

INSPECTION REPORT

Sopley Primary School

South Ripley, Bransgore

LEA area: Hampshire

Unique reference number: 115948

Headteacher: Mrs Jackie Groves

Lead inspector: Mr Douglas Hayward

Dates of inspection: 10th - 13th January 2005

Inspection number: 267685

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	South Ripley Bransgore Christchurch Dorset
Postcode:	BH23 8ET
Telephone number:	01425 672343
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Linda Mail
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

Sopley is a small primary school situated near Christchurch in Dorset. About three-quarters of the pupils who attend live some distance away from the school. Currently, there are 87 pupils on roll. The percentage eligible for free school meals is lower than the national average. The percentage of pupils with special educational needs is in line with most other schools nationally, although there is a higher than average number with statements of special educational need. The nature of the pupils' special educational needs ranges from dyslexia to severe physical disability and speech or communication difficulties. All the pupils attending are white and all speak English as their home language. Last year, about 11 per cent of pupils moved into and out of the school at times other than at the usual time for joining or leaving the school. The school has undergone significant building work to improve standards of accommodation, and further alterations are planned. Children's attainment overall on entry to the school is usually average and in some years slightly above.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21234	Douglas Hayward	Lead inspector	Science Information and communication technology Art and design Foundation Stage
9163	Geoffrey Humphrey	Lay inspector	
18505	David Matthews	Team inspector	English Design and technology Music Religious education Personal, social and health education and citizenship
32410	Karen Menis	Team inspector	Mathematics Geography History Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory school with some good features**. It is a very caring place in which to learn. Pupils enjoy school and find their work interesting. They make a good start to their education in the Foundation Stage and although teaching is good overall, the variations in teaching account for satisfactory achievement overall. Leadership and management are satisfactory, and the partnerships with parents are strong. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils have very good opportunities to have their say in the running and organisation of the school and learn good leadership skills.
- Teaching and learning are good overall. Day-to-day assessment is not consistently used well enough to match work to pupils' abilities.
- There are very good opportunities to learn a foreign language.
- Visits and visitors help to enrich the curriculum. Information and communication technology (ICT) is not used well enough to support learning in other subjects.
- Children make a good start to their schooling in the reception class.
- The pupils' spiritual, moral, social and cultural awareness is well developed. As a result, they are well behaved and have good attitudes to their work.
- Subject co-ordinators have too few opportunities to monitor teaching and learning.
- There are good links between the school and parents and the community.
- The school makes good use of limited accommodation, although access for children in the Foundation Stage to outdoor activities is restricted.

The school has made **satisfactory** improvement since the last inspection. It has sustained strengths in areas such as pupils' attitudes and behaviour and their personal development. It has addressed most of the key issues from the last report, including the development of pupils' spiritual awareness. Despite the school's action to address them, three important issues regarding information and communication technology, outdoor play opportunities and the role of subject co-ordinators are still outstanding, however, and remain issues for the school to address as a result of the current inspection.

STANDARDS ACHIEVED

Children in the reception class **achieve well**. They are well on course to attain the standards expected by the end of their reception year, and in some areas a few children have already reached those standards. The only area where they do not achieve as well as they should is in their physical development, because there is only restricted access to resources such as climbing equipment or tricycles.

There were only eight pupils in Year 6 last year. Ofsted advises that the results of National Curriculum tests for small groups should not be included in the parents' summary. This is because small cohort sizes mean that there can be considerable year-to-year variation in results depending on the size of the group and the range of their ability.

Pupils in the infants and juniors **achieve satisfactorily**. Work is not always set that challenges the more able pupils and those with special educational needs to achieve the best they are capable of. Junior pupils' results in national tests are often well above the national average in English, mathematics and science. In the foundation subjects, where evidence was available to make judgements, standards are at least in line with those expected for infants and juniors, although in religious education, standards for eleven-year-olds are above those expected in the locally agreed syllabus. Pupils with special educational

needs achieve satisfactorily, and those with statements of special educational need often make good progress and achieve well. Boys and girls throughout the school attain similar standards in lessons.

The school makes **good** provision overall for developing pupils' spiritual, moral, social and cultural development. Assemblies contribute well to their spiritual awareness. Pupils value the many opportunities they have to take responsibility and to play a part in the running of the school. Pupils' attendance is **satisfactory**. Their attitudes to their work are **good** and they enjoy school. Their behaviour is **good** in lessons and around the school. They are polite, friendly and work and play together well.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are **good** overall. Teaching and learning are never less than good in the reception class. Work for infants and juniors often captures pupils' imagination. There are good relationships between teachers and pupils. When work is planned at exactly the right level, pupils think really hard and have every chance to achieve well. Sometimes work is not always challenging enough, and teachers' assessments of how much pupils learn are sometimes not secure. Pupils with special educational needs receive good help in lessons from support assistants, but their learning targets are not always clear enough. The quality of support for pupils with statements of special educational need is often outstanding.

The curriculum is broad and balanced and is **satisfactory** overall. There are **good** opportunities for curriculum enrichment through visits and visitors. Pupils' skills in literacy are used satisfactorily across the curriculum, but information and communication technology is not used as effectively as it could be in other subjects. The school is a **very caring** place. There is no evidence of any bullying.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher has worked hard to develop a popular school with a strong ethos. The school development plan is not sufficiently well focused and there are outstanding issues from the previous inspection to be addressed. School governance is **satisfactory** and all statutory requirements are met. Governors are very supportive and are playing an increasingly important part in the running of the school. Subject leaders have not monitored standards of teaching regularly enough to have a significant impact on standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like their school, especially the advantages they say a small school offers; for example, that everyone knows one another well. The parents' questionnaires indicate strong parental support for many aspects of the school's work. Many parents choose Sopley, even though it is not the nearest school to their homes.

IMPROVEMENTS NEEDED

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

- Ensure that teachers' day-to-day assessments in lessons, and of pupils' work, are made regularly and inform their planning for subsequent teaching and learning.
- Ensure that opportunities to use and apply information and communication technology are planned into subjects across the curriculum.
- Ensure that the children in the Foundation Stage have sufficient opportunities to take part in a wide range of spontaneous play activities, including outdoor play.
- Develop the work of subject co-ordinators, by improving the monitoring of subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** overall. Boys and girls throughout the school and the few whose home language is not English reach similar standards.

Main strengths and weaknesses

- Children in the reception class achieve well.
- Pupils with statements of special educational need achieve well.
- Pupils achieve high standards in French.
- Junior pupils' standards in religious education are above the requirements of the locally agreed syllabus.

Commentary

1. On entry to the reception class, children's attainment usually varies from year to year, but is broadly average. Variations include a few children who have a limited vocabulary and find it hard to concentrate, to those who are articulate, confident and happily concentrate for long periods of time. Children in the Foundation Stage achieve well and some achieve very well. By the end of the reception year, all children are on line to reach the expected standards of the Early Learning Goals¹ and a significant number are likely to exceed them.
2. Infant pupils achieve satisfactorily. The school's results in national tests and assessments are subject to the inconsistencies that often occur in small schools with small groups of pupils². In 2004, results were below average in reading, writing and mathematics compared with all schools, but were better than results in the previous year. Too much reliance on test data can be misleading, because group size and the range of ability can have a disproportionate impact on results. Nevertheless, taken over the last three years, the trend in performance for Year 2 pupils has been below the national trend.

<i>Standards in national tests at the end of Year 2 – average point scores in 2004</i>		
Standards in:	School results	National results
reading	14.8 (13.0)	15.8 (15.7)
writing	13.7 (13.4)	14.6 (14.6)
mathematics	15.7 (15.8)	16.2 (16.3)
<i>There were 11 pupils in the year group. Figures in brackets are for the previous year.</i>		

3. There were only eight pupils in last year's Year 6 cohort and their test results are, therefore, not included as a separate table in the report. Despite small cohorts, the

¹ 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 language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy, children should be able to write their own name and begin to write simple sentences.

² In a small school where, for example, there are 10 pupils in Year 6, each pupil represents 10 per cent of that year group, whereas in a large school with 50 pupils in Year 6 each pupil represents 2 per cent of that year group. Therefore, when comparing standards with other schools, the overall results of a small school can reveal large variations in their overall result year to year as a result of very small changes in the number of pupils reaching one level/grade rather than another.

school has been able to maintain much more consistency in junior pupils' results in national tests than for infants. In 2004, results dropped dramatically as the result of a large proportion of pupils with special educational needs, and were average in English but well below average in mathematics and science compared with all schools. In previous years, results have usually been well above average. Taken over the last three years, the trend in performance for Year 6 pupils has been below the national trend.

4. During the inspection, and based on how well pupils achieve in lessons and the work in their books, standards for infants and juniors are currently in line with national expectations in the core subjects. More able pupils are not consistently attaining higher than average standards. Nevertheless, the current Year 6 cohort is a more able group than last year's. The school's targets for the percentage of pupils attaining Levels 4 and 5 in English and mathematics in 2005 are significantly higher than last year and, if reached, would result in above average attainment in national tests.
5. Standards in the foundation subjects, where judgements were made, are in line overall with expectations for infants and juniors. The only exception is in religious education where standards attained by eleven-year-olds are above the expectations of the locally agreed syllabus. Standards in French for junior pupils are well above those expected. Pupils' ability to understand and answer questions accurately is improving well, as is their basic vocabulary.
6. Pupils with special educational needs achieve satisfactorily overall. Class teachers plan individual targets for these pupils, but some of these are not sufficiently specific to enable pupils' progress to be monitored successfully. Learning and social targets for those pupils with statements of special educational need are much better and help them to achieve well. This is especially the case with pupils whose needs are severe and far ranging and those with significant physical difficulties.
7. There are no discernible differences in the performance of boys and girls in their work in classrooms. Despite the gender imbalance in some classes, groups are usually organised so that boys and girls have satisfactory opportunities to work together.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good**. Their spiritual, moral, social and cultural development is **good**. Pupils develop a strong awareness of moral and social values, which results in good relationships throughout the school. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to learning and standards of behaviour.
- Relationships are good and older pupils are caring towards the younger ones.
- Pupils are keen to take responsibility and contribute to the work of the school.

Commentary

8. Pupils' attitudes towards school are good. They enjoy school and say they find the work interesting. In most lessons they demonstrate a good work ethic. Pupils are supportive of each other and work and play well together. These same positive attitudes, reported after the previous inspection, have been successfully maintained. Attendance and punctuality are both satisfactory and in line with expectations nationally.

Attendance in the latest complete reporting year (%)			
Authorised absence		Unauthorised absence	
School data:	5.1	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.

9. Behaviour is good. There have been no exclusions in the past year. Pupils understand the rules and through the school council have had an opportunity of contributing to the rewards and sanctions that feature in the current behaviour policy. Implementation of the behaviour policy is generally consistent but there is some variation in teacher expectations regarding behaviour and pupil engagement in lessons. Pupils say the school is friendly and welcoming and that they like their teachers and trust them. They say that teachers and other members of staff are good at dealing with any poor behaviour, such as bullying, and address such issues in a fair and just way. Pupils demonstrate care and consideration towards each other and towards adults. There was no evidence of any bullying during the inspection.
10. Pupils are encouraged to take on many responsibilities around the school and have good opportunities to develop their leadership skills. For example, older pupils largely take responsibility for organising and managing the annual sports day, when pupils from schools in surrounding villages are invited to participate in a variety of sporting and athletic events. School councillors take their responsibilities seriously and have a significant influence on the life and work of the school. Older pupils help to support the very young ones through a well-organised buddy system and the school's awareness of, and sensitivity surrounding, disability issues is very good.
11. The spiritual, moral, social and cultural development of pupils is good. The spiritual ethos of the school is well established and has improved. Pupils are confident to explore their own values, feelings and emotions through religious education and the study of other historic cultures throughout the world. Personal and social values are strongly promoted through the personal, social and health education programme. The school provides a very clear moral code, with a strong commitment towards the principles of equality, inclusion and diversity. There is a strong sense of community both within the school and with the wider village and parochial environment. Although there are only a few pupils from minority ethnic groups, the general awareness of the multicultural nature of many communities in Britain is well developed. Pupils are learning to act according to their own principles and challenge such issues as injustice and discrimination.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching is good overall. The school provides a satisfactory curriculum. It is broad and balanced and opportunities for enriching the curriculum are good. Assessment is satisfactory. The care and support the school provides are very good. There are good links with parents and with the community.

Teaching and learning

Teaching is **good** overall.

Main strengths and weaknesses

- Teaching in the Foundation Stage is good overall and sometimes very good.

- Teaching of French is very good.
- Teaching of pupils with statements of special educational need in small groups is very good.
- Teachers' planning does not always take account of the whole range of pupils' abilities and leads to lack of challenge.
- Marking does not always suggest how pupils might improve their work.
- Teachers use information and communication technology well.

Commentary

12. The quality of teaching is very similar to that found in the last inspection, when it was also judged to be good, with many similarities in areas which were identified then and during the current inspection. Teaching in the Foundation Stage is always at least good, as it was previously. Good teaching in the reception class helps children to settle quickly and to achieve well because learning is fun and interests them. Very good teaching in French is based on secure subject knowledge and a very good understanding of how pupils learn a foreign language.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	5 (16%)	14 (44%)	11 (34%)	1 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Good teaching and learning are more commonly found in junior than infant lessons, as they were in the previous inspection. The good quality of teaching observed overall in lessons during the inspection was not consistently evident in pupils' work in books. With older junior pupils, teaching is invariably good, and sometimes very good, and this helps them to achieve well and attain high standards. This is not a consistent pattern throughout the school, and accounts for satisfactory achievement overall. In lessons where teaching was satisfactory overall, but where there were areas for improvement, work was not always planned well enough to take into account the differences in ability of individuals or particular groups of pupils. This means that the amount of work pupils produce is the main strategy teachers use for assessing how well pupils are learning. In some lessons this is an entirely suitable form of assessment, but not always. It does not consistently offer more able pupils a suitable level of challenge to their work and then they do not achieve as well as they should.
14. Pupils with special educational needs are mainly taught alongside their classmates in the classroom. Teaching assistants provide good support with reading instructions that a task might require, or helping pupils to concentrate and complete their work. The quality of individual education plans, for pupils identified at the stage requiring specific action by the school, is inconsistent, with some targets set being more concise than others. Individual education plans for pupils with statements of special educational need are much more carefully considered and very effective in helping adults to work towards and review small steps in achievement. Support for pupils with severe difficulties is often of the highest quality.
15. As in the previous inspection, the best lessons occur when teachers make learning objectives clear and plan work that builds progressively on what pupils already know. Additionally in this inspection, teachers made good use of interactive whiteboards to draw pupils' attention to specific points and this focused their learning well. Effective end-of-lesson reviews recap on current learning and enable teachers to accurately

assess how well pupils have learned. In the present inspection this did not happen consistently during, or at the end of, lessons and this leaves some teachers unaware of what pupils have learned and how much progress they have made. In the reception class, consistently good teaching and learning are based securely on very good assessments of the progress children are making.

16. Relationships between teachers and pupils are good and these help to foster good learning. Pupils feel that their answers are welcomed and their good listening skills are well developed in short lesson introductions. Teachers have high expectations of pupils' behaviour and this improves their ability to work well together in lessons.
17. The quality of assessment is satisfactory overall. The school has worked hard to put into place comprehensive tracking systems that are intended to provide information about how much progress pupils make. As well as compulsory national tests, the school uses a range of optional tests that indicate pupils' progress through the school. This information is especially useful in a small school where national results can be so easily skewed by the ability range of pupils, thus providing data that is not entirely reliable. It has used data well to identify the need to improve writing throughout the school and is now working hard to try to introduce useful and practical forms of assessment in the foundation subjects.
18. The marking of pupils' work is often not constructive. There are many single comments, such as 'good', which give no indication of how pupils can improve. Short, written comments, such as 'not finished', are not followed up in books and suggest that some pupils are unable to complete tasks.

The curriculum

Curricular opportunities are **satisfactory**. A **good** range of visits and visitors helps to enrich the curriculum. The resources and accommodation are **satisfactory** and enable the school to meet the needs of the National Curriculum and religious education. The planned programme for personal, health and sex education is **good**.

Main strengths and weaknesses

- Very good provision of individualised learning programmes for a small number of pupils with severe learning needs.
- There are very good opportunities to learn a foreign language.
- Some aspects of ICT are not used well enough in other subjects.
- Visits and visitors help to enrich the curriculum, providing good opportunities for all pupils.
- The school makes good use overall of limited accommodation, although free access to outdoor activities for children in the Foundation Stage is restricted.

Commentary

19. The curriculum is broad and balanced and meets all statutory requirements, including the provision of religious education and personal, health and sex education. It also includes very good provision for learning a modern foreign language, which is an improvement over the last inspection however the curriculum for children in the Foundation Stage does not meet requirements for their physical development. Provision for pupils with more severe learning needs is very good, characterised by a highly individualised learning programme, within which they make good progress. Some aspects of ICT are not applied sufficiently well in other subjects.

20. An effective transition programme is in place for pupils in Year 6 transferring to two local colleges. This is characterised by Year 6 pupils tackling projects in ICT and design and technology, which are then continued at the respective colleges in Year 7. Visits between school staff and pupils enable information to be shared. Additional liaison is in place for pupils with special educational needs.
21. Enrichment of the curriculum is good, with many opportunities for pupils to participate in sports, arts and performance activities. Partnerships with local secondary schools and a commercial company enable pupils to develop their skills in French, ICT and their sporting expertise in a range of games respectively. After-school clubs also provide good opportunities for pupils to extend their skills in sports and team games. During the inspection, high quality French lessons were observed.
22. During the school day, learning activities are carefully planned to provide pupils with real-life experiences, such as visits to a local town to look at settlements, and historical role-play sessions, such as life in a Victorian classroom. As a result, pupils are well motivated and keen to talk about their impressions. Curricular resources are satisfactory and adequate to support teaching and learning. Teaching and support staff are both effective and adequately trained to undertake their roles in school.
23. Parts of the school building have been adapted well to make best use of limited accommodation to support the teaching of the curriculum. It has several spaces adapted for specific purposes, such as the ICT suite. The school hall is not used sufficiently well to enhance access to spontaneous play for children in the reception class, and access to outdoor activities continues to be restricted as at the time of the last inspection. Interactive whiteboards are available in each classroom and were used effectively during lessons. The school hall is very small and does not allow full class teaching of gymnastics and dance to the older pupils. Whilst this does not adversely affect their achievement, it does limit the range of indoor activities that can be planned. Plans are in place to try to overcome this difficulty next year by forging links with a local sports centre.

Care, guidance and support

Pupils are cared for very well and the guidance provided by the school is **very good**, particularly with regard to their personal development. Relationships throughout the school are **good** and pupils trust the staff and know that they will respond to any concerns and opinions they may have.

Main strengths and weaknesses

- High levels of mutual trust and respect between pupils and staff.
- Very good arrangements for child protection and health and safety.
- The value placed on pupils' views and opinions.

Commentary

24. The welfare and guidance provided by the school are very good. Pupils' personal development is monitored and the advice and guidance provided are well matched to their individual needs. Pupils are aware of their learning targets on their individual education plans and often contribute their thoughts about how targets help them to learn. Pupils with statements of special educational need have a very good level of provision, with the school working closely with specialists from outside agencies. There is very good awareness of the needs of vulnerable pupils and their families, and the arrangements for child protection are very good because those responsible are

experienced, well trained and vigilant. The school draws on the support and advice of social services and other outside agencies whenever necessary.

25. Health and safety procedures are rigorous and effective and there is good provision for first aid. Health and safety issues are carefully monitored and there is good support from the local education authority. The concerns about health and safety referred to in the previous report have all been addressed.
26. The relationships and trust among pupils and between pupils and staff are very good. Pupils express confidence that when they have concerns or need to seek help that staff will listen and respond to their needs. The elected school council provides a good link between the pupils and school management. There are good arrangements for welcoming and supporting children when they first enter the reception class and the arrangements for the induction of pupils who join the school at other times are also good. The arrangements for supporting pupils during their transfer into secondary education are good. Overall, the welfare, pastoral care and guidance afforded to pupils have been well maintained since the previous inspection and some aspects, such as the health and safety procedures, have improved.

Partnership with parents, other schools and the community

The school has achieved a **good** partnership with parents and successfully involves them in their children's learning. Links with the local community and involvement in community activities are **good**. There are **good** links with other schools and colleges.

Main strengths and weaknesses

- The positive views that parents have about the school.
- Good links with other schools result in curriculum enrichment.

Commentary

27. The school has achieved a good working partnership with parents and this has been well maintained since the previous inspection. Parents express high levels of satisfaction with the quality of education and care provided. Effective two-way communication between the school and parents ensures that their views are noted and acted upon and any concerns dealt with quickly and effectively. Regular information is provided about school activities, the curriculum and topic work and parents are encouraged to participate in and support their children's learning and do so.
28. The special educational needs co-ordinator makes regular contact with parents and ensures that they are kept informed of their children's progress. Parents are invited to contribute to the annual reviews of pupils' statements and the setting and reviewing of targets on individual education plans. Positive relationships have been built with parents of pupils with special educational needs.
29. The annual progress reports provide a good overview of pupils' personal and academic development, with a clear indication of individual pupils' progress, effort and attainment in relation to the national average. There are very good opportunities for pupils to evaluate their own knowledge and progress. The formal consultation evenings are well attended and there are many opportunities for parents to consult with staff informally.
30. Parents support the school well. An active parent teacher association organises regular social and fund-raising events, many of which engage the wider village community. A number of parents volunteer to help in school and with educational

visits and extra-curricular activities. There are strong links with the parish church, with the whole school attending church services to celebrate the main Christian festivals. The parish priest regularly attends school assemblies and once a year officiates at a pet blessing service which reflects the rural traditions of the school. Through these and other activities, the school has built up very close links with the wider community and village organisations.

31. There are good links with other schools and colleges. As an active participant in a cluster of small village schools the school hosts an annual sports day and jointly participates in professional training and development programmes for teachers and other support staff. There are close links with two secondary schools, both of which have specialist status. One provides technical support for the school's computer network and the other provides French lessons for older pupils. Teacher training is undertaken in collaboration with a nearby college.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher and all staff work successfully to ensure that the school is a very caring place in which to learn.
- The monitoring of teaching is not rigorous enough.
- Governors are well informed and supportive.
- Not all key issues from the previous inspection have been successfully addressed.

Commentary

32. The headteacher provides satisfactory leadership. She has a strong influence on ensuring that Sopley Primary School is a very caring place to learn where each pupil is valued as an individual. Teachers and all other staff actively and very effectively contribute to the school's caring ethos so that it has a real sense of community. Adults positively relate to one another and to pupils, providing good role models that significantly contribute to pupils' personal development. The school correctly identifies areas that need to be improved and this process has resulted, for example, in a recent focus on expanding the range and quality of pupils' writing. Day-to-day administration is effective and unobtrusive, allowing staff to concentrate on teaching and pupils to focus on their learning.
33. Leadership and management were judged to be good in the last inspection. Improvements have been made in areas such as teaching, accommodation and some aspects of the curriculum, while the ethos of the school is still strong and results for eleven-year-olds generally remain high. However, leadership and management have not been as effective in successfully addressing three key issues from the last report, which have, once again, been identified for the school to tackle.
34. The school has adopted an innovative approach to subject leadership and all teachers have responsibilities for the full range of subjects and aspects of the school's work. They make a satisfactory contribution to the quality of what the school provides for its pupils. The headteacher and governors have thought carefully about the workload of staff in this small school and they have made good progress towards current legal requirements. There is good teamwork, with all adults supporting one another well through sharing ideas; for example, about subject plans and resources. However,

subject co-ordinators have too few opportunities to monitor teaching in order to make it even better by building on current strengths and identifying what needs to be improved. This was also identified as a weakness at the last inspection and remains to be addressed successfully.

35. Leadership and management of special needs throughout the school are satisfactory overall. For those pupils with more complex special educational needs it is good, and often results in very good achievement. It is not as consistently effective for pupils with individual education plans, where targets are too broad and not easily measurable. There is sound liaison between class teachers, teaching assistants and the headteacher to ensure that pupils are cared for and their needs are met. Staff work to their strengths to meet the needs of individual pupils. As a result, pupils are included fully throughout the school.
36. Governors have a good knowledge of the work of the school, its strengths and areas for development, although there has been insufficient focus on fully addressing previous key issues. They undertake regular training to improve their skills. They appreciate the welcome that the school gives to all pupils, notably to Travellers and those with significant special educational needs, and they clearly understand the implications for the work of the staff. They have a clear view of test results and they understand, for example, why scores fell in the 2004 tests for eleven-year-olds and the implications for interpreting the test results of small numbers of pupils. The school budget has been affected by the additional costs incurred as a result of long-term staff absence. Governors have carefully considered a range of options for reducing the deficit budget that the local authority has authorised.

Financial information for the year April 2003 to March 2004			
Income and expenditure (£)		Balances (£)	
Total income	284,047	Balance from previous year	11,842
Total expenditure	298,193	Balance carried forward to the next	-2,304
Expenditure per pupil	3,427		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Commentary

37. There are only 14 children in the reception class. During the inspection, all children were full time, although for a few it was only their second week of full-time schooling. The classroom is extremely small, and this impacts on the organisation of activities. It measures approximately 5 x 7 metres, with a cleverly designed, small mezzanine floor that provides additional activity and storage space. Children's attainment on entry to the school is usually average and in some years, slightly above. The good quality curriculum covers the recommended areas of learning well, with the exception of providing access to sufficient resources for children's physical development. It is very good in personal, social and emotional development and language and literacy development.
38. There are good admission arrangements which parents appreciate, as not all children have attended pre-school groups. There is a very good buddy system linking Year 6 pupils with reception children to help them settle in. The quality of teaching is good overall, and is sometimes very good. Teaching is lively and lessons are stimulating because of the teacher's enthusiasm. She has high expectations and good knowledge of the needs of this age group. She makes very good use of extremely limited accommodation and uses her good organisational skills to good effect. She works closely with her support staff. Provision for children with special educational needs is very good. Very good assessment procedures are used well to help children make good progress. Children enjoy school, settle quickly into daily routines and their behaviour is very good. The good quality provision has been maintained since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher and her support staff promote a positive climate for working and playing.
- Children are encouraged to take responsibility for their own behaviour.
- The very cramped accommodation means that children have to consider others' needs very carefully.
- Support for children with severe special educational needs is excellent.

Commentary

39. The reception class has a delightful air of happy but purposeful activity. Children exercise their independence conscientiously, taking into account the class rules, the needs of other children and their cramped classroom. They work alongside each other in groups or pairs, collaborating without fuss and helping each other voluntarily. They readily conform to the few class rules because they understand why they have them. For example, they know that they should put their hands up to answer questions and not call out when other children are speaking. They enjoy the daily contact with their Year 6 buddies and this helps them to mature and learn about the responsibility of

looking after others. Their consideration for the physical needs and well-being of other children with complex needs is remarkable considering their age. The quality of teaching is very good, so children are eager to learn and sustain concentration in their activities. Children make very good progress and their achievement is very good. They are well on course to exceed the expected level of the early learning goals, and a few have already achieved them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is consistently good.
- Children have very good listening skills.
- Children get off to a good start in reading and writing.
- Opportunities for informal conversation are sometimes missed because of a lack of resources.

Commentary

40. Children achieve well because there is good quality teaching and learning. Frequent opportunities for children to practise their speaking and listening skills occur throughout the day. The teacher is very good at allowing children with immature speech enough time to express their ideas. They observe the conventions of conversation, taking turns and listening to each other in large groups and also in informal role-play. Children are encouraged to write their names and letter shapes correctly and have acquired the habit of taking books home daily to share with parents. They have a very solid grounding in learning the sounds that letters make and the teacher makes very good use of children's own possessions that they bring in to reinforce letter sounds. The teacher and her assistant conscientiously promote conversations through skilful questioning, taking care to include children with special educational needs. Stories are well read, enhancing the children's knowledge of the importance of reading with expression. Children are totally absorbed, listen hard and concentrate intensely. However, opportunities for conversation between children in a more informal setting are limited by the lack of access to large wheeled toys and fixed apparatus outdoors. The majority achieve well and they are well on course to exceed the early learning goals by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Counting skills are developed very well.
- The quality of teaching is good.
- The language of mathematics is very well developed.
- Lack of space limits the range of practical activities.

Commentary

41. Children enjoy mathematics because the teacher makes lessons fun and interesting. She makes very good use of hidden shapes in a bag to engage children's interest. They are completely riveted and listen intently as she calls out clues, using precise mathematical vocabulary, that help them to correctly identify and name three-

dimensional shapes. The teacher puts her organisational skills to good use and sets groups to work at different practical tasks, although lack of space sometimes limits the range and extent of work that children can attempt. Children work with concentration and their behaviour is very good because they are sufficiently challenged and know exactly what is expected of them. Children learn about counting in a variety of ways. Number songs are used very effectively to develop learning and improve counting skills. Learning the language of mathematics is an important part of lessons, shown when adults talk about 'over' and 'under'. Children make good progress and achieve well because the quality of teaching is good. They are well on course to attain the early learning goals by the end of the year, and a few will exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching provides many opportunities for children to learn about the world around them.
- Teachers use children's own experiences very effectively.
- Practical activities are used to develop children's understanding of the world.
- Limited space means that there is restricted access to the computer.

Commentary

42. Children achieve well because there is good quality teaching and learning which builds effectively on what the children already know. Good opportunities are planned to enrich children's experience of the wider world, such as visits out and visitors to school. They develop a good understanding, through first-hand investigations, of the principles of 'jet flight' using balloons. Very good links with speaking and listening provide opportunities for children to express their views. The teacher capitalises on the good ideas and previous knowledge that some children already have. Good use is made of the learning assistant to record children's observations and ideas. Children enjoy using computers and do so with increasing skill and accuracy, but limited space in the classroom means that only one computer is available, but in a location that does not allow for easy access by children. Children are well on course to attain the early learning goals by the end of the year and some will exceed them.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Indoor physical activity sessions are very good.
- Children show very good attitudes.
- There are insufficient opportunities for spontaneous outdoor play.

Commentary

43. Children enjoy many activities that enable them to practise their handling skills; for instance, cutting, sticking and painting. They use the computer keyboard and the mouse with accuracy, clicking and dragging confidently. Most manage their own shoe and coat fastenings competently and change quickly and independently for hall activities. Children pour water and sand from one container to another accurately, and use scissors and pencils carefully and with precision. In the hall they have very good

opportunities to develop their awareness of space, gaining experience in using the hall and small apparatus with regard for others' safety. The quality of this teaching is very good, with high expectations, very good organisation and pace. Opportunities for children with physical disabilities to participate and to enjoy hall activities are outstanding.

44. Although teaching and learning are very good in formal sessions, there are weaknesses in the provision for spontaneous and outdoor play. Children achieve very well in formal situations but there is a lack of easy access to resources such as ride-on equipment and restricted access to outdoor areas. The school is in a position to compensate for this better than it presently does, by using the hall on a more frequent and timetabled basis to allow children spontaneous access to this equipment indoors. Children make good progress and achieve well indoors in their ability to run, turn and balance. Progress is less well developed in their confidence and competence on larger equipment. The majority are on course to reach the early learning goals by the end of the year.

CREATIVE DEVELOPMENT

45. During the inspection it was not possible to observe the teaching and learning in this area, but the displays of children's work indicate that standards are as expected. Regular opportunities for singing and listening, art activities and role-play are timetabled.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE (FRENCH)

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils usually attain high standards in national tests at the age of eleven.
- Teaching is good overall for English and very good for French.
- Pupils achieve very well in French.
- Day-to-day assessment is not used consistently well to match work to pupils' abilities in English.

Commentary

46. Standards of attainment in Years 2 and 6 during the inspection were similar to those expected nationally, which is the same judgement as that made in the previous inspection for infant pupils, and slightly lower for juniors. In both age groups there is a wide range of ability. A few more able pupils are already attaining standards that are above those expected for their age, notably in reading. Some able pupils are sometimes required to read text that does not challenge them sufficiently and so they sometimes lose interest. In the 2004 national tests for infant pupils, standards in reading and writing were below average. In the junior tests, standards were in line with the national average but lower than they had been in the three years prior to 2004. The school's targets for English this year are higher than last year and reflect the ability of the current cohort. Pupils' achievement is satisfactory overall, although occasionally their progress in lessons is not as good as it could be, because teachers do not

accurately match work to pupils' abilities.

47. Most pupils have above average speaking and listening skills. The majority of pupils speak confidently; for example, when explaining in assembly the properties of a magic hat from the Harry Potter stories. By the end of Year 6, pupils are articulate and most take an active part in discussions, although not all readily raise questions to challenge other speakers or clarify meanings during discussions.
48. Year 2 pupils' reading and writing skills are in line with national expectations overall. More able pupils have developed very good handwriting abilities, while the lower attaining pupils have poor skills in forming letters and words. More able readers show significant skills when tackling new and difficult text. Their fluency and good levels of understanding show that they sometimes need opportunities to read more challenging books than they currently have access to. Lower attaining pupils lack accuracy when reading simple texts and they still need considerable support. Year 6 pupils show a similar wide range of abilities in their writing and reading skills, which are satisfactory overall. Lower attaining readers are unsure of the difference between fiction and reference books and have yet to develop a love of reading. Higher attaining pupils on the other hand are avid readers, very fluent, and identify easily the crucial features and characters in a novel, using inference to arrive at meaning. Year 6 pupils' writing skills are in line with the national average overall. Some pupils achieve well by creating imaginative wording to convey meaning in different forms including poetry. Basic skills in spelling, sentence structure and, as at the last inspection, handwriting, are not always sharp enough, even in the work of average attaining pupils. This affects the quality of work overall.
49. Teaching and learning are good overall. Teachers encourage pupils and keep their attention with skilful use of the interactive whiteboards. They insist on high standards of behaviour, particularly in the Years 5/6 class. Teachers give suitable consideration to how they group pupils and how they match work to their abilities. Sometimes, however, there is a lack of accurate match between what pupils do and their capabilities. For example, not all very able readers in Years 2 and 6 are challenged enough. Teachers rightly want to improve pupils' advanced reading skills, although they do not always use sufficiently challenging text to do it. There are some good examples of marking that provide good advice about how to improve, but this is not consistent across the school.
50. The leadership and management of English are satisfactory. There has not been enough improvement since the previous inspection in providing opportunities for the co-ordinator to monitor standards of teaching. As a result, this limits her knowledge of which aspects of teaching are working well and what might be done to make it even better. Improvement is satisfactory overall because the school has used its test results to identify what might be done to improve standards and this has led to a useful focus on broadening pupils' competence in writing in different styles and genres. The coordinator for English has been in post for two terms only and is already engaged in an action research project with other small schools to devise ways of raising standards. Additionally, since the last inspection the reference books in the library have been organised so that pupils can find the books they need easily.

Language and literacy across the curriculum

51. There are sound opportunities for pupils to apply their language and literacy skills across the curriculum. There are ample chances for word processing on computers. Teachers give pupils chances to write in different ways; for example, in religious education pupils write about the Qu'ran from the point of view of a Muslim. The school

is aware that further use could be made of planned opportunities to write in different genres across the range of subjects to enhance its focus on writing styles.

French

52. Provision for French is **very good** and pupils achieve very good standards for their age. Strong links with a local secondary school contribute significantly to the very good teaching and the high quality planning. In the lessons seen during the inspection, very good subject knowledge and skilful, lively use of resources led to pupils making rapid progress in speaking and reading French. Pupils are expected to use French all of the time in lessons and the teachers slip comfortably and skilfully from French to English and back again to support the less confident ones. Because the teaching is so engaging and enables pupils to make such good progress, they have very good attitudes to French and are very well prepared for their secondary school.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching.
- Standards are usually well above average in national tests for eleven-year-olds.
- Too little challenge is provided to extend more able pupils.
- ICT is not used well enough in mathematics.
- Opportunities for the subject leader to monitor the quality of teaching and learning are not made available.

Commentary

53. Standards in mathematics in both Year 2 and Year 6 are average, as they were at the time of the previous inspection. In 2004 national tests, pupils' attainment in Year 2 was below average and in Year 6 it was well below average. Care should be taken interpreting these data because of the small size and ability range of the cohorts. Girls and boys are currently making similar progress. In the three years prior to 2004, standards in Year 6 were well above average compared with those in schools nationally.
54. Pupils experience a broad curriculum. In Year 6 they achieve satisfactorily and are able to use their knowledge of place value to manipulate numbers, calculate using decimal fractions and place events on the probability scale. Their knowledge of the properties of two-dimensional and three-dimensional shapes is less secure. Pupils in Year 2 also achieve satisfactorily. They use their knowledge of 'more than' and 'less than' to fill gaps in a number square and some more able pupils can count in two's, three's and four's to 40. They understand that there are different ways of adding tens and units together and can give an account of the methods they have used, although not all the more able pupils have enough activities to 'stretch' their mathematical thinking.
55. In the lessons that were observed, teaching was good overall, with very good teaching for older pupils. These lessons had a clear focus, a lively pace, and questioning was used well to check pupils' understanding, with opportunities given for pupils to explain their thinking. The end session is used well to check understanding and reinforce learning points. Pupils have good attitudes to their work, working purposefully during lessons. A very good lesson in Year 6 made good use of the interactive whiteboard to

stimulate pupils' use of mental mathematics skills. However, the use of ICT to support learning in mathematics is not consistent across the school.

56. The good quality of teaching during the inspection was not consistently mirrored in the work in pupils' books. The recent introduction of a commercial scheme of work for pupils has ensured that all areas of mathematics are being covered. However, on some occasions pupils of differing abilities are expected to undertake the same work as their classmates within each year group. This means that there is a lack of challenge for more able pupils and sometimes leaves those with special educational needs struggling to keep up because the work is insufficiently matched to pupils' needs. Marking is limited and does not usually indicate to pupils how they can improve.
57. Leadership and management are satisfactory. There has not been enough improvement since the last inspection in monitoring teaching to identify and share good practice, in consistently offering enough challenge to more able pupils or in improving teachers' marking to say exactly what pupils have to do to improve. Nevertheless, it is satisfactory overall because the subject leader has a good knowledge of her subject, she has ensured resources are appropriate and adequate and, together with the headteacher, she analyses pupils' test papers and uses them to identify what needs to be done in future in mathematics.

Mathematics across the curriculum

58. Numeracy across the curriculum is satisfactory overall. The opportunities for pupils to use mathematics as part of their work in other subjects and appreciate the practical uses of these skills is coincidental, rather than as part of systematic planning. Pupils have used line graphs to record data in science and used tally charts as part of a geography field trip to a nearby village. Further opportunities for the application of mathematical skills across other curriculum subjects are limited.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have too little input into the planning of experiments.
- Pupils have good attitudes to science.
- Teaching and standards of work are not monitored thoroughly enough.
- Teachers plan interesting investigations that engage pupils.

Commentary

59. In the Year 2 teacher assessments in 2004, standards were in line with national expectations. In the Year 6 national tests, pupils' scores were well below average when compared with those in all schools nationally. Care should be exercised interpreting the Year 6 results because of the small cohort and the wide range of ability. Prior to 2004, results in science in Year 6 had consistently been well above average. Inspection evidence indicates that pupils' attainment in Year 2 and Year 6 is in line with national expectations in terms of knowledge of science concepts and in using and applying their understanding of science. All pupils, including those with special educational needs, achieve satisfactorily. Pupils have a sound understanding of scientific processes, although their subject vocabulary is not always specific. Recording in Year 2 is limited and does not always accurately reflect the extent of

some pupils' knowledge of scientific processes. The ability of older pupils to write a hypothesis and to plan and conduct an experiment according to fair test principles is not fully extended.

60. Teaching and learning are satisfactory overall. Pupils usually respond positively to teachers' questions and are interested in science. Younger pupils do not always behave as well as they should, even though investigations are interesting. This affects how well they, and others working with them, learn. Teachers carefully organise groups so pupils can support and learn from each other. Sometimes, however, experiments are over-directed by teachers with little input from the pupils. This means that investigations are not always as fully developed and extended as they might be and written results for all abilities are much the same. An over-reliance on using worksheets restricts the opportunities for higher attaining pupils to record results in their own way and make purposeful use of writing skills learned in English. The teachers mark pupils' work, but there are few comments that enable pupils to understand how they might improve.
61. Leadership and management are satisfactory. There has not been sufficient improvement since the previous inspection in providing opportunities for the subject leader to review teachers' planning to get a thorough understanding of the strengths and areas for development in science teaching. There is infrequent use of ICT in science as there was in the previous inspection. The previous inspection also observed that teachers' planning did not take sufficient account of the differing learning needs of pupils. Nevertheless, resources are satisfactory and good improvements have been made to developing the school grounds as a science resource. This means that there are more opportunities for pupils to study plant and animal life. National test results for eleven-year-olds have also remained well above average over a number of years.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers make good use of their interactive whiteboards.
- Infant and junior pupils have above average word processing skills.
- There are gaps in pupils' ICT knowledge in some areas.
- ICT is not used well enough in other subjects.

Commentary

62. Standards for pupils in Years 2 and 6 are in line with those expected in ICT. Boys and girls, and pupils with special educational needs, achieve satisfactorily. This is in line with the judgement made in the previous inspection.
63. Teaching and learning in lessons are good. There are particular strengths in the use of word processing to improve the style and presentation of work and pupils' achieve well in this element of ICT. Other aspects of ICT, such as data handling and control technology, are not as extensively or frequently taught and this accounts for the satisfactory judgement regarding pupils' overall attainment. During lessons, teachers show good subject knowledge and manage the use of the computer suite well. Not all pupils necessarily use the suite simultaneously and this provides an element of flexibility, allowing individual pupils time to develop their skills. At other times, when discussion is required, pupils work very well together. Teachers use the interactive

whiteboard well in whole-class lesson introductions, adding additional interest. Teachers provide well-planned intervention in lessons, so that pace is maintained and any problems are quickly resolved.

64. Leadership and management are satisfactory. A new policy is soon to be introduced, but little monitoring of teaching in the computer suite or teachers' planning has been carried out so far to ensure that learning is effective and ICT is linked to other subjects.

Information and communication technology across the curriculum

65. The use of ICT across the curriculum is unsatisfactory. There is limited evidence of the use of ICT in other subjects, except in word processing, with pupils deciding themselves how different styles of presentation can enhance their work. Teachers' use of interactive whiteboards, seen to support several different lessons during the inspection, is effective. In other subjects, such as mathematics, science and geography, suitable programs are infrequently used. This suggests that it is not yet a regular and consistent feature of teachers' planning. This was also the case in the previous inspection when it was identified as a key issue for action.

HUMANITIES

History and Geography

66. In humanities, work was sampled in **history** and **geography**, with only one lesson seen in history. It is not possible, therefore, to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average for all pupils, thereby maintaining standards from the previous inspection.
67. In both subjects it is clear that a range of visits and visitors plays an important part in making the work interesting, relevant and memorable. In geography, a visit to Christchurch enabled pupils in Years 3 and 4 to understand some of the geographical and historical features of a familiar settlement. From discussions with pupils in Year 6, many spoke enthusiastically about their research on rivers and their understanding of the journey of a river. In history, pupils were able to discuss their work about the Victorians and compare the life in Victorian times with their life today.
68. Leadership and management are satisfactory. The subject leader has developed a broad and balanced curriculum for geography and history, but ICT is rarely used in either subject. Assessment procedures are linked to aspects taught and provide a way of checking progress. They are not sufficiently embedded to be able to judge their effectiveness. Monitoring the quality of teaching and learning lacks sufficient rigour to impact on teaching and learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good.
- Subject leadership is good.
- Opportunities are missed for pupils to make full use of ICT to support learning.

Commentary

69. Attainment in religious education is in line with expected levels in the locally agreed syllabus by the end of Year 2 and above expectations by the end of Year 6. This is in line with judgements made in the previous inspection. Because teaching is good, notably in Years 3 to 6, pupils make good progress and achieve well by the time they leave the school. Year 6 pupils have a good understanding of what it means to be a member of a particular faith and they talk knowledgeably, for example, about what it means to be a Muslim.
70. Teaching is good. The subject co-ordinator teaches religious education to pupils in Years 3 to 6. She has good knowledge of the subject and she stimulates pupils' interest well through very carefully chosen resources and skilful use of the interactive whiteboard. She plans lessons effectively so that pupils develop good understanding of other faiths and cultures. A strong feature of the teaching is the warm relationship shared with pupils that enables them to feel secure and confident. Just occasionally teaching does not ensure pupils' full attention in discussions and progress slows for a time for a few pupils. The school makes good use of visitors, including local clergy who help to give pupils a growing knowledge, for example, of the similarities and differences between Christian denominations.
71. Leadership and management of the subject are good because the co-ordinator has a clear view of what is happening through her teaching of pupils in Years 3 to 6. As a result, she can judge the effects of the changing plans for the subject and assess their impact on pupils' progress and attitudes. She does not, however, have the benefit of being able to observe teaching in Years 1 and 2 to find out what is working well and to support improvement. The co-ordinator is aware that ICT is not used fully and has plans to address this.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

72. Only one lesson in art and design was observed during the inspection, so it is not possible to make a secure judgement about provision. There have, however, been improvements since the previous inspection when there were weaknesses in the coverage of activities and experience of a limited range of media were noted. Pupils now have more opportunities to study a wider range of techniques. In the one lesson observed, teaching and learning were satisfactory. Although the teacher had planned the lesson well, and used ICT well to demonstrate different artists' styles, lapses in some pupils' behaviour meant that time was wasted and some pupils lost interest in their work. Throughout the school, pupils use sketchbooks to jot down ideas, and whilst their work indicates variations between years as to how frequently and successfully they are used, their use overall is satisfactory. A computer drawing program is used in each of the year groups to help develop art skills.
73. Leadership and management are satisfactory. The co-ordinator has formed close links with a nearby university, which has asked the school to demonstrate effective skills development in art. Teaching is monitored and evaluated, and the subject leader for art has steered improvements in the quality of the subject over its unsatisfactory position at the last inspection.

Design and technology

74. Only one lesson was seen during the inspection so it is not possible to make a judgement about provision. In the previous inspection, standards were judged to be as expected. The teaching in the lesson observed was good because it gave pupils useful opportunities to try out different ideas for making swings. Learning was good because the lesson engaged the interest of pupils well so that they had good attitudes to experimenting with materials and exploring ways of joining the swings to the frame. Teaching made good use of the lesson summary to enable pupils to judge the effectiveness of their ideas, although it missed the opportunity for them to consider and express their original ideas through drawings. This echoes the findings of the previous inspection, which highlighted the infrequent opportunities for pupils to design on paper and adhere to their own plans. The new good quality scheme of work for design and technology provides teachers with good quality information to aid their planning and teaching. Leadership and management are satisfactory. Pupils use ICT such as a breadmaker and photocopier as part of their work to make them more aware of the uses of ICT in everyday life.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils to learn to play a musical instrument.
- There is insufficient rigorous observation of teaching to improve teaching and learning.
- Visitors enrich the music curriculum effectively.

Commentary

75. Pupils reach expected standards for their age by the end of Year 2 and Year 6 and the pupils' achievement is satisfactory, as it was in the previous inspection. Pupils throughout the school sing tunefully and sensitively. As in the previous inspection, any lack of accuracy in the singing of the melody is sometimes due to the pupils singing to indistinct recorded music. Not all Year 6 pupils have a clear understanding of the difference between elements of music, such as dynamics and pitch, so this limits the abilities of some pupils to talk using musical terms. Higher attaining pupils, however, can explain terms such as 'crescendo'.
76. Teaching is satisfactory. It is characterised throughout by good relationships between teachers and pupils, where a lively, positive approach makes pupils feel secure. The good use of the interactive whiteboard helps lessons to move along at a good pace and engage pupils' interest. Just occasionally, teaching misses opportunities to correct mistakes and misunderstandings, such as how to hold a recorder correctly or the differences between musical elements.
77. Leadership and management of the subject are satisfactory. There has not been sufficient improvement in putting in place a rigorous system for observing music teaching, which means that some good features are not shared and areas for development are not always identified. Pupils occasionally compose music on computers, but the use of ICT is not yet fully used to support learning in the subject. These two issues were identified in the previous inspection and have not yet been fully addressed. Improvement since the previous inspection is satisfactory overall, however, because the co-ordinator's good knowledge of the subject has a positive influence on the teaching of her own and another class as well as on the curriculum. There are

good opportunities for pupils to learn to play instruments including the recorder, guitar, electronic keyboard and ocarina, and visiting musicians enrich the curriculum.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Visitors help to enrich the physical education curriculum, extending opportunities offered to older pupils.
- The school makes good use of limited accommodation to ensure a broad and balanced curriculum is offered to pupils, although the school hall is inadequate for the teaching of physical education, especially to older pupils.
- Procedures for monitoring and evaluating provision and standards in physical education are not established.
- Provision for the support of pupils with the most severe special educational needs is unsatisfactory in lessons.

Commentary

78. Standards in physical education in both Year 2 and Year 6 are average, as they were in the previous inspection. Most pupils make satisfactory progress, including meeting national expectations for swimming at the age of eleven. Pupils with severe special needs make limited progress in developing skills as they are not always fully supported by an adult in lessons. This has an impact upon their own learning and the progress of their classmates. Boys and girls are currently making similar progress.
79. Pupils in Years 1 and 2 are able to interpret and move to music, refining their movements in response to teaching. Most pupils in Years 5 and 6 are able to handle a rugby ball confidently, throwing and catching with a partner, improving their technique because of feedback from the teacher. They are able to apply their newly acquired skills to the rules of an unfamiliar game.
80. In the lessons seen during the inspection, teaching was satisfactory overall. The school has now employed a company to undertake planning and teaching. In the best lessons, the focus was shared with the pupils. A clear sequence of well-planned activities that developed skills and good behaviour management helped pupils to make good progress. Where there was not a clear focus, the lesson lacked direction and pupils were unsure of what to do, which had a negative impact upon pupils' behaviour. In well-structured lessons, pupils have good attitudes to their learning. They listen carefully and respond well to instructions.
81. The school provides a good range of extra-curricular opportunities, offering pupils the chance to extend their skills in a range of competitive sports with other schools. There is also a residential experience once every two years for the oldest pupils.
82. Subject leadership and management are satisfactory. The school works hard to overcome the limitations imposed by the school building. The school hall has severe limitations for the teaching of physical education, especially gymnastics and dance, for older pupils. However, the subject leader is forging links with a local sports centre to try to overcome this difficulty in the future. The subject leader has a clear understanding of how this subject needs to be developed, but has had few opportunities to monitor teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Very few lessons were seen in this area, so no judgements are made about overall provision, although there are significant strengths in specific aspects of the school's work. There are sound arrangements for teaching sex education to the older pupils and for outside agencies to teach pupils about the misuse of drugs. The school involves all pupils well in initiatives such as those to promote healthy eating, care for the environment and a week dedicated to rights, respect and responsibilities. It effectively seeks to develop a sense of citizenship so that pupils have very good opportunities to play a part in the running and organisation of the school and to learn good leadership skills. The school successfully enables pupils to practise being good citizens. For example, it has appointed a support assistant to encourage playground games and there is a school council to which all pupils have access. Pupils are keen to become members of the buddy system and to care for younger pupils. Because of the attention the school gives to this area, pupils have a well-developed sense of what it means to be a good citizen and this is reflected in their good attitudes, positive relationships and responsible behaviour.

Example of outstanding practice

A support session for pupils with complex special educational needs on a very individualised learning programme enabled two pupils to participate in appropriate life-skills.

Pupils were able to prepare for the start of the school day through their personal hygiene routine and milk monitor duties. They were able to wash their face using soap and a paper towel, manipulate the toothpaste and toothbrush in order to clean their teeth and scrub their nails using a nail brush. The pupils were aware of their individual targets, and supported one another in being successful. The teaching assistant provided very enthusiastic encouragement, reminders and, where necessary, support to enable pupils to be successful. Pupils were also able to count out the required number of milk cartons for each class group accurately using numbers to ten. One pupil demonstrated he could now count carefully beyond ten, using the touching of objects to support his counting. The teaching assistant rewarded his progress with great enthusiasm, encouraging him to share his success with other staff members. The very positive, trusting relationship she had built with these pupils, their knowledge of their very succinct individualised targets and the appropriate use of praise, ensured their excellent progress and willingness to try new things.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	