
- Very good assessment systems are used very well to plot children's future development.

#### **Commentary**

37. Children's attainment on entry varies from year to year but is usually below average. Their achievement is good because the quality of teaching is good and their curriculum is rich. Currently, most children are part time. Provision for children in reception is very well led and managed and there has been good improvement since the previous inspection. Very good arrangements are in place to ensure a happy start to school and parents like the informal daily contact they have with the staff. Children join an established class of older pupils. There is a calm, warm and friendly atmosphere in the well-organised classroom that is brightened by stimulating displays of children's work. The teacher and her well-qualified support staff work together very closely in providing a wide range of exciting and stimulating activities. These are very carefully planned to capture interest and encourage the children's concentration. Children's progress is meticulously recorded by all staff and transferred to each child's profile so that their needs can be planned for and their further development secured. Consequently, children with special educational needs, or those who are more able, are swiftly identified and parents/carers are consulted at an early point. Very good support is established to make sure children's needs are met as closely as possible.

38. Children achieve very well in their **personal, social and emotional development**. Teaching in this area of learning is very good and from the very beginning this aspect of children's development is regarded as crucial by staff. There are many very good opportunities that help children learn to play and work harmoniously, such as sharing toys and taking turns both in class and out on the playground. In the Great Hall,

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<sup>7</sup> These refer to communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

children enjoy dancing with partners and in a large group working with others in performing a dance. The teacher plans many activities that help children in developing personal qualities like perseverance, determination and consideration for others.

39. Achievement in developing children's **communication, language and literacy skills** is good because the quality of teaching and learning is consistently good. The teacher and her staff provide good opportunities for the development of children's learning. For instance, there are frequent opportunities for children to use their speaking and listening skills in everyday activities. Children are invited to contribute in whole-class discussions as well as engaging in conversations in small groups or individually. Staff provide many good opportunities for children to practise their listening skills because they engage them in interesting conversations and take a genuine interest in their replies. Early writing and reading skills are being systematically encouraged as children trace or copy letters and begin to recognise frequently used words such as their names and days of the week.
40. Children's **mathematical development** is promoted well through daily activities that aim to bring relevance and meaning through practical experiences. These include playing with sand, water and building bricks or, more formally, through planning, making and evaluating cheese straws. This activity involves children in matching and counting objects, and measuring ingredients as well as time and temperature. Children enjoy learning about the days of the week and identify special happenings that occur on each day. They are confidently acquiring mathematical vocabulary such as 'more than', 'less than', and 'heavier than', and are becoming confidently familiar with numbers up to ten. They sort and match items by colour and shape, and are interested in measuring water accurately when making pastry because they are very well motivated. As result of good teaching and learning, children's achievement in this area of learning is good.
41. Children's **knowledge and understanding of the world** are both fostered through a good range of activities. Staff make very good use of the school's immediate environment such as a pond, as well as visits to local places of interest, including the local church, that enhance children's learning in class. Children's knowledge and understanding of Christianity and other world faiths are promoted effectively in assemblies. During the inspection, excellent teaching inspired the children to understand the abstract ideas that are represented in the features of Christingles. Their understanding of the power of ICT is developed very well through good opportunities to use computers in class and as they observe the very good use their teacher makes of an interactive whiteboard.
42. Provision for children's **creative development** is good. As a result of good teaching, children achieve well. They are provided with access to many ways of expressing themselves in art, music, role-play and dance. The teacher and her staff make very good use of their own skills in planning exciting activities that inspire children's responses. For instance, following an autumn walk, all children take part in producing a large mural featuring the aspects of the season they particularly noticed, such as berries and fruits, in suitable colours. On the playground, children enjoy assuming the roles of motorists, pedestrians or people who dig up the road. They have a clear understanding of safety issues such as the importance of wearing cycling helmets and crossing the road in the correct place. In dance, many children demonstrate a keen appreciation of pulse, skipping in strict time to the music.

43. As a result of good teaching, children's achievement in their **physical development** is good. Provision is well planned and secured through daily activities within the classroom. For example, children use scissors, pencils, glue sticks and interlocking bricks that help them very well to develop their dexterity and accuracy. Staff make very good arrangements for children to have regular opportunities to use large wheeled toys and other apparatus outdoors. They especially enjoy the very good facilities in the new Great Hall to gain experience and confidence in using large apparatus such as trestle tables, ladders and benches. Of particular note, however, is the delight they obtain from learning to dance in time to music individually, with partners and in a group. They enjoy moving around the space with increasing control as they begin to master the routines of the dance, and achieve well.

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

### **ENGLISH**

Provision in English is **good**.

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

- As a result of good teaching, pupils achieve well, particularly in improving the quality of their writing by Year 5.
- Subject leadership and management are good and the co-ordinator has a clear view of what needs to be done.
- Assessment procedures are good and pupils' achievement is tracked carefully from year to year.
- There are weaknesses in the quality of pupils' writing at Year 2.
- The marking of pupils' work is variable in its usefulness to inform pupils how well they are doing.

#### **Commentary**

44. National test results for Year 2 pupils vary from average to well above average from year to year, but this is due to the small number of pupils in each year group, and the variation in their ability from year to year. Because of the high proportion of pupils (a third) with special educational needs, attainment is currently below average in Year 2. It is above average in speaking and listening, average in reading, but there are weaknesses in the quality of pupils' writing. However, using the school's tracking data, it is clear that pupils have achieved well since entering Year 1. Attainment for the current Year 5 pupils is above average in speaking and listening, reading and writing. This represents a good level of achievement. This means that pupils in all year groups and at all levels of attainment, including those with special educational needs, achieve well. Standards are now better than those at the time of the previous inspection, when they were judged to be average in Year 5.

45. Teaching and learning in English are good throughout the school and this promotes pupils' good achievement. From an early age, pupils develop good independent reading skills. Through skilled teaching, sometimes using a lively computer-based presentation which the teacher has developed for herself, pupils in Year 1 are presented with good learning opportunities to develop a good knowledge and understanding of letter sounds and how to use a wide range of phonic skills to read unfamiliar words. This enables pupils to recognise a good range of words on sight and to build unfamiliar words using letter sounds. Their enthusiasm and interest was sparked through the lively and often amusing presentation using the story of The Three Bears as a learning focus. Good progress in reading is continued through Year 2 and into junior classes and, by Year 5, pupils read with expression, accuracy and understanding. They interpret the meaning of figurative language and explain clearly the literal meanings of phrases in mythological stories such as Beowulf, linked with their history study of the Anglo-Saxon civilisation.

46. In all lessons, teachers promote good opportunities for pupils to engage in discussion, either in groups, independent of the teacher, or in whole-class discussions. Pupils are good at listening and this reflects teachers' high expectations of their pupils in this area of their learning. Pupils listen to what others have to say and respond accurately and at

appropriate times. As they get older, their vocabulary increases and by Year 5, pupils are explaining themselves clearly and accurately. A group of Year 5 pupils sensibly talked about the different characteristics of myths and then discussed, using clear speech to make a case, which were the main aspects of this type of story.

47. Pupils are presented with a good range of opportunities to write for different purposes and to use diverse styles, such as making notes from text as a basis for writing their own vivid accounts, such as those of the life of St Francis. They use their own words well to add effect and convey meaning. They respond effectively to these opportunities and pupils' writing in Year 5 shows that they write well using an appropriate style for different purposes. Most pupils use imaginative vocabulary effectively and they organise their work accurately into both simple and complex paragraphs that include appropriate punctuation and accurate spelling. However, the quality of writing is below average at Year 2. Pupils in this year group tend to write in simple sentences and writing is not sustained sufficiently. There are frequent spelling mistakes in writing and these are not picked up in marking. Often, comments in marking are misleading to pupils and unsatisfactory work is occasionally praised, giving pupils a wrong impression of how well they are doing. This highlights the variation in marking of pupils' work. In Years 4 and 5, it is thorough, and indicates very well to pupils what they are doing well and what they need to do improve or take the next step forward.
48. Other assessment in English is good and is used to inform how individual pupils' learning needs can be met. The language needs of pupils with special educational needs are met well in lessons, either through additional support from teaching assistants or structured learning plans in line with the targets in their individual education plans. The headteacher and the subject leader have used assessment data well to identify the priorities for development for each year group and what needs to be done to maintain standards. Assessment is also used to ensure that all pupils are given appropriate, yet challenging, work which builds upon their previous learning.
49. English is well led by the subject leader, who has a good knowledge of language and literacy teaching. In conjunction with the headteacher, she records pupils' progress carefully, analyses data and uses this information well to identify areas of underperformance and to target extra support where needed. This has supported the good level of improvement since the previous inspection.

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

50. There are good links with literacy and other subjects and provision for literacy across the curriculum is good. Standards are good in speaking and listening and reading throughout the school and in writing by the end of Year 5. However, there are weaknesses in writing in other subjects in Years 2 and 3. Accuracy in spelling is a noticeable weakness at this age. Otherwise, teachers make good links between literacy and other subjects and the use of pupils' literacy skills throughout the curriculum is generally good.

### **MATHEMATICS**

Provision in mathematics is **good**.



## Main strengths and weaknesses

- The overall quality of teaching is good and teachers target work accurately to pupils' individual needs.
- Very good assessment systems track individual pupils' achievement very well.
- Pupils' behaviour is good and they have positive attitudes towards mathematics.
- Teachers' marking does not always indicate to pupils how well they are progressing.
- The presentation of pupils' work lacks sufficient organisation.

## Commentary

51. Pupils start Year 1 with average standards in mathematical development. Since 2000, standards reached by Year 2 pupils in the national tests have varied from between below average to excellent. The fluctuations are due to very small numbers of pupils taking the tests and reflect the high proportion of pupils with special educational needs in some years. The results for 2004 indicate standards were below the national average, and well below when compared with similar schools. However, pupils' work seen in books and lessons now show that average standards are currently being reached in Years 2 and 5. This shows good achievement throughout the school. Current Year 5 pupils achieved below average results in the National Curriculum tests when they were at the end of Year 2 and consequently, their achievement since then is good. Standards are improving this year because of good teaching, very good assessment systems, a lively curriculum and very good support for pupils with special educational needs.
52. The quality of teaching is good overall and has improved since the last inspection with better planning, including tasks aimed at pupils with high ability. In addition, very good assessment data now enables all pupils' progress to be closely monitored by teachers, who then plan work to meet their needs. These developments constitute a good improvement since the last inspection.
53. The teaching in Year 1 is consistently very good, with clear aims, a lively pace and a strong sense of purpose. Pupils have enough time to record their work, and lessons end with a satisfying sense of achievement. Throughout the school, pupils at all levels of attainment are achieving well in lessons. Teachers make very good use of interactive whiteboards. For example, Year 2 pupils swiftly learn the importance of accuracy in measuring centimetres because of the teacher's ICT presentation. Teachers deploy their well-qualified assistants efficiently, for instance in working with small groups on practical activities and providing prompt support to keep them on task. However, teachers' marking does not always indicate the next steps pupils need to take to improve their work and their expectations of how much work is to be done are too low.
54. Pupils enjoy mathematics and pay attention closely, especially when teachers use interactive whiteboards to exemplify their explanations. They behave well and have positive attitudes, although a few lose concentration when they are required to sit for too long. However, the presentation of their work is not good enough and makes tracking progress over time difficult because their work is too fragmented, often lacking dates, or done on loose bits of paper.
55. Overall, there has been good improvement since the last inspection. The subject leader has only had the responsibility since the beginning of the school year, but she has made a secure start in leading the subject. A strong feature in the satisfactory leadership and management of the subject is the very good use beginning to be made of very good tracking data to plot individual pupils' attainment. This scrutiny is beginning to ensure

that support is aimed swiftly and specifically to deal with any potential weaknesses. Staff have agreed the targets for improvement in the mathematics action plan, which sets a regular timescale to ensure the subject is thoroughly reviewed annually.

## **Mathematics across the curriculum**

56. Provision for numeracy across the curriculum is good. Teachers make good use of mathematics in other subjects such as science, ICT, design and technology and geography and standards are in line with those nationally expected for pupils of this age. Particularly noteworthy is the contribution of a surveyor who shows older pupils the principles of triangulation in school, and then on site on the Isle of Wight during their residential visit.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching ensures pupils have good opportunities to experiment and investigate for themselves.
- Skills of investigation and scientific thinking are well developed.
- Pupils have very positive attitudes towards science and show high levels of interest in what they do.
- Good relationships are very effectively promoted through collaborative group work.
- Assessment is good and helps keep a close track of pupils' standards of attainment and achievement as they move through the school.

### **Commentary**

57. Although it was possible to see only a limited number of lessons during the inspection period, additional information on which to base judgements was obtained from the class portfolios of work, pupils' books and talking to pupils about science. It is clear the standards are in line with those nationally expected at the end of Year 2 and above by Year 5 for pupils of this age. The achievement of all pupils, including those with special educational needs, is good. This is an improvement since the previous inspection, when standards at the end of Year 2 were below average and average at the end of Year 5 for pupils of that age.

58. Pupils in Year 2 are developing satisfactory scientific knowledge and understanding across the whole science curriculum. The quality of teaching and learning is good and teachers ensure that pupils have good opportunities to experience an experimental and investigative approach to learning. From an early age, pupils learn how to use their senses to observe and perform simple investigations well and they develop a good knowledge and understanding of investigative methods. In the early stages they receive good guidance from their teachers and teaching assistants in working out investigations. During the inspection, pupils in Class 2, (Years 2 and 3 pupils) worked out with their teacher how to test which liquid, water, coke, orange squash or pure orange juice, is most harmful to their teeth. Through carefully targeted questions, the teacher guided pupils to develop a procedure to investigate, using eggs as a substitute for teeth. Teaching was thorough and it was carefully explained that eggs are a valid

substitute, because the shell is similar to the coating of our teeth. The teacher was also careful to differentiate between pupils in Year 2 and Year 3, ensuring that those in Year 3 received their enhanced entitlement as Key Stage 2 pupils, whilst ensuring Year 2 pupils also learned investigative skills. Scrutiny of pupils' work in Year 2 indicates that, although their knowledge of science and skills in investigating are average, the organisation and presentation of their work, an important science skill, is unsatisfactory, even compared to a level expected of seven-year-old pupils. The spelling of scientific words is inaccurate and many mistakes are not indicated in marking. Marking is not always consistent in terms of indicating to pupils what needs to be improved, or where they have made mistakes.

59. Pupils' knowledge and understanding in all areas of science are developed well and by Year 5 standards are above those nationally expected for pupils of this age. Pupils achieve well in Years 3, 4 and 5 as a result of the good opportunities they are given to experience a very broad range of practical learning experiences followed up by meaningful discussion. Tasks for older pupils are searching, challenging pupils to think carefully about the outcomes of their work and what conclusions they are able to draw from their observations. High expectations of the pupils are evident in the standards achieved in Years 4 and 5. Collaborative group work is of a good quality, with all pupils working effectively. Pupils listen carefully to what others say and make their own valuable contributions to the outcomes. The promotion and effective development of investigative skills are now strong features of the science curriculum.

60. Teachers assess pupils' progress regularly and information is carefully used to track and monitor areas of concern in order that they may be dealt with quickly. Leadership and management of the subject are good and have been instrumental in improving standards since the previous inspection and in identifying and dealing with any difficulties. The curriculum is good, with effective cross-curricular approaches planned. Resources and accommodation are good and make a valuable contribution to the school's focus on practical and investigative work. Improvement since the previous inspection is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The curriculum is constructed well and there is good use of ICT in other subjects.
- The leadership and management of the subject are good.
- Teachers and teaching assistants have good knowledge and understanding of ICT and use it effectively to enable pupils to achieve well.

### **Commentary**

61. The achievement of pupils throughout the school, including those with special educational needs, is good. Standards by the end of Year 5 are above those expected for pupils of this age. They are in line with nationally expected levels at Year 2. There is a good number of computers in each classroom. This means that pupils have ready access to computers at all times, and good use is made of them. This supports the achievement of pupils well.

62. Pupils become familiar with working with computers from an early age and Year 1 pupils use computers well to select words from a word bank and build sentences to describe pictures. These young pupils already show good manipulation of the mouse and accessing programs, and have a good awareness of the important part computers play in their learning, for example of literacy skills. The quality of teaching and learning is good at all stages. Teachers are competent and have a good knowledge and understanding of ICT and its place in the overall curriculum. Time is used productively by teachers through careful planning, which enables pupils to learn new computer skills, consolidate through using and applying them, and furthering learning in other subjects at the same time. Years 2 and 3 pupils built their own dictionaries based on their choice of current work in science or geography. They listed relevant vocabulary, found out the meanings and then produced a formatted page of the words and their meanings. This activity had a strong literacy focus, as work in English lessons was linked to the use of dictionaries and alphabetical order. It also enabled pupils to learn and develop new skills in formatting a page and setting out work in columns, using 'tabs' as one method to achieve this. Teachers have high expectations of their pupils, and the work is challenging. In Class 3, pupils in Years 4 and 5 use simulated maps to adapt, add to and amend in order to produce a map representing their own village. As well as effectively developing computer skills linked with using simulations and combining different types of information, it also improved pupils' mapping skills, including the use of keys and symbolism, and gave pupils a good insight into how professional map makers produce maps.
63. Teaching assistants make a significant contribution to pupils' good achievement, including pupils with special educational needs. They have good skills themselves and are easily capable of teaching small groups of pupils in the computer bases in each classroom. This happens at all stages in the school and effective support was seen in each class during the inspection.
64. The good leadership given by the co-ordinator has been effective in raising standards since the previous inspection. He has a good level of expertise and supports that of other teachers and support staff well through ensuring they all have the skills necessary to make good use of use ICT resources and programs in their classrooms and the confidence to do so. The curriculum is carefully planned to take into account mixed-age classes. Consequently, all pupils have the opportunity to build their skills progressively within the two-year cycle of planning. ICT is used very well to link with parents and any other interested parties through a very good quality website, which is regularly updated. The level of improvement since the previous inspection has been very good, since all aspects criticised: standards, staff confidence, meeting National Curriculum statutory requirements and the curriculum, have all improved.

### **Information and communication technology across the curriculum**

65. The scheme of work is matched to the resources available and supports pupils' learning in other subjects, such as English, mathematics, science and history, well. Pupils are given good opportunities to reinforce ICT skills whilst working in other subjects because the curriculum is well planned. Standards of ICT skills in other subjects are above national expectations.

## HUMANITIES

66. History and geography were sampled during the inspection. No lessons were seen.

67. From work seen, standards in **history** and **geography** are average for pupils in Year 2 and Year 5. The whole-school curriculum plan confirms that the curriculum for history and geography meets statutory requirements. It also shows that there are good links with other subjects. For example, when Class 1 study 'sounds and hearing' in science they learn about 'sending messages' in history. This type of well thought out link occurs throughout the curriculum plan. There are good links between the humanities, ICT and literacy. The topics are planned on a two-year cycle for each class, but the school ensures that skills, such as those of historical enquiry, are progressively built year on year and in line with pupils' capability.

## Religious education

Provision in religious education is **good**.

## Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- Teachers' planning has improved since the last inspection and is now good.
- Very good extra-curricular activities greatly enhance pupils' spiritual and cultural development.
- Pupils do not use their extended writing skills enough in their work or take enough pride in presentation.
- Teachers' marking does not always help pupils in improving their work.

## Commentary

68. At the time of the last inspection, standards of attainment were found to be in line with the locally agreed syllabus. This continues to be the case with overall standards in line with the expectations of the locally agreed syllabus for religious education at the end of both Year 2 and Year 5. Pupils at all levels of attainment, including those with special educational needs, achieve well.

69. The quality of teaching in lessons varies, but it is good overall. In Year 1, excellent teaching inspired pupils and generated outstanding opportunities for pupils to experience awe and wonder. The quality of teaching and learning throughout the rest of the school is good. In all lessons, teachers have secure command of the religious education topics covered, and good use is made of artefacts and resources such as Advent wreaths, candles and a menorah. Teachers' planning is very good with clear aims. Good links with other subjects such as art and design enhance pupils' knowledge and understanding. All teachers provide good opportunities for pupils' speaking and listening skills, and for their spiritual, moral, social and cultural development. Where teaching is satisfactory, follow up activities are not sufficiently challenging and prevent pupils from exploring topics for themselves, for example describing the miracle of the menorah in writing or freely expressed artwork.

70. Pupils like their religious education lessons and most behave and respond very well, including those with special educational needs. For example, Year 1 pupils show a level

of understanding not commonly found in this age group, because they are inspired by the excellent quality of teaching. They worked their hardest to make Christingles and were amazed when the class lights were dimmed, and their candles were lit. Their knowledge and understanding of Jesus being the light of the world was beyond doubt. Pupils are gaining a thorough knowledge and understanding of Christianity because the headteacher reads stories from the Bible every day. He uses his deep knowledge to provide interesting background information that brings stories to life. In discussion, pupils show that they are now becoming more aware of other world faiths and are acquiring more knowledge and understanding of others' values and traditions, and this constitutes an improvement since the last inspection. As most of the work in religious education is based on discussion, there is little work in pupils' exercise books. However, written work rarely includes any extended writing and insufficient care is taken with spellings, handwriting or drawings. Teachers' comments do not indicate what pupils should do next to make their work better.

71. The curriculum is considerably enhanced through regular visits to the local church throughout the year. Visitors to assemblies make good contributions. For example, skilful use was made of a puppet to tell the story of the birth of Jesus from a different viewpoint. Performances in art and music contribute well to the pupils' knowledge and understanding of festivals and special events of Christianity and other world faiths. Leadership and management of the subject are satisfactory. Improvement since the last inspection is satisfactory. An agreed action plan sets a regular timescale to ensure the subject is thoroughly reviewed every two years.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

72. One lesson in music was observed but none in art and design or design and technology. Pupils' work, displays and photographic evidence were looked at. Discussions with pupils and staff were held.
73. It is not possible to make an overall judgement about standards or provision **art and design**, or in **design and technology**. However, good quality displays indicate that pupils have experience of many different techniques and media such as clay, charcoal, paint, collage and pastel. The work of various artists has been studied and used as a springboard for pupils' own work in their styles, such as pointillism and printing. Water colour and ink drawings of transport, and close observational work of plants such as sprigs of holly, suggest very good teaching of art skills. Pupils have used their skills in constructing moving parts to make a Big Book about the Three Little Pigs, while older pupils use more sophisticated mechanisms including cams and hydraulic levers to make their models work. There are good links with other areas of the curriculum such as literacy, history and religious education. Unusual prompts to inspire pupils were evident in the way a mysterious picture featuring a harp inspired pupils to write their own story about it. Good links between the school and its community were shown in the design and construction of a large collage that adorned an Anglo-Saxon chapel in the neighbourhood, based on twisted tree trunks. Pupils' sketchbooks indicate that they are beginning to explore the different ways pencils can be used but there is little evidence of other techniques such as perspective or ratio.
74. Only one lesson was observed in **music**. This showed that pupils have a clear understanding of some of the elements of music, and that they appreciate how music creates moods through the different instruments used by composers. Recorder players

pay attention to their fingering and read conventional notation, paying heed to repeat signs and keeping strict time. Their playing is sweet and neatly executed and pupils, including those with special educational needs, show good levels of concentration and determination. These activities suggest that good, well-structured teaching is taking place, including the good quality support by teaching assistants and parents, who tutor small groups in recorder playing. The quality of singing in assemblies is satisfactory. Pupils sing in tune and with accuracy but their singing lacks dynamics and confidence, and little attention is paid to their posture or the clarity of the words. Music makes a good contribution to other subjects, such as history when older pupils play Elizabethan tunes and perform dances of that time. However, pupils' appreciation of music is not fully exploited, for example in assemblies, when they are not given very much background information about the music.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The newly completed hall provides good opportunities for gymnastics, dance and indoor games for all pupils.
- Pupils' very positive attitudes and good behaviour support their good achievement well.
- Many very good clubs and sporting activities greatly enhance the curriculum.
- Assessment is not consistently used to record pupils' achievements.

## **Commentary**

75. Standards are at the expected levels at both Year 2 and Year 5. All pupils, including those with special educational needs, are fully included in all physical education lessons and achieve well. The full curriculum for physical education is now being offered because of the new hall, which can accommodate gymnastics safely. This is an improvement since the previous inspection.

76. The overall quality of teaching is good. Pupils make good progress in lessons. The teaching of dance in Year 1 is very good, with very clear explanations, good deployment of support staff and very good opportunities for social and personal development. Pupils in Year 2 consolidate previously learned dance movements in preparation for a performance, so they are motivated and willing to improve. Teachers provide pupils with opportunities to develop their skills in gymnastics. For example, older pupils are learning how to set out apparatus safely and are beginning to appreciate the importance of careful landing after jumping from a height. Teachers are secure in their knowledge and have high expectations. They make good links with literacy in that pupils are given enough time to evaluate their performance in discussion. Teachers know their pupils very well and deploy their assistants in lessons to support particular pupils or groups. All pupils have positive attitudes and most behave well, although a few are over-zealous and excited by the new space afforded by the Great Hall. Pupils evaluate their own and others' performances with generosity so they are eager to work again to bring about improvements.

77. Leadership and management are satisfactory. The curriculum has recently been thoroughly reviewed and physical education is part of the overall curriculum map, with

its own action plan for improvement. An agreed collegiate action plan sets a regular timescale to ensure the subject is thoroughly reviewed over the course of a two-year cycle. The wide range of clubs provides very good opportunities for pupils to develop not only their skills in physical education but also their personal, social and health education. Resources are good, with a level playing field and a refurbished swimming pool which promotes pupils' swimming skills very well in the summer months. Improvement since the last inspection is good in that there are better facilities in the Great Hall for gymnastics and dance. However, this development is too new to have had an effect on standards yet.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

78. No lessons were seen in **PSHCE** so it is not possible to report in full. There is a good policy in place, with a strong emphasis on promoting the pupils' self-esteem and social skills. The provision is planned effectively through other subjects and supports the pupils' personal development well. Citizenship is promoted through pupils working with visitors from the industrial and commercial world and through their involvement in the school change team, community activities and the Buddy bus-stop in the playground. The school uses the expertise of the teachers and teaching assistants to encourage and promote extremely high levels of equality and inclusion, which it considers to be an important part of pupils' personal development and a corner stone of the school's operation. PSHCE is an aspect of the school's work that underpins the good curriculum and the very good ethos of the school.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### Inspection judgement

### Grade

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
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	2
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	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
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	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).*