

# INSPECTION REPORT

**ST FAITH'S CHURCH OF ENGLAND (VA)  
PRIMARY SCHOOL**

Winchester

LEA area: Hampshire

Unique reference number: 116374

Headteacher: Mr John Preston

Reporting inspector: David Penney  
23039

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> October 2001

Inspection number: 197432

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Aided
School category:	Primary
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	St Faith's Road St Cross Winchester Hampshire
Postcode:	SO23 9QB
Telephone number:	01962 854934
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Dugdale
Date of previous inspection:	November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Special educational needs English Geography History	What sort of school is it? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
09624	Graeme Norval	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
15011	Marion Wallace	Team inspector	Foundation stage Mathematics Design and technology Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
24137	Gail Robertson	Team inspector	Equal opportunities Science Art Music	The school's results and pupils' achievements. How well does the school care for its pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Faith's Church of England Voluntary Aided Primary School is situated in the St Cross area of Winchester, in a residential area; the majority of pupils come from families living in privately owned homes. About three-quarters come from within the parish, which is the priority for admissions. With 119 boys and girls on roll, it is smaller than average. While the number of boys and girls, overall, is very similar, there are significantly more boys in Years 2, 4 and 6 and significantly more girls in Years 3 and 5. The pupils come from predominately white ethnic backgrounds, with small numbers of pupils of black Caribbean, Pakistani and Indian heritage. Pupils' attainment on entry is above average with one or two very able pupils in each year group. Three pupils (2.5%) have a Statement of Special Educational Need, which is above national and local figures. There are twenty pupils (16.8%) on the register of SEN; this is broadly in line with the national average. Four pupils (3.4%) are eligible for free school meals, which is below the national average. No pupil has English as an additional language, which is low. The school has a favourable ratio of teachers to pupils. Both teachers of the older, junior-aged pupils were promoted out of the school at the end of the previous term; one of the replacement teachers is a temporary appointment with a permanent appointment being anticipated in January.

### **HOW GOOD THE SCHOOL IS**

St Faith's CE (VA) Primary School is a good school that gives good value for money. Standards in English, mathematics and science remain high and a greater proportion of pupils are now achieving the higher levels in national tests. The school's assessment, tracking and target setting systems are excellent. The way all available information is used is a key factor in the removal of under-achievement for higher attaining pupils in English, mathematics and science although more work remains to be done in other subjects. The quality of teaching is good, which helps pupils to make the progress of which they are capable. The leadership and management of the school are strong, overall, with some excellent features.

#### **What the school does well**

- Standards of reading, mathematics and science are well above the levels expected nationally throughout the school. Standards of writing and music are above those expected.
- Systems for tracking and supporting pupils' academic development in English, mathematics and science are outstanding.
- The procedures for evaluating the work of the school are very good. They have ensured that the school has taken vigorous and successful action to meet its targets.
- The contribution of the governing body to school improvement is very good. They are led outstandingly well and have an excellent grasp of the school's strengths and weaknesses.
- The school is led and managed well; there is a strong team ethic that results in the school being very well placed to effect further improvement.
- The partnership between parents and the school is very good, which makes a very good contribution to pupils' progress.

#### **What could be improved**

- Schemes of work and assessment procedures in subjects other than English, mathematics and science.
- Provision for children in the reception year group in some areas of learning.
- The quality and size of the accommodation.
- The attitudes to authority of a significant minority of pupils.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1999, since when it has improved at a good rate. All the key issues of that inspection have been addressed well, overall, with a necessary emphasis on improving pupils' achievement in English, mathematics and science. Standards in these subjects, as well as in music, have been maintained at a level that is above, and sometimes well above, the national average. An increasing proportion of pupils are attaining higher levels in national tests than average and all pupils are now achieving the levels they should. The headteacher has continued to

develop the rigour with which he evaluates the work of the school. All aspects of the school's work are now evaluated very effectively; the governing body makes a very good contribution to this process and is led outstandingly well. The school is very well placed to improve, as planned.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A	A	A	
science	A	A	B	C	

*(Care must be taken when judging individual year's comparative results because there are small numbers in each year group, with the result that each individual represents about five per cent of the total and results can appear more volatile than is the case.)*

The table shows that, in the national tests in 2000, pupils' results in Year 6 were well above the national average, and that for similar schools, in English and mathematics. In science, standards were above average nationally but were in line with the average for similar schools. Pupils in Year 2 in the same year achieved standards that were well above the average in writing and very high (in the top five per cent) in reading and mathematics when compared with similar schools and with all schools nationally. The school has maintained high standards in these subjects over a period of years. In the national tests in 2001, results were similar to those of the previous year, overall, although twice as many pupils achieved the higher levels in science in Year 6. The school achieved its targets in English but just failed to meet them in mathematics. Realistically challenging targets have been set for pupils' attainment in the national tests in 2002. Inspection findings are that the youngest children achieve above average standards in all areas of learning except creative and physical development where they are average. Standards in Years 2 and 6 are well above average in reading, mathematics and science. They are above average in speaking, writing and music and match expected levels in all other subjects. All pupils achieve the standards they should in English, mathematics and science but there is further work to be done to ensure that this is the case in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are interested and take part well in all the school has to offer.
Behaviour, in and out of classrooms	Satisfactory. While it tends to be good in classes, it is variable during play times. There have been no exclusions in the past year.
Personal development and relationships	Satisfactory. Relationships are good but a significant minority of pupils do not give enough thought to the effects of their actions on other people
Attendance	Very good. Attendance rates are well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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Quality of teaching	Good	Good	Good
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*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching of the children in the reception class is good, particularly in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. It is satisfactory in creative and physical development. The teaching of English, literacy, mathematics, numeracy, science, music and pupils with special educational needs is good and, as a result, pupils learn well and make good progress, overall, in these areas of the school's work. It is satisfactory in all other subjects, which results in pupils making sound progress. Because of continued good teaching, linked with improvements in the school's use of all available assessment information, the needs of all pupils are met well, particularly in English, mathematics and science, and they achieve good results in relation to their prior attainment. Basic skills are taught well in these subjects because teachers structure lessons effectively, which ensures that pupils acquire the necessary knowledge, skills and understanding in a logical sequence. Particular strengths in teaching are high expectations, good management, overall, of behaviour and good relationships, which result in confident pupils who are willing to try hard and to concentrate on their tasks. Where lessons are most effective and pupils learn most swiftly, it is because teachers' lesson plans identify clearly what pupils are expected to learn, teachers have very good subject knowledge and good questioning skills. This ensures that pupils are fully involved throughout the lesson and make very good progress in their learning. The contribution of specialist teachers and those for pupils with special educational needs is very good, resulting in pupils making very good progress in those lessons. The teaching of part-time teachers makes a good contribution to pupils' achievements.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory for children in the reception year and good elsewhere in the school. Aspects of provision in the Foundation Stage need further development, as do schemes of work in the foundation subjects.
Provision for pupils with special educational needs	Very good. Support is closely targeted to their needs and all necessary paperwork is in very good order. Consideration for the needs of pupils with special educational needs and for those identified as higher attaining permeates the work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for cultural development is very good and spiritual development is good. Provision for pupils' social and moral development is satisfactory.
How well the school cares for its pupils	Very good, overall, although the school needs to take more vigorous action to improve the attitudes of a significant minority of pupils. Their systems for tracking and supporting pupils' academic progress in English, mathematics and science are excellent.

The partnership between the school and the parents is very good. The extent of the School Association's financial contributions to the school's work is outstanding.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher continues to provide good levels of pastoral support and has developed the rigour needed to evaluate the work of the school. Subject management is satisfactory. There is a very good team ethic.

How well the governors fulfil their responsibilities	Very good. They fulfil their responsibilities well, have a strong effect on the direction of the school and an excellent grasp of its strengths and weaknesses. They are led outstandingly well.
The school's evaluation of its performance	Very good. The quality of teaching is evaluated with increasing rigour and the quality of learning is evaluated very well. The school has met its targets very well and there are good procedures for sustained self-improvement. The school development plan would benefit from minor improvements.
The strategic use of resources	Good. The school makes good use of unsatisfactory accommodation that hampers learning, especially in the Foundation Stage. Levels of staffing are good. Principles of best value are applied well. All available resources are used prudently and effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They feel that the school helps their children to become mature and to make good progress in academic terms.</li> <li>• They feel comfortable coming to the school with concerns, suggestions and complaints.</li> <li>• The teaching is good and their children are expected to work hard.</li> <li>• Provision for extra-curricular activities is very good.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• A number of parents feel that the amount of homework given their children is inconsistent.</li> <li>• Some feel that the range of activities provided by the school is not interesting enough.</li> </ul>

The inspection team agrees with nearly all of the positive views expressed by parents; the behaviour and attitudes of some pupils are not good enough. They judge that the range and extent of activities outside lessons is very good. The inspection took place early in the term, and half the teaching staff is new to the school; even so, there is no indication that homework provision is inconsistent.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The inspection took place in the fifth full week of the autumn term. The scrutiny of the standards of work in pupils' books was carried out on the work completed in the previous academic year. Work was scrutinised to gauge the progress pupils had made last year and to judge the ability range of pupils within those groups.

2. Over the last few years, the results of baseline assessments given in the reception class soon after children join the school show that children attain results that are higher than those expected of children at this age. The children have had a wide range of experiences before they come to school and have a good level of general knowledge, which benefits them in their early schoolwork.

3. In the national tests in 2000, pupils' results in Year 2 were well above the average in writing and very high (in the top five per cent) in reading and mathematics when compared with similar schools and with all schools nationally. Pupils in Year 6 in the same year achieved standards that were well above the national average, and that for similar schools, in English and mathematics. In science, standards were above average nationally and were in line with the average for similar schools. There are only very slight variations in the performance of boys and girls and, given the small number taking the tests, the figures are not significant.

4. In the 2001 national tests, pupils' standards in Year 2 were very similar to the previous years' figures in all tests. In Year 6, standards in English were also very similar. In mathematics, a greater proportion of pupils achieved the expected levels for their age but a lesser proportion of pupils achieved the higher levels. Every pupil achieved the expected levels in science, as they did in the previous year, and the proportion of them achieving the higher levels has nearly doubled. In these tests, the school achieved its targets in English but just failed to meet them in mathematics. Suitably realistic but challenging targets have been set for pupils' attainment at the end of Year 6 in the national tests in 2002.

5. Because each year group only has small numbers of pupils, great care must be taken when using percentages as an indicator of success; in this school, each individual accounts for about five per cent of the total for a year group and so figures can appear to be more volatile than is the case.

6. Inspection findings are that standards are now higher, overall, than at the time of the previous inspection, particularly in English, mathematics and science and especially for the higher-attaining pupils, where very good use of all available assessment information has made a major impact on raising standards. The school has worked extremely hard to raise the attainment and achievement of all its pupils in these subjects. Ninety eight percent of parents agreed with the statement that standards have improved and their child made good progress at the school; inspection evidence justifies the parental view.

7. Children make good progress, overall, in the reception year, where they benefit from caring and supportive staff. This means that all are on course to attain the Early Learning Goals, which are national targets for learning for children by the end of the reception year. At the end of the reception year many children are likely to exceed these goals, particularly in their personal, social and emotional development, communication language and literacy skills, mathematical development and knowledge and understanding of the world. They are

on track to meet them in creative and physical development, where provision is not yet as good.

8. Inspection evidence shows that standards in Year 2 and Year 6 are well above average in reading, mathematics and science and are above average in speaking, writing and music. In all other subjects – listening, art and design, design and technology, geography, history, information and communication technology and physical education – standards are broadly in line with those expected of pupils aged seven and 11, although there are areas within many subjects that the school is aware need development.

9. In English, mathematics and science – the areas where the school has put the greatest effort since the last inspection – all pupils now make the progress that they should and achieve results that are good in relation to their prior attainment. The rigorous analysis and interpretation of assessment information and the very good use to which the information gained is put to set further targets for improvement have been key to the school's success in these subjects. The school is well aware that similar emphasis is now required to ensure that similar achievements are secured in other subjects.

10. The progress made by pupils with special educational needs (SEN) and those who are identified as higher attaining is good. It is similar in lessons to that of their peers because the same assessment procedures are applied to them as to their classmates. When pupils with special educational needs are withdrawn to work with the special educational needs teacher, or are supported by her in class, they make very good progress because work is very specific to their individual needs and is carefully planned to meet the targets in individual education plans (IEPs). Higher attaining pupils also make good progress in their learning because their needs are identified well and teachers make good provision in their lessons for them through carefully chosen activities.

11. The successful introduction of national initiatives for literacy and numeracy and well-focused schemes of work have also been contributing factors to the good success in these areas. The school is successful in promoting pupils' literacy and numeracy skills in other subjects, although more work remains necessary to secure these developments. In science, the appointment of a part-time specialist science teacher in Years 5 and 6 has been very effective in raising achievement in that class. It has also been influential in raising other teachers' expectations of what could and should be achieved throughout the school.

### **Pupils' attitudes, values and personal development**

12. Attendance and punctuality are both very good. This reflects the support parents give to their children's education, the school's ethos of care and pupils' feelings of security. All the parents answering the questionnaire agree that their children like school. Taken together, these aspects support pupils' academic progress well. Attendance rates have shown a slight increase each year for the last three years and are well above the national average. There is no unauthorised absence. Lateness is very rare and normally for acceptable reasons. There have been no exclusions in recent years.

13. Pupils like coming to school and consequently their attitude to their work is good. Their attitudes are best when they are involved in activities that capture their imagination, for example in a Year 6 science lesson, where they concentrated for long periods of time to investigate soil samples. As they progress through school they show increasing ability to work on their own and to take responsibility for their work. They are eager to take part in the wide range of visits made to places of local educational value and support the many extra curricular activities well. Pupils are generally trustworthy and show satisfactory respect for property.

14. However, incidents such as the wrenching of plugs from the cloakroom basins, which were also discussed at a school council meeting, are indicative of other concerns relating to the lack of social awareness by some pupils, which is dealt with later in this section.

15. Classroom behaviour is satisfactory overall. In the majority of lessons it assists pupils' learning. In the dining hall, behaviour is good. However, it was noticeable during the inspection that many pupils do not wait for adults to go through doorways first and were often unaware of the needs of others. Playground behaviour is very variable. It is mostly good but ranges from the sensitivity shown by two Year 6 girls to a younger pupil who had fallen painfully, to raucous, aggressive and intolerant behaviour by a small number of boys.

16. Pupils' personal development is satisfactory, overall. Pupils are generally tolerant of each other and work together well, as in a geography lesson in Year 2, where they worked in groups to decide how best to improve safety in the area around the school. There is no evidence of sexism or racism; minority ethnic pupils and their parents feel fully integrated and a welcome part of school life. However, whilst overt bullying is not a worry, unthinking and potentially dangerous incidents are matters of concern. For example, one pupil was observed waving scissors in the face of another whilst tidying up at the end of a lesson.

17. Relationships are generally good and contribute to pupils' academic and personal development. However, some pupils' understanding of the effect of their actions on others is unsatisfactory. A visible minority are self-centred and boorish, which adversely affects learning and good relationships in their classes. They lack respect for teachers, adults and each other, and display arrogant traits when they comply, begrudgingly, with instructions from their teachers. This is a deterioration since the last inspection and a matter for the school to address.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. During the inspection, 29 lessons were observed. Care must, therefore, be taken when considering the following percentages as each lesson represents nearly four per cent of the total.

19. The quality of teaching and learning is good in each key stage, as it was at the time of the last inspection. No teaching is less than satisfactory, overall, although, in a very small number, teachers' strengths and weaknesses are finely balanced. Twenty eight per cent of lessons are satisfactorily taught and a further 48 per cent are taught well. In 24 per cent of lessons, the quality of teaching is very good. These percentages are very similar to those recorded during the last inspection. The quality of teaching received by pupils in Years 3 to 6 is more often more effective than in the rest of the school because of the input of specialist teachers, for example of science and special educational needs, and the part-time contracted teachers. Their contribution to pupils' learning is always at least good and is more often very good.

20. Taking into account the analysis of pupils' work as well as lesson observations, the teaching of English, literacy, mathematics, numeracy, science, music and pupils with special educational needs is good and, as a result, pupils make good progress, overall, in these areas of the school's work. It is satisfactory in all other subjects, which results in pupils making satisfactory progress. An exception is in physical education for Years 3 to 6, where teaching is now good and results in good progress in lessons. Limitations of accommodation adversely affect the overall progress that pupils make and the standards they attain in some aspects of physical education.

21. Strengths of teaching throughout the school are:

- the high expectations those teachers have of pupils' standards, particularly in English and mathematics. This is most evident in the Foundation Stage, where baseline assessment shows that children arrive at school with high standards in these areas of learning (called communication, language and literacy and mathematical development at this stage of schooling). As a result, the teacher sets work for them that is already aligned to National Curriculum standards, as opposed to the Early Learning Goals that are the nationally expected levels for children of this age.
- pupils are managed well, overall, and relationships are good. Consequently, pupils are confident learners who are willing to try hard. However, there are occasions when, in spite of the teacher's best efforts, some pupils do not respond appropriately. A significant minority occasionally exhibit self-centred and some unacceptably arrogant traits. This is especially the case in the Year 1 and 2 and the Year 3 and 4 classes.
- support staff are used well. They are skilled practitioners who have a clear understanding of what they need to do to help the pupils in their charge. They make a good, often very good, contribution to the learning, not only of those to whom they are directly attached but also more widely to the class as a whole because of the way that they direct, help and focus pupils on the tasks in hand. This is especially evident in those classes where there are pupils with special educational needs to do with behaviour, for example in the upper part of the school, where special needs support staff make an invaluable contribution to the smooth running of the lessons.
- the basic skills, especially of English, mathematics and science, are taught well because teachers structure those lessons effectively. This ensures that pupils acquire the necessary knowledge, skills and understanding in those subjects in a logical sequence.
- the way that teachers use the information gained from their marking of pupils' work to amend subsequent tasks for individuals and groups of pupils. This means that the tasks set for pupils generally interest them so that they concentrate well and work hard. This is especially true when pupils are actively engaged in learning rather than sitting and listening for long periods of time.

22. This last point has been crucial in ensuring that all pupils, including those with special educational needs and those identified as being the highest attaining in each year group, learn well and are now making equally good progress in relation to their prior attainment in English, mathematics and science.

23. Where lessons are most effective and pupils learn most swiftly, it is because teachers' lesson plans identify clearly what all pupils of differing needs are expected to learn, teachers have very good subject knowledge and good questioning skills. For example, in science lessons in Years 5 and 6, the teacher astutely used pupils' answers, right or wrong, to probe understanding and to extend learning. In the most effective lessons, for example, a Year 3 and 4 science lesson and a Year 1 and 2 music lesson, teachers devise activities that require pupils to work actively for a high proportion of the time available. This ensures that pupils are fully involved throughout the lesson and make very good progress in their learning.

24. Where lessons, while satisfactory overall, are less effective, it is because teachers tend to talk for too long and time is not used crisply enough, which results in pupils being required to listen for too long before and does not ensure that they are actively involved in the lesson for long enough periods of time. In some cases, teachers are less familiar with what is required by the National Literacy Strategy or the Foundation Stage curriculum, resulting in inappropriate planning of activities or an uneven pace to lessons. In addition, the unsatisfactory attitudes exhibited by some pupils in the classes mentioned above

results in those pupils, and some others who are adversely affected by their behaviour, not working at a sufficiently high pace to make the progress of which they are capable.

25. Homework is used well in Years 1 to 6 to reinforce and extend learning. There is no current evidence to support parents' concerns that it has not been used regularly. However, teachers do not make enough use of the potential of information and communication technology to support work in any subject.

26. Teachers on part-time contracts make a good contribution to pupils' learning; specialist teachers, for example, of science and special educational needs, are very effective in helping pupils to make the progress of which they are capable. The quality of teaching given by a classroom assistant in ICT, for example, in Year 2, is good. The teaching of pupils with special educational needs is very good because relationships are very good and pupils are keen to do well. Planning is very tightly focused on the developing needs of individuals because the teacher uses the information gained from continuing assessment very well in devising appropriate tasks to address specific problems. She works very closely with class teachers and ensures that the work done with individual pupils contributes well to their work in the classroom. As a result, pupils with special educational needs make good progress, overall, and very good progress when withdrawn individually.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

27. Throughout the school a broad and balanced curriculum caters for a wide range of pupils' interests. The quality and range of learning opportunities are good for all pupils in Years 1 to 6 and satisfactory for children in the foundation stage. All statutory requirements for the curriculum are appropriately met. The implementation of the National Literacy and Numeracy Strategies is effective and has contributed well to the high standards achieved in English and mathematics. Policies for all subjects are updated and reviewed regularly. All subjects have a clear plan for the development of their subject. Planning in the core subjects is good and is satisfactory in other subject areas. The strengths of the curriculum include English, mathematics, science, and music. Provision in subjects such as design and technology, ICT, geography, history, art, and physical education is satisfactory; the school has firm and appropriate intentions to develop planning procedures in these subjects to the same good standard as is evident in English, mathematics, science and music, with special emphasis on developing pupils' skills and understanding in a logical sequence.

28. In the Foundation Stage, appropriate emphasis is given to children's personal, social and emotional development, communication, language and literacy skills, knowledge and understanding of the world and mathematical development. Provision for creative and physical development is satisfactory but is hindered by poor accommodation. The curriculum for children in the Foundation Stage is planned for National Curriculum work and does not fully meet the latest national guidance for children aged 3 to 5. The steps in all six areas of learning are not mentioned in planning. There are insufficient opportunities for children to develop their aesthetic awareness and to enable their creativity to have expression. Opportunities for children to express curiosity and explore the environment using their senses and through stimulating role-play are limited. Outdoor play is insufficiently challenging and does not offer a sufficiently wide range of experiences for young children.

29. The provision for pupils with special educational needs is very good. All paperwork is in very good order and is regularly updated in accordance with the requirements of the Code of Practice. Targets on pupils' individual education plans (IEPs) are sharply focused on appropriate areas for improvement. (IEPs are documents that set out particular targets

and tasks, devised by the school, for individual pupils with special educational needs.) Pupils are well supported in class and very well supported when withdrawn for individual work with the special needs teacher. They work very closely with class teachers and so ensure that all pupils enjoy full access to the same curriculum as their peers. Provision for those pupils who are identified as higher attaining is well catered for through teachers' plans, which clearly identify tasks for groups of pupils with differing needs, particularly in English, mathematics and science.

30. All teachers work very hard to offer pupils an interesting range of extra-curricular activities that cater for a wide range of interests, such as gardening, choir, recorder, football, tennis, cricket, dance and chess. The curriculum is greatly enriched by the very good extra-curricular provision, the rich range of visits and visitors that extend pupils' experiences and subject focus weeks, such as Arts week. These clubs are very well attended and planned. The inspection team judges that the concerns noted by a minority of parents, who felt that the range of extra-curricular activities offered by the school was not wide enough, are not justified. The provision for personal, social and health education, including sex education and attention to drug misuse, is good and is covered within curriculum subjects such as science. All classes experience a lesson focused on personal, social, and health education, this often takes the form of circle time.

31. There are good links with the community and other schools. There are very good links with the local church and the local environmental society share and contribute to the environmental area. Teachers liaise regularly with local schools and share expertise. The school fully meets statutory requirements for daily collective worship.

32. Since the last inspection there has been good improvement overall in curriculum provision. The curriculum for design and technology and for ICT have developed soundly; improved planning and clear development plans are guiding further development in these subjects. The school has continued to enrich and extend the curriculum with a wide range of experiences and activities for all pupils. An outstanding feature of the school's work is the extent to which all pupils have equal access to all aspects of the curriculum. This is built firmly on the school's Christian ethos and is very well supplemented by its very good tracking and target setting systems, particularly in English, mathematics and science.

33. The provision for pupils' spiritual, moral and social development is good overall. Provision for spiritual development is good and provision for cultural development is very good. Provision for social and moral development is satisfactory. Since the last inspection, standards have been maintained in spiritual, social and moral development and have improved in cultural development.

34. Provision for spiritual development is good. Assemblies provide opportunities to reflect, celebrate and appreciate the world around. Pupils are encouraged to think about God's world, such as the beauty of flowers, and are challenged to reflect on the importance of friends and family. They are encouraged to reflect on the wider world, for example, by considering the wealth of the western world and comparing it to the poverty and lack of regular food and water in many other areas of the world. A warm family ethos permeates the whole school. Achievements are acknowledged and celebrated. Older pupils are encouraged to reflect on their achievements and to identify their own targets for improvement in English and mathematics. Joy in learning was evident in a music lesson when pupils showed real excitement at the prospect of playing musical instruments. Scrutiny of pupils' work indicates good opportunities to reflect on experiences and write about their favourite activity. Joy in learning is evident in the pupils' response to the Year 6 residential visit to Minstead; one pupil wrote, 'Walking in the bog was fantastic!' Pupils are encouraged to consider the needs of others. Year 6 pupils deliver food parcels to the elderly Brothers living in the almshouses.

35. The provision for pupils' moral development is satisfactory. The school has recently established a school council which meets regularly to discuss school issues. The school council successfully provides opportunity for discussion and debate. Most classes have class rules and adults are good role models. Clear codes of behaviour and values are not communicated strongly and emphatically enough for some pupils who need firmer guidance to ensure they establish a clearer understanding of their responsibilities. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development, but expectations are not clear enough. From the time they enter the school, pupils are encouraged to behave sensibly and to take care of resources. In some lessons however, classroom assistants clear up resources and opportunities for pupils to develop responsibility themselves are missed. The satisfactory behaviour in the school leads to a satisfactory level of moral awareness. Moral development is reinforced during circle time when pupils are encouraged to share their thoughts and discuss issues of moral concern.

36. Provision for pupils' social development is satisfactory. The quality of relationships is good, overall. The school council provides good opportunities for pupils to consider others and to take actions to improve life of the school. Pupils are given some responsibility but not enough this aspect of the school's work could be identified more strongly. Pupils take the register and older pupils take responsibility for the music in assembly. Older pupils are encouraged to consider the needs of others; for example, eight Year 6 pupils delivered harvest parcels to the elderly Brothers at St Cross Church. In class pupils generally co-operate well with each other, for example in a Year 3 and 4 dance lesson groups of four to six pupils worked well to compose a dance about the Egyptians.

37. Provision for pupils' cultural development is very good; they are thoroughly prepared for life in a culturally diverse society. The pupils experience a wide range of visits and visitors, such as wildlife artists and a team of modern dancers who worked with older pupils. The visits to professional ballet performances and experience of Afro-Caribbean dance help to enrich pupils' experience of dance in other cultures. Visits to a Ghurkha museum at Winchester helped pupils gain knowledge and understanding of Nepalese life and enabled pupils to produce a detailed project on the Ghurkhas. Photographic and taped evidence indicates very good opportunities for pupils to take part in the school production of the Silver Sword. The school supports a range of local and international charities such as Pestalozzi Children's village. Pupils in Year 5 worked with an ornithological illustrator last term and pupils write about Haiku. There are good links with groups in the local community, for example the local church's old people's homes.

38. Strengths of the curriculum include: -

- The enriched curriculum visits, visitors and 'focus' weeks;
- The extra-curricular provision;
- Provision for pupils with special educational needs.

39. Areas to develop further are: -

- Schemes of work in subjects other than English, mathematics and science;
- Provision for creative, imaginative and physical development in the Foundation Stage.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. The monitoring of pupils' academic and personal development is very good, overall. The school has invested a great deal of time and effort in improving this aspect of its work and has been successful in doing so. No mention was made in the previous report about the quality of the school's procedures for ensuring that the pastoral needs of its pupils were met.

41. The school provides good support and guidance for its pupils. This has a positive effect on their confidence, progress and their ability to benefit from and enjoy school life. Teachers know their pupils well and are aware of their needs. The school offers a caring and stable environment and staff are accessible and approachable.

42. The provision for pupils with statements of educational need is very good. Their needs are accurately identified. All available resources are carefully targeted to support them fully and effectively. Through weekly meetings, their successes are recorded fully and their developing needs discussed and met. The school's links with outside agencies are very good, which enables them to access a wide range of support for specific needs.

43. Child protection procedures are good and are the responsibility of the headteacher. All members of staff are well aware of the procedures and know to whom they should refer any problems. There are good arrangements for the medical welfare of pupils. Several members of staff are trained in first aid and injured pupils are well looked after. There are good procedures to inform parents of any concerns.

44. The school has an effective health and safety policy and many other effective policies relating to pupils' welfare. Staff and governors, with the help of the relevant professionals, carry out regular checks on the safety of the buildings and site, including all electrical, fire and physical education equipment. Staff make careful assessments of health and safety issues before pupils go on visits outside the school. There are regular fire drills.

45. There are good procedures to monitor attendance and punctuality that are efficiently used to support pupils' progress. The school receives very good support from parents who ensure that their children attend school regularly and on time. Parents are contacted at once on the rare occasions of absence. Although registers are completed manually, the efficient administrators transfer the information to computer records. Consequently, any patterns of absence or lateness are traced quickly and easily.

46. Development of the good policies for personal, health and social education is helping to ensure that the majority of pupils understand and avoid sexist, racist and oppressive behaviour. The good school ethos contributes to this success. Teaching and support staff have high expectations of pupils' behaviour that are recognised by the majority of pupils. The majority of parents state that they have no concerns relating to oppressive behaviour. Inspection evidence supports this view.

47. The policies to promote and support good behaviour are satisfactory. They are detailed and effective. However, in some instances the policies are not sufficiently prominent in classrooms and inconsistently applied. This diminishes their efficiency. A significant minority of pupils disregards the behaviour code too often, particularly in lessons. These pupils are nearly always not those identified on the school's register of special educational needs as having behavioural problems.

48. Pupils' personal development is an integral part of the good policies for their personal, health and social education. The aspects relating to monitoring and supporting pupils' personal development are satisfactory. The areas for improvement relate to the consistent and vigorous implementation of the procedures to overcome the concerns about pupils' lack of respect for others.

49. The school provides a calm, caring and supportive environment for all pupils. Teaching staff know their pupils well and are trusted to deal with any of their concerns effectively. The school's ethos is one of tolerance, integration and support for all who attend. The way in which the school includes all pupils in activities is very good.

50. The school's procedures for monitoring and supporting pupils' academic progress in English, mathematics and science are excellent. The headteacher and all members of staff have ensured that procedures have improved significantly since the last inspection. The school now carefully tracks pupils' progress in these subjects through the results of national tests, optional tests, primary reading tests and commercially prepared mathematics tests. For example, it uses the results of children's 'baseline tests' very well to demonstrate its effectiveness in helping them to make progress, often referred to as 'value added'. Its effectiveness is clearly illustrated in its analysis of pupils' results at the end of Year 6.

51. The information gathered is most carefully analysed and collated and is used very well to provide an overall picture of achievement by individuals and different groups of pupils. Subsequently, challenging but attainable individual and group learning targets are set and the progress made by each pupil throughout the school is recorded. The school has identified as an appropriate priority computerising all records so that ready access to information can be gained quickly and the progress of individual pupils can be easily tracked. Teachers maintain a wide range of information about pupils' attainment in their record books and consequently have a clear picture of individual achievement, which they use very well to plan future work. Pupils have targets included in their exercise books and they are encouraged to refer to these when completing work. Teachers use the achievement of particular targets as indicators of pupils' progress in relation to national targets.

52. This system complements and informs the very good procedures for pupils with special educational needs. The targets on pupils' IEPs are sharply focused on their specific needs and are regularly, frequently and appropriately reviewed to provide a continuing cycle of improvement. Links with outside agencies are generally very good, which ensures that all necessary support is mobilised at an early stage of need; delays are almost always because of circumstances outside the school's control, such as deficiencies in the funding for other agencies.

53. The very good assessment of English, mathematics and science is not, however, reflected in the other subjects of the curriculum. Nevertheless, all staff have concentrated extremely hard and worked ably since the last inspection in assessing English, mathematics and science to ensure that standards have been raised.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. The school has a very good partnership with its parents. Parents' view the school very favourably as they feel it provides an ethos of care and support for their children. Inspection evidence largely supports this opinion. This aspect of the school's work was not reported upon in the 1999 inspection.

55. The school is now giving their children work to be done at home in a consistent manner, which addresses the concerns of a significant minority of parents. Also, contrary to the view of fifteen per cent of the parents responding to the questionnaire, the school provides a very good and extensive range of extra curricular activities. Every teacher runs at least one after school club. At a meeting of the school council, pupils took the view that any extension of after school clubs would require parental input.

56. Parents receive good information about the curriculum and regular newsletters. They are given information about what pupils will be learning. Parents are also invited to curriculum evenings that offer useful information. The academic reports on pupils' progress concentrate more on what they have learned rather than being specific about their level of attainment or setting targets for improvement during the following school year. The report does, however, provide useful space for pupils' and parents' comments.

57. Nearly all parents attend the consultation meetings arranged with the class teachers to discuss their child's progress. Over ninety per cent of parents returning the inspection questionnaire feel well informed about their children's progress. The parents of pupils with special educational need are fully involved, as appropriate, in the reviews of their child's IEP. The level of attendance at such reviews is very good.

58. The school makes considerable efforts to maintain contact with parents. Reading diaries are used well, both in the context of comments from parents about reading and as a means of communication.

59. The impact of parents' involvement in the school and their contribution to learning are very good. A significant number attend regularly to provide classroom help and to assist with outings. The School Association is outstanding. The members are highly motivated, exceptionally well led and include parents and members of the community and staff. The school staff support the association very well; the headteacher has not missed a meeting for over seven years. The Association raises staggering amounts of money every year. School projects made possible by them include state of the art computers and peripherals throughout the school. They also funded a new library, both furniture and books, and an excellent wildlife area. This overlooks part of 'Keats' Walk', said to have inspired his Ode to Autumn. The list of items provided over time is extensive and the school, rightly, is extremely grateful to all who take part.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60. The leadership and management of the headteacher and key staff are good and have improved since the last inspection. The headteacher has continued to improve his leadership role. As well as maintaining good standards of thoughtful and caring leadership for the pastoral and spiritual elements of the school's work, he has continued to develop the rigour that has been necessary to maintain the overall improvements that have characterised the school since the last inspection. All the school's work is now clearly focused on developing the quality of teaching and learning, as required by the key issue of the previous inspection. Because of the very good procedures for evaluating the work of the school, described below, the headteacher has a very clear idea of the strengths and weaknesses of the school. He has been particularly successful in maintaining a very good team ethic that means that the school is now very well placed to maintain high standards and to continue to improve in those areas identified as priorities.

61. At the beginning of the term in which the inspection took place, half of the full-time teaching staff was new to the school. As a result, these teachers have not had the time to assume fully effective leadership of the subjects for which they have responsibility. Nevertheless, because induction procedures are good, they are managing their subjects broadly satisfactorily and are aware of what is needed to move them on. Other subject co-ordinators have a good grasp of the standards of teaching and learning in their subjects and have a very clear idea of the development issues. Their subject development plans provide a good agenda for continuing improvement. In particular, the leadership and management of provision for pupils with special educational needs are very good. The co-ordinator for able pupils is new to the post but already has a sound understanding of the specific needs of individuals in school and a good grasp of the strategies available to support their progress. Consideration for the needs of pupils with special educational needs and for those identified as higher attaining permeates the work of the school.

62. The governing body fulfils its roles and responsibilities very well. Committees are very well led and their work is co-ordinated very well. They are fully and appropriately involved in determining the strategic direction of the school, in matching the available finance very effectively to educational priorities and in evaluating the success of actions taken. All statutory responsibilities are fulfilled well, including monitoring financial

expenditure. They have an excellent appreciation of the school's strengths and weaknesses because many of them visit the school while it is in session; every member of the curriculum committee has a subject responsibility. This process is greatly aided by the very thorough reports given each term by the headteacher, which are extensively debated at each meeting of the full governing body. These meetings are chaired outstandingly well.

63. The work of the school is monitored regularly and evaluated very well, which leads to a well-established cycle of continuing improvement. This area of the school's work has improved significantly since the last inspection and has been a key factor in removing the small incidence of underachievement in the core subjects of English, mathematics and science noted during the last inspection. The needs of pupils of all abilities are now fully met in English, mathematics and science and the school is well aware of the work still needed in other subjects. The headteacher monitors the quality of teaching regularly; his evaluations are suitably rigorous and focus clearly on the impact of teaching on learning. They would benefit from containing specific targets for improvement so that the rate and extent of improvement can be clearly measured. The results of assessments are evaluated very well, overall; the results of national tests are analysed and interpreted outstandingly well, as explained in an earlier section of this report. The actions taken by the school to meet their targets have been very good. Co-ordinators of core subjects collect examples of pupils' work in portfolios. They are useful as a record of what has been achieved but they are not consistently annotated to show levels of attainment against National Curriculum level descriptors.

64. The school development plan is a satisfactory tool for sustained improvement. Generated as a result of individual subject development plans, together with an input by headteacher and governors, it addresses all the necessary improvements over a suitable period of time and is clearly focused on improvement. Success criteria for each action are identified in broad terms but there are no comparable and quantifiable criteria by which to judge the impact of each individual task on raising standards of teaching and learning. In addition, on occasions, the person responsible for implementing an action is also the person charged with evaluating the impact of the action. While it is difficult to avoid this in a small school with a limited number of staff, it remains an inappropriate state of affairs.

65. Principles of best value are applied well. All training is carefully targeted towards educational priorities and is taken into account well during regular appraisals of staff. For example, the reception class teacher has established good links with a local nursery class teacher that have resulted in improvements in curriculum planning for the developing needs of the youngest children and an awareness that these improvements have to be extended to creative, expressive and physical development. All available resources are used well, overall. All the funds given for specific purposes, for example money associated with statements of special educational need, are used to good effect. The pupil : teacher ratio is good. The headteacher and governors have made a commitment to maintaining these levels to begin to help overcome the effects of mixed-age and large classes. In particular, they are committed to employing a number of part-time and specialist teachers to allow pupils to be taught in single age groups on occasion and specialist teaching in science in Years 5 and 6. This money is spent very effectively because the quality of teaching of these teachers is always at least good and, more often, very good, which makes a very good contribution to pupils' standards. Some parents were concerned that this teaching had not been available regularly during the last academic year; there is no indication that this is now the case as the work of these teachers is carefully determined and regularly timetabled in all cases. Teaching assistants and special needs support staff are effective; they are skilled practitioners who make good contributions to the learning of the pupils for whom they have responsibility and, because they exert influence more widely on groups of pupils during lessons, to the class as a whole.

66. The administrative officer is outstandingly well organised and knowledgeable. As a result, the school is coping very well with the demands of both bureaucratic initiatives and routine paperwork. She makes an excellent contribution to the work of the school and the governing body. The school uses new technology satisfactorily. For example, the results of assessments are stored on disk, which allows swift and flexible interrogation of the data gathered to identify trends, track the progress of individuals and groups and to set appropriate targets for improvement and attainment.

67. Teachers and support staff use the physical resources well. This overcomes, to an extent, the inherent shortcomings of the buildings and site, which are maintained well by a hard-working site manager. Nevertheless, taken as a whole, the accommodation is unsatisfactory. The hall is too small for the delivery of the required physical education programme. The outside play area for the youngest pupils cannot be used when the weather is inclement. The room designated as a staffroom is poor; it is damp and leaks during wet weather. There is no suitable area for small group work other than the staffroom, which means that members of staff cannot leave confidential items around and pupils cannot display their work suitably. The library, while much improved since the last inspection, is small, which means that whole-class lessons on library and research skills are impossible. With the exception of the classroom for the oldest pupils, rooms are too small for effective learning. The playground slopes and water gathers in puddles, with the accompanying build-up of silt that provides points of physical danger, as do the raised manhole covers. In sharp contrast, the environmental area is an outstanding example of its kind and a valuable resource that is used increasingly well for many subjects of the curriculum, including expressive English. Resources, overall, are satisfactory. They are good in science (because of the equipment borrowed from a local secondary school), art and design and music. However, while resources for the Foundation Stage are satisfactory, overall, resources to promote physical development are poor. They are also unsatisfactory for the younger pupils in physical education.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to improve standards still further, the headteacher, staff and governors should now:

- (1) \*Develop, as planned, schemes of work and manageable assessment procedures in the foundation subjects, ensuring that sufficient and appropriate opportunities to use pupils' skills in English, mathematics and information and communication technology are clearly identified.  
Paragraphs number: 9, 11, 25, 27, 53, 95, 100, 106, 107, 118, 120, 127, 130 – 134, 138, 140 – 146, 149, 150, 154, 161 and 162.
- (2) Improve provision for children in the reception year group, particularly for their creative and physical development.  
Paragraphs number: 7, 28, 65, 67, 70, 72, 77, 83 – 85 and 87.
- (3) \*Take all possible steps to improve the quality and size of the accommodation.  
Paragraphs number: 20, 28, 67, 84, 85, 101, 127, 155, 159, 161 and 164.
- (4) Improve the attitudes of a significant minority of pupils towards authority.  
Paragraphs number: 14 – 17, 24, 35, 47, 48, 92 and 108.

**In addition, the following issues should be considered:**

- Improving further the rigour of the school development plan;
- Improving resources in the Foundation Stage and for physical education;
- Providing more opportunities for pupils to take responsibility;
- Improving reports for parents about children's progress.

**Reference to these points can be found in the following paragraphs: 20, 28, 36, 56, 64, 72, 77, 83, 85, 162 and 164.**

**\* NB. The school has already identified as priorities those issues marked with an asterisk.**

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	14	8	0	0	0
Percentage	0	24	48	28	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly four percentage points.*

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	119
Number of full-time pupils known to be eligible for free school meals	4

*FTE means full-time equivalent.*

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.2	School data	0.0
National comparative data	5.2	National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	6	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	94 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	94 (100)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year.*

### **Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	94 (100)	94 (82)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (94)	94 (76)	94 (100)
	National	70 (68)	72 (69)	79 (75)

*Percentages in brackets refer to the year before the latest reporting year.*

**NB. Because the numbers of boys and girls in each year group are so small, the detailed figures are not given because they can be misleading. Each individual pupil represents, in this school, between nine and eleven per cent of the total for the gender and more than five per cent of the total for the year group.**

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	112
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	18.9
Average class size	29.8

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	136

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000/2001
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*FTE means full-time equivalent.*

	£
Total income	302 366
Total expenditure	307 072
Expenditure per pupil	2537
Balance brought forward from previous year	4859
Balance carried forward to next year	153

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	40

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	43	53	4	0	0
Behaviour in the school is good.	65	30	5	0	0
My child gets the right amount of work to do at home.	33	40	18	7	2
The teaching is good.	70	25	5	0	0
I am kept well informed about how my child is getting on.	55	33	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	85	13	2	0	0
The school expects my child to work hard and achieve his or her best.	68	28	2	2	0
The school works closely with parents.	50	35	13	2	0
The school is well led and managed.	53	40	7	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	45	40	13	2	0

Parents support the school and its aims strongly. They particularly appreciate the commitment shown by the staff and the governing body towards developing in their children a positive outlook on life.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

69. There is one Reception class in the Foundation Stage. Children are admitted to school in the September following their fourth birthday. At the time of the inspection there were 18 children in the Reception class, eight attending full time and ten children attending for mornings only. They are supported by a qualified teacher and a classroom support assistant. Most children have attended local playgroups and nurseries before they come to school. Children and parents are well prepared before they enter school; good induction procedures enable children to make a smooth transition into full time education. Parents are well involved in the transition from home to school. There is a preparatory evening for parents, and children visit the school on two occasions.

70. Attainment on entry is above average. No children have been identified with special educational needs. Baseline assessment information is carefully collated and contributes to the good ongoing assessment procedures carried out during the year. The curriculum for children in the Foundation Stage is planned for National Curriculum work and does not fully meet the latest national guidance for children aged 3 to 5. These are known as the 'stepping stones' towards the Early Learning Goals, which are the standards expected nationally for pupils at the end of their reception year.

71. By the end of the Reception year, all children are on track to achieve the Early Learning Goals in all areas of learning and many will be above that, working on National Curriculum work. Progress in personal, social and emotional development, communication language and literacy, mathematical development and knowledge and understanding is good, progress in creative aspects and physical development is satisfactory and could be better. Since the last inspection standards have been maintained.

72. The stepping stones in all six areas of learning are not mentioned in planning. The indoor area is cramped and limited and does not provide a stimulating learning environment for younger children. Resources are satisfactory, overall. However, resources to promote physical development are poor. Outdoor provision is unsatisfactory. It consists of a small, narrow tarmac area beneath a tree. Falling leaves make this area unsuitable for young children.

#### **Personal, social and emotional development**

73. Children's personal, social and emotional development is above average by the end of the reception year. Most children are currently attaining the third stepping stone in the expected goals and all children are on track to achieve the expected learning goals by the end of the Reception year. Children enjoy coming to school and happily leave their parents and carers. Children settle into school routine well because the teacher is very organised and is well supported by her classroom assistant. Co-operation skills are developing well but some children are still learning to share with each other. The teacher creates tasks that encourage pupils to develop responsibility for their classroom and to learn to care for things. They show good levels of responsibility when they clear up the toys and tidy up the book corner area by placing books in the appropriate place. Higher attaining and average children show responsibility in selecting their chosen activity but some lower attaining children need the firm guidance of adults to remind them of the task. Lower attaining children are sometimes unable to settle when given the opportunity to select activities for themselves. Higher attaining children select activities and concentrate well. Rules are clearly established. Children know that they must listen to their teacher and each other, for instance, in 'circle time', where the rule is, 'Only speak when it is your turn'. Pupils

independently change their library books because the teacher leads them well in this task and gives clear guidelines.

74. Teaching is good. The teacher creates a secure environment, where expected behaviour is clearly identified. A strength in teaching is the use of questions and the routine planning of opportunities for children to talk to others. This contributes well to growing levels of confidence.

### **Communication, language and literacy**

75. Standards are above average by the end of the Reception year. All children are on course to achieve the Early Learning Goals by the end of the year and higher attaining children will progress to National Curriculum levels before the end of the year. The majority of children are on the third 'stepping stone' of the early learning goals and some higher attaining children are already achieving the goals.

76. All children listen well, focus on their teacher and other adults and follow instructions. Children use a wide range of vocabulary. When describing a road safety poster, high attaining pupils describe what they see and give reasons for their answers. They explain, for example, that the boy in the picture is using a stick to support his broken leg so that he will not fall over. Scrutiny of children's work saved from last year indicates that, by the end of the reception year, higher attaining children are writing sentences and that their handwriting is neat and well formed. Average attaining children write independently and are beginning to use capital letters appropriately. Lower attaining children spell initial and final words correctly and know and recognise letters and words.

77. All children have a positive attitude to books and handle them carefully. They know books communicate meaning and that print goes from left to right. Higher attaining children talk with growing confidence about the stories and discuss their favourite books. They take books home regularly and parents comment in their reading diaries. The children enjoy listening to stories and rhymes, such as 'Twinkle, twinkle chocolate bar.' They identify rhyming words from the text and higher attaining children suggest their own rhyming words, such as 'new' and 'blue'. Children enjoy stories and show sustained concentration because the teacher uses expression so well it helps to capture their imagination. They are encouraged to share conversations and do so well. Opportunities for role-play could be better; the role-play area is not stimulating.

78. Teaching is good and the teacher uses questions skilfully to extend pupils' thinking and explanations. Her high expectations challenge pupils to think of other words. For example, when the teacher asks, 'Can anyone think of another word for sad?' children suggest words such as 'angry' and 'unhappy'. Higher attaining children use joining words to explain consequences, for example, 'The ambulance is going to hospital because the boy has hurt his leg' or, 'He is probably feeling scared because he is going to hospital'. They give a range of reasons for the hospital visit, such as having sustained a sports accident. The teacher uses questions skilfully to encourage children to develop their confidence.

### **Mathematical development**

79. Standards of work seen are above average. Teaching is good and children are on course to achieve the Early Learning Goals by the end of the reception year. All children achieve well in this area of learning because the teacher provides an appropriate range of activities to promote mathematical understanding and constantly challenges children in all areas of their mathematical development. Counting skills are good because children are given lots of opportunities to count up and down from twenty.

80. Scrutiny of children's work from last year shows that higher and average attaining children accurately recognise numbers to twenty and are beginning to use numbers up to 100 correctly. Higher attaining children correctly name a cube; average attaining children recognise circles and squares and identify circle and square shapes around the classroom. They calculate change using 1p and 2p coins. Lower attaining children create a repeating pattern, understand 'more than' and 'less than' and achieve the Early Learning Goals. They add and subtract mentally and their ability to recognise shape is well developed. Children have a good knowledge of two- and three-dimensional shapes by the end of the year, compare lengths of objects sensibly and accurately determine the longest. The foundations for recording skills are firm. For example, children record their object in the appropriate section and draw around it. They then identify if it is shorter, longer or the same as other objects.

81. The teacher constantly challenges children and has high expectations. A strength in teaching is the very good use of language. Continual use of vocabulary such as 'high', 'tall', 'short', 'small' contributes to children's understanding of measurement and comparative heights. Children suggest interesting alternative words, such as 'Teenie weenie', 'wide' and 'narrow.' The teacher uses questions well and this encourages a good response from children. Children consolidate their learning well because the practical activities give them good opportunities, for example, to experience measuring and comparing heights. Good organisation and pace ensure all children experience the activity and sustain good levels of concentration and enjoyment.

### **Knowledge and understanding of the world**

82. Standards of work seen are above average. Teaching is good and children are likely to achieve the expected levels of learning by the end of the reception year. All children achieve well in this area of learning. A strength in teaching is the skilled use of questions that encourage children to extend vocabulary and express opinions. Children know about features of their environment and talk knowledgeably about distinctive features. They know the name of the road they live in, explain whether it is a busy or a quiet road and talk about their preference for quiet or a busy road. Children observe the nearby road and accurately identify features of their environment, such as shops and the church. They know the difference between cars, vans and lorries. Children have a clear understanding of different locations, for example one higher attaining child explained that the story in question was probably situated in Australia because there was a lot of sand and an ostrich could be seen. They are aware of the Green Cross Code because the teacher identifies the four rules clearly. Higher attaining children know they should ring 999 in an emergency. Scrutiny of work indicates children accurately identify all their senses and have a secure understanding of the difference between living and non-living things. The teacher provides regular opportunities for children to use the computer and this contributes to the good progress they make. By the end of the year, higher attaining children load a programme and print their work. Children have very good knowledge of technical vocabulary and correctly identify the mouse, keyboard and computer. They explain how to switch the computer on and off correctly. Mouse control is good and children manipulate letters and pictures satisfactorily.

### **Physical development**

83. Standards of work seen are average, overall, and children are on course to achieve the expected levels of learning by the end of the Reception year. However, standards are not high enough and could be better. Opportunities for the promotion of physical development through the use of large wheeled and other toys are limited. Children have one structured physical education lesson each week to promote their physical development and a playtime for about 15 minutes per day, weather permitting. No hall lesson was observed during the inspection. Outdoor play is insufficiently challenging and does not

offer a wide range of activities and experiences for young children. Pupils balance on stilts, ride the cars around a course and throw Frisbees. Pupils are not challenged to improve their physical skills and opportunities to extend language and link with other areas of learning are limited. There is insufficient challenge in the activities and opportunities to extend co-ordination and physical development are not taken. Opportunities to use language and extend movement vocabulary through movement and outdoor play could be extended further. Children develop their co-ordination well because they are encouraged to improve their manipulative skills through a range of appropriate activities. They use pencils, crayons, and scissors and paint brushes effectively and with confidence. Hand eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.

84. Teaching is satisfactory. There is scope to develop the quality and range of questioning in this area of learning to match those observed in other areas of learning, as detailed above. The poor outdoor play provision contributes to children achieving below their full potential in this area of learning.

### **Creative development**

85. Children achieve average standards and are all on course to achieve the Early Learning Goals by the time they enter Year 1. However standards are not high enough and could be better. Scrutiny of children's work from last year reveals children have opportunity over the year to work with a range of materials and experience different methods. They mix paints soundly and explore colour as they paint a portrait of their partner. Scrutiny of work shows evidence of satisfactory standards of hand painting and the use of fingertips to mix colours. They use pencils correctly and complete simple collages. They sew a coat for Joseph and decorate it with different shapes and colours. There are appropriate opportunities for children to explore and handle a range of musical instruments during the music session. Children know the names of instruments, such as tambourine, tambour, and castanets. They play the instruments satisfactorily, taking turns to 'pass the bunny' around the circle. Singing is well developed and children are learning the words of new songs. They sing 'Twinkle, twinkle little star' and enjoy the challenge of singing 'Twinkle twinkle chocolate bar.' Children are beginning to sing alongside older pupils in assembly. They confidently sing a range of songs from memory. The teacher's voice is tuneful and this is a good role model for the children who copy the very clear enunciation of words and sounds. There are insufficient opportunities for children to develop their aesthetic awareness and to enable their creativity to have expression. Opportunities for children to express curiosity and explore the environment using their senses and through stimulating role-play are limited. The role-play office area has insufficient objects and stimulus to extend imagination and promote quality imaginative role-play. Accommodation is limited and makes delivery of this area of learning difficult. Teaching is satisfactory; there is scope for the teacher to ensure that children are fully engaged in their activities.

86. Strengths of the Foundation Stage are:

- High expectations in communication, language and literacy and in mathematical development;
- The creation of a secure, safe learning environment;
- Teaching in mathematical development and communication language and literacy;
- Teaching in personal, emotional and social development

87. Areas for improvement are:

- Providing a stimulating role play area
- Creating opportunities for creative development
- Improving provision for outdoor play

- Linking planning to the Foundation Stage Early Learning Goals

## ENGLISH

88. The standards achieved by pupils in Year 2 in the national tests in 2000 were very high in reading and well above the national average in writing. Standards in reading were in the top five per cent of results in the country. An increasing number of pupils now attain the higher levels in both reading and writing; higher attaining pupils are now achieving the results they should. In these tests, boys outperformed girls but both genders performed better than their peers did nationally.

89. In the national tests in the same year, pupils in Year 6 achieved results that were well above the average for similar schools and for all schools nationally. Consistently high levels of attainment have been maintained for both age groups over the past few years. There is no significant difference between the performance of boys and girls. Both genders outperform their peers nationally.

90. Inspection evidence is that these standards are above average, overall, and that all pupils are achieving good standards. Realistically challenging targets have been set for achievement in the national tests in 2002.

91. Throughout the school, pupils' standards of speaking are above average, which is similar to the standards reported by the previous inspection. They have a good command of vocabulary. They speak articulately and with confidence in a variety of settings – small groups, whole-class sessions and individually to each other and to adults. Year 2 pupils occasionally justify their opinions or provide detail in their oral descriptions, for example, in geography when they give their ideas on how to make the area safer. Year 6 pupils have built soundly on these foundations. They state their opinions clearly and justify them well, for example in discussions to do with the poetry of Tennyson.

92. Listening skills are satisfactory, overall. This is broadly the same as at the time of the last inspection. Nearly all pupils, including those with special educational needs and those identified as high attaining, listen politely and respond appropriately to their teachers in all classes, which enables them to know what it is they are to do and to benefit from the good teaching they receive. Year 2 pupils listen carefully to instructions and to their teachers' explanations but do not always listen with the same politeness to their peers, especially in whole-class groupings. In addition, there is a small minority of boys who sometimes choose not to listen because they feel their own agenda is more important; this is unacceptable. There are also some pupils in Years 3 and 4 who do not listen to their teacher's instructions closely enough and who choose to carry on with their own preferred tasks rather than doing what is requested; they exhibit unsatisfactory attitudes to authority on occasions, which is unacceptable. Pupils in Year 6 listen carefully to instructions, explanations and opinions, often for long periods of time. They respond soundly to each other's views and are well able to negotiate sensibly, altering their viewpoints appropriately. In some music lessons in Years 1 and 2, pupils listened well and followed instructions successfully but in others they called out too frequently and were persistently noisy and disruptive in spite of some very good teaching. The standards of some pupils have deteriorated since the last inspection.

93. In both Year 2 and Year 6, pupils' standards of reading are well above average, overall, with a significant proportion of pupils achieving high levels. These standards are similar to those reported in the last inspection. Much of this success is due to the well structured and interesting reading schemes used by the school and the high priority they put on reading as a partnership between home and school. Pupils' reading diaries are used regularly and frequently, particularly and appropriately when pupils are younger.

94. In Year 2, pupils read accurately and with reasonable attention to punctuation. Some lack expression when reading aloud but have a good understanding of the storyline and use a good range of strategies to work out unfamiliar words. Higher-attaining pupils read with fluency and expression because they have a very wide sight vocabulary. All pupils have adequate research skills and routinely look for information in non-fiction books by using the contents and index pages. By Year 6, pupils' skills have developed well. They read a wide range of books accurately and fluently, with only a few uncommon words, such as 'plateau', being unfamiliar. They infer meaning and deduce information securely and use the text well when describing characters or events. Most enjoy reading and are well able to talk about their favourite genres and authors by reference to a number of texts. Their research skills are good; they skim and scan texts effectively.

95. Since the last inspection, the school has put a great deal of emphasis on improving pupils' writing through a range of visitors, continuing professional development and the development of the use of writing to support other areas of the curriculum, such as evaluations of the work of famous artists like Vincent van Gogh. This has been successful and pupils' standards are above average, overall, in both Years 2 and 6 with significant numbers of pupils achieving levels higher than this. The school is aware that, as part of its continuing work, it would benefit from identifying, in the planning for all subjects, appropriate opportunities for pupils to utilise their writing skills. For example, there is too little evidence in design and technology of pupils using their writing skills to design and evaluate products to the level that they should, given their standards in specific English exercises and stories.

96. In Year 2, pupils have made very good progress in developing their handwriting and presentation. They write in a joined-up manner that is sometimes cursive. Higher-attaining pupils write neatly and give a consistent size to their letters. The standards of spelling are variable. While higher-attaining pupils use their phonic awareness well to spell all common and regular words correctly, other pupils do not blends letters correctly and their standards are below those expected, although they are making good progress. Standards of punctuation are satisfactory with higher-attaining pupils using commas, exclamation marks and question marks correctly in context. Pupils' wide vocabulary, mentioned earlier, provides their story writing with interest and good detail. For example, when considering colours a higher-attaining pupil wrote, 'Blue is a thin vein running inside you', which is a mature use of imagery. They are given a wide range of opportunities and purposes to write, including acrostics, diaries, reports in science, imaginative stories and research work in history.

97. Pupils in Year 6 enjoy a similar range of opportunities to use their writing skills. An increased proportion writes neatly and in a cursive style and all form their letters consistently and accurately. Nearly all spell correctly; standards are high. Lower-attaining pupils sometimes spell words as they pronounce them, which is not always correct, but all words are phonetically plausible. All pupils punctuate sentences correctly and all but the lowest attaining use more advanced conventions, such as commas, apostrophes and speech marks, correctly. Some pupils, however, fail to use the correct standard English when they write, '.....they had forgot Tom'. There is a good flow to their written work and they use their wide vocabulary and reading skills well, especially in imaginative work. For example, a higher-attaining pupil used parenthetic commas very effectively when she wrote, 'She felt like fainting, crying, talking, all at once'. Another varied the length of her sentences and used rhetoric effectively in a ghost story – 'Where was she?'

98. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 - 6, where teachers are rapidly gaining confidence with the requirements of the National Literacy Strategy. The scrutiny of pupils' work from last year indicates that teaching throughout the school was good. Although pupils sometimes choose not to listen to teachers well enough, relationships and the management of behaviour are generally good.

Teachers plan their lessons effectively, particularly in Years 1 and 2, and use the information gained from a variety of assessment procedures well. As a result, they provide activities that are well matched to the developing and differing needs of all pupils. This means that pupils are generally interested in the work set and concentrate well. This is a major factor in the removal of the causes of some pupils' underachievement noted in the previous report. It also makes a very good contribution to the progress of pupils with special educational needs, who are supported well, and often very well, by skilled and caring support staff who ensure that their needs are fully met and that they have equal access to all that is going on. As a result, they make good progress, overall, as do their classmates.

99. When withdrawn to work individually, pupils with special educational needs make very good progress because relationships are very good and pupils are keen to do well. Planning is very tightly focused on the developing needs of individuals because the teacher uses the information gained from continuing assessment very well in devising appropriate tasks to address specific problems. She works very closely with class teachers and ensures that the work done with individual pupils contributes well to their work in the classroom.

100. Teachers' knowledge of the subject is good. They have high expectations of what pupils could and should achieve and they teach the basic skills well, which means that they respond to pupils' needs and extend their learning well. Lessons are conducted at a sound pace, overall, but many teachers do not use time well enough. For example, some depart from their lesson plans for very sound reasons based on the good use of the information gained from marking pupils' earlier work but subsequently talk for too long and do not ensure that pupils are actively engaged in activity for sufficient time. Others explain tasks very clearly but, in doing so, delay the time when pupils could start their work and, as a result, there is not enough time for them to finish off. Teachers do not make enough use of the potential of information and communication technology (ICT) to support work in the subject.

101. The subject is led and managed very well. The co-ordinator has a very clear idea of the strength and weaknesses of the subject. She has successfully overseen good developments in provision, for example in the breadth of opportunities for writing, including entry into the Commonwealth Essay Competition and the use of the excellent environmental area as a creative stimulus. The subject plan is a good tool for further improvement. The quality of teaching and learning is monitored regularly and frequently; evaluations are used well to improve standards still further. The information gained from all available assessment information is used very well to set class, group and individual targets for improvement; this has been a key feature in sustained high levels of attainment and a major factor in ensuring that all pupils make the progress that they should. The stock of fiction books is good and contributes well to pupils' standards. The library has been improved, but is still too small for whole-class sessions, for example, on library and research skills.

## **MATHEMATICS**

102. In the national tests in 2000, the standards reached by pupils at the end of Year 2 were very high and in the top five per cent both of similar schools and all schools nationally. The standards reached by pupils at the end of Year 6 in the same year were well above the average for similar schools and for all schools nationally. Over the last four years, standards have been rising steadily with an increasing number of pupils achieving the higher levels by the end of Year 2 and Year 6. The school has set realistic targets for improvement and standards in the work seen suggest that the school will achieve the targets.

103. In the national tests in 2001, the same proportion of pupils achieved the nationally expected levels in Year 2 as in the previous year while, in Year 6, a greater proportion achieved the nationally expected levels. However, in both year groups, a smaller proportion of pupils achieved the higher levels than was the case in 2000.

104. Inspection findings are that, by the end of both Year 2 and Year 6, pupils' standards are well above the national average. All pupils, including those with special educational needs and those identified as higher attaining, make good progress in their learning. Since the last inspection, the standards pupils achieve have improved and the quality of the teaching has been maintained. The school is constantly looking for ways to improve performance and evidence of their success is seen in the standards achieved throughout the school.

105. Strengths of the subject are: -

- High standards achieved at the end of Years 2 and 6.
- Good quality teaching throughout the school that contributes to good learning.

106. Areas to develop are: -

- Increased use of ICT for lower attaining and more able pupils.

107. Literacy skills are used well by all teachers. Key vocabulary is identified in planning and emphasised appropriately in lessons. The knowledge of mathematical language is good throughout the school. Teachers reinforce the use of vocabulary very well and check pupils' understanding and use of it in mathematics. In all lessons, challenging questions and high expectations encourage pupils to develop a good range of mathematical vocabulary. Numeracy is used well across the curriculum to reinforce other subject areas, such as science. The use of ICT, although identified clearly in planning, is less well developed and could be better. Opportunities are often missed for all pupils to develop their mathematical skills by using the computer.

108. By the end of Year 2, pupils achieve standards that are well above the national average. Pupils in Year 1 have a very good knowledge of language for measuring and comparing heights. They identify the shorter and the thicker line and they correctly explain that the window is wider than the table because they compare their measurements. They measure accurately. Pupils with special educational needs are less accurate in their measurements and need support for this task. Higher attaining pupils discuss how they use string to measure the distance and they estimate realistically using finger spaces. Good progress continues as pupils move through the school. Practical investigations are well established and pupils estimate and measure the height of their partner. They select the type of measuring device such as a metre stick, a ruler, or a tape measure. Lower attaining pupils do not yet understand estimation but measure with some degree of accuracy. Pupils in Year 2 measure distances between objects on the playground and they record their information accurately in simple lists. Pupils know there are 100cm in 1 metre and accurately estimate distances of 1 and 2 centimetres. Most pupils work sensibly on practical tasks but a minority of pupils lack maturity and exhibit immature behaviour. Number work is very good; they confidently take away from a 100. Scrutiny of work indicates that higher attaining pupils in Year 2 competently subtract two digit numbers such as 27 from 51. They develop a very good range of strategies for oral mental work and they record their methods. Average attaining pupils are beginning to work with fractions and correctly identify the larger fraction, for example, stating that  $1\frac{3}{4}$  is larger than  $1\frac{1}{2}$ . Pupils' knowledge and understanding of shape is very good. All pupils explain reasonably clearly about properties of two- and three-dimensional shapes and higher attaining pupils draw accurate lines of symmetry. Lower attaining pupils colour angles greater and smaller than a right angle.

109. Good progress continues and pupils in Year 3 and 4 know how many metres in a kilometre and how many millimetres in a centimetre. Pupils identify correctly the denominator and numerator in a fraction. Higher and average attaining pupils are secure in their knowledge of tables. Pupils have a very good understanding of equivalent fractions. Higher and average attaining pupils correctly change mixed fractions into improper fractions. Pupils with special educational needs are beginning to understand fractions and explain that  $\frac{1}{2}$  is the same value as  $\frac{2}{4}$ . The teacher is rigorous and discipline is tight. Knowledge of probability is applied very well to practical tasks. There are good opportunities for pupils to apply their knowledge of mathematics, for example pupils in Year 6 calculate how many daisies there are growing on the school field. They identify their methods clearly, calculate mean averages accurately and use formulae correctly to calculate the area of the school field. Pupils calculate area and perimeter securely; they plot lines of symmetry and co-ordinates. Data is collected and presented in a range of appropriate forms including graphs and pie charts.

110. Teaching is good overall with the occasional satisfactory and very good lesson. Teachers use a wide range of strategies and interact with pupils well, using good questions to explore knowledge and understanding. Teachers have suitably high expectations of pupils' ability and use the information gained from rigorous assessment procedures very well to devise work that is well matched to the needs of individuals and groups of pupils. Planning is consistently good and provides clear learning tasks so pupils understand what they have to do. Work is marked regularly and homework is well used to support lessons. Teaching is consistently very good in Years 5 and 6. In this class, very good teaching, brisk pace and very good subject knowledge contributes to very good pace of learning. Lessons are exciting and fun. The teacher incites curiosity and enthusiasm for the many different ways fractions can be recorded.

111. The co-ordinator is new to the school but has very good subject knowledge and is a very good role model. The previous co-ordinator worked hard to establish clear targets and planning so that all pupils are challenged and supported to attain their full potential. Subject performance and the quality of teaching are closely evaluated; this rigorous process contributes to the very high standards achieved. All pupils with special educational needs are well supported. Resources for mathematics are satisfactory.

## **SCIENCE**

112. Since the previous inspection, standards in science have vastly improved as a result of good teaching planned to meet the needs and abilities of the pupils. Standards in the teacher assessments for Year 2 pupils in 2000 were above the national average with a very high proportion achieving the higher levels. In the same year, the proportion attaining the expected levels in the national tests in Year 6 was above the national average and was in line with the average for similar schools. However, care must be exercised because numbers in each year group are small. In these cases, statistics are unreliable as indicators of specific improvement or deterioration.

113. In the national tests in 2001, all pupils achieved at least the levels expected nationally, as they did in 2000. However, almost twice as many pupils achieved the higher levels than was the case in the previous year. This is because teachers have improved their confidence and subject knowledge as a result of having a secondary specialist, who acts as a very good role model, to teach the oldest pupils. In addition, there has been an increased and successful emphasis on developing pupils' skills of enquiry and investigation throughout the school. Inspection findings are that pupils' standards are now well above average at the end of Years 2 and 6.

114. The analysis of pupils' science work shows that they make good progress in Years 1 and 2 and achieve well. Younger pupils acquire appropriate scientific skills, knowledge and understanding and rapidly develop their previous knowledge throughout the key stage. A number of pupils in Years 5 and 6 achieve exceptionally well during lessons because of very good teaching; the majority make very good progress, effectively consolidating and extending their previous knowledge and understanding.

115. Throughout the school pupils with special educational needs achieve well in comparison with their prior attainment. Teachers and skilful assistants support pupils very well in the classrooms. In the best lessons they have modified, challenging work, which allows them equal access to the science curriculum.

116. Pupils in Years 1 and 2 know where our food comes from; in their study a pupil in Year 1 wrote, '*Plants produce seeds and the seeds produce new plants we call this production.*' Older pupils observe the effects of light and water on seed growth when they conduct experiments by planting wheat grains. They make appropriate links to literacy and numeracy when recording their findings in 'The Story of Wheat'. They understand light and dark and use terms such as '*reflects*', '*colour filters*' in their study of how light travels. Work for these pupils shows good links to other subjects of the curriculum and their personal development. They make a personal record of themselves recording their height, weight, colour of hair and eyes and taking their finger prints, one boy wrote '*I bite my nails and have hairy legs*', Teacher comments '*Some honest remarks here!*'

117. Pupils in Year 3 and 4 show very good learning when investigating the best type of writing paper for boys and girls who make mistakes. Higher attaining pupils make confident predictions and offer reasonable suggestions to describe the observed results. All show an understanding of '*fair testing*' explaining that only one variable can be changed in each test. In their experiments, some go further than required and become absorbed in the different structures of different types of paper. They use what has been learnt in previous lessons to help them draw conclusions. Pupils' approach is excellent. They are learning to become true '*scientists*'.

118. Pupils in Year 5 and 6 show great enthusiasm and interest when studying soil. They try to determine the optimum soil to use in a wormery. They have a very good knowledge of the fact that holes in substances contain air, a necessary component for their wormery. Lenses are used to examine soil particles in great detail, a significant number of pupils confidently describe the volumetric analysis of different soils and compare and contrast structures of soil in suitable terms. All pupils explain the process of prediction and how they arrive at a conclusion. Their good literacy skills and knowledge of appropriate scientific vocabulary is evident in their descriptions and the very good quality of recordings. Consequently, the progress that nearly all pupils make is very good. Pupils show they are confident in deciding for themselves how to record the data they collect. However, they have too few opportunities to use the schools hardware and software in information communication technology to measure, record and interpret data gained in science activities.

119. The teaching observed is good throughout the school, with some very good teaching seen. No unsatisfactory lessons were observed. In the majority of lessons, teachers plan their work carefully. They set appropriate objectives and provide a suitable range of activities including practical experimental work that has real interest to the pupils. They make good use of their own secure subject knowledge and adopt a range of challenging questions to focus pupils' attention and extend their thinking and understanding. Overall, the management of pupils is good. Teachers are competent in ensuring a smooth transfer from discussions into practical work and time is used efficiently, particularly in Years 3 to 6. Where the teaching is most effective, for example in lessons on

materials in Years 3 and 4 and in Years 5 and 6, the teachers made good links with prior learning and set very clear objectives. Very good use of scientific vocabulary was made and pupils were encouraged to make comments and predictions. As a result, the pupils were fully involved in the lesson and concentrated well. They moved quickly and confidently into the investigation using their time well and working at a very productive pace. Teaching assistants and volunteer helpers invariably give good support, particularly to those pupils with special educational needs. Where teaching has some shortcomings, there is a lack of clarity about what pupils are expected to learn and the planning does not take account fully of the different abilities of pupils.

120. The subject is now well managed by a new co-ordinator who has good subject knowledge and is very keen to improve the overall provision and standards. Very good assessment and recording procedures are in place and detailed analyses of pupils' strengths and weaknesses in statutory and non-statutory tests are used very effectively to plan appropriate work. Such attention has already had a positive impact upon standards and progress. The school has prioritised science in the school improvement plan and the co-ordinator has identified the need to develop and consolidate scientific skills through a greater emphasis on investigative work, and the use of information and communication technology to measure, record and interpret data. The school's resources are satisfactory, overall, and are supplemented very well by equipment loaned by the local secondary school, particularly in Years 5 and 6.

## **ART AND DESIGN**

121. Pupils' standards are in line with those expected nationally for seven and eleven year old pupils. All pupils, including those with special educational needs and those identified as higher attaining, make satisfactory progress throughout the school and reach the standards that they should. Standards have been maintained since the previous inspection.

122. There is a wide range of attractively displayed art work on classroom walls, in the hall and in corridors that shows that pupils have used a wide range of media, such as paints, pastels and clay. The range of displays also reveals good links between art and other subjects; for example, written stories have been illustrated; there are lovely illustration of book covers such as *'The Duck that had no luck'*, pyramid wall paintings linked to pupils' Egyptian studies in history, and very neat mathematical designs to make attractive pictures. There are very good links to literacy – Year 6 pupils used their skills to record their evaluations of famous painters, such as Van Gogh, and pupils in Year 2 wrote instructions for printing, remembering the correct sequence.

### *How to Print*

- *Put the ink in the tray*
- *Then you put the in on the block*
- *Next you put the block on the paper*
- *Then carefully peel it off*
- *Then look at it*

123. Art is also used very well to develop pupils' understanding of their own culture and that of others. A recent visit to the school by a professional artist helped to develop pupils' expertise in environmental sculpture. Pupils spoke enthusiastically about this event and described how they learned new skills, including weaving, printing, pottery and sewing. The way in which the school devoted additional time to concentrate on *'the Arts'* was very successful. Art forms an important part of school's work. It is used well to help make the school a lively, attractive place in which to work. The care with which it is displayed reflects the importance that teachers place on celebrating pupils' work.

124. Pupils in Year 2 develop satisfactory observational drawing skills. Their still life representations of autumn seeds and berries are very detailed and show that they have concentrated hard. Many of their self-portrait sketches bear a really strong resemblance to their models, even down to the smallest details such as crooked teeth and freckles! Pupils in Years 5 and 6 make bold, clear and detailed drawings of faces in their sketch books and the same attention to facial detail is as evident here as it is in Year 2. However, pupils' sketchbooks are not regularly used to develop their ability and there is not logical progression in their drawing ability or in the range of materials they use to draw as they get older.

125. There is good evidence of three-dimensional artwork around the school. For instance, in Years 1 and 2 pupils use paper curling, twisting, folding and bending. They use rice and pasta to make colourful pictures. Older pupils in Years 5 and 6 worked with clay at school and on the residential journey to Minstead. They collect mud from the pond bottom then prepared the clay before it could be used. They fashioned gargoyles with the clay and show appropriate sophistication in their designs.

126. The scrutiny of pupils' work and of teachers' plans and records indicates that teaching is satisfactory, overall. Only one lesson was observed during the inspection. In this lesson, for pupils in Years 5 and 6, teaching was good and pupils learned new skills. The teacher emphasised the importance of careful observation and gave very good tips about techniques, such as pencil grip and concentration on the simple effect. The teacher used resources very well and introduced his lessons very well, establishing good links with the previous history lesson. The pupils enjoyed the teacher's clear explanation of LS Lowry's naïve style and were motivated to experiment for themselves. Pupils were very well behaved and thoroughly enjoyed their work. They concentrated very hard and generally were extremely pleased with their results. They were keen to show others what they had done and those pupils, in turn, were genuinely impressed and gave fulsome praise.

127. Classrooms lack useful space for artwork, but resources are good and plentiful. There have been only limited opportunities for the subject co-ordinator to monitor teaching in learning. The portfolio of work, which is being developed by the co-ordinator, provides good, although currently limited, examples of the standards of work that pupils should be striving for in their art lessons. There are as yet limited assessment opportunities built into the planning and delivery of art and design.

## **DESIGN AND TECHNOLOGY**

128. Standards of attainment at both Year 2 and Year 6 are in line with those expected nationally for pupils of this age. All pupils, including those with special educational needs and higher-attaining pupils, make broadly satisfactory progress in their learning. Considering the good progress and high standards achieved in other subject areas, these standards could be better, as explained below.

129. Pupils in Years 1 and 2 cut out and make a coat for Joseph. They select appropriate materials but exploration of different ways to join materials is limited. They decorate the coat using a range of colours and shapes. Pupils design and make a moving vehicle using construction kit materials to carry the Queen Mother. The making of structures continues throughout the school. Pupils in Year 3 and 4 make three-dimensional frames exploring different ways to join materials. Pupils make houses in Tudor style to link with their work in history.

130. By the end of Year 6, pupils have made a musical instrument; a visiting specialist led the workshop for this experience. Pupils work with a range of materials and

components but work with textiles is limited. All pupils make tomato and herb bread and write about the process. Opportunities for considering their own designs could be better. Older pupils make shelters and test the shelter for effectiveness, they write about what they have done and less on how the shelter could be improved. Scrutiny indicates that pupils experience making and they evaluate and write about their product. Evidence of exploring a range of designs is limited. Evaluations state whether the product is good or not but do not always explain how the product could be better. Throughout the school, evidence of planned design work and of written evaluations is too infrequent.

131. No lessons were observed and so no detailed judgements can be made about the quality of teaching. However, from the scrutiny of teachers' plans and records and of pupils' work, teaching is broadly satisfactory. However, the quality of design work could be better. In addition, although pupils do evaluate their work, suggestions of how to improve the quality of their design and finished product are limited. The links with other subjects need strengthening; for example, there is no evidence that ICT contributes to the subject.

132. There is an appropriate plan for the development of the subject. Since the last inspection, the school has worked hard to improve the provision for design and technology. Standards are better now than when the school was last inspected. Planning has improved and ensures all areas are experienced; visiting specialists have enhanced the curriculum experience for pupils. Design and technology is placed alongside art in the annual reports and is not reported in its own right; the school has already identified the need to institute manageable assessment procedures.

133. Areas to develop, therefore, are: -

- The quality and quantity of design and exploration of design ideas prior to making a product;
- The quality and quantity of evaluation and development of suggestions to improve the product;
- Improving the range of materials used, for example, in textile work.
- The quality of the finished product
- Reporting pupils' progress in design and technology as a separate subject to parents and not alongside art and design.

## **GEOGRAPHY**

134. Only two lessons were observed during the inspection, one in Year 1 and the other in Year 2. Judgements are, therefore, based also on the scrutiny of the work of a sample of pupils and on the scrutiny of teachers' plans and records. Pupils' standards in Years 2 and 6 are in line with those expected nationally. Pupils, including those with special educational needs and those identified as high attaining, make broadly satisfactory progress in the work seen. However, in some classes, such as last year's Year 4, there is too little written evidence available to determine whether all pupils achieve the results that they should. This aspect of the school's work needs attention.

135. Year 1 pupils recognise safety measures that are taken in their environment, such as school crossing patrols, fences and traffic lights. They understand that maps are plans – 'birds' eye views' – and they accurately interpret maps of familiar areas. In Year 2, pupils give sensible suggestions about how to improve their immediate area, including the safe positioning of a new 'play area'. Their mapping skills have developed soundly and they draw reasonably accurate maps; however, they have yet to develop a secure sense of proportion. They are aware that there is a consequent impact on the environment of human developments. They know that some physical phenomena, such as floods, place limitations on man's interaction with the environment. They enjoy the opportunity to debate and discuss their ideas in small groups and they work hard to achieve the desired end.

136. Year 6 pupils appreciate the characteristic differences between places, such as Winchester and the field study centre at Minstead that they have just visited. They research soundly, using both primary and secondary sources, as they investigate the tensions underlying the need for ecological awareness. They realise that differing conditions, for example the lack of internal plumbing in Nepal, affect lifestyles, with the consequence that Ghurkhas tend to be more muscular and wiry because they have to carry water containers for some distance. There was no evidence of the study of physical geography in the Year 6 work offered for scrutiny or on display.

137. The quality of teaching of pupils in Years 3 to 6 is satisfactory, a judgement that is based on the scrutiny of teachers' plans, which are sound, and on the analysis of pupils' progress. No more detailed judgements are possible. The quality of teaching in Years 1 and 2 is satisfactory, overall, based on the scrutiny of last year's work although the two lessons seen were both well taught. In these lessons, teachers plan their lessons soundly, have a good knowledge of the subject and high expectations of what pupils can achieve. These factors lend lessons a clear focus and a structure that gains pupils' interest and ensures that they make good efforts to complete their work to a good standard. Teachers manage pupils well and relationships are good, which results in willing learners who are confident to have a go because they are secure that their efforts will be appreciated. Resources are used well to ensure a good pace to lessons. For example, in Year 1 skipping ropes, cones and cardboard boxes captured pupils' attention when they were used as 'symbols' to map the area outside the school and ensured that all pupils were keen to become involved in the activity. There is scope to involve support assistants more fully in the initial parts of lessons.

138. The management of the subject is sound; the co-ordinator has been newly appointed to the school and has had no opportunity to develop a leadership role as yet. The school relies on national guidance to assure full coverage of National Curriculum requirements. The subject development plan has already identified as a priority the need to develop a scheme of work that is relevant to the school's context and that secures the logical development of pupils' skills. Another identified development is the establishment of manageable assessment systems. Both these intended developments are necessary if pupils are to achieve the high standards that are evident in other subjects. There is insufficient use of information and communication technology to support work in geography. Resources are satisfactory, overall, but the environmental area is an outstanding natural, managed resource that the school uses well.

## **HISTORY**

139. Because of the timing of the inspection, no teaching of history was seen during the inspection. Judgements are based, therefore, on the scrutiny of pupils' work in books and on display and of teachers' plans and records.

140. Pupils' standards in Years 2 and 6 are in line with those expected nationally. They make broadly satisfactory progress in relation to their prior attainment, including pupils with special educational needs and those identified as being higher attaining. However, there is often little written work as evidence for a year's progress, especially in last year's Year 4, and this aspect of the school's work would benefit from review.

141. In Year 2, pupils have a satisfactory knowledge of some of the main events of English history, such as the Gunpowder Plot and the Great Fire of London. They understand that the Great Fire spread more quickly than it might otherwise have done because houses were made of wood and there was a strong wind to fan the flames. They are beginning to understand that there is a difference between fact and opinion. They use both primary and secondary sources, including books and their parents' and grandparents'

memories, when they research into the past. Insufficient use, however, is made of information and communication technology to aid this research throughout the school. Year 6 pupils understand that the past is told in different ways according to the author's viewpoint and, so, are beginning to appreciate that accounts may be biased. They order time correctly and appropriately. They understand the main reasons for invasion, for example of Britain by the Romans, and understand that invasion may lead to settlement. They have a sound knowledge of an adequate number of significant characters and events from a small number of historical periods.

142. Although no teaching was observed, it is possible to judge from studying teachers' plans and records and pupils' work that the quality of teaching is satisfactory, overall. Teachers' planning is secure throughout the school and satisfactory provision is made for the needs of all pupils, including those with special educational needs and those identified as being higher attaining. The co-ordinator is newly appointed to the school and has yet to have had time to assume a leadership role. Nevertheless, the subject is being managed broadly satisfactorily. The subject development plan addresses the need to develop manageable assessment procedures; this is appropriate. So, too, is the identified need to develop a relevant scheme of work; however, the planned developments would benefit by having a greater emphasis placed on the need to develop pupils' skills in a logical sequence.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

143. By the end of Year 6 and Year 2, standards of attainment in ICT are in line with those expected nationally. All pupils, including those with special educational needs and higher attaining pupils, make broadly satisfactory progress in their learning. Considering the good progress and very good standards achieved in other subject areas these standards could be improved. The use of ICT to support work in other subjects is not developed fully enough, which is a matter that the school has already recognised and included in its current school development plan.

144. By the end of Year 2, pupils have good control of the mouse and knowledge of the keyboard although typing skills are slow. Pupils type simple sentences and create pictures. They know and explain how to save and retrieve their work. Pupils in Year 2 use ICT to investigate real situations, for example, when they collect data on traffic volumes and present the information in bar chart form. They open their own program and know how to print their work. Pupils in Year 3 use text boxes and import images, for example, in the presentation of their seasonal poem Haiku. Higher attaining pupils re-draft on screen and add images, for example, in the work 'How the giraffe got its neck.' Pupils in Year 5 and 6 use the computer to produce pie charts and bar graphs to show their favourite colours, toys and games and sometimes use spreadsheets to enter information and carry out simple calculations. They enter labels, numbers and simple formulae. They cut and paste, copy, change the font size, colour and copy. Pupils in Year 6 use an Internet search engine capably and are developing a satisfactory awareness of different search engines and their capabilities and limitations. They investigate different requests for information and identify answers to questions, for example, discovering facts about the poet Alfred Lord Tennyson before printing a picture and information about him. They also research pictures painted by LS Lowry. Pupils in Years 3, 4, 5 and 6 use the scanner and accurately explain how to enlarge pictures. The school has a digital camera but no use of it was observed during the inspection. All pupils are interested in their lessons and attitudes are good. Higher attaining pupils type up the minutes of the school council meeting and edit their work appropriately.

145. Insufficient teaching was observed to make detailed judgements about the quality of teaching, overall. However, from the evidence of planning and the scrutiny of pupils' work, teaching is broadly satisfactory. A classroom assistant teaches ICT to small groups in the oldest class while other pupils are doing art and physical education. Subject knowledge is

good and pupils are encouraged to develop their knowledge and confidence. During the inspection, the computers were seldom switched on in lessons and there were many missed opportunities to use the computer to reinforce knowledge and skills for pupils with special educational needs and to extend the more able pupils.

146. The use of ICT across the curriculum is clearly identified in planning. Evidence of the use of ICT to reinforce other subjects is limited, which is unsatisfactory. ICT is used on occasions to support work in mathematics and science, for example pupils create simple graphs to show height and foot length. They also occasionally access the Internet for information for art, geography and history. There is some evidence that the skills of numeracy and literacy are taught, for example, to help spelling in Years 1 and 2.

147. Since the last inspection, standards have been maintained but there have been significant developments in the subject. The school has improved and updated hardware and software and ensured that a confident and competent classroom assistant with good subject knowledge teaches the subject regularly. There is a good policy and planning identifies a clear progression through the school in skills, knowledge and understanding.

148. Strengths of the subject are: -

- Improved hardware and software

149. Areas to develop are: -

- Increased use of ICT across the curriculum and in lessons;
- Increased use of ICT for lower attaining pupils, pupils with special educational needs and more able pupils

150. The co-ordinator has recently joined the school and has only been in post for five weeks. She has good subject knowledge and communicates enthusiasm for the subject. ICT is well planned; progression in learning is evident in the planning and the small sample of pupils' work available for scrutiny. There is a good map identifying links with other subjects although the school still has to develop this aspect further before it is a secure aspect of provision. The development plan for ICT identifies clear aims and objectives and the school is making good progress towards achieving these aims. The headteacher has monitored the standards of teaching and learning in ICT.

## **MUSIC**

151. There was no opportunity to observe class music teaching in Years 3 to 6 during the inspection. Evidence was obtained through the observation of assemblies, lessons and discussions with music co-ordinator and pupils and many tape and video recordings to confirm this judgement. In Years 2 and 6, pupils' standards are above those expected nationally. All pupils, including those with special educational needs and those identified as higher attaining, make good progress throughout the school and generally achieve good results.

152. Singing is a strength of the school and throughout the school, pupils sing a range of songs very well. They are developing appropriate breathing techniques and older pupils make good use of intonation. Pupils have good understanding of the beat in music and vary the dynamics appropriately, singing softly or loudly as the song requires. Older pupils vary the tempo and volume in their performances and very effectively sing rounds in two parts, clearly demonstrated when they sang a piece to link with their topic. Diction is clear and pupils show that they are able to sustain their own parts whilst listening to others. Pupils in Year 3 extend their understanding of how music can be used descriptively and successfully use a range of classroom instruments to play rhythm and melodic ostinato while learning about Tudor dance music. Pupils in Years 5 and 6 use a range of tuned and

un-tuned instruments effectively to create their own Indian music with a pentatonic scale. Year 6 create their own jazz improvisations and Indian ragas.

153. No teaching was seen in Years 3 to 6 but, from the taped and other evidence, it is possible to judge that teaching in this section of the school is good. All pupils are taught by a music specialist who sets high expectations for them. The teaching observed in Years 1 and 2 is good, overall. Lessons are well planned and pupils are given opportunities to demonstrate their developing skills. Recorded music is used effectively to demonstrate ideas and encourage responses. Pupils are generally very responsive in music lessons and show obvious enjoyment, although a few become rather excited in some lessons. The school has a popular choir and an appropriate range of brass, woodwind and string tuition complements the scheme of work, with pupils attending the local musical festival and putting on many performances. The latest production, 'The Silver Sword', was written by the headteacher and staged in a local theatre. The pupils recall the event with happiness.

154. Music contributes well to pupils' social, moral, spiritual and cultural development. The school has ensured the pupils hear music from many countries, such as African drum music and Indian dance music. Music is one of the pupils' favourite lessons and this is evident in the amount of energy they put into their singing and instrument playing and practice. A number of pupils are taught by peripatetic music teachers, and these opportunities make a good contribution to their personal and cultural development. The school has made strenuous efforts to ensure that much of this provision is outside lesson times. The school has already recognised that assessment procedures need to be developed further.

## **PHYSICAL EDUCATION**

155. Standards of attainment in physical education at both key stages are typical for pupils aged seven and 11. All pupils, including those with special educational needs and higher attaining pupils, make broadly satisfactory progress in their learning. Deficiencies in accommodation limit the progress that higher attaining pupils make. Since the last inspection, standards have been maintained.

156. During the inspection, games was observed in Years 1 and 2 and gymnastics and dance in Years 3 to 6. No swimming lessons were observed. Scrutiny of planning indicates that all areas of activity are taught and this, together with discussions with pupils and teachers, enabled judgements to be made.

157. By Year 2, pupils' co-ordination is well developed. Pupils use their feet effectively to dribble a ball to the right, left and round about. They have developed appropriate knowledge about football and correctly explain which part of their foot is used to control the ball because the teacher checks their knowledge. Pupils are aware of space and move well alongside each other. They work well with a partner and pass the ball reasonably accurately to them; higher attaining pupils travel with the ball before passing it. Aiming skills are well developed, and pupils dribble the ball around a slalom of cones and aim it into the goal. Pupils are aware of how they can improve their performance and, when asked, make sensible suggestions, such as, 'Keep your eye on the ball.'

158. Pupils in Year 3 and 4 swim weekly and are taught by specialist swimming teachers at the local pool. Scrutiny of planning indicates sessions contain an appropriate balance of activities to enhance swimming skills and ability. All pupils achieve the nationally expected standard in swimming. In games, pupils have a sound knowledge of attack and defence strategies and clearly explain how to maintain or regain possession of the ball. All pupils have the opportunity to play competitive games against other schools. Standards achieved in dance are above what you would expect to find because the teacher has specialist dance knowledge. Pupils reflect the teacher's enthusiasm and subject knowledge

producing well-choreographed dance compositions. Pupils know about compositional elements, such as changes in level and dynamics, and this is reflected in their dance using the stimulus of Egyptian pyramids and pictures. Pupils are developing a good awareness of performance skills and hold starting and finishing positions well. High expectations ensured lessons have a very good pace and there are good opportunities for creating dance phrases and evaluating their work.

159. By the age of eleven, standards in gymnastics are broadly in line with those expected nationally but could be better, especially for those pupils who are potentially higher attaining. The poor indoor accommodation is a contributory factor to why standards are not as good as they should be in gymnastics. Resilience of the older pupils is not well developed and vocabulary and range of movements in gymnastics is not as good as you would expect. Inadequate hall space means learning is not continuous because pupils only experience gymnastics every other week instead of every week. For example, the oldest class is split in half so that pupils can have more space for their gymnastics lesson. While this gives pupils the opportunity to move in space safely, the space is still not enough to enable pupils to extend fully and travel freely in space and, as a consequence, movements are not as good as they could be. Appropriate outdoor adventure activities are experienced on residential trips and visits.

160. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The co-ordinator has very good subject knowledge about dance and uses the limited hall space to maximum effect. Good teaching in this lesson and continual guidance, high expectations and a clear framework helps to raise standards so that pupils produce a sequence of movements by the end of the lesson to include travelling movements, balances and different shapes. Class control and discipline are good, but in some lessons methods used do not ensure that pupils are active for long enough periods of time. For example, in a Year 2 lesson pupils were divided into groups with one ball between six so that five pupils stood waiting while one pupil had contact with the ball. Teachers are well organised and give clear guidelines to improve performance. All pupils enjoy physical education and work hard in their lessons.

161. The teaching of the skills of numeracy and literacy could be stronger. The emphasis on vocabulary is satisfactory; for example, pupils talk about the effect of exercise on their body. However, these explanations are limited and hesitant in all year groups; explanations are superficial and limited to statements such as, 'It keeps you fit and healthy'. The skill of estimation and the development of spatial awareness are curtailed by the inadequate indoor hall space.

162. The co-ordinator is new to the school but is enthusiastic and a good role model. She has suggested sensible ways to counter the poor indoor accommodation and ensure that pupils have their full entitlement to physical education lessons. Resources are unsatisfactory for infant pupils. There are insufficient balls for each pupil to have one each, which means that younger pupils have to share a ball and this limits individual development of skill. The gymnastic apparatus is old and heavy for younger pupils to lift and carry. The range of apparatus is also very limited. Extra-curricular clubs and activities extend the curriculum provision very well. There are opportunities for all pupils to play in teams against other schools. The school has correctly identified the need to devise simple, manageable assessment procedures.

163. Strengths of the subject are: -

- The quality of teaching in Years 3 to 6;
- Extra – curricular opportunities;
- Enrichment of the curriculum through activities such as the 'Dance week';
- Standards in dance in Years 3 and 4.

164. Areas to develop are: -
- Indoor accommodation
  - Resources for younger pupils