

INSPECTION REPORT

WILLIAM GILPIN PRIMARY SCHOOL

Boldre, Lymington

LEA area: Hampshire

Unique reference number: 116353

Headteacher: Mr R Phillips

Lead inspector: Keith Sadler

Dates of inspection: 16 – 17 May 2005

Inspection number: 268262

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	94
School address:	Pilley Hill Boldre Lymington Hampshire
Postcode:	SO41 5QG
Telephone number:	0159- 673460
Appropriate authority:	Governing body
Name of chair of governors:	Dr Ted Cantrell
Date of previous inspection:	5 July 1999

CHARACTERISTICS OF THE SCHOOL

William Gilpin is a smaller than average sized village primary school. It is located in Boldre which is just north of Lymington in the New Forest. It is housed in predominantly Victorian buildings with the addition of two temporary rooms, one of which is particularly old. Pupils come from a range socio-economic backgrounds. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils whose first language is not English is higher than most schools though none of these pupils is at an early stage of English language acquisition. Children's attainment on entry to the school is average. The percentage of pupils identified as having special educational needs is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The class teachers at William Gilpin Primary School provide good teaching and the pupils achieve well but the leadership and management of the headteacher have serious weaknesses. Because of this **the school's effectiveness has to be judged only satisfactory overall** and as providing only satisfactory value for money. There is a relatively high proportion of very good teaching and no unsatisfactory teaching. By the end of Year 6 standards are generally above average in most subjects and well above average in English. The governance of the school is unsatisfactory because the governors do not receive enough information from the headteacher to fulfil their responsibilities.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher are unsatisfactory.
- Pupils' attitudes to the school are very good: they enjoy lessons and coming to school.
- Parents' levels of satisfaction with the school are low. The school's partnership with parents is unsatisfactory.
- The pupils' achievement is good and standards are generally above average.
- Governance is unsatisfactory.
- The quality of teaching and learning is good. In particular, teaching assistants make a valuable contribution to the school's provision.
- There are weaknesses in the arrangements for the health and safety of pupils.
- The pupils' social and moral development is very good.

The school has shown unsatisfactory improvement since the previous inspection. There has been very good improvement in the arrangements for the curriculum for children in the Foundation Stage where there is a very good balance across the areas of learning and there are clear objectives set in the teacher's planning. Whilst the reports to parents are now satisfactory, there has been unsatisfactory improvement in the arrangements to inform parents about their children's education and progress. There has been unsatisfactory improvement in the school's ability to plan strategically and effectively. The school development plan is unsatisfactory.

STANDARDS ACHIEVED

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

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. Care should be taken when interpreting the results of small year groups in small groups. The effect of one addition pupil on, for example, a school percentage measure can be considerable, whereas in larger schools the effect will be less marked.

Pupils achieve well in relation to their ability. Children enter the school with average attainment levels. They make good progress in the Foundation Stage, achieving well and almost all children attain the expected goals with many exceeding them. Pupils' overall achievement is good throughout the school. By the end of Year 2 standards are above the national average in speaking and listening, reading, writing and mathematics. In Years 3 to 6 pupils continue to achieve well and Year 6 pupils are currently attaining standards that are well above expectations in speaking and listening, reading and writing. In mathematics and science standards are currently above average. The table above shows that standards have been generally above the national average for the past

three years, though caution is needed interpreting results because cohorts are small. For example, there were only eight pupils in the Year 6 group taking the 2004 national tests. The A* gained for English in 2002 represents standards amongst the top five per cent in the country.

Pupils' personal development is very good. Pupils' moral and social development is very good. Spiritual development is good and cultural development satisfactory. Their attitudes to learning and to each other are very good and a strength of the school. Their behaviour is good and the pupils enjoy school and learning. The school has nurtured good levels of confidence and self-esteem in the pupils, and they enjoy the opportunities provided for them to be enterprising and to take responsibility. The school has an inclusive ethos which helps the pupils to have very positive attitudes. Rates of attendance are above average.

QUALITY OF EDUCATION

The quality of education provided by the teaching staff and teaching assistants is good. The quality of teaching and learning is good. In over three quarters of lessons, the quality of teaching and learning was good or better. It was very good in about a third of lessons. The quality of teaching and learning is very good in English and mathematics. The quality of teaching is supported effectively by the teaching assistants, who make a strong contribution to the pupils' learning. The curriculum is satisfactory and meets all statutory requirements. The curriculum in the Foundation Stage is of good quality. The curriculum for English and for the pupils' personal, social, health and citizenship education (PSHCE) is good. It is satisfactory for most other subjects though there is a weakness in the curriculum for geography. There is a satisfactory range of activities to enrich the curriculum. The arrangements for the health and welfare of pupils are unsatisfactory. Pupils' education is limited by the unsatisfactory links that the school has with the parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. There is a serious weakness in the leadership and management of the headteacher. He does not have a clear vision for the school and he provides too little leadership in the important areas of developing teaching and learning and the curriculum. In addition, the school's development plan is weak and, as at the time of the last inspection, it does not provide a useful and comprehensive tool to steer longer-term improvements. Although standards are generally above average they have the potential to be even higher if there were rigorous monitoring and evaluation of teaching and learning. Governance is unsatisfactory. The governors are deeply committed to the school but have suffered from not receiving sufficient useful information from the headteacher to enable them to challenge and support the school. Although the two senior members of staff work hard to ensure that subjects are led effectively, no time is given to them to enable them to monitor and evaluate work. In addition, one teacher has no subject responsibilities and those of the headteacher are limited. However, teamwork within the school is good. The school ensures that all pupils are included in activities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and lessons and they generally have positive views. A high proportion of parents express significant concerns about aspects of the school, particularly those relating to the way that the school is run, how they are consulted and the very limited extent to which they are involved in their children's education. However, they think that the teaching is good. Inspection findings confirm the parents' views.

IMPROVEMENTS NEEDED

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

- Improve the quality of leadership and management of the headteacher.
- Strengthen the partnership between parents and the school.
- Improve governance.

- Remove weaknesses in the arrangements for the care and health and safety of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. It is good in the Foundation Stage, and good in Years 1 and 2, where pupils attain above average standards in reading, writing and mathematics. Achievement continues to be good by Year 6, where standards in English are currently well above average and in mathematics and science they are above average.

Main strengths and weaknesses

- Pupils of all abilities achieve well over their time in school.
- Test results in Year 2 and Year 6 compare very favourably with similar schools.
- Standards are particularly high in speaking and listening.

Commentary

1. Although the full range of ability is represented in the children starting school, overall their attainment on entry is broadly average. However, as each year group is small in number, there are often significant variations. Regardless of the differences between pupils, their progress during their time at the school results in good achievement by the time that they reach Year 6. This is due to the good teaching that helps pupils to make good progress and attain standards that are higher in relation to their past attainment. There are no significant differences in the achievement of boys and girls. The few pupils that are identified as having special educational needs achieve as well as their classmates. Pupils who are very able are provided with appropriate learning activities in school, are challenged and achieve well in relation to their capabilities. The improvement trend in national tests for both seven and 11-year-olds is above the national trend.
2. The children in the reception class are on track to achieve the early learning goals that are set for the end of the Foundation Stage in their personal, social and emotional development. In the communication, language and literacy, mathematical, knowledge and understanding of the world and creative areas of learning, children are on course to achieve the learning goals with many exceeding them. It is not possible to make a judgement on the children's physical development because only one short lesson was seen in this area. The children achieve well and are provided with a good foundation to commence the National Curriculum.
3. Pupils' achievement is good during Years 1 and 2. Pupils now in Year 2 are attaining standards that are above the national average in speaking and listening, reading, writing and mathematics. In science standards are in line with expectations. In each of these subjects pupils achieve well. In ICT standards are above expectations overall and the pupils' achievement is good.
4. The school's results in the national tests at the end of Year 2 show some fluctuations from year to year. To some extent this reflects the small cohort sizes. The small numbers of pupils involved means that group results have to be interpreted cautiously. Results have fluctuated particularly widely in writing. Between 2003 and 2004 these test results moved from being below the national average to be within the best five per cent nationally.

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

Standards in:	School results	National results
reading	17.6 (16.8)	15.8 (15.7)
writing	18.2 (13.8)	14.6 (14.6)
mathematics	17.8 (14.8)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

- Pupils achieve well when they are in Years 3 to 6. This is seen when their present attainment is compared with how well they have done in the past, as shown by test results and teachers' assessments in subjects across the curriculum. Individual pupils maintain good progress partly as a result of teachers' thorough planning for pupils of different ages and abilities, particularly in the upper junior class. The pupils in Year 6 are currently attaining standards that are well above the national expectations in reading and writing. In mathematics and science, standards are currently above average. The quality of pupils' speaking and listening skills continues to develop throughout the two junior classes and standards are well above expectations by Year 6. This is evident in discussions between pupils and with adults. Pupils' attentive, respectful listening, very mature expression of opinion and knowledgeable explanations are significant features of many lessons. As a result of the good assessment systems in place, the school generally meets its targets for English and mathematics that are set in conjunction with the local education authority.
- The general picture of the pupils' standards in mathematics and science is very similar to that at the time of the last inspection. In English there has been an improvement from the above average standards to the current well above average levels in each of speaking and listening, reading and writing.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good and their spiritual, moral, social and cultural development is good overall. Behaviour and levels of attendance are also good.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and good behaviour in the classroom help them to achieve well.
- The good relationships between pupils and between pupils and staff are the result of the good ethos of the school and the good example set by teachers and support staff.
- The spiritual, social, moral and cultural aspects of pupils' development are fostered well overall, but more could be done to encourage an appreciation of cultural diversity.
- Pupils are willing to show initiative and take responsibility but could be given more opportunities to do so.
- Pupils' attendance levels and punctuality are good.

Commentary

- Pupils have very good attitudes to their work and collaborate well with other children. This is a strength of the school. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks.
- Standards of behaviour are good in the classrooms and around the school. Pupils discuss class rules and they are fully aware of the high standards expected by all staff. Attendance levels have improved and are now above average and pupils arrive punctually. The good ethos of the school results in pupils knowing right from wrong and showing consideration for others. The pupils play harmoniously together at playtimes and no signs of aggressive

behaviour were seen during the inspection. Pupils confirmed that bullying does occur, but very rarely, and that instances of inappropriate behaviour are dealt with quickly by the staff. Racial harmony is promoted well. There have been no exclusions in the past year.

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data	4.7	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.

9. Pupils willingly take on responsibilities. These include acting as monitors, ringing the school bell and acting as 'buddies' for the youngest children. However, there is no school council although pupils are currently learning about the election processes with great enthusiasm through personal, social, health and citizenship lessons. Pupils spoken to during the inspection said that they would like to do '*more important things*'. They co-operate well when raising funds for others less fortunate than themselves.
10. Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils are very aware of right and wrong. This is because teachers and support staff give a positive lead in engendering good relationships and by giving praise and encouragement. Moral and social issues are discussed in personal, social, health and citizenship lessons and pair and group activities enable pupils to develop their social skills effectively. Extra-curricular activities allow pupils to learn how to negotiate and a residential journey means that Year 5 and Year 6 pupils learn about working with others closely. The school enables all pupils to be included effectively in activities and so they make good progress in their personal development.
11. Pupils are given good opportunities to develop self-awareness during assemblies which allow time for reflection and prayer. Individuals are valued. They are given good opportunities to understand their own culture through their learning in subjects such as religious education and art. However, although these lessons also provide some opportunities to promote understanding of other cultural traditions, more could be done to promote pupils' understanding of the different cultures that make up contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the teaching staff and teaching assistants is good. Teaching, learning and assessment are all good. The quality of the curriculum is satisfactory though it is good in English, mathematics and science. The arrangements for the care, welfare and guidance of pupils are broadly satisfactory overall though there are weaknesses. The partnership with parents is unsatisfactory.

Teaching and learning

The quality of teaching and learning is good. Pupils have positive attitudes to learning and enjoy lessons. The use of assessment is good.

Main strengths and weaknesses

- Teaching and learning are good or better in over three quarters of lessons.
- Teachers plan lessons well.
- Teaching assistants make a very good contribution to teaching and learning in all four classes.
- The quality of teaching and learning has improved since the last inspection.
- The quality and range of homework set are inconsistent across the classes.

- The headteacher does not make sufficient contribution to teaching and learning as he does not have a regular teaching commitment.

Commentary

12. In over three quarters of lessons, the quality of teaching and learning was good or better. It was very good in about a third of lessons. This marks an improvement in the quality of teaching found in the last inspection where less than half the teaching was good. The quality of teaching and learning is very good in English and mathematics.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	10	5	0	0	0

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

13. In the Foundation Stage, the teacher is experienced and presents a very well planned programme of activities with a good emphasis on language and literacy, personal social and emotional development and mathematical development. The teaching assistant in this class, as in the other three classes, provides very good support for the children's learning. Relationships are very good and this contributes to a positive and purposeful atmosphere in the Foundation Stage class. The children respond well to the learning environment and are well-behaved, co-operative and they enjoy lessons.
14. The quality of teaching and learning at Key Stage 1 in the infant class is currently very good. There are indications from the review of pupils' previous work that there has been very considerable improvement in the teaching in this class through the school year. Overall, therefore, the quality of teaching and learning for Year 1 and 2 pupils is good. Lessons are very well planned, with the teacher having very high expectations of what the pupils can achieve. The pupils rise to the challenge and generally produce work of good quality. They work together very well, concentrating well in lessons and supporting each other in their learning when working on the good quality tasks that are set. One particular feature of this class is the way in which the work is integrated together across a number of subjects. This helps to make learning relevant and real for the pupils and, as a result, they progress well.
15. The quality of teaching is good at Key Stage 2 and is consistently very good in the upper junior class. Here too, lessons are well planned with interesting and exciting activities being set. One particular feature in both classes is the way in which the pupils are provided with very good opportunities to collaborate together in their learning. This helps all pupils to learn effectively, develops speaking and listening skills very well and it also encourages all to take part in the work provided.
16. A further positive feature of the teaching and learning is the contribution made by the teaching assistants. These staff provide a very good support to pupils whether working with individuals, with those with special educational needs or when leading groups of pupils in subjects across the whole curriculum. They make a very positive contribution to the quality of teaching and learning.
17. Teachers are skilled in ensuring that the work set meets the varying needs of the pupils in their classes. This is a particular challenge because not only are their two age groups in each class but there is also a wide range of ability. Because much of the work is set through the provision of open-ended problem-solving type activities, all are enabled to participate.

18. Some parents, in both the questionnaires and the parents' meeting, were critical about the amount of homework set. Inspection findings are that the quantity of work set is reasonable and broadly in line with national recommendations. However, there are inconsistencies in approach to managing the homework process with teachers having different expectations of what pupils should do and the timescales for completion.
19. The headteacher does not make a significant contribution to teaching and learning since he has no regular teaching commitment. This represents a significant under-use of teaching resources in such a small school.
20. The use of assessment is good. Teachers question pupils well and modify future work well in light of the pupils' responses. Achievements are carefully recorded in all subjects and the recent initiative to provide targets in English and mathematics is having a positive impact because this helps pupils to understand what is expected of them over time.
21. The school has few pupils with special educational needs and there are no pupils who speak English as an additional language and are at an early stage of English acquisition. Pupils who have special educational needs are taught well and the quality of their learning is in line with that of their peers.

The curriculum

The school provides a satisfactory curriculum.

Main strengths and weaknesses

- The school provides a satisfactory range of additional activities which enhance the curriculum.
- There are no formal procedures for monitoring the curriculum in order to identify strengths and areas for improvement.
- Arrangements for pupils with special educational need are good.
- Teachers' support assistants are very effective.
- Arrangements for pupils' personal, social and health education are good.

Commentary

22. The curriculum meets statutory requirements and the needs and interests of all pupils. The curriculum is enriched satisfactorily because there are visits to the school by artists and musicians and pupils visit local areas of interest in order to support their learning. Opportunities for pupils to participate in sports events are good. Pupils participate in music events with local schools and the wider community. All pupils from age seven upwards have opportunities to attend the after-school clubs offered by the school. All of these activities not only develop pupils' interest in learning but also support their social, moral and cultural development.
23. The Foundation Stage curriculum is of good quality. This marks very good improvement since the last inspection when weaknesses were found. Planning is good in all six of the required areas of learning. There is a suitably strong emphasis on developing the children's personal social and emotional development which is achieved during teaching and learning in all areas. In addition, there is a good emphasis on developing the children's linguistic and mathematical skills. Here too, work is cleverly planned to enable these skills to be developed across the curriculum. The small number of Year 1 pupils in this class is catered for very well. The teacher makes good arrangements to ensure that the work set for these pupils meets the requirements of the National Curriculum. She also ensures that the work is parallel to that of the Year 1 pupils in the infant class.

24. The curriculum for English, mathematics and science is good. The school has made very good adaptations to the national strategies for English and mathematics to meet the needs of William Gilpin pupils and, as a result, the curriculum in these subjects is very broad, is rich and of high quality. In science, the curriculum is satisfactory and teachers now place a particular emphasis on the development of investigative skills. This is good practice and helps the curriculum to become relevant to pupils.
25. Teachers have devised a rolling programme of work and plan lessons together in order to ensure a consistent approach and that there is no repetition of areas of learning as a result of the mixed age classes. However, there are some weaknesses. The headteacher receives copies of the teachers' planning each half term but has no formal procedures for monitoring and evaluation or recording areas of strength and weakness. As a result, there is a lack of clarity in the strategic plan for improvement. In addition, the curriculum for geography is barely satisfactory. At present studies of other countries do not involve comparisons with life in England. In addition, there is little evidence of a local study and mapping skills are not shown in any of the work reviewed.
26. Accommodation and resources are satisfactory overall. Teaching resources are generally of good quality and in good condition. However, there is an urgent need to ensure that there is internet access available to the pupils in the upper junior class. Currently they have to wait to have dedicated lessons in the lower junior class where access is available.
27. The school is well staffed with teachers although there has been a high turnover of staff since the previous inspection. Teaching assistants are very effective and support pupils' learning very well. Accommodation is satisfactory overall. Since the previous inspection the school has developed the outdoor facilities for reception children. This now provides them with good learning opportunities but there is a need to cover at least part of this area in order to provide shelter and shade. Large climbing apparatus has been installed on the school field for use at break times.
28. The school has satisfactory links with the local pre-school for pupils entering the reception class. Links with local secondary school, the shared use of the swimming pool and the arrangements for transfer to the next school at the end of Year 6 are satisfactory.

Care, guidance and support

The school provides satisfactory standards of care and welfare. However, the provision for the health and safety of the pupils in the school is unsatisfactory. The support, advice and guidance that the pupils receive are good.

Main strengths and weaknesses

- There are breaches in the school's statutory requirements to secure the health and safety of pupils.
- Pupils have access to well-informed support, advice and guidance.
- The school could do more to seek pupils' views.
- Pupils are introduced to school life well.

Commentary

29. The school provides a happy environment that is conducive to learning. However, health and safety reviews are neither sufficiently rigorous nor systematically implemented. Pupils' healthy and safe living is being promoted through good personal, social, health and citizenship lessons and the school is close to receiving Healthy Schools status. Child protection procedures are satisfactory, although the headteacher has a need to update his training in this area. There is good liaison with other agencies. Designated members of staff are fully up to

date in aspects of first aid, and risk assessments are undertaken regularly. However, there are no formal records of these assessments.

30. Assessment procedures for tracking and improving pupils' academic progress are well developed in all subjects. The good relationships between pupils, teachers and support staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Targets are set and pupils are aware of these targets. All pupils are valued but their views are not actively sought on a regular, formal basis as they could be through, for example, a school council. However, they are now being involved through their citizenship lessons in choosing new playground equipment, and they are very excited about this.
31. Good induction arrangements and good liaison with local playgroups ensure that children settle happily into school. These good induction arrangements also cover those pupils who arrive in school at times other than at the beginning of the school year.

Partnership with parents, other schools and the community

The school has unsatisfactory links with parents. Links with other schools and colleges and the community are satisfactory.

Main strengths and weaknesses

- A very significant number of parents have a considerable number of concerns.
- The school does not involve parents in the school through seeking, valuing and acting on their ideas.
- The contribution of links with parents to their children's learning at school and at home are unsatisfactory.
- A majority of parents do not feel comfortable about approaching the school and do not feel the school is led and managed well.

Commentary

32. Links with parents are unsatisfactory and have deteriorated since the previous inspection when they were good. Many parents who attended the parents' meeting before the inspection or who filled in the parents' questionnaire appreciated the good arrangements for the youngest children to start school and they say that their children are happy at school. However, almost half of these parents do not feel the school is well led and managed and are not comfortable about approaching the headteacher with any concerns or complaints. They also reported that the headteacher is rarely available to talk to them at the start or the end of the school day. They also feel that the school does not seek their views and take account of their suggestions. The inspection team accepts the parental concerns as valid.
33. Parents are provided with satisfactory information about the school through, for example, the prospectus, correspondence and newsletters, although these newsletters are written in an impersonal manner. Information about the areas of the curriculum and topics to be studied by the pupils is given out verbally and only once a year. However, the headteacher is organising an extra session for parents in the spring term to cover this area. The contribution parents make to learning is unsatisfactory as they are not informed and involved enough to be in a position to help their children in the way they would like. There have been few sessions arranged for parents to help them understand how subjects such as numeracy are taught. Parents receive information about their children's progress and standards through consultation evenings and satisfactory annual reports. The only questionnaire to seek the views of the parents, before the OFSTED questionnaire, was sent out approximately three years ago.
34. A few parents come in to school, for example to hear pupils read, and many come in to help on visits. The Friends of William Gilpin School has been a thriving and very active

association, but it barely exists now. Parents say that this is because their ideas are often thwarted by the headteacher.

35. A minority of parents expressed concerns about incidents of harassment or bullying at the school. The inspection team saw no evidence of bullying during the inspection period. However, pupils spoken to said that bullying does occur, but only rarely and that incidents of inappropriate behaviour are dealt with quickly.
36. Satisfactory links with other schools and the community are used to pupils' benefit. The school has links with the church and pupils visit local places of interest. The wider community is also used as an educational resource. For example, Year 5 and Year 6 pupils enjoy residential visits to activity centres and pupils regularly take part in activities with other schools. Pupils from local secondary schools come in for work experience and the school takes in students from a local university for their initial teacher training. Satisfactory links with the local secondary schools ensure that pupils are prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

There are serious weaknesses in the leadership and management of the headteacher. The leadership and management of other key staff are satisfactory. Governance is unsatisfactory.

Main strengths and weaknesses

- The headteacher does not provide sufficient rigour or depth to his evaluation of teaching and learning.
- The school development plan, as at the time of the last inspection, is weak.
- Governors are deeply committed to the school, though there are weaknesses that lead governance to be unsatisfactory.

Commentary

37. The headteacher provides good pastoral support to the teaching team and he ensures that they work together successfully. However, there are serious weaknesses in his leadership and management. He does not have a clear vision for the future of the school; he has given too little attention to providing firm curriculum leadership through his monitoring role and to ensuring that the standards attained are raised further.
38. The school improvement plan does not provide a cohesive and useful tool for the development of the school. The actions identified in the plan are very broad with too many of them being little other than short-term tasks with little benefit to improving standards. There is too little indication of how actions are to be monitored and there is no provision for evaluation of actions. Furthermore, both governors and senior staff report that they have had little input into the development of the plan. Governors did not receive a completed copy of the plan for 2004-2005 until the year had only five months to run. In addition, although the school's evaluation states that there is a focus on science in the current school year, the plan contains little action that would boost the teaching and learning of science.
39. A majority of parents, in the questionnaires, state that they neither feel comfortable about approaching the school with questions or a problem nor do they feel that the school seeks their views and take account of their suggestions and concerns. In addition, almost half of respondents expressing a view stated that they felt that the school is not led and managed well. These views were vociferously confirmed in the parents' meeting. Inspection findings confirm the parents' views. Parents reported that the head is rarely available to talk with them at the start and end of the school day. The Friends of the School, replacing the Parent Teachers Association feels undervalued and unwanted.

40. The headteacher does not maintain a sufficiently high profile in the school. For example, he does not have a regular weekly teaching commitment even though the school is small. This limits his opportunities to gain a thorough understanding of how pupils are progressing in their learning and to know them as individuals. This is exacerbated because there is too little robust monitoring and evaluation of teaching and learning. In addition, although performance management processes are in place, there is a lack of rigour and focus in the targets set for teaching staff. Objectives are simplistic and lack clearly measurable outcomes for success.
41. The governing body is committed and tries hard to support the school well. However, taken overall, governance of the school is unsatisfactory. There are a number of reasons for this. First, the headteacher has not provided sufficient quality information to enable the governors to fulfil their duties and responsibilities. The headteacher's reports to governors, until recently, have been very short and descriptive and seldom provide information about teaching and learning. This limits opportunities for governors to gain a thorough understanding of the school's strengths and weaknesses. Second, there are breaches in the school's statutory requirements to secure the health and safety of pupils. Third, although there have been a number of instances when governors have attempted to influence policy and direction in the school, on too many occasions these have been thwarted by the headteacher through the withholding of information. Fourth, their lack of involvement in the development of the school improvement plan has limited the extent to which the governing body has been able to either help to shape the vision and direction of the school or to provide challenge as well as support for the senior managers in the school. This, in turn, leads to the principles of best value not being given sufficiently high regard in the budget planning cycle.
42. Subject leadership is satisfactory, though there are weaknesses. The two key stage co-ordinators are pivotal to subject leadership as they take responsibility for all subjects in their own key stage. A third teacher has not, as yet, been given subject responsibility which has led to the two key stage co-ordinators having to bear additional subject responsibilities between them. Furthermore, no release time is provided for them to carry out their role. This limits their opportunity to monitor teaching and learning within the school and to support colleagues.
43. There are weaknesses in the budgeting process. Very significant amounts of surplus funds are carried forward from year to year and are increasing. In the last financial year this amounted to more than 10% of the total budget. Although some of this was earmarked for the potential development of a new school or the substantial refurbishment and extension of the current building, too little of the annual budget is allocated to provide for the pupils' education in the current school year. As a result, the under-spend is currently due to increase.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	399,726	Balance from previous year	39,623
Total expenditure	327,840	Balance carried forward to the next	71,886
Expenditure per pupil	3,488		

44. The school has a policy of appointing newly qualified teachers and their induction is managed well. Support by the key stage co-ordinators has provided new teachers with a secure basis to develop their careers. In addition, the school makes a good contribution to initial teacher training. Recruitment of staff has been a particular challenge for the school because there has been a very high turnover of staff in recent years. However, the processes are managed well and although the deployment of subject leadership responsibilities has led to a very burdensome workload for two teachers, the school is well set to meet the requirements of workforce reform. Learning support assistants play a very significant role in the school.

Despite some reservations by parents about their deployment, inspection findings are that the deployment of these staff is appropriate.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Children are admitted to the school in the year in which they become five with younger children starting on a part-time basis. Their attainment on entry is average. Children achieve well across all areas of learning and almost all are in line to reach the early learning goals by the end of the reception class. A minority of children significantly exceed the learning goals by the time they enter Year 1.

Teaching and learning are good overall. The support for pupils with special educational needs is very good. There are good arrangements for children starting school and good links with the local pre-school. A new grassed outside area has been established although there is no cover to provide shade in the summer months. Pupils now have well planned opportunities to use large wheeled equipment.

There have been significant improvements in the curriculum since the last inspection. The national guidelines for the Foundation Stage curriculum have been implemented effectively and there is now a good balance of activities across each of the six required areas of learning. Lesson objectives are clearly identified from the longer-term curriculum plans and the weaknesses identified in the last inspection have been eradicated.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Behaviour is very good.
- There is a good range of tasks which develop children's independence effectively.
- Children have good relationships with adults and each other.

Commentary

45. Children achieve well in this area because the quality of teaching and learning is good. The teacher and her assistant work well together to provide a wide range of activities within well-established routines. Adults use praise well and this emphasises the expectations of behaviour so that children behave very well. They enter and exit the classroom in an orderly manner and speak politely when answering their name on the register or when seeking help from the teacher. At the start of lessons they sit very still and listen attentively to the teacher and to each other. They learn to take turns and to share and co-operate well in play areas or when using the computers. For example, in a role-play activity involving a group of pupils learning about money, the children purchased their goods and queued patiently as they waited to be served at the checkout, saying please and thank you as they received their change. The teacher provides a good range of activities and resources for pupils to choose from which helps to develop their confidence and independence effectively. Most children are likely to achieve the early learning goals by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities are provided to develop children's skills, knowledge and understanding.
- Children learn and achieve well because lessons are generally well paced and challenging.
- Pupils are helped to understand clearly what they have to learn.

Commentary

46. The majority of children are on course to achieve the early learning goals and many will exceed them. They achieve well. The teacher and her assistant take care to make good use of opportunities for the development of language in daily activities. Children speak clearly and listen carefully to each other as well as to adults. There are good opportunities to learn about, and look at, books. Children were observed learning about the difference between fiction and non-fiction and how to use a contents page. Children enjoy reading out loud because the teacher reads dramatically and with very good expression which encourages them to do the same. A good range of activities is provided for children to learn the early skills of reading and writing. Children learn initial sounds of words and can write their own name. The more able pupils are beginning to write simple sentences and use computers to record them. Children of all levels of need and ability achieve well.
47. Teaching is good overall. In the best lessons pupils achieve very well because the teacher ensures good pace, provides challenging activities which are appropriate to individual levels of understanding, and makes good use of resources to support their learning. Children are very well supported by the teaching assistant who works with small groups to ensure that they complete their work. Learning objectives for the activities are clearly displayed around the classroom which are explained to the children and remind them of their purpose.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well.
- Lessons are carefully planned.
- Children have access to a wide range of learning opportunities.

Commentary

48. Almost all children are in line to attain the expected goals with many exceeding them. Their achievement is good. Children recognise numbers to 20 and have a good knowledge and understanding of shape. In one lesson, the more able children were using their knowledge of shape to create complicated repeated patterns. The teacher moves from group to group throughout lessons to challenge and support children as they work and to assess their progress which she records and uses to plan future lessons to ensure good achievement.
49. Teaching and learning are good. Lessons are usually well paced, though on occasion the introduction is too long so that some children begin to lose concentration before starting their activities. The teacher carefully plans for a wide range of activities within each area of mathematics to promote understanding and use of mathematical language. The lesson plans also ensure that children of all levels of need and ability achieve well because appropriate activities and tasks are planned to meet their individual needs. The teaching assistant is effective in supporting small groups of children in their activities. Resources are well planned

and are used well in order to help develop children's understanding. Appropriate software is available so that children have good opportunities to use computers to help them in their learning. Good links are made with other areas of learning. For example, in a literacy lesson in which children were devising shopping lists, they had good opportunities to role-play 'actual' shopping in a sweet shop and used their mathematical knowledge as they paid for the goods they purchased. In another lesson, the teacher used poetry to introduce the concept of repeating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of interesting activities is provided.
- Good use is made of the local area.
- The good resources for information and communication technology are used to support learning in this area very well.

Commentary

50. By the end of the reception year, most children reach the standards expected for their age and many exceed them. Their achievement is good. A good variety of activities are provided covering all aspects of this area of learning. Teaching and learning are good. Good use is made of the local environment with visits to the local church and other surrounding areas. Computers enable children to develop an interest in information and communication technology and in performing simple functions. They use programs to draw pictures and shapes, and some can word-process simple sentences which are used to enhance classroom displays. Displays on Sikhism show that children are taught about the cultures and beliefs of others. In one very good lesson the children were observed experimenting with coloured cellophane sheets to learn about what happens when colours are mixed together. A wide range of role-play activities is provided for children to explore their world and learn more about it. For example, during the time of the inspection a theme for the week was 'the shop' which was used well as a resource for children to become more aware of the world around them in role-play activities and as the basis for the adults to question children and develop their knowledge and understanding.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A significant majority of children achieve the early learning goals
- Teachers provide a wide range of opportunities for children to develop their skills with a strong emphasis upon practical activities
- Good links with other subjects

Commentary

51. Teaching and learning are good and as a result children are attaining what would be expected for their age with a high proportion working at the early stages of the National Curriculum. Children achieve well. They are exposed to a range of musical opportunities which includes learning about instruments used in other countries as a result of visitors to the school. They create small scented gardens by adapting shoeboxes to support their science work and learn more about number by using tissue paper to create large representations of numbers which they can use to help them in their mathematical work. The teacher places a strong emphasis

upon providing opportunities for role-play as seen in 'the shop' where children choose and buy goods. During a recent educational visit to Woodlands the teacher made very good use of creative opportunities for children to explore by introducing role-play activities which involved the children in becoming squirrels, moles and rabbits etc. as they learned about the environment. Children have good opportunities to use computers to design pictures and draw shape patterns. Work on display in the classroom shows that children are able to use a variety of media to produce self-portraits, collages and models by the end of the reception year. Children were observed enjoying their activities and behaving very well when working with others and on their own.

PHYSICAL DEVELOPMENT

52. It is not possible to make an overall judgement of provision or standards in the area of physical development, because too little teaching in this area was observed during the inspection. Children were observed on the playground using large wheeled and large pushing and pulling apparatus. The learning objective for the session was clearly displayed. Children showed good awareness of their own space and that of others and showed good control as they stopped and started at imaginary traffic lights. They were very good at taking turns in using the equipment and shared it well. The sloping area designated for these activities presents a minor hazard to children's safety so that the adult in-charge has to remain very alert to the possibility of pupils losing control of the apparatus they are riding.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above the national average in both in comparison with schools nationally and similar schools.
- Teaching and learning are very good.
- Teaching assistants make a very good contribution to pupils' learning.
- Pupils love reading and thoroughly enjoy English lessons.
- There are very good arrangements for promoting literacy skills across the whole curriculum.

Commentary

53. The provision for English is very good. Pupils of all abilities achieve well and make good progress in their learning. Standards in tests for reading and writing for seven-year-olds have been above the national average and currently Year 6 pupils attain well above expected standards. Standards in tests for 11-year-olds show that for the past four years the pupils' attainment has been well above average in comparison with both schools nationally and similar schools. Pupils continue to achieve well above average standards due to the good quality teaching and learning. The standards attained show a good improvement since the last inspection when progress and standards were above average.
54. Almost all pupils develop very strong speaking and listening skills as they move through the school. This is due to a number of factors. Across all subjects, teachers provide a range of exciting activities that require the pupils to work collaboratively and this supports their speaking and listening skills. Staff question pupils very well. They have high expectations of the quality and depth of the pupils' answers and give time to pupils to explain themselves.
55. The school places a strong emphasis on developing pupils' reading skills. Standards are well above average. Teaching assistants play an important part in supporting any pupils that need additional help and this boosts the pupils' confidence and their skills. Pupils thoroughly enjoy

reading and even the youngest pupils read accurately and with good expression. By the time that they reach Year 6, pupils are secure and confident readers who are fluent and are able to make good critical comments regarding the plot of the text they are reading. They talk excitedly about their favourite authors and are very skilled in providing comparisons between different characters in books that they have read or have studied in school.

56. Standards in writing are well above average. This, too, is a result of the very good teaching – particularly in the upper junior class. Teachers provide good opportunities for pupils to express themselves in most subjects. Most pupils are careful in their spelling and presentation, are thoughtful in their choice of words and have an excellent understanding of genre, style, purpose and audience. Pupils in Year 2 organise their writing well. They write purposefully, communicating meaning very well by using a wide range of kinds of writing including narrative, poetry, reports and letters. By the time that they reach Year 6, almost all pupils are strong writers. Their work is lively, thoughtful, well organised and interesting to the reader.
57. Teaching and learning are very good and have shown some improvement since the last inspection. Teachers have very good subject knowledge. They encourage and engage the pupils very well. One particular feature is the way in which the learning support staff contribute to pupils' writing skills in all three classes. They provide good explanations when asked questions by pupils and they lead small group sessions very effectively. They provide particularly good support for the few pupils that have special educational needs. They are patient and helpful to these pupils and, as a result, they too make good progress in their writing and achieve well. Pupils enjoy English lessons. They are positive in their attitude, concentrate very well and achieve well.
58. The curriculum for English is good. The school has made good adaptations to the national guidelines for literacy to meet the needs of the pupils in the school. In particular, the curriculum is carefully planned to ensure that ICT is well used in English and opportunities for speaking and listening are built into most lessons through collaborative group work. Leadership is good and management satisfactory. This is because although the two co-ordinators have a good understanding of the subject they are not afforded time to enable them to monitor teaching, learning and standards.

Language and literacy across the curriculum

59. Pupils' learning is supported very well across many subjects. Teachers are adept at providing good contexts for writing and speaking and listening and there are many good examples of literacy being used to support learning across the curriculum. In Year 2, for example, pupils prepare recipes which are linked to both English and science lessons where pupils are learning about senses. In geography, when learning about an imaginary Scottish island community, pupils write letters to enquire about life on the island. In the lower junior class, there are some quality examples of pupils writing about Henry VIII and his relationship with the church. By the time that they reach the upper junior class, most pupils' work in literacy is very well integrated with other subjects. Pupils write about town life and religious tolerance as part of their history topic, they write good quality reports of science investigations into permeable and impermeable rocks. In religious education, pupils write extended reports very effectively.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is very good in all classes and the pace of lessons is brisk
- Pupils enjoy mathematics, are enthusiastic in their work and achieve well
- Expectations of pupil's performance are high
- A good assessment system has been established
- Teachers do not always provide enough guidance when marking pupils' work to help them improve.

Commentary

60. Standards in mathematics are above average throughout the school. This is similar to the last inspection. The results of the most recent national tests confirm that standards are improving steadily - meeting the national average for similar schools and above average for schools nationally in Year 2 and Year 6. This is a direct result of the high expectations of the teachers, careful detailed planning and the good support provided, where required, by the learning support assistants.
61. Pupils' achievement is good overall. The investigative element of mathematics is being developed through interesting, challenging work that takes into account pupils' interests. For example in a Year 5 and 6 lesson on data handling pupils are set practical tasks after careful questioning to ensure they understood how to interpret the information provided using information they have collected. A lesson on the use of compass points and degrees in the lower junior class was made enjoyable by the active involvement of all pupils in the class to find hidden treasure. In the infant class pupils show how they estimate, measure and then carefully check with a ruler successfully. In each of these instances, the pupils achieved well.
62. The quality of teaching and learning is very good. Teachers are confident in their personal knowledge and understanding of mathematics. Pupils respond well to the enthusiastic teaching and careful use of resources, especially the overhead projectors linked to computers. At the start of each lesson teachers ensure that all pupils contribute to a fast paced mental mathematics session and then very clearly outline the lesson intentions and expectations. Within the class tasks are modified to meet the needs of the pupils and ensure that they at a suitable level taking into account the mixed age groups in each class. Constant reference to the lesson aims reminds pupils of the expectations. The brisk pace of the lessons ensures that interest and enthusiasm are maintained continually. At the end of the lesson the teachers remind pupils of the lesson aims and through the use of challenging questions check pupils' knowledge and understanding of the objectives.
63. Assessment arrangements are good. Most teachers mark pupils' work carefully but comments are not always used to develop understanding. Some marking very clearly sets out what is needed to improve but at other times it merely indicates whether work is correct or not. The system of tracking used in the school is good and enables teachers to identify the strengths and weaknesses of individual pupils. This is contributing to the maintaining of standards in the subject. Targets are set which are challenging and match the high expectations of the teachers.
64. Teachers promote a very good attitude to learning and pupils respond well to the challenge and enthusiasm seen in all lessons. The quality of work examined is high and the work set is challenging to pupils. Support provided by learning support assistants adds to the involvement of the pupils and is well planned with the class teacher.

65. Leadership and management of the subject are good. There is no subject leader but the upper and lower school co-ordinators meet regularly to ensure that the planning takes into account the needs of the curriculum and ensures progress throughout the school. There is little opportunity provided for the key stage co-ordinators to monitor the subject at present.
66. Resources are good and each classroom has the use of an overhead projector using ICT technology. There is only one interactive whiteboard at present. The use of computers in the classroom for individual learning in mathematics is underdeveloped.

Mathematics across the curriculum

67. Mathematical skills are used appropriately across the curriculum. In history good use is made of time lines and the theorems of Pythagoras are included in work on the ancient Greeks. Examples were seen of graphical work in science displayed in the classrooms. Lesson plans indicate that compass work is being developed for use in simple surveying of the school site.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Current standards attained by Year 6 pupils are above the national average and pupils' achievement is good.
- Lessons are interesting and motivate pupils.
- The quality of teaching and learning is good.
- There is no time allocated for co-ordinators of the subject to monitor teaching and learning in order to raise standards further.

Commentary

68. In Year 2 overall standards are in line with national expectations. Pupils achieve satisfactorily in Years 1 and 2. In the statutory teacher assessments, an above average percentage of pupils achieved the higher levels by the end of Year 2. Inspection findings confirm these views. By Year 6 pupils are on track to reach standards that are above national averages. Pupils achieve well and enthusiastically describe what they have learnt. Written work is well presented. This represents satisfactory improvement since the previous inspection.
69. Pupils develop their scientific skills well because of the good emphasis placed on investigational work. They are encouraged to devise fair tests, to write reports about their experiments and investigations, and to predict and draw conclusions. They use charts, tables and diagrams to support their observations. In discussion, pupils demonstrate a secure understanding of the meaning of a fair test and use an appropriate vocabulary to describe their work. In Year 2 they conduct experiments to learn about the conditions needed for growing seeds. In Year 4 pupils they find out more about electrical circuits by investigating ways to turn on a light bulb. In Year 6 pupils were observed learning about the acidity of soil samples by testing them with litmus paper. Overall, there is a strong emphasis on practical activities which result in pupils demonstrating good attitudes towards the subject and making good progress as they move through the school. One pupil said, "We really enjoy science because most of the time we do things."
70. Teaching and learning are good. A very good lesson was observed in Year 1 where pupils were using coloured cellophane sheets to learn about the effects of mixing colours. The best lessons are brought alive with the many opportunities teachers plan for pupils to learn from practical situations. Teachers regularly stress the need for fair testing and accurate recording. Marking is satisfactory overall, although some very good comments on pupils' work were seen in Year 4 which helped pupils to improve their work and extend their learning. Teaching

assistants are used very well to help pupils who might find it difficult to work independently. Pupils with special educational needs are given very good support so that they make the same good progress as others in the class.

71. The subject co-ordinators provide satisfactory leadership and management. As a result of an analysis and evaluation of results in the annual national tests and assessments they have a clearer view of the ways in which standards might be further improved. The curriculum is of appropriate quality. Work is carefully planned to take account of the mixed age classes and teachers plan lessons together so that there is a consistent approach throughout the school. However, there is insufficient monitoring of teaching and learning because the co-ordinators are not given time to carry out lesson observations and analyses of pupils' work. Resources are good and in good condition and used well to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good.
- Good use is made of ICT as part of most lessons.
- By the time that they reach Year 6, standards are above expectations.
- There is a need to provide internet access for pupils in the upper junior class.
- Provision for data logging is underdeveloped.

Commentary

72. Standards in ICT are above national expectations and pupils achieve well in ICT lessons. This shows good improvement since the last inspection. As well as dedicated ICT lessons, all three teachers have very good arrangements to make use of computers – particularly for word-processing - as part of class lessons. Pupils use the machines for this purpose in most lessons. However, there is a weakness in that the upper junior class does not have easy access to the internet as there is no provision for this in their classroom. As a result, the upper junior pupils do not have routine opportunities to research for information in history, geography, religious education and science because in order to do this they have to make use of the computers in the lower junior class.
73. The quality of teaching and learning is good. Work set is challenging for pupils and they respond well. For example in a good Year 1 and 2 mathematics lesson focussing on measurement, pupils were able to successfully input information into a simple database to show the length of found objects. Here, the class teacher pitched the work very well to challenge the pupils. They were very confident in using the keyboard. They were able to save their work and to compare different databases with their class mates. In a successful Year 3 and 4 lesson, the pupils were learning to enter data onto a spreadsheet. They were able to format the cells and to create a bar chart and line graph from their spreadsheet. The pupils showed well above average skills in this lesson which was enhanced by the teacher making good use of the interactive whiteboard available in her classroom.
74. By the time that they reach Year 6, pupils are able to prepare newspaper reports for the school election that recounts the election held as part of citizenship lessons. Here the task set by the teacher was very challenging, and the pupils responded well. The pupils were able to present successfully their work in columns, skilfully prepared banner headlines and produce high quality newspapers. Some pupils are very skilful in word-processing and write on the computers more quickly than with a pen.

75. The curriculum for ICT is of satisfactory quality overall, though there are weaknesses. Teachers effectively integrate planning for using ICT in many lessons as well as each class having dedicated ICT lessons. In consequence pupils use machines well as an everyday tool. However, provision could be substantially enhanced by the school having broadband access which would quicken the use of the internet. In addition, there are too few opportunities taken for pupils to make use of data logging and, as a result, the pupils' skills in this area are limited.

Information and communication technology across the curriculum

76. Pupils use ICT well across the curriculum. For example, pupils make good use of PowerPoint to record educational visits to the Isle of Wight as part of their geography curriculum. They use digital cameras to record school events and they are also able to integrate photos into multi-media presentations. Computers are used well to support pupils' writing across most curriculum subjects.

HUMANITIES

77. There were no geography lessons taught during the inspection and hence no full evaluation of provision in this subject can be made. History is reported in full.
78. In **geography**, pupils' work was studied and the subject discussed with the co-ordinator. The books studied show that the geography curriculum is barely satisfactory. There is little attempt to develop geographical ideas in a progressive way. Studies of other countries do not involve comparisons with life in England. There is no attempt at a local study and mapping skills are not shown in any of the work. The study of the books shows that teachers' expectations, in the work undertaken, are high and the work is found interesting by pupils. They appear to enjoy it and take pride in well presented and written work.
79. Links with other subjects are being developed as a part of the school curriculum. A mathematics lesson in the lower junior class introduced the idea of compass points and will continue to develop the concept through mapping the school and playing field. In the upper junior class, the use of longitude was discussed in a lesson on Tudor explorers. The co-ordinator is aware of the lack of development of the subject. Geography will be the focus for development in the immediate future.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teachers are enthusiastic and knowledgeable.
- Good use is made of a range of resources.
- There is some repetition of work within the year groups.

Commentary

80. The pupils' achievement is satisfactory and pupils attain standards that are in line with national expectations. There is a good emphasis placed on developing the pupils' skills in history, particularly in the upper junior class. As a result, their skills are above expectations particularly in the area of interrogating information. However, these skills could be further enhanced if the pupils had access to the internet to enable them to research systematically and independently.
81. Teaching in the lessons observed was good. Teachers are enthusiastic and share that enthusiasm with the pupils. They make good use of a range of suitable resources, including ICT, to ensure that pupils enjoy the subject and contribute well to the lessons.

82. In each of the lessons observed pupils' conclusions were challenged as part of an historical investigation. This was especially noted in a lower junior lesson where questions are asked about a portrait and how Henry VIII could gain information from the details shown. This was then used in an imaginative way to draw self-portraits showing interests and information to be shared with others.
83. Links to other subjects are well developed. For example the use of literacy skills ensures that both the content and presentation of work are satisfactory. Mathematics is used both for a time line and the mathematical development of the Ancient Greeks, this included a study of the theorem of Pythagoras and the ratio of the radius to the circumference of a circle.
84. The curriculum is planned to ensure that whilst there is apparent repetition between the year groups the detail is significantly different. For example, a study of Tudors in Years 3 and 4 is specific to the wives of Henry VIII and the influence of his actions on both Church and State. Lessons are used to introduce the concept of historical investigations through detailed observation. The Tudors in Years 5 and 6 is much broader considering explorers and the discoveries in the New World. The curriculum also examines in depth the daily life at the time. This approach is similar in a Victorian study in both year groups. Despite the care taken, there is inevitable repetition of basic information using this approach to the subject.
85. The use of homework, although limited, encourages pupils to continue with their studies outside of school. Pupils in year 5/6 were given a detailed task and it is expected that they will complete the research within a definite amount of time. They were given information as to how they can find out about the Tudor explorers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. During the inspection, too few lessons could be seen in art and design, music, design and technology and physical education to enable a judgement on the provision in these subjects to be made.
87. Two **art and design** lessons were seen. There are indications from these lessons and from work displayed that standards are at least in line with national expectations and that pupils' achievement is at least satisfactory. In both lessons, planning was good and the teachers were enthusiastic and had clear objectives for the lesson which were shared with the pupils. They reminded the pupils throughout the lesson what was expected of them. As a result the pupils achieved well in one lesson and satisfactorily in the second. A scrutiny of work on display throughout the school showed how collage is developed into sophisticated complex pictures using the skills learnt throughout the school. There were also examples using a range of art techniques including marbling, printing, and imaginative collage work using leaves mounted under clear adhesive plastic. The school has an art club developing the ideas met in the lessons.
88. **Music** is taught by a specialist part-time teacher, though none was taught during the inspection. The curriculum meets statutory requirements and is appropriately based on national guidelines and supported by published materials. Parents are dismayed at the lack of opportunity for their children to learn musical instruments. In addition, since the last inspection, opportunities for pupils to learn the recorder have been withdrawn.
89. During the inspection no lessons were seen in **design technology**. From an evaluation of work on display around the school there are indications that the standards achieved are in line with the national expectation. There are examples of the use of axles in car designs in the infant class and the same class are making coil pots in clay. Both pots and cars are carefully made and the car wheels rotate allowing the cars to be pushed. In the upper junior class, Year 5 and 6 pupils demonstrate a good range of weaving using different materials, wool, cloth and paper. The finished products are framed, carefully displayed and are of appropriate quality. Work on three-dimensional models is limited but there is evidence from a wire and

plaster sculpture that this is attempted and the work of other artists studied. The National Curriculum is being followed appropriately, and materials and expectations match the age range of the pupils in the work seen.

90. In **physical education**, two lessons were observed and there are indications from these two lessons that standards are at least in line with national expectations. In a very good infant dance lesson, the teacher had cleverly planned the lesson on the theme of “senses” and this integrated very well to the science work being studied at the time of the inspection. The pupils worked enthusiastically to develop good dance phrases in small groups. The teacher provided very good support and guidance in prompting the pupils to improve their performance by using and building on the pupils’ ideas. In a good upper junior games lesson in which pupils were developing their catching and throwing skills, the teacher commenced the lesson with a very good warm up. She used demonstration very well to challenge the pupils to improve their throwing and catching skills. This led into a game of rounders in which the pupils applied their skills well. The curriculum for physical education is appropriate, and although the school in its evaluation states that there is a need to extend the opportunities for games activities, the range of provision currently available is appropriate.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

Provision in personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- Pupils enjoy work in these areas and they achieve well.
- The quality of teaching and learning is very good.
- The curriculum is of good quality.

Commentary

91. The school places a suitable emphasis on personal, social, health and citizenship education. It is an aspect of learning that is well supported and as a result the pupils’ achievement is good. Standards are in line with the expectations of nationally agreed guidelines. The pupils’ personal and social education in particular is very good. It has a positive impact on all that the school seeks to do in terms of developing confident people. The school works hard to ensure that pupils work and operate harmoniously.
92. Two very good lessons were observed. One of the lessons seen was a very good joint lesson which included both junior classes working together. In this lesson, pupils’ citizenship education was enhanced considerably as the school modelled the parliamentary general election that was taking place at the time of the inspection. The school held a mock election with candidates from different parties. Each of the groups of pupils had a group leader who talked about their manifesto which focussed on the £100 provided by the school to make improvements to the school playground. Pupils had to make a sensible, informed decision about which group they wished to vote for. In this lesson, the teacher’s very good planning revealed a clear grasp of the issues. Pupils achieved very well and they acquired new knowledge and developed their ideas and increased their understanding of the political process very well.

93. In the second lesson observed, the infant class were considering the communities of family and school. In this lesson too, the quality of teaching and learning was very good. Work was made interesting and challenging for the pupils. Pupils enjoyed the activity and used their own ideas well.
94. Reviews of pupils work reveals that the curriculum is of good quality. The programme includes safety education, work on drug education as well as citizenship work. Currently the school is working towards gaining the Healthy Schools standard and this has had a positive impact on the pupils' health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grades</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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

poor (6); very poor (7).