

INSPECTION REPORT

St George's C of E School, Bourton

Gillingham. Dorset

LEA area: Dorset

Unique reference number: 113756

Headteacher: Mrs J Boyd-Lee

Lead inspector: Joyce Cox

Dates of inspection: 18th April – 21st April 2005

Inspection number: 267779

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4-11 years
Gender of pupils: Mixed
Number on roll: 97

School address: Church Track
Bourton
Gillingham
Dorset
Postcode: SP8 5BN

Telephone number: 01747 840409
Fax number: 01747 841019

Appropriate authority: Governing body
Name of chair of governors: Mr Frank Attrill

Date of previous inspection: 21st June 1999

CHARACTERISTICS OF THE SCHOOL

St George's is a small voluntary aided Church of England primary school situated in a rural location near Gillingham, Dorset. There are 97 boys and girls on roll educated in four classes from reception to Year 6. There are three mixed aged classes and a single reception class. The levels of movement in and out of the school at times other than the normal points of admission and departure are relatively high. The majority of the pupils are from White British backgrounds and none requires support for English as an additional language. The percentage of pupils identified as needing support for special educational needs is average. The number of pupils with a Statement of Special Educational Need is below average. Pupils are from average socio-economic backgrounds and a below average number of pupils claim free-school meals but the school feels more families who are entitled do not claim. The attainment of children that start school varies from year to year but is average overall. The school gained an Active Mark in November 2004 and it is taking part in the government sponsored 'Sports Co-ordinator' programme. The school is involved in the Small Schools Fund initiative and in the Primary Leadership Programme; a national initiative intended to raise standards in English and mathematics and to improve the quality of leadership and management.

After a long period of stable staffing two of the school's five teachers left this Easter so supply teachers are teaching the Year 5/6 class and the reception class for the summer term 2005. The Year 3/4 teacher was also absent for the inspection as she was on long-term sick leave and there was a supply teacher in this class as well.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25074	Joyce Cox	Lead inspector	English Science Information and communication technology Geography History Physical education Personal, social and health education and citizenship
11575	Catherine Fish	Lay inspector	
26945	Sylvia Gatehouse	Team inspector	Mathematics Art and design Design and technology Music Provision for children in the Foundation Stage Special educational needs

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which provides an effective quality of education for its pupils. This has been maintained even through a recent period of considerable staff changes and indicates how successful the governors, headteacher, teachers and other staff have been in maintaining the school's positive aspects. Leadership and management are good and governance is very good. The quality of teaching and learning is good and this is a major factor in pupils' good achievement. The school gives good value for money.

The school's main strengths and weaknesses are:

- Achievement is good in English, mathematics and science, information and communication technology (ICT), geography and physical education throughout the school.
- Standards are above average in English, mathematics, science, geography and physical education by the end of Year 6.
- Relationships are very good and pupils have positive attitudes.
- There is an urgent need to stabilise the teaching force so that subject leadership can be shared more evenly.
- Teaching is good in all classes and has the benefit of good quality learning support staff.
- Assessment information could be used more effectively to challenge the higher attaining Year 2 pupils, particularly in mathematics.
- Year 5/6 pupils' work is not always sufficiently neat and tidy, dated, or marked effectively.

The improvement since the last inspection has been good. Lessons are now planned effectively and children in the Foundation Stage receive a good curriculum. Considerable improvements to the accommodation have been made including a very attractive hall and a well-resourced ICT suite. Other positive aspects of the school's work have been maintained at a good level.

STANDARDS ACHIEVED

YEAR 6 RESULTS

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	D	A	A
mathematics	C	C	A	B
science	D	B	A	B

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

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

Overall, pupils' achievement is **good**. The work seen during the inspection indicates that:

- Reception children are on course to meet the national standards (the early learning goals) in all areas of learning apart from their mathematical development.
- Achievement of Year 2 pupils is good and they reach average standards in English, mathematics and science and above average standards in physical education and geography.
- Year 6 pupils attain above average standards in English, mathematics, science, geography and physical education. Their achievement is good in English, mathematics, science, ICT and geography and very good in physical education.

The number of Year 2 and Year 6 pupils who take the tests is small which makes national comparisons somewhat problematic. In 2004 the teacher assessment trials for Year 2 pupils indicated that pupils attained above the national average in reading, well above in writing and average in mathematics. These results indicate good achievement from an average starting point in reception. After a period of considerable turbulence and underachievement, the attainment of pupils in Year 3/4 has improved and is now average for all subjects inspected due to changes of staffing. The national test results for Year 6 pupils in 2004 improved dramatically, as there was a considerable rise in the number of pupils attaining the higher Level 5. The school's recent focus on writing resulted in a dramatic rise in pupils' attainment in national tests at the end of Year 2 and Year 6.

There is **good** provision for pupils' spiritual, moral and social development and pupils have good attitudes and behave very well. Attendance is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching and learning are good overall and very good in physical education lessons where pupils learn very effectively. There is good lesson planning, with interesting activities which capture pupils' interest. Assessment procedures are satisfactory and pupils' progress can be clearly and effectively tracked from year to year. Better use could be made of assessment information to set pupils targets for improvement. The curriculum is good and pupils have good opportunities to become involved in extra-curricular activities. The accommodation and resources are good but the school urgently needs the planned Early Years extension. The school takes good care of its pupils and has good links with parents, the local community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher has handled difficult staffing issues firmly yet sensitively with the pupils' best interests always being paramount. The school is focused on appropriate priorities for its future development. Governance is very good and governors have an excellent understanding of the school's strengths and weaknesses. The headteacher has a very considerable workload, as she is currently co-ordinating many subjects due to having temporary staffing in three of the four classes.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have positive views about the school. A significant minority of parents have concerns about underachievement in the Year 3 /4 class. Inspectors agree that whilst there has been underachievement in this class, the school is doing all it possibly can to rectify the situation and these pupils achieved well in lessons during the inspection. Pupils' perceptions of the school are largely positive but some are anxious about the new handwriting scheme as they find it very difficult.

IMPROVEMENTS NEEDED

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

- Stabilise the staffing to spread curriculum responsibilities more evenly.
- Use assessment information more effectively to set targets and challenge pupils.
- Improve the quality of junior pupils' presentation and the quality of teachers' marking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards by the end of Year 6 are above average in English, mathematics, science, geography and physical education.

Main strengths and weaknesses

- Year 6 pupils' attainment as measured by national tests has improved considerably since 2002.
- High quality specialist teaching in physical education and geography accelerates pupils' attainment and achievement.
- Higher attaining Year 2 pupils could achieve more especially in mathematics and science.

Commentary

Foundation Stage

1. Children start the reception year with broadly average levels of attainment for their age. They achieve well in all the areas of learning, apart from their mathematical development where their achievement is satisfactory. By the end of the reception year the vast majority are likely to attain all the expected learning goals, apart from in their mathematical development. However, the small size of the cohorts means that there can be significant variations from year to year.

Key Stage 1

<i>Standards in national tests at the end of Year 2 – average point scores in 2004</i>		
Standards in:	School results	National results
reading	16.9 (16.2)	15.8 (15.7)
writing	16.4 (13.4)	14.6 (14.6)
mathematics	16.3 (16.2)	16.2 (16.3)
<i>There were 14 pupils in the year group. Figures in brackets are for the previous year.</i>		

2. Since the last inspection, the attainment of the Year 2 pupils in the national tests has been variable but is usually at least average and often above the national average. However results over time have improved at a slower rate than that found nationally due mainly to a dip in writing results in 2003. This was analysed by the school and successful measures such as improved assessments and opportunities for pupils to write in different styles resulted in a considerable improvement in the 2004 writing tests. Results in reading improved in 2004. Those in mathematics have dipped since 2001 mainly because fewer pupils are attaining the higher Level 3 in national tests. The school is aiming to rectify this situation in its new development plan. The small

cohorts mean that it is difficult to evaluate any significant gender differences but boys do slightly better than boys nationally over time in reading and mathematics, whereas girls do slightly better than girls nationally in reading, writing and mathematics. When the 2004 results are compared with schools taking pupils from similar backgrounds standards in the tests were above average in writing, average in reading but well below average in mathematics.

3. The teacher assessments in science put pupils' attainment in line with that of most seven year olds but only a small number of pupils attained the higher Level 3. Inspection evidence found standards in the current Year 2 to be average in science. Standards in ICT match expectations and are improving rapidly whilst standards in geography and physical education are above the expected levels due to high quality specialist teaching.
4. Overall Year 2 pupils achieve well as a result of good teaching. Standards in the current Year 2 are average in English, mathematics and science. Pupils benefit considerably from having two part time teachers teaching their specialist subjects. However in some lessons, particularly in mathematics and science higher attaining pupils are not always challenged sufficiently to attain the higher Level 3.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004		
Standards in:	School results	National results
English	29.4. (26.1)	26.9. (26.8)
mathematics	29.4 (26.5)	27.0. (26.8)
science	30.6. (29.8)	28.6. (28.6)
<i>There were 15 pupils in the year group. Figures in brackets are for the previous year.</i>		

5. Since the last inspection there has been some considerable variation in pupils' attainment from year to year. However, the attainment of the Year 6 pupils in national tests has improved considerably since 2002. Pupils' results in 2004 when compared to all schools nationally showed that standards in English, mathematics and science were well above average. When compared with schools taking pupils from similar backgrounds, standards were well above average in English and mathematics and above average in science. When compared with schools that had similar scores when the pupils were taking the Year 2 tests, attainment was well above average in English and above average in mathematics and science. Results have improved over time and at a faster rate than that found nationally. This shows how good pupils' achievement was in the Year 5/6 class as the school and the local education authority's monitoring indicates that at times in the past Year 3/4 pupils' achievement has been unsatisfactory.
6. The current standards found in Year 6 in the subjects inspected fully are for the most part above average. Standards in English, mathematics, science, geography and physical education are above average and pupils' achievement

is good. Standards in ICT are average but improving rapidly due to enhanced resources and staff's improved expertise and confidence.

7. The achievement of pupils with special educational needs is good and pupils reach at least average standards because their work is planned carefully to meet their needs and they are assisted by support staff who are well-informed and experienced. Higher attaining Year 2 pupils could be challenged further to attain the higher Level 3 in national tests especially in mathematics.
8. Pupils' achievement is very good in physical education because the co-ordinator who teaches all classes apart from reception has outstanding subject knowledge and inspires all pupils to persevere and succeed.

Pupils' attitudes, values and other personal qualities

The pupils have **good** attitudes to school life. They behave **very well**. Personal development, including spiritual, moral, social and cultural development, is **good** overall. Attendance and punctuality are both **good**.

Main strengths and weaknesses

- Very good relationships across the school make it a happy and purposeful place to be.
- The pupils respond very well to the school's high expectations of behaviour.
- The school takes a very strong line on holidays taken during term time.
- The way Year 5/6 pupils present their work requires improvement.

Commentary

9. The smallness of the school means that pupils get to know each other very quickly, and because they are encouraged to show respect and concern for others, very good relationships quickly develop between the pupils and adults. From the youngest children upwards, they learn to work and play well together. Break times are very pleasant and relaxed with friendships across the whole age range. The oldest pupils take great pride and enjoyment in taking turns to look after the youngest children at playtime. These very good relationships help to build a friendly and constructive environment for everyone to work and play in.
10. Behaviour is very good. The pupils understand what is required of them and their very good behaviour helps to promote a calm atmosphere. In lessons, they respond positively to the good behaviour managements strategies used by teachers when necessary. At playtimes they are too busy with their games, or chatting with their friends to misbehave. There have been no exclusions from the school for many years. Although bullying is very occasionally a concern for individuals, both parents and pupils agree that it is handled quickly and firmly when the school is notified.
11. Nearly all parents say their children enjoy school and most pupils agree. Their attitudes to lessons are usually good. They enjoy what they are learning and are prepared to work hard. However, a problem with a staffing issue has

caused one class to be upset and unsettled by the number of teaching changes. This class is now more settled because the school is handling the issue very effectively. A significant concern is the presentation of work by older pupils, which is not always as good as it should be. Pupils like taking part in activities outside the classroom, both those that support what they are learning and those that broaden their experiences, including representing their school at sports matches.

12. Most parents understand the importance of attendance and punctuality to their child's learning and thus the level of absence is low and children arrive on time. Parents are conscientious about letting the school know if their child is unwell and the school follows up any concerns quickly and effectively. Parents are, rightly, actively discouraged from taking their children away on holiday during term time. In exceptional circumstances and only when there is no alternative, absence of up to ten days may be authorised. Most of the unauthorised absence is attributed to holidays taken without the school's consent.

Attendance in the latest complete reporting year 2003/4

Authorised absence		Unauthorised absence	
School data	4.0%	School data	0.3%
National data	5.1%	National data	0.4%

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

13. Personal development is promoted well. The children in the Foundation Stage are likely to attain the goals set for them in their personal, social and emotional development. The pupils enjoy learning, they particularly like practical activities. They have a very well developed sense of what is right and wrong and can see that others face adversity, such as those caught up in the Tsunami for which the pupils are raising money. There are some good opportunities to further their spiritual development in the curriculum. A sense of responsibility is developed from an early age and the pupils show enterprise and use their initiative as they grow older. The pupils are listened to and they in turn learn to listen to each other. Their cultural development is satisfactory, but the preparation for life in a multi-cultural society is not developed sufficiently.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching and learning are **good**. The curriculum is **good** and there is a **good** number of extra-curricular activities. The school takes **good** care of its pupils and has **good** links with parents, other schools and the local community.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment procedures are **satisfactory** but more use could be made of assessment information to set targets for pupils' achievement and to challenge higher attaining Year 2 pupils.

Main strengths and weaknesses

- High quality specialist teaching in physical education and geography raises pupils' attainment and achievement.
- Supply teachers have very quickly and successfully settled into the school.
- All staff in the school work hard as a team for the benefit of the pupils.
- The quality of marking in the Year 5/6 class and the way some older pupils present their work has been unsatisfactory in the past but is improving with staffing changes.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	16	4	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.

14. Due to unusual circumstances and staff promotion three of the four classes were taught by supply teachers during the inspection. It is to the school's credit and to considerable hard work by all staff that these teachers have settled so effectively into the school. Very good relationships have been established quickly and it is evident that pupils like and respect their new teachers, which has a positive impact on learning. In most lessons a very calm and purposeful working ethos is created as there are high expectations for pupils' behaviour. Teaching was good in the majority of lessons seen and is instrumental in supporting the good progress and learning and good levels of achievement evident in lessons.
15. The small teaching team works very well together. Planning is often shared as are resources and ideas. Where there are two teachers sharing a class very good use is made of different individual expertise. The talented teaching assistants offer the school high levels of support with pupils in classrooms or in small groups or for those with special educational needs.
16. Where the teaching is strongest, such as in physical education, it is because the lessons are particularly well planned and resourced. The work and learning is challenging but presented in a very lively and enthusiastic manner, which inspires all pupils to work hard and persevere. For instance Year 5/6 pupils made considerable gains in improving their throwing skills because of the high level of challenge and motivation by the teacher who says 'Come on constantly challenge yourselves to do better.'
17. An area of good practice, which is not yet consistent throughout the school, is the sharing of learning objectives with the pupils. Teachers identify what they hope pupils will learn in their much improved planning but do not always share these intentions with the pupils thereby restricting pupils' knowledge of what is expected of them and what they will have learned by the end of the lesson. ICT

resources have improved and staff have worked hard to consolidate their ICT knowledge and expertise. Teachers use computers and interactive whiteboards well to plan, resource and deliver lessons.

18. Teachers' planning has improved since the last inspection and work is now appropriately matched to the pupils' ages, abilities and prior attainment. An exception to this is work planned for higher attaining Year 2 pupils in mathematics, as it does not challenge them to attain the above average levels. Some teachers are skilled at targeting pupils of different abilities with specific questions aimed to extend their level of understanding but this is not consistent in all classes as yet, due to staffing changes. Some teachers spend too long introducing lessons which slows the pace and means that some pupils lose concentration in their learning.
19. The teaching of pupils with special educational needs is good. Teachers plan well for pupils with special educational needs and take heed of targets in individual education plans which accelerates pupils' learning. Pupils who have individual education plans are managed well by teachers and teaching assistants because work is planned carefully to provide sufficient challenge that is within pupils' reach.
20. Assessment procedures are satisfactory and much improved since the last inspection. In the reception class there is an urgent need for previous staff to complete children's profiles, as this task is difficult for a new supply teacher. Throughout the school pupils are regularly tested and assessed and any underachievement such as that identified in the Year 3 /4 class in the past is noted to inform future planning. Appropriate records are kept and teachers evaluate their lessons well, noting particular pupils who have made sufficient or less than expected progress. However assessment information is not used consistently well to set pupils' targets for improvement so that they can be even more involved in their learning.
21. The day-to-day assessment through the marking of pupils' work varies. The best is very clear about what has been done and what the pupils need to do to improve. Much of the marking consists of supportive comments rather than clear pointers for improvement. Work scrutiny of the Year 5/ 6 pupils' books since September 2004 is very disappointing as most of the pupils' work in English, mathematics and science is unmarked making it very difficult for pupils or parents or supply teachers to know how pupils can improve their work. In addition the quality of the pupils' presentation in their books is poor denoting a lack of challenge and expectation. Since Easter the quality of marking and Year 5/6 pupils' presentation of their work has improved dramatically because of the supply teacher's high expectations.

The curriculum

The school's provision for the curriculum is **good**. The school provides a **good** range of extra-curricular activities. Resources and accommodation are **good**.

Main strengths and weaknesses

- There have been very recent and unexpected staffing changes that have affected curriculum continuity and development.
- The curriculum provided in the Foundation Stage has improved and is now good.
- The provision for physical education and geography is a strength.
- Resources for information and communication technology are much improved and are now good.
- There are too few opportunities for the development of multi-cultural education.

Commentary

22. Due to circumstances entirely beyond the school's control there have been very substantial changes in staffing. This sudden turbulence means that subject leadership has been temporarily fragmented, most particularly in English, mathematics, ICT and music. The school has swiftly taken action to minimise the effects of this as far as is possible while it seeks ways in the immediate future to secure the further continuity and development of the curriculum. Meanwhile, the headteacher has a heavy workload as she carries several curriculum responsibilities. She is carrying out these responsibilities satisfactorily but curriculum development is temporarily curtailed until new staff are appointed.
23. Nevertheless, the overall quality of the curriculum has improved since the last inspection and is now good. This improvement is due to better staff expertise and its use, and much improved accommodation such as the new hall and the ICT suite. The curriculum planning for children in the Foundation Stage now securely includes the Early Learning Goals. This was a key issue for improvement at the time of the last inspection.
24. All subjects of the National Curriculum are covered, enough time is allocated to each, and statutory requirements are fully met. The curriculum for pupils with special educational needs is good. The school enjoys good facilities for physical education, for instance in having its own swimming pool and in its newly built hall. Moreover, a skilled specialist teacher is effectively deployed to spread her expertise in physical education throughout the school, leading to high standards in both pupils' enjoyment and performance. Taken together, these factors make a significant contribution to the high standards in physical education achieved by all pupils, including those with special educational needs. A skilled teacher uses her expertise in geography in other classes so standards are above average. The resources and accommodation for ICT are good and used very well by all classes so that standards are beginning to rise, although some parts of the ICT curriculum are yet to be secured, for example control technology.
25. A strong feature of the curriculum continues to be the good enrichment as all pupils enjoy a wide range of activities such as swimming, netball and other sports. Drama clubs provide high quality performances of Shakespeare plays, and pupils have good opportunities to enhance their knowledge and understanding of the arts through visits to the Tate galleries. Annual residential visits enable older pupils including those with special educational needs to

experience a range of exciting activities including archery, abseiling and rifle shooting.

26. Cross-curricular links are satisfactory. Staff have already identified this aspect and the need to raise pupils' awareness of multi-cultural issues as priorities for the new school improvement plan. The school has yet to embrace the principles embedded in the Primary Strategy 'Excellence and Enjoyment'. Parents would like the school to improve its provision for music and the school is taking steps to meet their wishes.
27. Children in the Foundation Stage now enjoy a curriculum that specifically meets their needs and this is an improvement. However, there is a serious deficiency in the provision for their physical and social development because the internal accommodation is too small to include all the equipment that young children need, such as water and sand trays and space for a role-play area. They are also denied spontaneous and safe access to outdoor education because their play area is too far away from their class base, and there are too few large wheeled toys. The governing body has secured planning and is ready to improve this situation and awaits the necessary financial 'green light' from diocese. This will enable it to put its planning into action not only to benefit the children in the Foundation Stage, but also to implement in full the governors' unshakeable and admirable commitment to equal opportunities and educational inclusion.
28. Overall, the accommodation has been much improved and is good. It is spotlessly maintained and in very good condition. The grounds are well used and provide delightful areas for pupils to work, play and socialise. Resources are good although the library books are in a cramped area and the stock needs reviewing and replenishing. There are not enough large outdoor toys for children in the Foundation Stage, which restricts children's overall physical development.

Care, guidance and support

The school has **good** provision and procedures to ensure the health, safety and welfare of the pupils. It provides **good** quality guidance, support and advice. Pupils' views are taken into account **well**.

Main strengths and weaknesses

- Despite many recent staff changes, pupils receive good support and advice.
- The health, safety and welfare of the pupils are a high priority.
- The new class and school councils are beginning to give the pupils a good say in the life of the school.

Commentary

29. There are a number of new staff in school and very good relationships are already developing reflecting those that already existed. Pupils are confident there is an adult to whom they can turn if they have concerns and know they will be taken seriously. Annual reports show that teachers have a good understanding of pupils' strengths and areas that need improvement in their personal development and can give them the support, encouragement and opportunities they need. Academic support is satisfactory. In the past, many pupils, particularly older ones, knew how well they were doing in their learning, but did not know what they had to do to do better. The lack of supportive, written comments in books meant that pupils did not have a point of reference to help them do better, nor could they see how they could have improved. This situation has improved with staff changes as marking is now thorough and diagnostic. Pupils with special educational needs are identified early and receive effective support that enables them to make the same good progress as their peers. The school has satisfactory procedures to help pupils settle into school and to move smoothly through the years.
30. The governing body has taken a more active part in ensuring all health and safety requirements are fully met since the last inspection. Good procedures, used well by staff, ensure that everyone works in a safe and healthy environment. All equipment, alarms and appliances are checked as required and first aid is carried out sympathetically and recorded correctly. The head teacher has resumed the role of designated person for child protection; she is aware that she needs to update her skills. Staff new to the school have been familiarised with the school's policy in this area. Parents are particularly impressed with the care taken when the school takes their children out of school, especially on the residential trip.
31. The school has recently set up class and school councils. These have been effective already in involving the pupils in what they want in school. They have identified the need to improve their outside environment and are organising a 'Car Washing Café' to raise money for this. They have allocated twenty per cent of the profits they make for the Tsunami appeal, showing their concern for others.

Partnership with parents, other schools and the community

The school's partnership with its parents is **good**; that with other schools and the community is also **good**.

Main strengths and weaknesses

- Parents have concerns about a specific issue in school.
- The school uses its local and wider community to enhance provision for pupils.
- Links with other schools help to develop staff expertise to the benefit of the pupils.

Commentary

32. Support for the school from most parents is good. There is strong agreement that their children like school, settle quickly, behave well in an atmosphere free from bullying and the school is approachable, a significant advantage with so many recent changes. Inspectors agree with all these views. However, a significant minority of parents have concerns about one class and this is reflected in the analysis of the parents' questionnaires. Concerns revolve around the progress pupils make, the quality of some teaching and the leadership and management of the school. By the time of the inspection these concerns were found not to be justified, mainly due to new arrangements for the teaching of one particular class and the school's ability to discuss this frankly with parents. Further concerns about the range of activities outside the classroom and homework were also found to be unfounded.
33. Although a small minority of parents said they do not receive good information, it was found the school provides them with high quality and timely general information. Detailed information about what the pupils will be learning is sent out each term, giving parents a starting point for discussions or where they can help. Regular parents' evenings and the approachability of the school help to keep parents in touch with staff over any concerns. Annual reports give parents good details about what their children know, understand and can do and set targets for improvement.
34. Parents contribute significantly to the work of the school through their support of the Parent Teacher and Friends Association. Fund raising events provide money for additional equipment, such as an interactive white board, and to support the use of the swimming pool, which means that the school is able to ensure that all children learn to swim. Some parents are able to offer help in school and this is valued, appreciated and used well. The school has good contact with the church and regularly uses it for special services, as well as members of the clergy leading morning assemblies. The local community is involved in some fund raising and social events; grandparents sometimes come in to school to talk to pupils about their lives, giving pupils the opportunity to hear about the past at first hand. Trips to and visitors from the local and wider community give the pupils further worthwhile experiences.
35. Satisfactory arrangements are in place for the transfer of pupils to their next school. Other links with the local pyramid and the cluster of primary schools are good and help to broaden the curriculum offered to the pupils; a recent focus has begun to look at the development of multi-cultural education.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management are **good**. The leadership of the headteacher is **good**. The management of the school is **good**. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher provides calm, committed leadership in the face of significant change.

- The school evaluates its work honestly and accurately and takes effective action as a consequence.
- The governors have an excellent understanding of the school's strengths and weaknesses.
- The school's finances are managed efficiently and with flair and vision.

Commentary

36. The school has very recently suffered from a large number of staff absences and changes. These affected the leadership and management of several subjects for which the headteacher has temporarily assumed responsibility. She is doing a satisfactory and impressive job of managing several curriculum areas. The school swiftly recruited new temporary staff who have settled very well into their posts, ensuring that the school runs smoothly. Considering the level of recent change, it is remarkable that the school has such a calm ethos of purposefulness and harmony. Relationships are very good and there is a strong feeling of mutual support and commitment to improvement.
37. The school reviews its performance accurately and regularly evaluates the quality of teaching and learning, tackling weaknesses with sensitivity but determination with the full knowledge and understanding of the governing body. The governors are fully aware of the recent staffing crisis and prove themselves true critical friends of the school with their steadfast and sincere care, guidance and support for all staff. The governors fulfil all their statutory duties conscientiously including those relating to health and safety.
38. Even where the school is successful, the school is not complacent but sets itself further demanding targets. The governing body takes an active interest in pupils' progress and achievement, and holds the school to account when required. Because they are acutely aware of the school's strengths and weaknesses, the governors play a fully informed part in the school's development plan for further improvement. They are forward thinking and proactive, and have instigated several initiatives to benefit the school, such as their Travel Plan to promote pupils' safety in the busy car park. Their planning for the extension of the Foundation Stage and library/resource area is exciting but their efforts are frustrated by factors out of their control. It is a matter of regret that their aspirations and vision for the school are thwarted by agencies beyond the school's immediate influence.
39. The main aids to achieving higher standards are the experienced leadership of the headteacher that provides continuity and the determined commitment of the governing body. The main barriers are the present temporary lack of staff to share key leadership roles and the delays in providing better accommodation for the children in the Foundation Stage. Improvement since the last inspection has been good overall. The small number of remaining permanent staff lead their subjects well and provide good support to the headteacher.
40. The school's finances support its development efficiently through frequent meticulous monitoring by the governing body. The governors are keen to encourage staff and pupils to suggest ways in which any under-spends can benefit the curriculum but rigorously evaluate such proposals to ensure that the money

is well spent. The large carry forward is earmarked for refurbishing the planned new extension and to support staffing issues.

Financial information

Financial information for the year April 2003 to March 2004			
Income and expenditure (£)		Balances (£)	
Total income	£296,437	Balance from previous year	£54,725
Total expenditure	£317,069	Balance carried forward to the next	£34,094
Expenditure per pupil	£3,046		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **good**.

41. The teacher in charge of this class had been in post only two weeks at the time of the inspection. She is a newly qualified teacher but is trained in Early Years education and has been frequently in school as a supply teacher so she is familiar with day-to-day routines. She has received good support from colleagues and the headteacher and has got off to a good start. Teaching and learning are good overall as the teacher provides a good balance of activities, which are very suitable for young children. She works very closely with the teaching assistant to provide a safe and interesting environment conducive to young children's needs.
42. The children are on course to attain the expected levels in all the areas of learning apart from in their mathematical development. This is because the higher attaining children are not challenged sufficiently in their learning but are given the same tasks as the other children.
43. The curriculum is good because since the last inspection there have been good improvements in planning the curriculum for children in this age group. Planning now includes the six areas of learning and details three different levels of activities to meet children's needs. There is a wide range of attainment on entry but overall it is average. About half the class is very young being 'summer born' children. Children begin school on a part-time basis at the start of the school year, and parents like the ways the school welcomes both them and their children through meetings and pre-admission 'taster' visits. There is a relaxed but purposeful ethos in the class, and relationships between staff and children are harmonious and happy. The Foundation Stage Profiles that record children's attainment and progress are in need of immediate attention. The school is aware of this deficiency and steps are being taken to ensure that this important matter is dealt with as a matter of urgency by the staff concerned.
44. On the whole, accommodation is satisfactory but there are some areas that require improvement in order to improve the curriculum further, especially in the aspects of physical and social development. The new ICT suite is adjacent to the reception class but the entry to it is through a corner of the room and this is at times distracting and disruptive. More serious is the lack of a close outdoor play area to make spontaneous use possible and safe. Resources are generally satisfactory although the cramped internal area restricts some aspects of the early learning goals and there are not enough large toys for outdoor use.

Personal, social and emotional development

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

Main strengths and weaknesses

- Relationships are very good between adults and children and there is a happy, caring ethos.
- Children behave very well and they have positive attitudes to their learning.
- Opportunities to develop their independence and social skills outdoors are restricted.

Commentary

45. Staff provide good opportunities for children to learn personal and social skills. Children consistently behave very well and they achieve well in their personal and social development because the quality of teaching and learning is consistently good. They show tolerance towards each other, and genuine care, for instance when working alongside a child with temporary special needs being confined to a wheelchair. Children are polite and take turns with resources. The majority are developing the ability to resist interrupting in discussions. A strong feature of this area of learning is the way they start the school day, confidently choosing their own activities until lessons begin. They all enthusiastically help tidy up their room at the end of sessions, taking responsibility willingly. However, there are few opportunities to exercise their independence outdoors spontaneously because there is no secure outdoor area adjacent to the class. Children make good progress and are well on course to reach the early learning goals by the end of the year.

Communication, language and literacy

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

Main strengths and weaknesses

- The teacher and her assistant provide a learning environment that is rich in language.
- Children receive good support from the classroom assistant and other adults.
- There are close links with other areas of learning.

Commentary

46. There are good opportunities for children's development of speaking and listening skills throughout the day. These include informal conversations as well as whole class discussions. Children have good opportunities to talk in front of the whole group, developing self-confidence. For example, they confidently acted out the story of 'The Lost Sheep' in small groups to the rest of the class. In the role-play area, they use their developing writing skills effectively by making lists and completing order forms for plants and garden equipment. They make good use of a mobile phone to check stock and prices, practising their speaking and listening skills with purpose and concentration. The majority are mastering the complexities of handwriting and write their own names competently. The more able write simple sentences and labels. Children are encouraged to take books home and the more able children are reading enthusiastically and making very good progress. The majority are achieving

well and are securely on course to reach the early learning goals by the end of the year because of good teaching and support.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy mathematics because their activities are fun.
- The more able children are not always challenged enough.
- Children with special educational needs are well supported.

Commentary

47. Children have positive attitudes towards mathematical activities and behave very well, even when excited and highly motivated. The majority put themselves in order up to 10 in a human number line, recognising the numerals correctly and identifying 'more than' and 'less than' confidently. Nearly all write numerals up to 10 competently, and they match sets of objects correctly because they count with care. The majority recognise simple shapes such as circles and triangles but there is less conviction when sorting squares from rectangles. The more able children work enthusiastically and complete their tasks at speed but their tasks are not always sufficiently fine-tuned to provide enough challenge. Children with special educational needs are fully included and make sound progress because they are well supported by the well-briefed assistant or other adults. The quality of teaching is satisfactory overall with strengths in planning interesting activities and making lessons enjoyable. At times, some introductions and explanations go on for too long, reducing the amount of time for children to put their understanding and new learning into practice. Children make satisfactory progress and their achievement is satisfactory. About half the class is on course to reach most of the early learning goals by the end of the year which is below national expectations.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- This area is particularly well planned by the teacher.
- There are good links with other areas of learning that enliven the work that children do.
- The accommodation is cramped.

Commentary

48. The teacher and her assistant confidently transmit their own enthusiasm for this area of learning, so children are very motivated and interested in all they do. Good opportunities for speaking and listening development are provided in 'real life' situations such as a garden centre, as children take turns to be customers or gardeners. There are good opportunities to gain first-hand knowledge and understanding of growth and change, as children study the growth of seeds and the care of seedlings. Regular story-telling times provide children with an insight into how people lived long ago, and show them the many wonders of life on our planet. They consider how the world might have started and record their own ideas in words and sketches. The teacher and her assistant make the best of the classroom area, for example setting up the popular garden centre. However, there is not enough room for spontaneous investigative play in sand and water trays. Space is further restricted by the need to allow access to the adjacent ICT suite. The quality of teaching is good so children make good progress and their achievement and learning are good. They are well on course to reach the early learning goals by the end of the year.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have regular access to the good indoor facilities for physical education.
- There is no easily accessible outdoor area for this age group.

Commentary

49. Children enjoy physical education activities very much. They have positive attitudes and are enthusiastic, and their behaviour remains consistently very good. They show perseverance, willingly rehearsing their performances to improve standards such as in sprinting. They move quickly but safely around the hall stopping and starting promptly on a signal. Social and personal development is enhanced by good opportunities for children to work together as a team. However, there are no chances for children to put these skills into practice spontaneously and independently at other times of the day, as there is no suitable outdoor area adjacent to their class. Overall, children make good progress and their achievement is good. This is because the quality of teaching and learning is good, with good management of resources and good pace so children are eager to learn. The majority are securely on course to reach the early learning goals by the end of the year.

Creative development

Provision for children's creative development is **good**.

Main strengths and weaknesses

- There are good links with other areas of learning.
- Children enjoy a rich curriculum in art and drama.

Commentary

50. Other areas of learning are considerably enhanced through art and drama. For example, children learn to use their artistic skills effectively in collage to construct a display linked to their topic about the world around them. They distinguish between land and sea and use coloured materials accordingly. They enjoy assuming the roles of customers and managers in the role-play area, or re-enacting the events of a story in small groups to the rest of the class. These activities foster the development of self-esteem and confidence as well as their speaking and listening skills. Children make good links between art and ICT, using computers competently to create their own pictures. Children have good opportunities to study the work of real artists such as Kandinsky and emulate their styles in paint and pastel. The provision for music has temporarily been interrupted due to staff changes. The children make good progress in their learning and achieve well because the quality of teaching, guidance and support provided by all adults is good. The majority are well on course to reach the early learning goals by the end of the year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6 where pupils achieve well.
- Writing standards rose considerably in national tests in 2004 for Year 2 and Year 6 pupils.
- Infant pupils use phonic skills well to work out new words when reading.
- Presentation and marking of pupils' work in the Year 5/6 class are unsatisfactory.
- Assessment information is not used consistently to set targets for pupils to achieve.

Commentary

51. Small numbers of pupils take the national tests each year, which makes accurate statistical analysis somewhat problematic. In the teacher assessment trials in 2004 for pupils aged seven, standards were above the national average in reading and well above average in writing. The considerable improvement in writing standards was directly due to the school's focus on ensuring that pupils have access to good quality texts in a range of styles as models for their own writing. In addition pupils' achievement and quality of learning were enhanced by high quality support from local education authority advisors. The trend over the last few years has been upward in reading and writing indicating good achievement from an average starting point in reception.
52. Year 6 pupils' results over the last two years indicate good achievement in English with results in 2004 being well above the national average. Results this year at the end of Year 2 and Year 6 are predicted to be slightly lower than last year because of the increased number of pupils with learning difficulties in these groups.
53. The standards seen during the inspection were average overall in Year 2 and above average in Year 6. Achievement in speaking and listening is good overall for pupils by the ages of seven and eleven. The majority of pupils reach standards which are above the expected levels by Year 2 and Year 6. Pupils listen carefully when others are speaking. Higher attaining Year 6 pupils discuss their learning maturely and sensibly with a good awareness of speaking and listening conventions. Teachers and teaching assistants work hard to ensure that pupils understand specific words in texts and encourage pupils to respond to questions in full sentences. Some teachers encourage pupils to discuss their learning together with a 'response' partner, which promotes good speaking, and listening skills. This was evident in a Year 3 /4 science lesson where pupils sensibly discussed how to plan an experiment.
54. Pupils' achievement is good in reading throughout the school. Higher-attaining pupils in Year 2 and Year 6 reach above average standards in reading and all

pupils, including those with special educational needs, enjoy books and listening to stories. Pupils are enthusiastic about books and older pupils know how to skim and scan texts for information. Year 2 pupils enjoy reading and are skilled at using letter sounds to deduce new vocabulary. The school has introduced a daily guided reading support programme. This is having a considerable impact on pupils' achievement and attainment in reading.

55. Year 2 and Year 6 pupils' attainment and achievement in writing improved considerably in national tests in 2004. Standards are currently above average by the end of Year 6 and pupils' achievement is good. After evaluating the decline in writing standards in the Year 2 2003 national tests the school has implemented several effective strategies such as ensuring that pupils write in a wide variety of different ways. Teachers' planning is good and interesting writing tasks are skilfully provided which match pupils' varying levels of ability. Junior pupils write in a variety of different ways and produce impressive poetry and interesting narratives. However interesting pieces of writing produced by Year 6 pupils have often been spoilt by untidy presentation and handwriting. The school has recently introduced a cursive handwriting script, which some pupils find difficult. It was intended to improve handwriting throughout the school but has had the opposite effect in a few cases. Several parents and pupils expressed concerns regarding the new scheme as older pupils have already learnt to join letters using a different scheme.
56. Teaching and learning were good overall in the lessons seen. Teaching assistants provide good support in literacy lessons, particularly for pupils with special educational needs as they ensure that pupils understand the task and explain any unfamiliar vocabulary, rephrasing information when necessary. However not all teachers share learning objectives with the pupils so that they know exactly what they are going to learn. Expectations for behaviour are very high and teachers work hard to provide interesting and enticing activities which ensure pupils are motivated and enthusiastic and work hard. Teachers are becoming increasingly skilful at using ICT in literacy lessons. One area for improvement identified by looking at pupils' work is the quality of the teacher's marking in the Year 5/6 class which is not helpful to supply teachers, pupils or parents. Marking has improved this term due to staff changes.
57. There is currently no permanent English co-ordinator due to staffing changes. The headteacher is overseeing the subject along with several others and provides satisfactory leadership and management. She has correctly identified the next steps to improve English even further. The school has made good improvement since the last inspection, particularly in terms of tracking pupils' progress and in improving and maintaining above average standards in English at the end of Year 6. Assessment information is good but now needs to be used effectively to set meaningful targets for all pupils which together with clear and diagnostic marking would tell pupils what they do well and how they can do even better.

Language and literacy across the curriculum

58. The use of language and literacy across the curriculum is good throughout the school. Older junior pupils are encouraged to record their work in their own words in many subjects and very few worksheets are used. However, the skills taught in literacy lessons are not always used well in some subjects. For instance infant and younger junior pupils' writing could be developed more in history as there are still too many worksheets used. All pupils use speaking and listening skills well in class discussions and some with their 'talk' partners, knowing and adhering to conventions of speaking, such as turn taking and asking relevant questions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The governing body monitors mathematics very well.
- Teachers' planning is good and has improved since the last inspection..
- Presentation and marking of pupils' work in Years 5 and 6 are unsatisfactory.
- Assessment systems are good but they are not yet fully used to set targets that pupils know and understand.

Commentary

59. In the teacher assessment trials in 2004, pupils in Year 2 attained average standards compared with all schools nationally. However, when compared with similar schools standards were well below average because only a very small per centage of pupils attained the higher Level 3. In the national tests in 2004, the pupils in Year 6 attained well above average standards compared with all schools nationally and with similar schools. Small numbers of pupils are assessed each year so comparisons from year to year are difficult. Inspection evidence shows that Year 2 pupils attain average standards in mathematics and their achievement is good. Year 6 pupils attain above average standards and their achievement is good.
60. Governors take an active and well-informed interest in the school's achievement in mathematics. They are very familiar with the school's tracking systems and are closely involved in examining trends and plotting future likely attainment. They are not averse to making difficult decisions in the best interests of the pupils especially with regard to the quality of teaching and learning.
61. The quality of teaching is good overall. Throughout the school pupils' achievement is good because of good teaching, a very positive ethos in lessons, and support from well briefed and experienced teaching assistants. Planning has been improved since the last inspection and is now consistently good, with at least three levels of work planned to meet pupils' needs. Occasionally not enough time is allowed for pupils to complete their tasks which restricts pupils' learning. Tasks set for the more able pupils in nearly all classes are not always sufficiently challenging which means that pupils cannot move

forward in their learning. This is particularly true for Year 2 higher attaining pupils who do not attain the standards of which they are capable.

62. In the Year 5 and 6 class, the quality of marking is unsatisfactory. Looking at pupils' previous work shows that there are long periods when pupils' work has not been marked at all. No targets are included so that pupils are unaware of what they need to do next to improve still further. The pupils' presentation of work is unacceptable and shows a sharp decline in standards from previous years. This situation is beginning to improve with a change of staff.
63. There are good computerised systems in place that record past achievement and plot future targets. However, this information is not transferred into readily understood targets for pupils, so they are unaware of what to do next to improve their performance. In lessons, the learning objectives are not always spelt out explicitly enough, or re-visited at the end of lessons with sufficient emphasis.
64. The leadership and management of the subject have recently been disrupted due to staff moves. The headteacher provides satisfactory and improving leadership and management as she has reassumed responsibility for mathematics together with several other subjects until the staffing situation is stabilised. Nevertheless, improvement overall since the last inspection is good with better monitoring and planning, the curriculum has improved as have resources with the new ICT facilities.

Mathematics across the curriculum

65. The use of mathematics in other subjects is satisfactory. Pupils make satisfactory use of measuring and data handling skills in geography and science when plotting graphs to measure temperature and growth.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a good focus on developing and extending pupils' investigation skills.
- Teachers' plan lessons well and use teaching assistants effectively.

Commentary

66. Standards attained by the current Year 2 pupils are average and pupils achieve well in lessons. Year 6 pupils attain above average standards and their achievement is good. No significant difference is noted between the attainment of boys and girls. Pupils with special educational needs achieve well in relation to their ability because of the good support they receive in lessons. In the 2004 Year 2 teacher assessments virtually all the pupils attained the expected Level 2 but only a very small number of pupils attained the higher Level 3 indicating satisfactory achievement. Teachers in the Year 1/ 2 class are now focussing on ensuring higher attaining pupils are extended in their science work and

challenged to attain the higher levels. In the Year 6 national tests all fifteen pupils attained the expected Level 4 and over fifty per cent of the pupils attained the higher Level 5. Pupils' performance was well above the national average and above that of pupils from similar schools indicating good achievement. Standards in science in Year 6 have been rising consistently since 2002.

67. The quality of teaching is good and as a result pupils' achievement and learning are good. Teachers in all classes teach science with a high proportion of practical and investigative activities, which have a clear focus in teachers' much improved planning. As a result pupils are developing a good understanding of living things, materials, forces and light and sound. They are successfully learning to predict what might happen when they investigate and to explain why things happen. Teachers plan interesting activities such as investigating animals and plants in the school grounds, which capture pupils' interest so they are keen and enthusiastic about science. For instance Year 1 and Year 2 pupils are fascinated when discovering minibeasts. ICT is used well in science lessons to interpret data and to explain observations.
68. Teachers and teaching assistants provide good support for pupils with special educational needs. They are skilled at keeping pupils with special educational needs interested and motivated by asking and clarifying questions to make them think. As a result, these pupils achieve well in their science work. Teachers work hard to make sure the correct scientific vocabulary is used in lessons and that pupils understand what the words mean and put them into context, which accelerates pupils' learning. One area for improvement is the way older pupils record their science work, which is often untidy. In addition many of the Year 5/6 pupils' science books have not been marked since September 2004 making it hard for pupils to know how to improve their work or how to make it neater.
69. The co-ordinator provides good leadership and management. She is developing a clear and effective action plan, which is focussed on raising pupils' attainment and achievement even further. Monitoring of teaching and learning is in place and teachers receive valuable feedback on their lessons. Pupils use their information and communication skills well in science lessons. The attractive and interesting outdoor facilities are used very effectively in science lessons. There has been good improvement to the science curriculum since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvements in resources have enabled pupils to undertake more complex work.
- Pupils achieve well in lessons because teachers make the work interesting and challenging.
- Effective cross-curricular links are made.

Commentary

70. Standards are rising because of good leadership and management by the previous co-ordinator and also because of considerably improved resources and an increase in teachers' confidence and expertise. Pupils' achievement is good throughout the school. Standards match national expectations in Years 1 and 2 and in Years 3 to 6. There has been good improvement since the last inspection when junior pupils made insufficient progress in developing their skills. Teachers challenge pupils well so that by Year 6 they tackle complex tasks confidently. For example, Year 6 pupils ably design visual presentations, plan and design layouts, import pictures from other files and present a sequence of images. This demonstrates good achievement in their ICT skills.
71. Teaching and learning are good overall. Teachers intervene effectively to tackle common errors; provide extension work, which challenges the more able pupils; and plan activities that are imaginative, relevant and engage pupils' interest which accelerates pupils' learning and achievement. This was seen when pupils in Years 3 and 4 demonstrated that they had successfully learnt to enter data into computer simulations. Pupils achieved well because they were motivated, knew exactly what to do and were aware of the teacher's expectations. Teachers manage behaviour very successfully and mixed aged pupils are encouraged to work in pairs, which accelerate younger pupils' attainment and achievement.
72. There is currently no permanent co-ordinator but it is evident that the subject has been well led in the past. In the meantime the headteacher provides satisfactory leadership and management and has wisely secured the services of an ICT technician to provide weekly visits to maintain the network. There has been good improvement since the last inspection because teachers have received good support, training and guidance. ICT is well resourced apart from having no sensory thermometers or data loggers, which restricts some aspects of pupils' learning. The setting up and opening of the ICT suite has supported teaching and enhanced pupils' learning well. Software is organised efficiently and is easily accessible.

Information and communication technology across the curriculum

73. Good use is made of pupils' developing ICT skills in many subjects. A good deal of the work in ICT is based on other subjects and this helps give pupils an understanding of how computers are used in the real world. In literacy lessons pupils use computers to create effectively written and edited texts. For instance Year 2 pupils achieved well in using research information to construct interesting non-fiction texts about kangaroos.

HUMANITIES

74. **Religious education** was inspected separately from this inspection because the school is Voluntary Aided.
75. **History** was sampled because no lessons were seen and there was insufficient evidence to make a judgment about provision overall. Pupils' work in exercise books and on display was analysed. Standards in history by the ages of seven and eleven are in line with national expectations and pupils' achievement is satisfactory. Coverage of the curriculum in each subject is satisfactory, although work sampling revealed that insufficient use is made of infant and younger junior pupils' literacy skills to record their work. Good use is made of

the local environment in history and a good number of visits and visitors enhance the provision.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The co-ordinator provides very good specialist teaching in Years 1 and 2 and 5 and 6.
- Good use is made of the local environment and residential field trips.

Commentary

76. The school correctly identifies geography as a strength within the curriculum. The last time the school was inspected standards in geography were average at the end of Year 2 and Year 6. Since then they have improved to be above average at the end of both key stages and pupils' achievement is good overall, and often very good in lessons.
77. Teaching and learning are good in geography lessons and are often very good. By the end of Year 2 pupils have a good knowledge of local places and can compare life in a village with that on the fictitious Isle of Struay in the Katie Morag books. The teacher skilfully used ICT in geography lessons, for instance when compiling a graph about different ways of travelling to school. Year 3 and Year 4 pupils achieved very well when using local maps to obtain evidence of settlements and why they were built in a particular place. Pupils are engrossed in this task as the teacher makes the lesson really gripping and refers to local places which the pupils know well. Very good use is made of resources and there is a very good focus on specific geographical vocabulary such as 'contour lines,' 'bourne' and 'combe.' Year 5 and Year 6 pupils also achieve very well as they are taught by the co-ordinator who has high standards for work and behaviour. Very good use is made of the interactive whiteboard in this lesson as the teacher uses it to show pictures of coastal features and to ask pertinent questions about the various features which accelerates pupils' learning. Year 6 pupils' presentation of their geography work is good as the specialist teacher has high expectations for this and also marks work regularly and effectively.
78. The co-ordinator provides good leadership and management as she is enthusiastic and very knowledgeable. Assessment is good and has improved since the last inspection. Good use is made of the local environment as pupils conduct local history and geography projects and older pupils enjoy a weekend residential visit to Leeson House near Swanage. This has a good impact on their learning and personal development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. No lessons in **art and design** were observed during the inspection. The work in art and design from a sample of pupils, including their sketchbooks indicates that their drawing skills are not consistently developed. There are some

satisfactory examples of observational drawings, for example of the features of a human face, but on the whole, their drawings show that their understanding of shape, tone and form is below that expected in primary schools. However, pupils have good opportunities to study and emulate the work of artists from other times and cultures such as Kandinsky and Jackson Pollack. They are making good use of ICT in exploring colour and pattern. Good extra-curricular opportunities include visits to the Tate galleries in London.

80. No lessons were observed in **design and technology** during the inspection. From looking at pupils' work, it is evident that they are working at the levels that are generally expected in primary schools. Pupils make satisfactory links with literacy in writing lists and labels, and in reviewing their work. Younger pupils investigate different ways of joining materials together and evaluate their findings in simple statements. Older pupils use planning sheets carefully, follow instructions closely, and enjoy evaluating the finished product such as Christmas cakes or biscuits. There are good opportunities for pupils to use their personal and social skills as they are required to work in small groups or in pairs. There are too few opportunities for them to make use of their mathematical skills in measuring

Music

81. During the inspection no music lessons were observed. Singing in assemblies is satisfactory although no attention is paid to posture or enunciation, or to the elements of music such as tempo, pitch and dynamics.
82. The subject leader has arranged concerts in the local church, for instance at Christmas, and services to celebrate the achievement of the pupils who will be leaving at the end of each Summer Term. The headteacher teaches descant recorders but this activity was not observed during the inspection. Parents expressed a wish for the school to investigate securing the services of the county music peripatetic teaching service, and the school is taking steps to do so. The subject leader has left the school so the school is considering ways in which the profile of music in the curriculum can be safeguarded in the near future.

Physical Education

Provision in physical education is **very good**

Main strengths and weaknesses

- A wide range of very good experiences is available to pupils and they show fine co-ordination and control, and a determination to succeed.
- The co-ordinator is a physical education specialist and inspires pupils with her high levels of enthusiasm and fitness.

Commentary

83. Standards in physical education are above the national expectations in Year 2 and Year 6. This shows good improvement since the last inspection as the school has maintained and extended the good provision. Pupils have very good access to

gymnastics, games, sports, dance, athletics and swimming. Teachers make good use of both the attractive outdoor and indoor facilities and, during the inspection, never missed sessions because of inclement weather.

84. Pupils achieve very well because teaching is very good. The specialist teacher demonstrates technical skills well and, as a result, the pupils try hard to achieve good control and poise. Younger pupils use space very well and travel competently using different speeds and techniques. They show expertise when balancing and holding a position and plan, perform and evaluate sequences of increasing complexity. By Year 6, pupils extend their individual skills to work very well with partners and small groups co-operatively.
85. Teaching and learning are very good. The specialist teacher has outstanding subject knowledge and expects and challenges all pupils to achieve highly. In a very good lesson in Year 5/6, the teacher explained clearly to the pupils exactly what was expected of them and how to achieve the end result. This built pupils' confidence so they tried their best to move safely, skilfully and creatively. In a mixed Year 1 and 2 class, pupils achieved very well when consolidating and improving the techniques of jogging and sprinting. This is because the specialist teacher reinforces the appropriate technical vocabulary such as sprint, jog and hurdle well and manages the class firmly so that they respond to her instructions immediately. The pupils made very good progress because they understood the purpose of practising the skills.
86. The co-ordinator provides very good leadership and management. She is passionate about her subject and possesses excellent subject knowledge and expertise which she skilfully conveys to all pupils thereby raising their attainment and achievement. The profile of physical education in the school has been raised even further through the school's success in achieving an Active Mark. The provision is also significantly enriched through a wide range of extra-curricular activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Planning for personal, social and health education and citizenship is good. There is a whole school scheme that is consistently implemented. All teachers plan regular lessons and skilfully integrate aspects of personal, social and health education into subjects such as science. Healthy eating and living is given a high priority in the science curriculum and displays around the school are often the results of discussions about issues such as the importance of friendship and caring for others. All these initiatives have a positive impact on pupils' personal and social development
88. The older pupils receive more formal teaching on sex education and drugs awareness. Class and school councils have been formed which are having a good impact on helping pupils to develop their personal and social skills and become better citizens and pupils are given increasing opportunities to make decisions about the school and how it functions. A good awareness and development of citizenship has been gained via the pupils' request to organise a 'Car Washing Café' to raise money for the victims of the tsunami and to purchase outdoor equipment. The outcomes of the provision are positive as seen in pupils' good attitudes and very good relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3
<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>	