

INSPECTION REPORT

South Baddesley C of E Primary School

Lymington

LEA area: Hampshire

Unique reference number: 116316

Headteacher: Mrs Mary Nugent

Lead inspector: Mrs Jean Harding

Dates of inspection: 28th February – 3rd March 2005

Inspection number: 267686

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 – 11
Gender of pupils: Mixed
Number on roll: 103

School address: South Baddesley
Lymington
Hampshire
Postcode: SO41 5RP

Telephone number: 01590 626243
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Appropriate authority: The governing body
Name of chair of governors: Mr Russell Bowman

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

This school is smaller than the average primary school. Numbers on roll have risen significantly since the previous inspection. The school is situated in a very small hamlet and serves several small villages around and a significant number of pupils travel some distance to school. The wide catchment area means that pupils come from a wide range of socio-economic backgrounds with the majority, but by no means all, coming from families with relatively favoured socio-economic backgrounds. The number of pupils entitled to free school meals is low. Almost all pupils are of white British ethnic origin and none speaks English as an additional language. There are a few pupils from travelling families. The movement in and out of the school from Year 1 to Year 6 is about average, but the arrival of children from just one extra family makes a significant difference to this school. Attainment on entry is average overall, but many children have well developed social and personal skills. A below average percentage of pupils have been identified as having special educational needs, but an above average number of pupils have a statement of special educational need; the special educational needs cover a wide range of difficulties.

Since the previous inspection there have been significant changes to the staffing and management of the school. There have been four changes of headteacher and most of the

other teachers are new. The school is just about to have a substantial extension to the building; this building programme will be started shortly after the publication of this report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21378	Mrs Jean Harding	Lead inspector	Science Religious education History Art and design Music
32698	Mr Steven Barker	Lay inspector	
18354	Mrs Rowena Onions	Team inspector	The Foundation Stage Mathematics Geography Design and technology Modern foreign language Personal, social and health education & citizenship
32799	Mr Alistair Bruce	Team inspector	English Information and communication technology Physical education Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which parents and pupils value highly. It is very well led by a headteacher who is committed to all her pupils achieving their best. As a result of the good teaching, pupils learn well and make good progress across the school. The school has an effective governing body, which ensures a good quality of education and good care and support for pupils. The management is good and the expenditure per pupil is lower than for many small schools, so it gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and reach well above average standards in English and mathematics by the time they leave the school.
- The strong leadership of the headteacher has created a very good ethos in which pupils thrive.
- Teachers' encouragement and engagement of their pupils promote good learning.
- Relationships are very good and promote very good attitudes and behaviour in pupils. Pupils' moral and social development is very good.
- The curriculum is broad and serves the needs of all pupils well.
- The management is good, overall, and governors' careful financial planning has allowed realistic budgeting for current priorities.
- The management of science is unsatisfactory so the quality of teaching has been weak in some classes.
- The systems for assessment, including marking, do not always give pupils sufficient guidance about how to improve.
- Restrictions caused by the accommodation have been a barrier to learning, although this problem is due to be alleviated with the imminent arrival of builders to start a substantial extension.

There has been good improvement since the previous inspection over six years ago. There has been significant improvement to the provision for children in the reception class and satisfactory improvement in the other issues noted then. There has been good improvement in provision and standards in several subjects, including English, mathematics and information and communication technology.

STANDARDS ACHIEVED

Achievement is good overall.

Children start in reception with generally average skills, knowledge and understanding but with significant strengths in their personal, social and emotional development. Their achievement is good in reception and they start Year 1 with attainment that is often above the levels expected in personal, social and emotional development as well as in communication, reading and mathematics. Children achieve the other goals they are expected to reach by the end of the reception year.

The overall standards achieved by pupils in Years 1 and 2 are above average. Standards of speaking and listening are well above those expected and in reading, writing and mathematics they are above average. Pupils' good achievement is reflected in the grades attained in the national tests over the last four years, in which results have often been much higher than average. Last year pupils' results in mathematics were in the top five per cent of

the country and, compared with similar schools, pupils did very well in reading and mathematics. Standards in most other subjects for which reliable evidence can be obtained are as expected.

Pupils' achievement in Years 3 to 6 is good and standards in English and mathematics are well above average by the time they leave the school. Results in the national tests have been rising steadily for the last three years, particularly in mathematics and last year grades were in the top 5 per cent of the country for English and science. Compared with similar schools, pupils also did very well in all three subjects. Last year's pupils in Year 6 achieved very well since the time they were in Year 2. Test results have been rising above the national trend.

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are compared with prior attainment*

In Years 3 to 6 standards of speaking, listening, reading and mathematics are well above those expected; in writing and information and communication technology they are above average. In other subjects, including religious education, they are at the expected level. Standards in science are only average; standards are currently lower than the above table would suggest because teaching and the curriculum in science have been inconsistent.

No definite judgements can be given about pupils' achievements in history, geography, art and design or design and technology across the school, as these subjects were not a focus for this inspection. Too few lessons were seen in physical education for inspectors to make an overall judgement about standards. Pupils have a good grasp of the concepts of personal, social and health education. Pupils of all abilities and backgrounds do equally well. There is no difference in the attainment of boys and girls but boys in this school do better than boys do nationally, especially in English.

Pupils' **personal development is very good**. Pupils have very good attitudes to school and behave very well. Their spiritual, moral, social and cultural development is good overall, with particularly strong moral and social development, which is fostered by the very good relationships between staff and pupils. Cultural development is satisfactory but not enough is done to ensure that pupils learn about the multi-cultural and multi-faith nature of modern Britain. Attendance is satisfactory and punctuality good.

QUALITY OF EDUCATION

The school provides a **good** standard of education for its pupils. The teaching and learning are **good**. Teachers expect high standards of behaviour and interest pupils with their good knowledge of their subjects. Staff use a good range of teaching strategies which make pupils want to learn. Marking is satisfactory but not always as constructive as it could be and the assessment of pupils' achievement is not always recorded well enough, especially in non-core subjects. Assessment is satisfactory, overall, but good for children in the reception year.

The curriculum is broad and enriched with a good range of extra activities in which a high proportion of pupils take part. The curriculum ensures that all pupils are included in all that is on offer. Provision in the Foundation Stage and for English, mathematics and personal, social and health education is good. The school is well staffed but the limited accommodation has restricted pupils' learning in some subjects, especially physical education and information and communication technology. This is a caring school in which pupils are listened to and given time to talk; their views are considered well. Links with parents and the community are good and with other educational establishments they are very good.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed**. The very good leadership of the headteacher has ensured good improvements and shared values between parents, staff and governors. Most other staff with management responsibilities provide good leadership, but the leadership of science is not good enough. The management is good, overall, although in several facets of provision the systems to ensure that things are done in the agreed ways are not fully embedded and so there are some inconsistencies in provision. Governance is good. The governors are well involved in running the school and ensure that statutory requirements are met. They manage the finances well and set highly relevant priorities for improvement and a realistic budget to expedite these. They have done well to obtain sufficient funds for a much needed extension to the school and to equip it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school. With very few exceptions they trust the school to care for and extend their children. Pupils love school and take part enthusiastically in all that is on offer. They feel wanted and valued.

IMPROVEMENTS NEEDED

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

- improve the management of science so that the teaching is better and more consistent;
- ensure consistency in the way that pupils' work is marked and assessed so that staff know how to advise pupils on the best way to improve.

The governing body has made considerable and effective efforts to overcome the limitations of the accommodation over recent years. Substantial improvements to the accommodation are just about to be put into place, with building work due to start shortly after this report is published.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above average**, overall, by the time pupils leave the school. Pupils' **achievement is good**. Standards have improved since the previous inspection, especially in English and mathematics.

Main strengths and weaknesses

- Pupils do well to attain standards in English and mathematics that are well above average in Year 6.
- All pupils, whatever their ability and prior attainment, achieve well.
- Children in the Foundation Stage (reception year) make good progress in some key areas of learning, especially communication.
- Pupils' skills in speaking and listening are particularly good and are an important factor in their good learning.
- Standards in science have been rising recently but are not as high this year.
- The restrictions caused by the accommodation hold back pupils' achievement in some subjects, particularly physical education and information and communication technology.

Commentary

1. Children's attainment on entry to the **reception class** varies from year to year, particularly because the groups of children starting are so small; attainment is usually average, overall. Achievement is good in the reception year and so children are well on course to attain the goals that are expected in all areas of learning by the time they join Year 1. A significant percentage of children will exceed expectations in personal, social and emotional development, communication, language, literacy and mathematical development. This is a good improvement in children's progress on that reported at the previous inspection.
2. Pupils' achievements through **Years 1 and 2** are good, overall, especially in English and mathematics. For the last four years results in the national tests in reading, writing and mathematics have been high, often very high, and also high in comparison with similar schools. The numbers of pupils taking the tests each year are small and so test results vary but, over time, it is clear that pupils have made good progress in core subjects. Standards in science have been higher than the national expectation but are average this year because of inconsistencies in the teaching. Pupils' achievements in other subjects are satisfactory and standards are as expected.

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

Standards in:	School results	National results
Reading	17.9 (20.7)	15.8 (15.7)
Writing	16.3 (18.3)	14.6 (14.6)
Mathematics	18.7 (19.7)	16.2 (16.3)

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

3. Through **Years 3 to 6** pupils make good progress and achieve standards that are well above average in English and mathematics by the time they leave Year 6. Standards in science have been rising until this year and are above average in some aspects of science, such as living things, but current pupils in Year 6 do not have the same consolidated skills in all aspects of the subject because the curriculum provided and the teaching has not been of a consistently high standard. Current attainment in science is average.
4. Between 2001 to 2004 grades in the national tests rose steadily, especially in mathematics. Current standards in English and mathematics reflect the very good test grades last year. The very high grade for science in 2004, however, is not in evidence this year, although pupils should achieve at least good grades in the tests in the summer as the curriculum is being reviewed and the teaching is now more focused. The great efforts that the school made, especially from 2003 onwards, in terms of improvements to the curriculum and the teaching have had the required effect and standards in English and mathematics have improved markedly since then. Grades in national tests are rising at a faster rate than in other schools. Last year's pupils in Year 6 made very good progress since they were in Year 2 and this year's group are set to make at least good progress. The school sets realistic targets for national tests and achieves them.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	30.3 (27.4)	26.9 (26.8)
Mathematics	29.7 (28.7)	27.0 (26.8)
Science	31.9 (29.1)	28.6 (28.6)

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

5. The achievement of pupils currently in Years 3 to 6 in other subjects is satisfactory, overall, but they have made good progress in developing their skills, knowledge and understanding in information and communication technology. Standards in information and communication technology are now higher than expected. Pupils currently in Year 5 have had several changes of teacher during their time in school but are now doing well.
6. Several subjects were only sampled during this inspection; standards seen in those subjects were as expected. No secure judgement can be given about pupils' achievement in art and design, design and technology, history or geography across the school, as it was not possible to evaluate these subjects in depth. However, from the evidence available, it would appear that the deficits in pupils' design and technology skills pointed out at the previous inspection have now been remedied.
7. Across the school pupils' achievement in other subjects, including religious education and music, is satisfactory and standards are as expected. Non-core subjects have not been a focus for the school in the last three years and so achievement is not as high as in the core subjects of English, mathematics and information and communication technology. An emphasis on core skills was a sensible decision by the school and pupils are now ready to use their good basic skills in other subjects in order to make better progress. In all classes pupils demonstrate very good speaking and listening skills and use them well in all subjects. Pupils currently make good use of their reading

and writing across the curriculum as they have well developed skills and teachers ensure that these skills are used. The use of pupils' numeracy and information and communication technology skills in other subjects is currently satisfactory and the development of this is a priority for the school.

8. No overall judgement can be given about achievement or standards in physical education across the school as too few lessons in any aspect were seen, but standards in those seen were at least satisfactory and attainment in swimming is much better than expected. The governors have made concerted efforts to ensure that pupils have not been too disadvantaged in facilities for gymnastics, dance and games, but lack of facilities for gymnastics have compromised standards in this aspect. Similarly, the difficulties of the accommodation have reduced the space to use information and communication technology and to site computers. A great deal has been done to ameliorate the difficulty but pupils may not be doing as well as they could because of restrictions in the accommodation.
9. The school has good arrangements to identify those pupils with particular learning needs, such as those who are lower attainers or who are gifted or talented. The strong emphasis on inclusion promotes the achievements of all pupils, whatever their ability. The achievement of pupils with special educational needs is good because work is provided that is pitched at the right level for them to make good progress and they are given specific, appropriate help. More able pupils also make good progress and the school does well to ensure that those pupils who have special gifts and talents are given suitably challenging work. There is no difference in the performance of boys and girls at this school, but South Baddesley boys do much better than boys nationally, especially in English; this is partly due to the ethos of challenge and support set by staff, particularly for more able boys.

Pupils' attitudes, values and other personal qualities

Pupils have **very good attitudes** to school and their learning. Behaviour is **very good** and pupils' relationships with each other and staff are **very good**. The overall provision for spiritual, moral, social and cultural development is good. Attendance is **satisfactory** and punctuality is good.

Main strengths and weaknesses

- Very good attitudes are shown by pupils' interest in school and enjoyment of all activities.
- Pupils behave very well as a result of the school's high expectations, based firmly on Christian principles.
- There are very good relationships throughout the school.
- Pupils are very confident and keen to learn.
- There are limited opportunities for pupils to develop an understanding of British cultures other than their own.

Commentary

10. There has been an improvement in this aspect of the school's work since the previous inspection. Pupils now have very good attitudes towards school and their learning and enjoy lessons and other school activities. They work with confidence and co-operate well with each other. They listen attentively, are keen to answer questions and contribute to activities enthusiastically. This is a result of lively lessons where teachers maintain a high level of interest and set appropriately challenging tasks that ensure that all pupils can achieve well.

11. Behaviour is very good in the classroom and throughout the school. Pupils' personal development is very good; their social skills are very well developed and they display politeness and courtesy to children and adults alike. The personal, social and emotional development of children in the reception year is well promoted by staff and so children learn well. Pupils are confident and articulate in their contributions to school life and show a high level of maturity as they move through the school. They treat the school's property and resources with respect.
12. Pupils feel they could approach any member of staff for help and advice on any subject and that they would be listened to. There are very good relationships between pupils and between pupils and adults, enhanced by the very positive role models provided by staff. This has a very positive effect on the quality of life within the school. There was no evidence of bullying and parents feel that the school deals well with any problems.
13. The school's provision for pupils' spiritual, moral and social development is good, overall, and pupils' personal development is fostered well. Pupils show good spiritual development. The strong Christian ethos of the school means that pupils know right from wrong and show sensitivity to others. The ethos is inclusive and caring and promotes a very strong sense of community and shared values, which successfully promote a spirit of mutual support and co-operation. Cultural development is satisfactory. Although pupils are aware of other cultures, there are weaknesses in their learning about the multi-cultural nature of modern Britain; there is little planning in subjects, such as religious education and history, for the systematic exploration of the wider aspects of life in this country, although the school is assiduous in teaching pupils about the problems in less well developed countries.
14. Pupils are happy to come to school and arrive punctually and enthusiastically. The school promotes regular attendance and punctuality but does not actively discourage parents and carers from taking their children out of school for holidays in term time and this affects the consistent progress of a few pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	0.2
National data:	5.1	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. The teaching is good, based on a good, inclusive curriculum, and so pupils learn well. The school is well staffed and has satisfactory resources. The accommodation, although presenting problems for staff and pupils, is just about satisfactory for teachers to deliver the National Curriculum. The care of pupils is good and there are good links and very productive relationships with parents and the community.

Teaching and learning

The teaching and learning are **good**. Assessment and its use are **satisfactory**, overall.

Main strengths and weaknesses

- Good teaching, well tuned to pupils' individual needs, is in evidence in all classes, resulting in pupils of all abilities achieving well.

- Very good relationships between staff and pupils and high expectations of work and behaviour mean that pupils learn well.
- The good quality of teaching of English, mathematics, information and communication technology and personal, social and health education is promoting good achievement in these subjects.
- As the marking is not always good enough, pupils do not receive consistently well-informed advice about how to improve their work.
- There is some unsatisfactory teaching in science this year.

Commentary

15. The teaching has improved since the previous inspection, with no lessons graded as unsatisfactory during this inspection and some very high quality teaching observed. Other evidence such as the scrutiny of pupils' work and the improved standards in subjects also points to most teachers' work that is of better quality than was reported before. The teaching is good across the school with good teaching seen in all classes, but with evidence of some unsatisfactory teaching in science in two classes.
16. Teaching is good in the class containing children in the reception year. The very good relationships and firm management by staff ensure that children are ready and willing to learn. Assessment in this class is good with staff knowing what children need to do to improve. The result is good achievement by children of all abilities and a lovely atmosphere of having fun while learning.
17. National test results have been rising at the end of Year 6, partly due to the better teaching since 2001. On her appointment the headteacher realised that an improvement in the quality of teaching was necessary in order to raise standards. She has set about recruiting skilled staff and ensuring that they have good command of their subjects. As a result, the pupils are taught by a team of enthusiastic, knowledgeable teachers who use a good range of strategies to help pupils learn. In subjects such as English, mathematics, information and communication technology and personal, social and health education that have been a recent focus for the school, the teaching, and hence pupils' learning, is good because the teachers' subject knowledge and range of strategies are greater.
18. Staff have very good relationships with their pupils and so all pupils demonstrate good application to their work. Pupils work very well together and can also work independently, without relying on adult help; this particularly advantages pupils with special educational needs. Because staff know their pupils' needs well, each child is provided with work and challenge that is appropriate for their ability. There are some very able pupils in this school and, through the interesting presentation of lessons and pertinent questioning, these pupils are well taught and so achieve well. Teachers set relevant homework for pupils of all abilities and parents greatly appreciate this.
19. The teaching for pupils with special educational needs is good. There are well-planned strategies and lessons are sufficiently challenging for pupils of all abilities. Good individual education plans are used well and lesson planning and delivery show good awareness of the priorities and objectives within these plans. Pupils with special educational needs receive good support from classroom assistants who are able to withdraw pupils to deliver the teacher's planned programme suitably differentiated for each pupil.

20. Assessment is satisfactory. A good range of procedures to assess how well pupils have done is in place for English and mathematics and, generally, pupils know what needs improvement, but not always how to do this. Marking is usually done, but few comments are made about what pupils need to do next. There is inconsistency in the marking between classes and, at times, by different teachers in the same class. As a result of inconsistencies in the marking, pupils do not always know what to do to improve their work. Assessment in subjects other than English and mathematics is rather cursory. Pupils are assessed in their knowledge and understanding of topics at the end of units of work in non-core subjects, but these evaluations are not always clearly based on the evidence in pupils' books. Teachers do not always know about gaps in pupils' knowledge and understanding; examples include religious education and science.
21. Nearly all lessons observed were at least good and a third of them were judged to be very good, with one being excellent. Other evidence indicates that the teaching has been consistently good over time, for most staff. However, the evidence in pupils' science books in two classes shows that, in some lessons, pupils of all abilities have received the same work, that this work lacked challenge and rigour and that it had not been properly marked. This is unsatisfactory practice and will not lead to appropriate progress for all pupils. However, the teaching in some science lessons, and in other subjects generally in these classes, is at least good.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	8	15	3	0	0	0

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

The curriculum

Overall, the curriculum is **good** and is enriched well. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum ensures very good equality of opportunity for all pupils, and pupils with special educational needs are catered for well.
- There is good curricular provision for personal, social and health education.
- The curriculum in religious education lacks balance.
- The curriculum is successfully extended and made more interesting by a good range of extra activities.
- Opportunities for using information and communication technology and mathematics in other subjects are not systematically planned.
- Deficiencies in the accommodation have prevented full development of pupils' potential in some subjects.

Commentary

22. Pupils are provided with a generally well thought out curriculum which is suitably broad and balanced and meets statutory requirements. Children in the reception class are provided with a well-balanced programme of work. The curriculum in English and mathematics supports good achievement well. The curriculum in religious education is, however, not as well balanced as it fails to give sufficient emphasis to learning about faiths other than Christianity. There is extensive work to help pupils develop personally; provision for pupils' personal, social and health education is good and this helps pupils' learning in all subjects.
23. The design of the curriculum ensures that all pupils in the mixed-age classes have very good equality of opportunity. Subjects are planned on an appropriate two-year programme so that pupils cover what is required without unnecessary repeats. This is an improvement since the time of the previous inspection.
24. The curriculum is fully inclusive. Pupils of different levels of attainment are provided for well. No pupil is excluded from an activity by reason of ability, gender or background.
25. Teachers try hard, with success, to make the curriculum as interesting and relevant to the pupils as possible. Good links are made between subjects so that pupils begin to see how what they learn in one subject can be extended by what they learn in others. Good use is made of opportunities for pupils to speak, listen, read and write in other subjects. The use of pupils' information and communication technology and numeracy skills, however, although satisfactory, is not as well planned as the use of their English skills and opportunities are therefore sometimes missed.
26. The basic curriculum is enriched well by a wide variety of visits, visitors and extra events as well as the teaching of French to pupils in Years 5 and 6. Visitors such as music and drama groups, speakers and people from the village provide a valuable extra dimension to work in subjects like English, geography and history. Visits to places of educational interest are spoken about with enthusiasm by the pupils and have clearly helped to make more relevant what they have learned in class. Special days, such as the 'Katie Morag' day held during the inspection and 'focus' weeks, likewise enthuse the pupils.

27. Particularly in the light of the size of the school, there is good provision of lunchtime and after school clubs, which are very well attended by the pupils. Half of the pupils take up the offer of instrumental tuition and there is a flourishing school orchestra. Sporting provision is greatly enhanced by a wide range of clubs and interschool events. These extra-curricular activities are both a reason for and evidence of the pupils' enthusiasm for school.
28. The school is well staffed and adequately resourced overall. The accommodation has placed some limitations on aspects of the curriculum, for example in physical education and in information and communication technology where the use of computers is limited by the size of the available space for an information and communication technology suite and by the distance that this facility is from the Year 5/6 classroom. These restrictions in accommodation are shortly to be addressed by the building work that is due to begin soon after the publication of this report.

Care, guidance and support

Procedures to ensure pupils' care, welfare and safety are **good**, as are the steps taken to involve pupils in the work and development of the school. The school's provision of support, advice and guidance is **satisfactory**.

Main strengths and weaknesses

- Staff know all pupils' needs extremely well and this leads to very close relationships and an overall ethos of care in the school.
- Pupils are well prepared for the next stage of their education.
- Variations in monitoring academic progress prevent the school from providing consistently good advice and guidance to pupils on how to improve their learning.
- Good provision for personal, social and health education is a contributory factor in pupils' good care.
- The views of the pupils are regularly sought, valued and acted upon.
- Some of the school's procedures and practices relating to child protection and health and safety rely on informal systems, which impede their effectiveness.

Commentary

29. The school has generally maintained the good standards of care and support reported at the previous inspection. All school staff consistently demonstrate a very high degree of concern for the care and welfare of pupils in the school. The very strong relationships that exist between staff, pupils and their families enable children to settle into school quickly when they join the reception class and to gain in confidence and self-esteem as they move through the school. Relationships are built upon mutual trust; pupils trust members of staff and feel fully confident in approaching them with a problem, should the need arise, and staff trust pupils to meet their very high expectations of behaviour and self-control.
30. Pupils know they have a strong voice in the school. The school has a number of formal and informal procedures in place to ask pupils for their views on a variety of issues and these are used to shape the life and future of the school. All pupils feel valued and have a genuine appreciation that the school cares very well for them. The school has used questionnaires to canvass pupils' views and the school's actions on the responses are effectively communicated to pupils.

31. There are good systems for ensuring that pupils are properly prepared for entry to the school and for joining their secondary schools. The school offers children a variety of good formal and informal opportunities to visit the school in the year before they start school.
32. Although the provision for personal, social and health education is good, the monitoring of pupils' personal development is rather informal. A lack of consistency in the school's monitoring procedures and its use of assessment means that pupils do not always receive sound advice and guidance on the steps they need to take next to improve their learning.
33. The school has effective procedures in place for health and safety, risk assessment and child protection and staff are fully trained. Several issues of health and safety pointed out in the previous inspection report have been addressed. However, systems for recording possible health and safety issues and those for communicating child protection procedures are rather informal at present and the systems to ensure that all staff are fully conversant with procedures are not secure. The school is aware of this and a new staff handbook is being compiled at the time of the inspection.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community are **good** and have a positive impact on pupils' learning and personal development. Links with other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents value all that the school provides for their children.
- Links with local people and organisations create a strong sense of community at the school.
- Links with partner schools ensure smooth transition in and out of the school.

Commentary

34. The school works well in partnership with parents and carers and this enables them to make a good contribution to their children's learning. The very strong relationships formed are part of the attraction of the school to parents. Parents of children newly arrived at the school hold the school in very high regard as a result of its warm welcome for children and the open-door policy towards parents. The school has built on the good relationships with parents reported at the previous inspection. Statutory requirements with regard to information for parents in the prospectus are now met. Parents receive regular, good quality information from the school.
35. Many parents help in the school, both in classrooms and with the many after-school activities on offer. The school has a thriving 'Friends' organisation, which is a very effective fundraising and social group of parents and school staff. Parents' working parties have taken on significant projects within the school to enhance the school environment and to improve the facilities available for their children. The input of parents to the school has a significant impact on what the school achieves.
36. The school actively promotes community life and, through a variety of events and activities, instils in pupils the benefits, responsibilities and traditions of village life. The school's recent 150th anniversary events enabled pupils to learn about life in their school and the wider community from a variety of ex-staff and pupils, whose families

have had very long associations with the school. These links with the local community give pupils a sense of belonging and provide useful links to the taught curriculum.

37. The school has a very impressive record of raising money for a wide range of charities over many years and it has deliberately chosen to support a range of international charities, which have in turn made a valuable contribution to pupils' appreciation of other cultures of the world as well as their social development.
38. A football coaching scheme linked to Southampton Football Club makes a valuable contribution to both the taught physical education curriculum and to the school's ability to offer specialist extra-curricular coaching.
39. The school's links with its main partner secondary school are many and varied and make a very strong contribution to the transfer to secondary school, enhance the curriculum and extend the active participation in sports and the arts for children in this and other schools. Very strong links with other primary schools make it possible for the pupils to participate in a wide range of sporting competitions that would otherwise not be possible in a school this size, with limitations in the accommodation. The school uses its very effective partnership with other schools not just to improve opportunities for pupils but also to share good practice between teaching staff and to organise joint staff development and training sessions.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**, overall. The leadership of the headteacher is very good, the management of other staff is good and the governance is good.

Main strengths and weaknesses

- The strong leadership of the headteacher has ensured shared values amongst the staff and commitment to improvement.
- The school is totally committed to including pupils of all abilities and all backgrounds and has set up appropriate management strategies to ensure inclusion in all the school has to offer.
- Good involvement of the governors ensures tight financial control and has secured a much-needed new extension to the building.
- The management of science is unsatisfactory and so the school cannot rely on pupils always having good enough teaching.

Commentary

40. The key to the effective provision is the very good quality of the leadership of the headteacher. There has been significant change in staffing since the previous inspection but, since her appointment, the headteacher has ensured that the priorities for improvement have been right and that staff promote the values that have been agreed. The result is a school that meets parents' expectations and demonstrates continuous improvement, not just in pupils' academic achievement, but also in the supportive ethos that has been set. The headteacher has had to cope with significant disruption in the last three years and has had to spend a great deal of time liaising with outsiders about the new building; she would not have been able to do this without the good teamwork that is evident on the staff.
41. There have been satisfactory improvements to the leadership and management of the school since the previous inspection. Improvements to the management of the provision for children in reception have been good. The leadership of the curriculum subjects is good, overall, with strengths in the leadership of English, mathematics, information and communication technology and personal, social and health education, resulting in pupils' good achievement in these subjects. The management of science is currently unsatisfactory and so pupils' consistent good learning in this subject has not been assured. The management of most subjects is satisfactory, but there are too few formal systems in place to ensure that pupils' attainment in all subjects is as good as it could be. Subject co-ordinators of non-core subjects undertake little formal monitoring of teaching and some are not clear about standards in their subjects. Some agreed policies, such as that for marking of work, do not ensure that all pupils have consistency of provision, and this affects pupils' achievement.
42. The school's commitment to inclusion is very good. There is a culture of giving the best to all pupils, reflecting the Christian ethos of the school. The leadership and management of special needs provision within the school are good. Individual education plans are relevant, up to date, and well monitored. All staff are aware of appropriate behaviour management strategies and contribute to their revision. Early intervention strategies help to ensure that the incidence of unacceptable behaviour is kept to a minimum. Pupils who are more able and those with special gifts and talents

have their needs met well through well-planned management of the curriculum and resources.

43. The governors have a clear strategic vision for the school and know what is going on. There has been an improvement to the governance since the previous inspection; governors are more involved and all statutory requirements are now met. Governors plan well for the school's development and have been creative in the ways they have addressed the problems posed by the accommodation. They have ensured suitable training and deployment of staff and continuous improvements based on agreed core values. Governors have been very involved in the planning and development of the imminent new extension and this pro-active management has been effective.
44. The school's finances are well managed. The school carries quite a high budget surplus but this is prudently managed by the headteacher and the governing body and much of this has been clearly earmarked to ensure that both workforce remodelling and the proposed new building development are fully supported. The headteacher and governors have worked hard to secure the funds necessary for large-scale building improvements. This should significantly improve accommodation and resources for both staff and pupils, and hence pupils' achievements.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	369,308	Balance from previous year	27,765
Total expenditure	359,062	Balance carried forward to the next	38,011
Expenditure per pupil	3,555		

45. The quality of education provided is good, pupils achieve well and their personal and social development is very good. Therefore, in view of the fact that the amount spent per pupil is relatively low compared with the unit cost in many small schools, this school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the reception year is **good**.

Main strengths and weaknesses

- Children are helped to settle well into school life and routines.
- Children are provided with many good opportunities to develop their speaking and listening skills.
- The teacher and the teaching assistant work effectively together and they teach the children well.
- Assessment is well organised and used well to plan a good programme of work.
- Current accommodation restricts the amount of independent work the children can do outside.

COMMENTARY

46. Children enter the school with above average personal and social skills. Although a lack of formal learned skills in other aspects of their development means that overall attainment on entry to the school is average, these personal skills mean that children are ready and able to learn. This, together with the good teaching they receive, means that they learn and achieve well and make good progress toward the national goals set for children of this age. Most are set to attain these goals by the end of the reception year and about a third are set to exceed them in important aspects of their development.
47. Good teaching in the class is characterised by high expectations, which ensure that the children are constantly encouraged to work hard and learn well. The good skills of the teaching assistant and parental help are used well to provide the children with valuable extra adult attention. The curriculum is suitably broad and contains a good balance of directed work and opportunities for children to decide on their own activities. Some use is made of outdoor facilities, for example for physical activity. Satisfactory use is made of the school field to extend children's experiences, but the rather bleak playground outside the classroom means that children have restricted opportunity to learn outside with minimal supervision. The soon-to-be built classroom and new outdoor facilities are designed to fill this current gap in provision.
48. The leadership and management of the Foundation Stage are good and have ensured that the quality of the provision has been improved since the previous inspection when it had several weaknesses. Good systems are established for assessing children and good use is made of the information these provide in planning work.
49. Very good emphasis is given to the promotion of the children's **personal, social and emotional development**. Teaching and learning are good. Firm but friendly discipline provides the children with a clear understanding of what is acceptable and expected and this helps them to settle well into school routines. They show an ability to play independently but are sometimes less confident when working, especially when writing. Children work and play very well with adults and other children alike. They demonstrate an ability to share and to co-operate, for example when playing at being

Cinderella in the role-play area of the classroom. Achievement is good. Many of the current year group are already attaining the national goals in this aspect and are likely to exceed them by the end of the year.

50. The children achieve well in **communication, language and literacy** and the teaching and learning are good. A wide range of activities in which children are asked to speak and to listen provide well for development of spoken language. Both the teacher and teaching assistant are skilled in talking with the children in a way that encourages them to speak. Questioning is used well and pupils are given plenty of time to formulate answers, thus successfully encouraging them to put thoughts into words. The children are confident and are already beginning to use language to talk to each other as well as with adults. Basic early reading and writing skills such as phonics are taught well. Children are given good experience in listening to the reading of books and they develop a love of these. They are set to attain and exceed the national goals in reading and in verbal communication. Writing skills, which were very basic when the children entered the school, are developing well but are still not as far advanced as skills in other aspects of communication, language and literacy, and are about average overall.
51. In **mathematical development**, the children achieve well and the quality of teaching and learning is good. Because it is well demonstrated for them by adults, the children use good mathematical vocabulary when talking about their work. They have good skills in counting objects and most can read and write numerals up to 10. They know the names of two-dimensional shapes and can recognise and sort these. Most are set to meet the national goals and about a third are set to exceed these in their mathematical development.
52. In the one physical education lesson seen, reception children were well taught and the lesson was promoting their **physical development** well. In this lesson, children were expected to control the speed and direction of their running and showed themselves very capable of doing this. They were able to follow the example of the teacher when working with beanbags and demonstrated good control of these. Children have suitable opportunities to play on larger equipment and ride wheeled toys when working outdoors. Manual dexterity is well promoted through creative activities such as cutting and sticking, as well as early handwriting activities. The children are set to attain the national goals by the end of the year.
53. The children's **creative development** is well promoted through activities such as music, art activities and opportunities for imaginative play. The music session seen was of very good quality and enabled the children to learn songs and to play a range of percussion instruments with a control that is typical of older pupils.
54. Although insufficient direct evidence was gathered to make an overall judgement of the development of children's **knowledge and understanding of the world**, it is clear from general classroom observations and from the records of the children's progress that they are enabled to achieve well in these aspects.

SUBJECTS IN KEY STAGES 1 AND 2

The school has started to teach **French** to pupils in Years 5 and 6. Only a very brief session of one of these lessons was observed in which pupils had clearly made satisfactory progress in the short time they had been learning. However, no judgement can be given on teaching or provision.

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve very well in speaking and listening because they are encouraged to express themselves.
- Pupils achieve well in reading and so standards are above average in Year 2 and well above in Year 6 because pupils are taught well.
- Pupils achieve well in writing because of the good emphasis on this due to the good leadership of the co-ordinator.
- Teaching is enthusiastic and knowledgeable and teachers have high expectations of pupils.
- Marking and assessment for learning do not sufficiently help teachers' planning or show how pupils can improve.

Commentary

55. Standards in English are above average in Year 2 and well above in Year 6. This shows good improvement since the previous inspection when standards were judged to be in line with national averages in Year 2 and Year 6. The inspection findings reflect the school's performance in national tests last year. Achievement through the school is good.
56. The school has maintained and improved on the strong speaking and listening skills noted in the previous inspection. Pupils speak confidently with little hesitation in a range of situations. They enter Year 1 with good communication skills and every opportunity is taken to nurture and celebrate these skills. By the time pupils reach Year 6 they are very effective, fluent and skilful communicators, using a wide vocabulary and swiftly adjusting their language to most situations. Pupils in Year 2 are very assured in asking questions; more able pupils are able to adapt their answers for different purposes. They clearly enjoy role-playing and drama performances are undertaken without hesitation and with gusto and they communicate above the level expected for their age. The caring ethos of the school is reflected in the effective and supportive way in which pupils work collaboratively together in all aspects of English.
57. Standards in reading are above national expectations in Year 2 and well above expectations in Year 6. Pupils' achievement in reading is good across all ability levels. In Year 2 knowledge of sounds is effectively used to read less common words and pupils are developing good skills in using contextual clues for word recognition. Most pupils read with confidence and demonstrate a good understanding of storylines. They read with accuracy and some fluency, understand the difference between fiction and non-fiction books and express preferences and opinions about some of the fiction books they have read. All pupils take home reading books from the school's reading scheme and a reading diary is used well in the communication and support between home and school. Pupils in Year 6 demonstrate well above average standards as they read complex words with expression, confidence and little hesitation. They identify crucial features and characters of the books they read. They readily give opinions about books with insight and humour. There is a clear love of all books, both fiction and non-fiction. Pupils in Year 6 read with enjoyment and fluency and are able to select key points from a chosen book to illustrate their views.

58. Standards in writing are above average in both Year 2 and Year 6. The focus on this area is paying off, especially for more able pupils. Higher attaining pupils in Year 2 write imaginative phrases. There is good progress in handwriting, which is beginning to be joined and is usually legible. Writing is generally consistent and clear with full stops and capital letters used appropriately. Presentation is good and enhanced where information and communication technology is used to add illustrations to written work. Simple monosyllabic words are usually spelled correctly and handwriting is clear and consistently formed. Most pupils in Year 6 write using complex sentences structured into paragraphs that show a clear and logical sequence with correct spelling and are expected to extend their writing to include more details and to use correct formats for different styles of writing; they therefore achieve above national expectations. Handwriting is fluent, properly punctuated and legible. Pupils write with a variety of approaches with some very lively, thoughtful and entertaining pieces. Pupils with special educational needs are well supported by classroom support assistants either in class or by being withdrawn to use the shared computer area for writing tasks.
59. The quality of teaching is consistently good and in some cases very good, with one excellent lesson seen. Teaching in Year 2 challenges pupils to extend their thinking. Teachers give lively and clear explanations about lesson objectives and expectations of pupils' achievement are high. Pupils' knowledge and imagination are extended because of teachers' good subject knowledge and understanding of pupils' abilities. The pace of lessons is lively and work is well matched to pupils' individual needs so that all pupils are encouraged and supported. Learning is fun. Teachers direct good questions to different individuals so that pupils of all abilities can answer. The support given to pupils ensures that they all make good progress. The teaching in Year 6 is characterised by a brisk pace, challenging pupils to extend their thinking and ensuring that they enjoy and fully participate in the lesson. This enthusiasm rubs off on pupils and their approach to lessons. There is good, imaginative use of the outdoor play areas to stimulate pupils' creativity in poetry and drama and a performance area is planned as part of the new building project. Information and communication technology is used effectively within English for word-processing and to insert clip-art to illustrate stories. Pupils are effectively encouraged to use digital images to help stimulate creativity in poetry writing.
60. Assessment is satisfactory. There is a satisfactory range of national and other assessment tools in place, with writing having been the main focus of assessment. Each pupil has a writing assessment folder, which builds up over a two-year cycle; these assessments are thoroughly used and the folders give a very clear picture of each pupil's writing progress. Satisfactory use is made of assessment data. However, marking, although satisfactory, does not always inform pupils about how they can improve, although they do know what their targets are.
61. The English co-ordinator provides good leadership and management. There is a clear focus on raising standards with the result that pupils are now achieving above national expectations in Year 2 and well above in Year 6. Performance targets for this year are likely to be met and recently revised estimates indicate they may be exceeded at both Year 2 and Year 6. Literacy has been made an appropriate focus recently and has been successful. The co-ordinator carried out a useful literacy review to encourage a more imaginative use of the National Literacy Strategy and the literacy hour is now more productive throughout the school and there is more awareness of literacy skills being used and developed within other subjects. Resources to support guided reading and writing are having a particularly favourable impact in other subjects.

Language and literacy across the curriculum

62. Literacy is used effectively to support other subjects and pupils make good use of their reading and writing skills and notably their speaking and listening skills. This was evident in performances in assemblies and class question and answer sessions. Opportunities occur to read and write in most subjects and pupils display good drama and acting skills, which were especially evident in pupils in the younger classes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers' enthusiastic approach to teaching ensures that pupils enjoy mathematics.
- By Year 6 pupils use their mathematical skills confidently when solving problems.
- High expectations ensure that all pupils, irrespective of their prior attainment, do well.
- Marking is not used well enough to help pupils understand how to improve.
- Good leadership has successfully promoted a rise in standards.

Commentary

63. Pupils throughout the school achieve well in mathematics. Small year groups mean that standards vary from year to year. Standards in Year 6 in 2004 were well above average when compared nationally and with results in similar schools. Current pupils in Year 6 are set to attain similarly high standards. Standards in Year 2 in 2004 were well above average. Current standards are above average, in a Year 2 group who entered the school with somewhat lower attainments. These results demonstrate good achievement in both year groups.
64. Thoughtful, enthusiastic teaching of mathematical skills, such as mental mathematics, problem solving and the good use of mathematical language, means that pupils systematically gain good knowledge and understanding in mathematics. By Year 6 they tackle new work confidently and calculate accurately and quickly. Good teaching throughout the school not only ensures this good learning but also enthuses pupils. Well-chosen practical activities require younger pupils to think about the way mathematics can be applied, for example when weighing in cooking or paying for items in a shop. Older pupils are challenged to apply what they know, for example using knowledge of fractions and decimals when converting grams to kilograms.
65. Teachers have very high expectations both of the way in which pupils will conduct themselves and of the level of thinking they will use when doing their work. As a result, lessons have good pace and are productive. Pupils complete good quantities of work and so get good amounts of practice of new and previously learned concepts. Pupils with special educational needs are supported well, both through carefully devised work at a suitable level of difficulty and through well targeted support from well trained teaching assistants. More able pupils are suitably challenged and supported so that they develop their thinking at a high level.
66. Assessment is satisfactory. Although teachers use their knowledge of pupils' attainment well in planning work for pupils of different ages and abilities within a class, their assessments are not sufficiently clearly communicated to pupils. Pupils have long

term, quite general targets which help them focus their effort, but marking does not provide them with sufficiently precise information as to how well they have succeeded in the particular aspect of mathematics in hand, or how they could improve this work.

67. The subject has been well led and managed through the combination of the work of the subject co-ordinator and of the headteacher. Data from tests has been analysed, aspects of weakness have been identified and successful work done to ensure improvement. The effect of this work can be seen in the ongoing rise in standards and in the enthusiasm of the pupils for mathematics. There has been good improvement since the previous inspection.

Mathematics across the curriculum

68. Pupils have satisfactory opportunities to use their mathematics in other subjects, for example in presenting results of investigations in science and in measuring in design and technology. Although useful, this work is not yet systematically planned to link with ongoing work in mathematics lessons and so is not exploited to its full potential.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good focus on scientific investigation and practical work, especially in Years 3 to 6.
- The emphasis on science produced very good results in the national tests last year.
- There is evidence of some unsatisfactory teaching in some classes this year.
- The subject is not managed well enough to ensure consistently good learning.

Commentary

69. Pupils' standards and the quality of provision are about the same as were reported at the previous inspection, but there has been a good improvement in the way that the school's grounds are used to teach pupils. This has resulted in their knowledge and understanding of living things being strong. The school put good emphasis on science last year and national test results were very high as a result. This was a good improvement over the last few years. However, last year's pupils in Year 6 were an able group and had received good teaching through their time in Years 5 and 6. The current group of pupils in Year 6 have not enjoyed such consistent teaching recently, but are set to attain at least average results in the national tests this year, and probably better than average if they are given the good, concentrated teaching that has been planned for the next term; but attainment may not be as high as it might have been. Pupils' achievement is, therefore, satisfactory. Standards at the end of Year 2 were higher than those expected last year, but are not as high at this stage of this year.
70. The school has put a good emphasis on scientific investigations and so pupils' skills in this aspect of science are improving, but they are only as expected in some classes because pupils are not encouraged sufficiently to think things out for themselves. Pupils are able to use their numeracy skills in science but are often supplied with sheets to record their experiments instead of having to devise their own. This holds back their scientific thinking. Pupils do have a good grasp of scientific language and

concepts. Pupils in Years 1 and 2 have a good understanding of food groups and healthy eating and many know the basic bones and structure of the body. Pupils in Years 3 and 4 are good at planning experiments; they can sort materials according to their properties and record their observations well. Pupils enjoy science and work well together.

71. The teaching of science varies considerably; it is satisfactory, overall. Some good teaching was seen for pupils in Years 1 to 4, with two interesting lessons observed in which pupils were working at levels above those expected. This quality of teaching is not evident in the books of pupils in some classes for part of this year. No teaching could be observed in the class for pupils in Years 5 and 6, but scrutiny of their books showed very different quality of teaching from different members of staff; this means that for some aspects of science the work was not rigorous enough, pupils did not learn enough and so their knowledge and understanding are not as secure as they should be. At times books in this class show little evidence that work has been properly matched to the individual needs of pupils of different abilities. In this class information and communication technology is not used sufficiently to record pupils' findings in science; this is partly due to the lack of convenient computers but for some lessons, especially about ecology and habitats, it is because this technology has not been considered as a tool for learning science. The current teaching of the changing states of materials is good and promotes high standards.
72. Recently the management of science has not been good enough to ensure that all pupils have received consistently good teaching. The school sets appropriate targets for science, but it cannot ensure that these are met unless the delivery of the subject is consistent. The co-ordinator has not ensured that the coherent curriculum planned is adhered to and is unclear about the quality of teaching or pupils' performance in Years 1 to 6. The class teachers know what their pupils know, understand and can do, but the formal systems of recording pupils' attainment are too basic for senior managers to be able to check on progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Although it was possible to observe only one lesson in information and communication technology during the inspection, a judgement on provision can be given based on other secure evidence, such as watching pupils working on computers, discussions with pupils, analysis of their work and talking to staff.

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

Main strengths and weaknesses

- Resources and teaching have improved since the previous inspection and pupils' achievement is better; achievement is good in Years 3 to 6.
- Pupils do not use their information and communication technology skills well enough across the curriculum because of the restrictions of the accommodation.
- The good leadership of the subject has led to improvements to the teaching.

Commentary

73. Standards in Year 2 are in line with national expectations and in Year 6 they exceed national expectations and pupils' achievement is good. This is in spite of restricted accommodation and, as a result, of access to some resources. Pupils in Year 2

confidently use the key skills of loading, saving and printing their work. They are confident in using the mouse and show satisfactory keyboard skills to combine text and graphics. Pupils' standards in information and communication technology have improved in Years 3 to 6 since the previous inspection. During a Year 6 lesson on using charts in spreadsheets, more able pupils had prepared data to enter into a spreadsheet, decided on the most appropriate layout for the sheet and checked the accuracy of cells' equations.

74. Teaching is good overall, being satisfactory in Years 1 and 2 and good in Years 3 to 6. In the lesson seen teaching was at a brisk pace and pupils were challenged to recall how amendments in data are accommodated in a spreadsheet program. Pupils work very co-operatively when sharing the computers in the information and communication technology area, despite the cramped conditions. Resources in terms of hardware and software are satisfactory and so pupils are able to have sufficient access to computers to use information and communication technology in other subjects, but the layout of the accommodation means that it is difficult for staff to use information and communication technology as much as they would like. Assessment is satisfactory. There is a recent, useful information and communication technology 'passport' for each pupil to ensure that their progress is tracked in a consistent and logical manner, tasks given are appropriate to their level of ability and their achievements logged as they move through the school.
75. The leadership is good and the management is satisfactory. The co-ordinator has been instrumental in developing a good approach to the subject so that rather than pupils being withdrawn for information and communication technology sessions, instruction is now more integrated into general teaching. However, there are not enough opportunities for pupils to use information and communication technology in the full range of subjects. The co-ordinator has also been responsible for writing the good subject policy and for the school adopting a government-approved scheme of work for the subject. As a result of the good leadership, all staff use accurate and appropriate technical vocabulary when teaching and reporting. The headteacher and governors are well aware of the restrictions that the limited accommodation have on the development of the subject and staff make good efforts to overcome the difficulties. Sound management ensures that staff are kept up to date with new initiatives. However, the co-ordinator has little time to monitor teaching and learning in the subject and so some areas for development have not been explored.

Information and communication technology across the curriculum

76. The use of information and communication technology in other subjects is satisfactory but opportunities are sometimes missed for pupils to develop their skills even further in other subjects. Little word-processing is used in many subjects. However, pupils make satisfactory use of word-processing programs for English work and use spreadsheets with charts to display the findings of class surveys. They use a digital camera confidently to take images which, when printed out, help to illustrate their work. Pupils in Year 6 have produced a multimedia presentation of their residential week, embedding image and sound clips from other sources. A few more able pupils are designing the school's web site. Their work on this is willingly undertaken in their break and lunch periods as the only computers connected to the Internet are those in the shared area which is timetabled for use across the school.

HUMANITIES

It was only possible to observe one lesson in religious education during the inspection but there is plenty of good evidence to be able to judge provision and pupils' standards in the subject. There is insufficient evidence to make reliable judgements on provision in geography or history.

77. No lessons were seen in **geography**. Evidence was obtained from looking at pupils' work and through discussions with Year 6 pupils. This showed that pupils have covered the required curriculum and, by Year 6, have developed satisfactory geographical skills and knowledge. Pupils in Years 1 and 2 have had opportunity to learn about life in different parts of the British Isles and further afield and to compare this with their own environment and experiences. A project in which a character, 'Flat Stanley', visits other parts of the world provides the pupils with information about places and about the way people live in them. Pupils have looked at the location of the places on maps as well as using a sketch map of the imaginary Scottish island of Struay to help them gain early mapping skills. Geographical language is carefully taught and this successfully assists pupils to extend their own vocabularies. Pupils in Year 6 have learned about places such as India and the Amazon rainforests and have begun to understand the factors, such as climate and poverty, that affect the way that people live. They are, as yet, not as clear about the way that man affects the environment and how this influences people's lives.
78. **History** was not a focus in this inspection and it was not possible to observe any complete lessons. However, the brief session about the Aztecs observed for pupils in Years 5 and 6 was well structured, but sufficiently open-ended to stimulate pupils and encourage good questioning using their well-established historical skills. Also, discussion with older pupils showed that they possess a secure range of historical skills such as knowledge and understanding of sources and a good understanding of chronology. History is planned coherently to ensure a good cross-curricular approach, which makes pupils use their learning in other subjects well. During this discussion pupils showed a keen interest in history, which had been fostered by staff's own enthusiasm. Pupils have a good understanding of their own local history and spoke with animation about some of the 'theme days' they have enjoyed, such as the one on the Victorian school.

Religious education

It was only possible to observe one lesson in religious education and so no overall judgement on teaching can be made, but other evidence enable judgements to be made about provision and standards.

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 have a good knowledge and understanding of the Christian faith as a result of the teaching in lessons and the Christian ethos in the school.
- Insufficient work is done to teach pupils about faiths other than Christianity and so their knowledge and understanding of these is not as good as it should be.
- Pupils learn well from religion and can relate customs and practices of religious faith to their own lives.

Commentary

79. Standards in religious education are in line with those required by the locally agreed syllabus and pupils' achievement is satisfactory. The lesson seen was taught well and pupils' achievement was good. Across the school pupils have a very secure knowledge and understanding of the basic ideas and practices of the Christian religion and can relate these well to the world today. Pupils in Year 6 talk with sensitivity about how faith helps people in time of trouble and this reflects the caring, Christian ethos of the school. There is little work recorded in pupils' books as much teaching is done through discussion. The work seen was of the expected standard. However, there is too little recording of what has been covered, and how well, and so teachers are not aware of the gaps in pupils' knowledge and understanding.
80. Discussion with the co-ordinator and scrutiny of planning and pupils' work show that a satisfactory curriculum is planned, based on the previous locally agreed syllabus; the school has not yet changed to the current agreed syllabus. There is a heavy emphasis on Christianity. Although this is appropriate given the Christian basis of the school, discussion with older pupils revealed that they have relatively weak knowledge and understanding of Judaism and Islam, the two other faiths selected for study by the school. There is insufficient reference to Judaism as pupils move from Year 1 to the end of Year 6 for pupils to be able to have as secure a grasp of the faith as they should. An in-depth study of the Muslim religion is only undertaken during one summer term when pupils are either in Year 5 or Year 6; this is insufficient teaching for pupils to learn and understand all they need to know about Islam or to compare and contrast the practices of different faiths. Some lessons about Hinduism are given when pupils study the topic about India; this is appropriate and is a good way of linking subjects. The work planned does foster in pupils a reflective approach to life, to which the school aspires for its pupils. Lessons in religious education make a good contribution to pupils' spiritual development but not as good a contribution as they could to cultural development.
81. The leadership and management are satisfactory overall. The co-ordinator does some monitoring of planning and standards, but none of teaching. Although religious education is planned to be a focus for the school in two years time this is a bit late to ensure that the management knows where deficits in the subject lie, especially as there needs to be a change towards the curriculum of the new agreed syllabus soon.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Although there is insufficient evidence to make a judgement about overall provision or standards in **design and technology**, it is clear that the school has been successful in raising the profile of the subject and the pupils' achievement since the time of the previous inspection. The work seen was of at least the expected standard for pupils' ages. Pupils' achievement is currently at least satisfactory and they greatly enjoy their work in the subject. They are successfully taught how to undertake a 'design and make' project from the initial design stages through to the evaluation of their products. In the one lesson seen pupils in Year 2 were using a sound range of techniques to design and make lunchboxes. Good teaching was evident in the confident way they used a wide range of techniques, including sticking and sewing to make the joins in their lunchboxes. Pupils in Year 6 were able to talk articulately about the process they had undertaken when designing and making hats and were able to apply what they had learned about the design process to discussing how they would undertake the

design of a flat for a disabled person. Pupils have good opportunities to experience all the aspects of design and technology, including cookery.

83. **Art and design** was not a focus for this inspection and so no overall judgements can be given about provision or achievement in the subject. Discussion with pupils revealed that they enjoy the art that they do but that they have limited understanding and appreciation of the work of famous artists and designers. Pupils prefer design and technology because they can do more for themselves and make their own decisions. Even taking into account the limited space to display pupils' work in order to celebrate their achievements and to display works of art to stimulate pupils, the artwork on the walls in classrooms and in public areas is very sparse. The standard of the work on show was generally of the expected standard for pupils' ages.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Pupils are given good opportunities to learn individual musical instruments and to play them in an orchestra.
- There are few opportunities timetabled for pupils to listen to and appraise a wide range of music.

Commentary

84. Standards in music are at the expected level for pupils in Years 2 and 6 and pupils' achievement is satisfactory. Standards are about the same level as were reported at the previous inspection. More pupils now play a musical instrument and pupils in Year 2 all learn to play the recorder to good effect. About half the pupils in the school have individual music tuition in a wide range of instruments; most have not been learning long but have made satisfactory progress in that time. Pupils with talent are encouraged to play instruments. The orchestra is well attended and gives pupils a good chance to play together and to experience different sorts of music.
85. There have been improvements in the provision for the subject as the staff have acquired more skills to do their own class teaching now, whereas before most of the teaching was undertaken by a specialist. The teaching is satisfactory with some good features. Most teaching is based on a commercial scheme of work, which covers basic skills, and staff take many opportunities to reinforce pupils' knowledge and understanding of musical terminology. However, although pupils' singing is satisfactory they are not given clear enough directions about how to improve. Teachers make music lessons lively and pupils with behaviour difficulties are very well supported so that they can take a full part in the sessions and perform about the same level as their classmates. Assessment of pupils' skills is satisfactory, but rather cursory, and does not inform teachers about what needs to be taught next.
86. The curriculum is satisfactory and covers all the required elements, but not enough time is given to music in some classes. There is too little music planned for some classes over the school year and this gives little time to listen to and appraise an appropriate range of music, including that from non-Western cultures. More able, older pupils could name very few composers or speak about the work of any of them. Lack of opportunity to listen to music was a criticism of the previous inspection report and

so there has been insufficient improvement in this respect. The school does not have an extensive range of recorded music to engage pupils but does have a new dedicated music room which helps in the teaching.

Physical education

Too few lessons in any aspect of physical education were observed for any definite judgement on standards to be made. But there is plenty of good evidence to be able to judge provision and teaching in the subject.

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are kept very active in lessons.
- Good use is made of external instruction.
- All pupils who go swimming can achieve 25 metres by the end of Year 6.
- Restrictions of the accommodation limit the curriculum and the effect of good teaching on standards achieved.

Commentary

87. Two lessons were observed, some extra-curricular sport watched, discussions held with staff and pupils, and records of swimming seen. Given pupils' satisfactory progress, the teaching by school staff and bought-in outsiders is at least satisfactory. Although too few lessons in any aspect of physical education were observed for any definite judgement on standards to be made, in the two lessons observed pupils achieved the standards expected for their age. Teaching was good because it was well planned and pupils were kept very active during all the activities undertaken. This is in spite of indoor physical education lessons being taken in the village hall opposite the school, where there is very limited storage for equipment and consequently very little gymnastic equipment. Until very recently all equipment to be used in lessons had to be carried across to the hall. The range of indoor activities is therefore limited to games and dance.
88. Pupils play games with enthusiasm. In the Year 5/6 class pupils understand and respect the rules of play, develop skills well and work well as a team. They are developing good ball control and passing skills. In Year 2 activities were varied and pupils were kept interested throughout and expected to be accurate and careful when throwing and catching. Pupils were also challenged to devise and demonstrate their own throwing games, but were not given the opportunity to comment on the performance of others.
89. Since the previous inspection the school has made effective efforts to reduce the effect of the limitations of the accommodation on pupils' standards in physical education. It makes very good use of an external sports instruction organisation whose staff train and conduct groups of pupils in a good range of game and sports activities. In one of these sessions the teacher gave very good support to the pupils using the programme planned by the outside instructor. The school provides good opportunities for pupils in Years 3 to 6 to swim at the local pool and the records kept show that all those who take part can swim 25 metres unaided by the end of Year 6. The current management of the subject is satisfactory and concerted efforts are now being made to extend the curriculum when the new building is finished.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The overall provision for personal, social and health education is **good**.

Main strengths and weaknesses

- The programme of work and the example set by staff assist the pupils to become increasingly mature and responsible.
- There is good promotion of healthy living.
- There is a need to extend further pupils' understanding of citizenship.

Commentary

90. The programme for personal, social and health education is good and has improved since the previous inspection. Pupils' achievement is good. The quality of the work reflects the importance put on pupils' personal development by the headteacher, staff and governors. Although there are dedicated lessons for personal, social and health education, the work is much more far-reaching, being part of the everyday ethos of the school, in which respect for oneself and others is highly valued. Adults set very good examples for pupils in the way they treat each other and the pupils.
91. The subject is well taught and learning is good. Pupils are very actively taught to express opinions and to listen to those of others. In the reception class, emphasis is placed on personal, social and emotional development and this is very successful in enabling the children to settle well in school. In the rest of the school, many aspects of personal development are very effectively integrated into discussions during personal, social and health education lessons and class discussions (circle time). These opportunities are further extended through assemblies and other lessons including science and physical education. Sex and drugs education are taught by the class teachers, who are well supported by the school nurse. Pupils are encouraged to have an understanding of the importance of good health and exercise. The school is currently working towards 'Healthy School' accreditation and there is evidence throughout the school, in the form of wall displays, of the importance that is given to the development of a healthy lifestyle.
92. The subject is well led and managed. With the support of the co-ordinator, aspects of personal and social education, such as 'circle time', have been successfully developed and improved since the previous inspection. The co-ordinator has rightly identified a need to further promote work in citizenship, particularly the pupils' understanding of themselves as world citizens and citizens of multicultural Britain.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).