

# INSPECTION REPORT

## **BURITON PRIMARY SCHOOL**

Buriton, Petersfield

LEA area: Hampshire

Unique reference number: 115869

Acting Headteacher: Mrs H Atkinson

Reporting inspector: Mr M Burghart  
20865

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> June 2000

Inspection number: 197823

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Street  
Buriton  
Nr Petersfield

Postcode: GU31 5RX

Telephone number: 01730 263526

Fax number: 01730 231982

Appropriate authority: Governing Body

Name of chair of governors: Mrs H Myers

Date of previous inspection: 6<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M S Burghart Registered inspector	Children under five; Special educational needs; Mathematics; Art.	What sort of school is it? Results and achievements; How well are pupils taught? How well is the school led and managed?
Mrs F Hurd Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr M Leyland Team inspector	English; Science; Design and technology; Music; Physical education, Equal opportunities.	How good are the curricular and other opportunities offered to pupils?
Mrs E Whiting Team inspector	Information technology; Geography; History; Religious education.	

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Buriton Primary School is situated in the village of Buriton in rural Hampshire near Petersfield. The school is housed in Victorian buildings, modified over time to provide room for three classes. The fourth class is housed in an old mobile classroom. The school has the use of the nearby new village hall for physical education and has its own small field. There are 78 children on the school roll aged from four to eleven. Numbers have decreased by 10 since the last inspection, but are now rising. Apart from the reception class, recently split from Key Stage 1, all classes contain pupils from two year groups. There is an average of 20 pupils per class.

Pupils are drawn from the local surrounding area, mostly from private and rented accommodation. Most pupils have had some kind of pre-school education. Their attainment on entry to the school, aged four, is above average.

The headteacher is in her first year at the school and went on enforced maternity leave two days before the inspection. The new acting head is the senior teacher who has herself recently returned from maternity leave. She is supported by three full time teachers (two of whom are in their first year of teaching) and one part time teacher.

There are 18 pupils on the special educational needs register. This accounts for 23 per cent of the school roll, and is slightly above the national average. One pupil has a formal statement under the terms of the DfEE Code of Practice<sup>1</sup>, which is below the national picture. Eleven children are known to be eligible for free school meals, which at 14 per cent is below the national average of 20 per cent. No pupils require extra support as a consequence of having English as an additional language.

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

Buriton Primary School is a happy place where pupils and staff get on well together. It provides a sound overall curriculum and standards are at least satisfactory with strengths in English, mathematics and science throughout the school. Pupils' achievements by the time they leave the school show added value to their above average attainment when they begin Year R. Teaching has improved and is now at least satisfactory with good features. Clear objectives, and high expectations identified in good planning, effectively managed by head, acting head and staff, contribute to a good learning environment and good school ethos. Although spending per pupil in this small school is high it matches the school's income and this gives sound value for money. This represents considerable improvement since the last report.

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

- Attitudes, behaviour and personal development are very good.
- Relationships are very good.
- Standards in English, mathematics and science are above average when pupils leave the school.
- Pupils are well managed.
- The school's links with the community are good.
- Provision for pupils' moral and social development is good.

<sup>1</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What could be improved

- The use of assessment information, especially in subjects in addition to English and mathematics.
- Outdoor and structured play activities for children under five.
- The pace and match of work to different abilities in some lessons.
- The consistency of marking.
- The amount of time spent on information technology.
- The prioritising of the school development plan.
- Levels of playtime supervision.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last full report identified a variety of serious weaknesses in the school. Some improvement was reported in most areas in a follow up HMI<sup>2</sup> inspection. Good progress has been (and in some cases is still being) made in addressing these. Strategic management is much better with a clearly structured school development plan; staff as co-ordinators; and better leadership of the headteacher (although this is currently interrupted by maternity leave). Standards, particularly in mathematics at Key Stage 2 and for the more able in Key Stage 1 have been significantly improved. Much improved planning in the curriculum with policies and schemes (albeit some recent) in all subjects are being appropriately implemented. The governors' annual report to parents now better meets statutory requirements. Communications with parents and the community have been substantially improved. Improvements, in addition to these, feature the successful introduction of literacy and numeracy time. Staff and governor changes, with an improved profile of responsibilities, have been well managed. The school has established procedures to manage the budget through subject headings and spend money in a cost effective way, although many initiatives have yet to have full effect or be evaluated. The school is no longer considered to have serious weaknesses and is appropriately placed for future development.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	A*	A*	A*	very high A*
Mathematics	E	A	A*	A*	well above average A above average B
Science	C	A*	A*	A*	average C below average D well below average E

Although small numbers in each year group make statistical comparisons unreliable, it is possible to identify clear improvement over a three year trend. Better planning, organisation and teaching have had positive effects on pupils' achievements by the end of Year 2 and Year 6. Standards of work observed during the inspection were above average in English,

<sup>2</sup> HMI refers to Her Majesty's Inspectors who are employed by Ofsted and work directly under the authority of the Chief Inspector.

mathematics and science at both key stages. Attainment in all other subjects is at least in line with expectations, with strengths in aspects of geography and history. Pupils, including those with special educational needs make good progress during their time in school. Currently progress for all pupils is most obvious at Key Stage 2, but this varies depending on the potential of particular year groups. A\* performance indicates that the school's achievements in tests are consistent with the top five per cent of all schools nationally. Early indications from National Curriculum assessments at both key stages in 2000 are that performance is maintained at above average levels in English, mathematics and science.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good: 96 per cent of parents report pupils like school. Pupils are happy, enjoy work and are keen and interested.
Behaviour, in and out of classrooms	Very good with excellent features. Pupils are well aware of right and wrong. They respond very well to adults.
Personal development and relationships	Good overall personal development; pupils are considerate, tolerant and keen to take responsibility, and, where they have the opportunity, to show initiative. Relationships are very good throughout.
Attendance	Good: above the national average. Low incidence of unauthorised absence.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Satisfactory with good features	Good with some very good features.

*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 overall quality of teaching ranges from satisfactory to occasionally very good. Forty-four per cent of lessons were judged satisfactory with fifty per cent good and six per cent very good. This represents improvement since last time. Strengths in teaching are in skilful questioning which requires pupils (especially at Key Stage 2) to hypothesise; very good relationships; planning with clear objectives for each lesson; and good management of pupils. Relative weaknesses, which the school appreciates as areas for improvement, are in a lack of pace in some lessons, particularly when changing from one activity to another; a lack of emphasis on investigative work in mathematics; marking which does not indicate how pupils can make improvements; and lessons where work is too often the same for all ability levels and does not allow enough opportunities for independence. All members of staff were judged as having at least one session at the good level and two had one lesson each judged as very good. Pupils' learning closely matches the quality of teaching, and most pupils make good progress over their time at the school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad: enriched by suitable homework and good extracurricular activities (for Key Stage 2), visits and visitors. Mostly balanced but a relatively high percentage of time spent on literacy and numeracy means time for other aspects is restricted, notably an underemphasis on information technology.
Provision for pupils with special educational needs	Satisfactory provision with support in class. Individual education plans and communications are effective in producing good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual satisfactory (although better planning is needed to raise the spiritual dimension of the school). Strengths in moral, social and cultural provision.
How well the school cares for its pupils	Staff know pupils well and take good personal care. Risk analysis is insufficiently rigorous to be sure to identify all aspects of health and safety. There are too few planned assessment opportunities in subjects other than English, and mathematics to measure pupils' progress adequately, or to be used to modify plans.

The curriculum for the under fives is now being planned with the Desirable Learning Outcomes<sup>3</sup> and Early Learning Goals in mind. However, there are insufficient opportunities for physical, outdoor activities due to a lack of resources and difficult access. Provision is sometimes negatively affected by the lack of classroom assistance. When there are too few planned opportunities for structured play this restricts some aspects of children's development.

Following improvements in communication since the last report and particularly since the present headteacher was appointed, links with parents are now good.

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<sup>3</sup> The Qualifications and Curriculum Authority has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall with considerable improvements in policy and planning. The new head and staff are working hard, building on the successes of the action plan which evolved from the last inspection. Good subject files. However, co-ordinators' roles in monitoring are, as yet, underdeveloped, other than in literacy and numeracy. The acting head is very new, due to the head's recent departure on maternity leave. Currently she has too little time available to lead and manage the school effectively. In the short term this leaves the school vulnerable.
How well the governors fulfil their responsibilities	Satisfactory, much improved. Good understanding by chair, chairs of committees and the special educational needs governor. Most statutory responsibilities met, but some aspects of health and safety, and assessment of risk analysis not fully addressed. Not all assemblies are acts of collective worship.
The school's evaluation of its performance	Good review of standardised assessment test performance and effective review of the school development plan. Many policies and schemes too new to have proved effective yet.
The strategic use of resources	Satisfactory use of accommodation, staffing and resources, but more support needed to release the acting headteacher and to facilitate outdoor, under fives' activities. Insufficient resources for under fives' physical development. Finance committee and administrative officer seek to spend money wisely. Budgets now operated for each subject. Best value principles followed. Mobile classroom in need of substantial renovation. Insufficient staff on duty at break times.

## 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>• Behaviour.</li> <li>• Children like school.</li> <li>• Pupils' progress is good. Parents are suitably informed.</li> <li>• Teaching is good.</li> <li>• School is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework; too much; too little.</li> <li>• Extracurricular activities.</li> </ul>

Sixty-four per cent of parents returned the Ofsted questionnaire and nineteen parents attended the meeting with the registered inspector. The overwhelming response of parents to the school is positive. Inspectors support these views. With regard to homework inspectors find policy is satisfactory and well used to enhance the curriculum. The range and number of extracurricular activities is considered good for this size school, albeit that these are mainly for Key Stage 2.

## **PART B: COMMENTARY**

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

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

1. Children enter the school in the year they are five with levels of attainment above those expected for this age group. They make good progress by the time they leave at the end of Year 6.
2. Standards in English, mathematics and science are all above average at the end of both key stages. For example, pupils' performance in reading is well above average: a minority in Year R are already at the expected level for those at the end of Year 2; over half those in Year 2 are reading at levels above average; and a significant proportion of pupils in Year 6 are well above the level expected for eleven year olds, Level 4. Standards of writing, spelling and handwriting are all good, being above average. Pupils' skills in speaking and listening are well above average throughout the school. Pupils are articulate and participate in discussion work eagerly and confidently. This has particularly good effects on other subjects and on pupils' personal development.
3. In mathematics pupils in both key stages are confident and generally accurate in numeracy and have satisfactory recall: for example of multiplication tables. Most pupils have a good understanding of shape, space and measures for their age. When given the opportunity, pupils, especially in Key Stage 2, show that they can investigate and experiment with mathematical operations well to solve problems. This is less well developed in Key Stage 1, but pupils demonstrate that they have a sound range of strategies to draw on: for example pupils in Years 1 and 2 successfully employed a variety of methods to find which coins would make a given amount.
4. In science by the time they leave the school pupils have built on satisfactory work completed at Key Stage 1 and have a good knowledge of living things and materials. They can propose their own fair tests and understand the effects of forces, such as electricity. Standards are above average at the end of both key stages.
5. Results of 1999 National Curriculum assessments at both key stages indicated that pupils were doing very well in English, mathematics and science with over 90 per cent achieving the levels expected for their age groups and high proportions reaching higher levels. Comparisons with national averages and with similar schools show the school's performance to be very high in both key stages, being consistent with the top five per cent of schools. Early indications are that Year 2000 assessment results for Year 2 and Year 6 will show standards have been maintained.
6. Trends over the three year period 1997 to 1999 are of improvement in English, mathematics and science at Key Stage 2. There have been significant developments in mathematics where in 1997 only one child reached the basic level expected and in 1999 all but one pupil achieved at least this level with a high proportion doing even better.
7. In all other National Curriculum subjects and religious education pupils achievements are at least in line with national (and in the case of religious education, the locally agreed syllabus) expectations at the end of both key stages. This is an improvement since the last inspection where design and technology, geography and religious education were found lacking.
8. Pupils' performance in design and technology has been improved to satisfactory and is now in line with expectations by the end of Year 6. Good planning has introduced pupils to the design, make and evaluate process and pupils are making sound progress in Key Stage 1 with good features in Key Stage 2.

9. Standards in geography are judged above expectations at the end of Key Stage 2. Pupils have good subject knowledge and understanding of the differences between one place and another: for example comparing Buriton with St. Lucia in the West Indies. Pupils are able to appreciate and explain elements of human geography, such as how places are linked by the movement of people and goods. They understand how factors such as weather and pollution affect people and places. The school has done well to improve standards in geography from unsatisfactory to good since the last report.

10. Pupils' attainment in information technology is in line with expectations at the end of Key Stage 1, but barely meets basic requirements at Key Stage 2. Information technology is not afforded enough time and, particularly at Key Stage 2, is insufficiently treated as a subject in its own right. Plans are in hand to improve resources and address problems of access in a difficult building, but the current underemphasis on the subject is having a restricting effect on pupils' progress.

11. Overall pupils including those with special educational needs, make at least satisfactory and often good gains in learning between the time they join Year R and when they leave Year 6, with notable success in English, mathematics, science and geography.

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

12. The last inspection report commented on pupils' good attitudes and behaviour. The behaviour seen during this inspection was almost all of a very good standard, with some excellent features. However, occasionally there was some fidgeting and loss of concentration when children were insufficiently challenged or interested in lessons which were too slow in pace. Pupils respond enthusiastically in class and always try their best, even when they are not quite sure what they should be doing. No oppressive behaviour or bullying was observed during the inspection.

13. Children are polite and friendly towards visitors, and show trust and affection towards their teachers and the other adults who make up the school community. They respond well when given opportunities for responsibility: for instance when setting up and clearing the library area before and after assembly. Older children are instinctively caring towards the younger ones, playing with them at break times and comforting them when they are distressed.

14. Attendance levels are above the national average, and unauthorised absence slightly below it.

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

15. The quality of teaching has improved since the last inspection. One hundred per cent of lessons observed were at least satisfactory, with fifty per cent good and six per cent very good. All members of staff were seen to teach at least one lesson at the good level and two had a lesson each, very good. Considering the number of new staff and the interruption of two maternity leaves this year, this is a good overall profile.

16. Strengths in teaching are in:

- Very good relationships throughout;
- Good planning, which now identifies clear objectives for each lesson;
- Good questioning, which especially at Key Stage 2, encourages pupils to speculate and requires them to respond in sentences with considered opinion, or to express their feelings. For example, teachers ask, "What do you think will happen?" or "How does this make you feel?";
- Good management of pupils in a building with awkward access.

17. Teaching at both key stages and for those under five has good features. Sixty-six per cent of lessons at Key Stage 2 were judged at least good and this has a good impact on pupils' learning. For example, standards in mathematics have improved from well below average to very high in Year 6 since the last inspection, and in geography from unsatisfactory to good.

18. For children under five, the majority of observed teaching was good with particular strengths in language and literacy work. Relative weaknesses at this age group concern structured, outdoor, play activities. This is in part due to a lack of consideration in planning, which has since been improved; difficult access to both the role play area and the outside; and because of a lack of classroom assistance for some sessions.

19. The quality of literacy and numeracy teaching is at least sound in all classes, with half the teaching observed in both aspects being good.

20. The relatively low proportion of pupils with special educational needs is effectively taught, with the help of individual education plans to support pupils as part of mixed age and mixed ability classes.

21. Weaknesses in teaching which form part of some lessons judged satisfactory, and in a few cases good, feature:

- Pace which is too slow, with explanations drawn out and pupils allowed to take too long changing from one activity to another;
- Marking which is inconsistent and too seldom identifies how pupils can do better;
- Insufficient attention paid to information technology as a subject in its own right;
- Occasions, more notably in Key Stage 1, where work and expectations are too similar for all abilities and age groups in the same class, and provide too little opportunity for pupils to show independence.

22. The performance of all staff has been enhanced by professional development: for example training for literacy and design and technology. This has been complemented by a successful programme of monitoring led by the headteacher. Staff are now systematically observed in their teaching, sometimes by colleagues responsible for subject management. Teachers' professional response to constructive criticism is good and team work is developing well.

23. Staff manage homework effectively. Pupils' work is valued and school policy is consistently followed. Teachers make good use of pupils' work in good quality displays which contribute to the good learning environment.

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

24. The school provides a satisfactory curriculum which is broad and balanced. Since the last inspection all issues have been faced and the necessary changes have been made. Curriculum planning is secure in its long term planning and sound medium term plans. Schemes of work for all subjects are being developed. Time allocations for all subjects have been reorganised satisfactorily, with adjustments being made to give Key Stage 2 more curriculum time. Following sustained success in literacy and numeracy there is the potential for the school to review how much time is made available to these areas. This could release time for other subjects; notably information technology. The scheme of work for religious education is firmly based on the local education authority agreed syllabus. The quality and range of the curriculum is enhanced by such events as Art Week and Book Week, and good extracurricular activities such as netball, football, rounders, recorders and art club for Key Stage 2. Further breadth is given to the curriculum by the inclusion of drama productions, tennis coaching, swimming for Key Stage 2 pupils, cycling proficiency, athletics and peripatetic clarinet and flute lessons. Occasionally pupils of

different abilities are presented with the same work and this has a restricting effect on progress. Too often all pupils in the same class produce exactly the same work: for example in mathematics.

25. The school has very effective literacy and numeracy strategies, based on the very good standard of in-service training staff have received in the adoption of the National Literacy and Numeracy Strategies. Standards have improved in both these areas of the curriculum. There is a lack of balance in the great amount of time allocated to English, where standards are high, while information technology suffers from too little time.

26. The school ensures good access and opportunity for all pupils, including those with special educational needs.

27. There is sound provision for personal, health and social education. Sex education is well organised for pupils in Years 5 and 6. Parents are invited to a meeting where they can view a video and hold a discussion with teachers to ensure they are fully informed before deciding whether to allow their children to take part. Health education is an integral part of the science curriculum, which includes use and misuse of drugs. A 'Good Health Week' is held for Years 5 and 6. Circle time<sup>4</sup> is not formally on the timetable, but is used regularly by all teachers to discuss personal, social and moral issues.

28. Links with the local community make a good contribution to pupils' learning. The local policeman gives helpful presentations on feelings and co-operation, keeping safe, and firework safety. Pupils enjoy his approach through songs accompanied on the guitar. There is good co-operation with the local fire service who provide a very worthwhile visit on all aspects of fire safety. The community spirit between the school and the village is really beneficial, both for pupils' cultural and social education. The village support for the fete, the use of the village hall, the good relationships with the vicar and church, and the number of parents working in school, all contribute to pupils' learning in a very positive way.

29. There are satisfactory links with local members of the school's cluster group including helpful co-operation in the induction of newly qualified teachers. The secondary school pupils are welcomed to visit for work experience and in return primary school pupils use their kiln. There are good relationships with the nursery school, which helps pupils when they transfer.

30. Pupils' attitudes, behaviour and personal development are good throughout the school. This concurs with parents' views. Parents are happy with the standards of behaviour and report that their children like to come to school.

31. Satisfactory opportunities are provided to encourage pupils' spiritual development in various parts of the curriculum and through the programme of assemblies for collective worship. However, the school is aware of the need to introduce more planning which will encourage development in pupils' spirituality. The daily assemblies are thoughtfully prepared but do not always allow time for reflection and do not fully meet statutory requirements. Pupils are encouraged in many aspects of their work to be aware of themselves and of others, and are learning to respect the values and beliefs of others in religious education.

32. Provision for pupils' moral development is good. There is a positive code of behaviour and pupils have a sense of right and wrong. The school promotes clear values and principles and by regularly reinforcing good attitudes and behaviour, provides an atmosphere in which pupils' moral development is successfully encouraged.

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<sup>4</sup> In these lessons, children sit in a circle, and through agreed rules, have the opportunity to speak and listen to the teacher and each other, talking about issues that concern all of them.

33. Pupils' social awareness is developing well through the patterns of group and individual working in use in all classes. Throughout the school, pupils have very positive attitudes to learning. They are interested in their work and delighted to discuss what they are doing through sharing activities with visitors, such as a writing activity in literacy in Key Stage 1. Pupils become motivated and quickly involved in a wide range of activities provided for them. Children in reception, for example, enjoyed the freedom to make choices when involved in a labelling activity. They were enthusiastic about writing and attaching labels to a variety of objects around the classroom. They were eager to share their results with the rest of the class at the end of the lesson. At Key Stage 1, pupils were captivated by role play in a history lesson set in Edwardian times. Further good examples were observed during a history lesson, when pupils showed their obvious delight with a wind up gramophone and glass slides depicting old photographs. This approach enables pupils to develop a reflective approach to what they do in lessons. However, there is still not enough flexibility in Key Stage 1 for pupils to use their skills of investigation and independence.

34. Good provision is made for pupils' awareness of their own and other cultures through subjects such as religious education, geography and history. A study of the locality helps pupils to appreciate their own cultural traditions. The school organises a wide range of visits and encourages members of the community to visit the school to talk to pupils about a range of experiences. Examples of this have included a visit by the local police officer, a talk on hedgerows and animals in the locality, contributions to the village flower show and regular musical input into church services.

35. Since the last inspection, the school has improved opportunities provided for pupils to develop an increasing awareness of the richness and diversity of other cultures. For example books in classes and in the library now provide this dimension and topics in religious education, music and art further enhance this area. Pupils show respect for other people's differences and feelings. They become aware of other cultures through a well developed multicultural policy and a wide range of activities, reflecting the views and attitudes of other groups in society. These have included a Romany/Gypsy topic, well supported by the county travellers' representative and a Harvest Festival where the school community gathered stationery for children in Kosovo. Those pupils with special educational needs are fully included in the life and activities of the school and their need for additional care and support is understood and accepted.

36. Pupils grow in confidence as they get older. They take a responsible role in the school. For example Years 5 and 6 pupils organise the room for assembly, and representatives across the year groups contribute to the school council, which meets on a regular basis and involves pupils in making decisions.

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

37. In the last inspection report it was noted that that the school did its best to look after its pupils, and made good provision for their welfare. Provision for the health and safety of pupils is still satisfactory, but with some unsatisfactory features. The administrative officer is a qualified first aider, and minor accidents are properly recorded. The acting head teacher is the designated child protection officer and all staff and parent helpers are briefed on the subject when they first come into the school. A police check is carried out on all adults working in school. If a child does not arrive at school, and no message is received from the parents, the school will contact them on the first morning of absence. The education welfare officer makes a formal yearly visit, but has given the school assistance when needed. Staff ensure the safety of children when they travel away from the school, checking that any transport used has seat belts, and carrying a first aid pack with them. The school has a wide range of policies on health and safety issues. The school manages children's behaviour consistently well, and staff provide children with good role models.

38. The inspection team noted a number of security issues which have been drawn to governors' attention. The premises committee of the board of governors ensures that the

building and grounds are regularly maintained. However, the school does not carry out sufficient, regular, formal risk assessments of the premises, or of resources such as music equipment.

39. Children are not adequately supervised during playtime. During the inspection only one member of staff was on duty in the playground on each occasion. Children play in both tarmac areas, in front of and behind the school, as well as up on the grassed area. It is impossible for one person to supervise them, and the problem is exacerbated when a child sustains a minor injury. It was only the excellent behaviour of the children which prevented this situation becoming potentially dangerous. However, since the inspection, measures have been taken to overcome this problem. The uneven tarmac surface of the rear playground is an additional problem in this context.

40. The school has put in place a satisfactory system for assessing and marking pupils' work, which is an improvement over the last inspection, when it was a key issue. However, teachers' marking is inconsistent and too often fails to identify how pupils might improve. A comprehensive series of tests is used to provide information on the progress of pupils in English and mathematics, but not yet in science. All teachers have helpful mark books and assessment folders. There are useful records of pupils' progress in tests for reading and spelling. The school works well with the local education authority in evaluation of the results of the national tests for seven and eleven year olds, in order to set key targets for improvement in mathematics, English and science. The school has recently started to use a useful tracking sheet which should show targets for each pupil in English, mathematics and science and how pupils achieve towards the targets in National Curriculum assessments. This is not yet being fully used by teachers, so a clear picture is not available.

41. The use of assessment information to guide curriculum planning is sound. The school has worked hard to analyse the results of national tests at seven and eleven to find particular weaknesses in pupils' answers. These analyses have been used well to give greater emphasis to the teaching of certain areas of the science curriculum and to adjust the time of the year when they are taught. Teachers' plans provide clear learning objectives for lessons, but plans do not often contain planned assessment of the success or otherwise of these objectives. Teachers do make notes on aspects of lessons which may need a different emphasis in the next session, but there is no school system which shows the progress of pupils over time. The Qualifications and Curriculum Authority schemes provide good examples of assessment of pupils at three levels of attainment after each topic, but these are not yet used consistently.

42. Procedures for monitoring and supporting pupils' academic progress are currently less than satisfactory. The school has only recently started to assemble portfolios of pupils' work made up of examples of work at agreed levels of achievement based on the attainment targets of the National Curriculum. When they are complete, with examples agreed upon by the whole staff, teachers will be able to refer to them when deciding on levels of achievement for each pupil. A good marking policy is in place and good examples of appropriate, helpful marking, designed to provide pupils with targets for improvement, can be seen. However, it is inconsistent and not being monitored at present.

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

43. At the time of the last inspection parents were not altogether happy with the school. Some felt offers of help were not welcome, that the school did not handle complaints well and did not give enough information on the curriculum. Some parents were not satisfied with homework. However, parents helped in school, and the Friends Association gave valuable support. The quality of information for parents was considered unsatisfactory and a key issue for improvement.

44. The school now produces very full, regular newsletters, which are greatly appreciated by parents, and these are supplemented by details of the work to be done by



each class. Governors produce a termly newsletter. The school has produced useful booklets for new parents, and for parent helpers, both in consultation with parents. The quality of information is therefore now satisfactory, but further improvements need to be made. The home/school reading record books could be made a much more useful tool for dialogue between parents and teachers, and should record children's progress in reading more fully. Annual reports are still variable in quality. Reporting on children's progress in English was good, reflecting the progress which the school has made with assessment in the subject, but less impressive in mathematics and science, and only just satisfactory when reporting on the other subjects of the curriculum. Improvement in compiling reports should be closely linked with development of assessment across the curriculum.

45. Parents are very supportive of the school, and feel that it is an approachable and friendly place. They appreciate the fact that all class teachers come out onto the playground at the beginning and end of the school day, and are thus available for a quick word. They are very impressed by the high standards of behaviour the school promotes, and the individual care given to each child. The 'Friends of Buriton School' (which includes non-parents) raised £5000 last year, and thus makes a very significant contribution to the school's budget. The school's summer fair is the biggest event in the village's calendar and very well supported. The 'Friends' stage a number of social events for parents and children.

46. Two areas of concern were apparent from parents' questionnaire responses and comments at the parents' meeting. These were extracurricular provision and homework. The inspection team found that extracurricular provision is satisfactory for a small rural school, including various sporting activities, recorders, an art club and, from September, additional music tuition and a keep fit class. Parental dissatisfaction may be related to the fact that these clubs are for older children, which is usually the case in primary schools. The inspection team found that homework is now regularly set and marked, and contributes to children's learning. On some occasions, however, children have not understood the verbal instructions given them, and insufficient written guidance is provided for parents to know what is required.

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

47. The quality of the overall leadership and management of the school is much improved since it was the focus of the school's serious weaknesses in the last full inspection. Over the past three years improvements to strategic planning, the management of the curriculum and development of better communication, have successfully moved the school forward. Good progress has been made against the key issues identified last time, with a significant amount being relatively recent. Good work of senior staff in forming and managing action plans after the last inspection has been built upon by the new headteacher.

48. The school's educational direction is now good. Development planning, though in need of clearer prioritising, more obvious success criteria and monitoring opportunities, is good and provides a sound basis for future development. The school's aims are effectively translated into planning and have resulted in a very good learning environment. A combination of very good relationships and a commitment to high achievement is responsible for the judgement that the school's ethos is very good. This is a distinct improvement from the last report, where although relationships, behaviour and pastoral care were good, academic standards were lacking, especially in Key Stage 2, and some subjects were failing. New staff, good teamwork and good management have enabled much needed changes to be made and sustained. Key Stage 2 is now the most successful area of the school and standards have risen. No subject at either key stage falls short of expectations, although information technology is underemphasised. A key factor in recent success has been in the developing role of co-ordinators:-

- Schemes of work are now in place and effectively managed;

- Co-ordinators manage budgets linking planning for strategic resources more closely to the curriculum;
- Developments in managing monitoring in literacy and numeracy as a good model for the development of other subjects;
- Better use of assessment to identify weaknesses, although more work is needed in this area.

These initiatives are having positive effects. However, the school is aware that it is too early to evaluate just how successful they are and that some elements need further work. For example, monitoring and assessing in subjects other than English and mathematics, to set targets both for the school as a whole and individual pupils is still needed.

49. Although improvements to leadership were noted in the follow up HMI report some weakness was still evident. This has been overcome this school year, but the present situation where the headteacher is on maternity leave and the acting head has recently returned from maternity leave, leaves management vulnerable. Currently the acting head has a heavy teaching commitment and with too little support time will be unable to continue managing the targets of the school development plan to the same high level. There are times when in their eagerness to help, administrative staff, who are efficient, have to carry too much responsibility. A review of job descriptions is needed to clarify the situation.

50. Governors have improved their understanding of curriculum issues since the last report, especially in literacy, numeracy and special educational needs. They are very supportive of the school. The finance committee has a good understanding of the budget and has been working effectively to overcome the drop in annual revenue which has resulted from a decline in numbers by ten since the last inspection. Numbers are now rising and the school is faced with complications associated with an imbalance in numbers between year groups. Governors now fulfil statutory requirements (with the exception of those concerning collective acts of worship) and have established an admissions policy to address the situation. In the absence of the headteacher this policy will need careful monitoring by both acting head and governors.

51. There are sufficient suitably qualified teachers to meet the needs of the National Curriculum, religious education and children under five. There was parental concern about the school's recent staffing difficulties. Inspectors judge that governors have managed these effectively and pupils are well taught. However, there is a need to ensure that the school is appropriately staffed during the headteacher's absence. Classroom assistants make a valuable contribution to the learning of pupils throughout the school. During sessions where the reception teacher is not supported by a classroom assistant or volunteer helper, it is not possible for children to make the most of role play or outdoor activities. This has a negative effect on children's progress.

52. Staff are generally hardworking and conscientious. They have job descriptions which are reviewed annually as part of the appraisal process. This is currently under review as threshold assessment for pay has directly impacted upon the process. Teachers take on a range of curriculum subjects. They are well trained in literacy and numeracy and training in foundation subjects is provided through a school based approach on school closure days and during staff meetings. Teaching staff are increasingly using computer technology to access lesson plans and extend ideas for development with pupils. However, the use of information technology is underemphasised and some staff lack confidence in this area.

53. Newly qualified and newly appointed staff are well supported by their mentors. Targets identify strengths and areas for development and release time is used for the purpose of lesson observations and development of lesson plans.

54. The accommodation was described as 'just adequate' at the time of the last inspection, and this is still the case with the current numbers on roll. The classrooms are all tightly packed, but well organised and manageable. The school is clean. Children's work,

posters, pictures and other items are used to create a welcoming and stimulating environment. Outside, the school has two tarmac playgrounds and a shaded, grassed area which is used for play and physical education in the summer. The school occupies an important site in the heart of the village. The spacious village hall is very close and provides a large modern hall for physical education and drama. The school has regular use of the pitches and tennis court by the village hall. Without the use of the hall and these sporting facilities the accommodation would not be adequate.

55. The rear playground, intended for the youngest children, cannot be visually supervised from the classroom and tends to be little used. Its tarmac is uneven and broken in places and poses a safety hazard. The school has applied for it to be relaid by the local education authority.

56. The main school building dates in part from 1834, and extensions have been added piecemeal over the years. One effect of this, as pointed out by the last inspection report, is that two classrooms have to be used as passageways with resulting constant disruption to lessons. The school has applied to the local education authority for funding to create two additional doors to alleviate this problem, but without success. There is only a very small stock cupboard for the storage of stationery, which has two undesirable effects: firstly, the school has to order small quantities frequently, rather than placing a single large order, which is inefficient in terms of time and money; and secondly, shelves have had to be placed at such a height, both in this cupboard and in the older children's cloakroom, that access to them by staff poses a safety hazard. Additionally, the older portions of the building suffer from damp, which is to be investigated by the local education authority during the summer holidays. This means that the storage of paper is very difficult. It is often too damp to be usable in the photocopier or computer printers, which means wastage. On the exterior of the main building, the stonework is crumbling in some places.

57. The mobile classroom is now thirty-five years old and its condition is 'poor' according to the local education authority. It is damp and the woodwork is in a poor state, particularly underneath and around the windows. Its nature means that it is very hot in summer and very cold in winter, which has a bad effect on the efficiency of the computers (and humans) housed there. There are no toilets, so that children have to go down to the main building losing valuable working time.

58. The school has sufficient resources of satisfactory quality to teach the National Curriculum, although there are areas that the school is aware of (such as music) in need of improvement. In very limited space, storage is well organised and resources have been recently audited and catalogued by co-ordinators. The lack of suitable ride on and climbing equipment outdoors has a negative effect on the physical and social development of those children under five. The school is aware of the need to improve resources, and their use for information technology and plans to achieve this form part of the school development plan.

59. In an improvement to efficiency and resourcing, co-ordinators now manage budgets, albeit small, for their subjects. There is a commitment to spend wisely for 'best value': for example good resources and equipment for physical education in the village hall considered for quality, before price.

60. Some aspects of security and site management have been drawn to governors' attention. Currently governors are insufficiently involved in assessing health and safety risks associated with the building and grounds. Arrangements during the inspection for supervising pupils outdoors at breaktimes were unsatisfactory with too few adults on duty.

61. Overall the school is efficiently run. All funds are used appropriately and the governors' finance committee gives good support to head and senior management team. The school had good procedures to ensure money is used wisely and follows 'best value' principles successfully.

62. In a marked improvement since the last inspection, the school is judged as giving sound value for money. This takes into account pupils' attainment and progress, the school's improved management and the quality of provision as a whole.

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

63. In order to further improve the school the governors, headteacher, acting headteacher and staff should:-

- **Provide** more planned opportunities for assessment in subjects in addition to English and mathematics by:-
  - Making more use of information collected about pupils' achievements to set targets for individuals and the school;
  - Developing the quality of annual reports to parents.

Paragraphs: 40, 41, 42, 44, 48, 82, 97, 103, 114, 123, 128, 132, 144, 149.

- **Develop** provision further for children under five by:-

- Making more use of the designated outdoor space for structured play;
- Improving resources for ride on and climbing activities to further encourage physical and social development;
- Providing more adult help in order to supervise role play and outdoor activities which may be out of sight of the teacher.

Paragraphs: 18, 51, 55, 58, 69, 71, 75, 76.

- **Raise** the profile of information technology throughout the school: improving, as planned, resources; considering it as a subject in its own right, particularly at Key Stage 2; and improving teachers' knowledge and understanding.

Paragraphs: 10, 21, 24, 48, 52, 58, 72, 89, 123, 128, 131, 133.

In addition to the above key issues the following should be considered for inclusion in the governors' action plan.

- Raising still further the quality of teaching by increasing the pace of some lessons; ensuring that pupils of different abilities in the same class are provided with suitable learning opportunities; improving the consistency of marking to indicate how pupils can make improvements; and developing teachers' knowledge and understanding of religious education.

Paragraphs: 3, 12, 21, 24, 33, 40, 42, 79, 80, 87, 90, 96, 103, 108, 125, 127, 149.

- Prioritising more clearly the intentions of the school development plan to identify an order for dealing with areas for development.

Paragraphs: 48.

- Addressing matters of security as drawn to governors' attention; increasing levels of playtime supervision; continuing to encourage the appropriate authorities to improve the quality of the buildings and the mobile classroom.

Paragraphs: 38, 39, 56, 57, 60.

Ensuring that the school is appropriately staffed to support the leadership and management of the acting headteacher in the absence of the headteacher.

Paragraphs: 49, 51.

- Complying fully with statutory requirements regarding acts of collective worship.

Paragraphs: 31, 50.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

32

Number of discussions with staff, governors, other adults and pupils

20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	50	44	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78
Number of full-time pupils eligible for free school meals	11
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	5	5	5
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91 (78)	91 (77)	91 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	5	6	6
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	5	5	5
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	100 (100)	92 (92)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	5	5	5
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	83 (100)	83 (92)	92 (100)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	0

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

### **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.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	16.6
Average class size	19.5

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

Total number of education support staff	3
Total aggregate hours worked per week	45

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999 - 2000
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	£
Total income	220070
Total expenditure	215742
Expenditure per pupil	2697
Balance brought forward from previous year	8000
Balance carried forward to next year	12328

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	4	0	0
My child is making good progress in school.	56	40	2	0	2
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	46	34	16	4	0
The teaching is good.	70	26	4	0	0
I am kept well informed about how my child is getting on.	66	30	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	0	0	4
The school expects my child to work hard and achieve his or her best.	74	20	2	0	4
The school works closely with parents.	52	42	6	0	0
The school is well led and managed.	62	22	0	0	16
The school is helping my child become mature and responsible.	66	28	2	0	4
The school provides an interesting range of activities outside lessons.	30	38	21	4	6



## **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**

64. When children enter the school in the year they are to be five, their attainment is above average, particularly with regard to language and literacy skills. These are well nurtured and children make satisfactory and often good progress whilst in reception. Children are provided with work which is based on a combination of the Desirable Learning Outcomes and Early Learning Goals as defined by the Qualifications and Curriculum Authority; and the early stages of the National Curriculum. Since January Year R has been taught as a class of twelve, as opposed to part of a mixed age group with Years 1 and 2.

65. Children are confident. Their personal and social development is very good. Children work and play well together, co-operating very well with adults and other children. They show respect and consideration for others, staff and resources, and demonstrate concentration for long periods: for example remaining focused throughout nearly an hour of literacy work, modelled on literacy time for Key Stage 1.

66. Children's ability to express themselves and their feelings are strengths of reception. Many children are articulate and a minority very articulate. Such skills make it possible for children to discuss in a relatively sophisticated way: for example about what is right or wrong; and the effects of their actions on others.

67. The response of reception children to festivals and acts of collective worship is good. They show a sense of wonder: for example about the colours of fish; and often spontaneously ask questions starting with, "Why?"

68. Very good language skills support children's work in all areas. A significant proportion of children are already good readers. A minority are reading at levels associated with Year 2 pupils, and all children read effectively (including those with special educational needs) by the time they reach Year 1. Writing skills are less well developed, but children reach at least satisfactory standards. They create 'writing' which conveys meaning and many are able to write sentences before they move into Key Stage 1.

69. Confines of space and some lack of planning mean that role play activities, which encourage creativity in the use of language, are underemphasised. The school is aware that some opportunities to develop structured play are missed for children in the foundation stage, but this is yet to be overcome. When considered with the lack of planned opportunity, difficult access, lack of support staff and a shortage of resources for ride on and climbing activities for children to use outside, this has a negative effect not only on language, but on social and physical development.

70. In mathematics children's attainment is above average for this age. Children count accurately to 20 and some beyond. They sort and match using language such as bigger, and more than, to make comparisons, and enjoy practical activities. The majority of children can add and take away objects and numbers to 10.

71. There are good examples in art work of children making observations and beginning to imitate patterns and shapes. All are aware that at 'choice time', first thing in the morning when children can pick from a range of things to do, limited numbers are allowed for each activity. Children know whether they can join in or if there are already too many present. However, some lack of structured play restricts opportunities for children to experiment with such skills as matching, phone dialling and table setting.

72. Children have good opportunities to explore and recognise living things and features of the world around them. They make appropriate use of the computer, although more could be made of such resources. Children use good speaking and listening skills to

discuss and answer questions and their response is generally enthusiastic and interested. They have a good understanding of sequences and can talk about when they were babies and differences in the way they are now.

73. Good use is made of construction kits and jigsaws to help children explore materials. Children have a good awareness of texture and colour, explaining what they observed about seashells eagerly. Their knowledge and understanding of the world is good for their age.

74. Children demonstrate creativity, enjoying responding to colours and sounds associated with 'big book' stories and their sea topic. They became enthralled by stories of pirates in literacy and concentrated well in art work, cutting and pasting to help produce a collage. Children's ability to express themselves creatively is greatly enhanced by very good English skills and is, consequently, better than expected for this age group.

75. Physical development is satisfactory with opportunities to manipulate such things as scissors, paint brushes and glue sticks. Children have formal physical education lessons, sometimes in the village hall or on the school field. This ensures that they have exercise and develop appropriate body and spatial awareness. However, opportunities for children to use the outdoor area for regular riding, climbing and practical activities are insufficiently promoted. This has a restricting effect on physical development.

76. With the exception of outdoor activities, creating enough opportunities for structured play (some of which is a result of awkwardness of accommodation and a lack of equipment and support staffing), children in Year R are well taught. Relationships are good and children are challenged to do their best. Good records are kept of how children are progressing, set against assessments made when they first join the school. Those with special educational needs are identified early and effectively supported. All children respond well to provision, behave well and sustain concentration for long periods. They make a good start to formal education.

## **ENGLISH**

77. Attainment at the end of both key stages is above average. This is good improvement since the last inspection when standards were in line with the national average. In 1999 national tests, standards in Key Stage 1 were very high in reading and above average in writing, when compared nationally and with similar schools. Attainment in 1999 tests in Key Stage 2 was well above the national average and very high when compared with attainment in similar schools. Improvement has resulted from the professional way the school approached the introduction of the National Literacy Strategy. The in-service training provision and follow up funding from the local education authority since the previous inspection, has resulted in a clear structure for English throughout the school, a uniform planning system and better quality teaching. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs make at least satisfactory, and often good, progress against clear targets in their individual education plans.

78. Standards in speaking and listening are above average at the end of both key stages. Pupils listen attentively from an early age and thanks to a good standard of questioning by teachers, gain confidence in speaking. Teachers use praise well to encourage pupils to give their own opinions. Pupils are required to say how they found an answer or why they came to a particular conclusion. This makes pupils think for themselves and helps them to develop ideas thoughtfully. A good example was seen in a Years 5 and 6 literacy hour when pupils explained how it is easier to express feelings if a piece of writing is written in the first person. Pupils show an interest in what is being said and treat other pupils with respect by listening carefully to what they say. This leads to good relationships, fostered well by staff. Pupils do not develop their speaking skills as successfully in a minority of lessons, for example in Key Stage 1 when the teacher used only closed

questions, with only one correct answer. All subjects are used well to improve speaking and listening skills. Pupils are encouraged to speak clearly and sensibly and to listen with care when someone is speaking.

79. Attainment in reading is above average throughout the school. The school has built up a good supply of fiction and non fiction books which is supplemented by good quality books from regular visits of the mobile library. The profile of reading is kept high by the enthusiasm with which staff and pupils enter into the spirit of Book Week or World Book Day. Reading skills are taught well in the literacy hour and pupils have a wide range of strategies to help them read unfamiliar words. For example Years 1 and 2 pupils make good progress in the recognition of the sound made by the final letter in a word. They were highly motivated in a lesson by the class teacher's very good use of a puppet, which kept getting sounds wrong, so the pupils enjoyed giving the correct answer. Reading skills are taught very well in Key Stage 2, with a combination of group reading with the teacher, and challenging tasks when pupils are working independently. Pupils in Key Stage 1 describe the story well and can say why they enjoy a book. Pupils of higher ability have a good understanding of indexes and contents. Key Stage 2 pupils use a dictionary and thesaurus with confidence and skim and scan reference books to find information. Pupils of higher ability read confidently with very good emphasis and characterisation. They make good use of the text to describe the style of an author and are skilful at drawing inferences. Home/school reading diaries provide a good record of what pupils have read and are used well by parents to make supportive remarks. However, teachers do not use them regularly to communicate with parents or to make developmental remarks on pupils' attainment. There is a lack of a uniform system of recording to give a clear picture of pupils' progress. Attractive reading corners, such as that seen in the Years 3 and 4 class, raise the status of reading and stimulate pupils' interest.

80. Attainment in writing is above average at the end of both key stages. Pupils are given opportunities to write for a great number of purposes and a wide range of audiences. In Key Stage 1 pupils write stories well and they used beautiful words to describe the sea in their poems. They enjoy sharing stories from big books together and acquiring the skills of grammar, spelling and punctuation through regular highlighting of them in the story each day. When they produce their own stories their work is imaginative with interesting vocabulary and good spelling and punctuation. However, some activities only require pupils to change occasional words which means pupils of higher ability lose interest at the lack of challenge and do not work very hard.

81. The majority of pupils by the end of Key Stage 2 achieve good standards of spelling, punctuation and handwriting, and have an increasingly wide vocabulary. Pupils of lower ability still have difficulties in these areas. Standards in English are helped by supportive marking which gives pupils appropriate targets to improve their work. The basic skills of grammar and punctuation are taught well in literacy lessons. Teachers' subject knowledge is good. Pupils are highly motivated by enthusiastic teaching and skilful questioning to evaluate their understanding. For example, after a well organised whole group session, pupils were keen to settle down and persevered to complete good examples of persuasive writing. Teachers have high expectations of pupils' efforts and the quality of their work. This can be illustrated by the standard of presentation, the interest level of the stories, and the care that was taken with illustrations, to be found in books written especially for younger pupils. Literacy skills are encouraged in history, religious education and science in Key Stage 2, where pupils are given good opportunities to write extended reports and accounts.

82. The quality of teaching of English and the standard of learning throughout the school are predominantly good. New members of staff have benefited from the guidance of their mentors and from the good standard of in-service training. The National Literacy Strategy planning format is used very well to show clear learning objectives for each lesson and detailed activities for whole class, group and individual learning. However, in plans there is little planned assessment of these learning objectives. This means that although

work is planned for a range of abilities in most lessons, when the class teacher does not have a clear picture of pupils' previous attainment, pupils of higher ability and pupils of lower ability often complete the same work, and make less progress. Pupil management is good, resulting in a co-operative and caring environment. There is a full range of assessment tasks in the school and the results are being analysed to show the level of each individual pupil against attainment targets. However, there is little testing and record keeping which shows a pupil's strengths and weaknesses in particular areas, so they can be set individual targets. A portfolio of pupils' work to give staff a common understanding of attainment target levels is not yet complete. Pupils are given regular homework which helps them in the consolidation of new knowledge and skills.

83. The requirements of the National Curriculum for English are met.

## **MATHEMATICS**

84. There has been significant improvement in standards of mathematics at the end of Key Stage 2 since the poor performance reported in the last inspection. The positive profile at Key Stage 1 has been sustained and it is now possible to judge that attainment is above average at the end of both key stages. Higher attainers, particularly at Key Stage 2, do well and the proportion reaching the higher National Curriculum level (Level 5) is above average, both compared with all primaries and similar schools. The requirements of the National Curriculum are fully met.

85. National Curriculum test results in 1999 at the end of both key stages were very high and consistent with the school being in the top five per cent of schools nationally. Early indications for this year's results are that standards for the majority are still well above average. Given that there is a higher proportion of pupils with special educational needs in the current Year 6 than last year, the very good profile of mathematics established since 1998 has been maintained.

86. From lessons and work observed it is clear that standards for pupils currently in both key stages are well above average.

87. Pupils throughout the school, including those under five in Year R and those with special needs, respond well to mathematics in general and to the oral activities of numeracy time in particular. They make good progress from Year R to Year 6. Their learning is well supported by good teaching, especially in Key Stage 2 where teachers' questioning effectively challenges pupils to solve problems and values their own methods. For example, in Years 3 and 4 encouraging pupils to try different strategies for addition and subtraction; and in Years 5 and 6 allowing pupils time to set puzzles based on co-ordinates for their friends, is successful. Following criticism last time more work is planned for problem solving at Key Stage 1 and pupils are more confident. A relative weakness in teaching is when work is the same for all ability levels. This means that either the more able or the less able are not always appropriately challenged and sometimes, more especially at Key Stage 1, this restricts progress. Planning derived from the National Numeracy Strategy is now in place to overcome this. Occasionally the lack of pace of some sessions is too slow.

88. Across both key stages pupils' basic skills are good. Advantage is taken of above average standards when they first arrive to give children a good basis for National Curriculum work in Key Stage 1. By the end of Year 2 pupils are confident with number, manipulating the four rules well and applying numeracy skills effectively when calculating money. Pupils have a good understanding of shape, space and measures and are beginning to handle data: for example recording their heights on bar charts and pictograms.

89. At Key Stage 2 much improved planning, assessment and teaching has developed opportunities for pupils to reach above average levels in all required areas: namely numeracy; shape, space and measures (particularly criticised last time); and handling data.

There is evidence of pupils making good use of previous learning to solve problems, but information technology is not used sufficiently to support mathematics work. Opportunities are missed: for example Years 5 and 6 pupils' good work on rotational symmetry and co-ordinates did not capitalise on the potential of available computers.

90. The subject is now well managed. The co-ordinator has introduced a good scheme of work which identifies how and when pupils' work will be assessed. A good programme of whole school target setting and monitoring of teaching is under way and is having positive effects on raising and maintaining standards. However, a lack of consistency in marking means too often work is 'ticked', and does not give sufficient guidance to show how pupils could improve. There is little evidence of pupils having to rework corrections to reinforce their understanding.

91. In improved efficiency the co-ordinator now manages a budget for mathematics and there are adequate resources, which are satisfactorily stored, despite a lack of space.

## **SCIENCE**

92. Attainment at the end of both key stages is above the national average. This is a good improvement since the previous inspection when standards were in line with the average. 1999 teachers' assessments for Key Stage 1 and the National Curriculum test results for Key Stage 2 were both very high in comparison with all schools and when compared with similar schools. There has been good improvement because the school has a clear planning system, based on the Qualifications and Curriculum Authority scheme; good leadership by the co-ordinator; helpful analysis of teacher assessments and national test results; and improved teaching. Analysis has been used well to inform teachers of areas of weakness in pupils' attainment and to adjust the delivery of the curriculum so that pupils are taught these particular topics nearer the time for assessment.

93. The school provides pupils with the full range of the science programmes of study so that by the end of Key Stage 1 pupils have a good knowledge and understanding of living things, materials and physical processes. Pupils are given good experience of experimental work such as the changing of materials, creating electrical circuits, studying the germination of seeds and the forces of pushing and pulling. Teachers give pupils good guidance so that they make simple predictions and make their own suggestions as to how they could find things out. Pupils have a good knowledge and understanding of what seeds and plants need for growth and describe the properties of common materials. They are encouraged to use scientific vocabulary at an early age and make good progress. Pupils are taught a variety of ways to record their work, such as tables, graphs and to a format showing what, why and how they are experimenting. They attain well in this area, but have little experience of recording their findings in their own way, as worksheets are the primary method of recording. Pupils enjoy the challenge of science tasks and generally take a pride in their finished work.

94. At the end of Key Stage 2, pupils attain above average in all areas of the science curriculum. They have a good knowledge and understanding of how light travels in straight lines, thanks to well organised experiments using mirrors. Pupils enjoyed the topic on the solar system and have a good knowledge of the names of the planets and their order in comparative distance from the sun. They recognise the need for fair testing, make sensible predictions, carry out experiments and choose how to record their results in the form of tables or graphs, occasionally using information technology. Teachers give pupils a good grounding in the skills of investigative work, but they are not encouraged to choose their own materials or methods. The class teacher extends their understanding of the need for healthy eating very well by challenging questions and by asking pupils to explain their opinions. Pupils speak confidently and benefit a great deal from the quality of teachers' questions. They know that exercise benefits the heart and the circulatory system and that the calcium in milk is beneficial for bones. Pupils' written work is a good mixture of worksheets and their own written reports of experiments or other topic work, which show

good progress through helpful marking. Younger Key Stage 2 pupils hypothesise confidently and show good progress in their acquisition of new knowledge and skills. They are taught well to mount experiments to test shoes for their grip in a topic and to create an electric circuit complete with switch. This consolidates successfully their basic understanding of friction and how simple electrical devices may be switched on and off. They develop a good attitude to work and work increasingly independently.

95. The requirements of the National Curriculum for science are met. There is no significant difference between the attainment of girls and boys. Pupils with special educational needs make good progress when given appropriate support. Literacy skills are enhanced by the good standard of discussions and the quality of written work which is expected of pupils in Key Stage 2. Good cross-curricular experience was provided for Key Stage 1 pupils when they were learning about shadows in science. They enjoyed making shadow puppets very much and using them in a play.

96. The quality of teaching and the standard of learning are good, judging by the standard of work produced by pupils, the few lessons seen and discussion with teachers and pupils. Teachers have a good knowledge and understanding of the subject and are growing in confidence when teaching basic skills. Planning is good with clear learning objectives and suitably detailed activities, but teachers do not always take into consideration the range of attainment of pupils. This means that there are occasions, more often at Key Stage 1, when pupils of higher ability are insufficiently challenged with open-ended questions. Teachers' management skills are good and pupils behave well. Pupils are made fully aware of teachers' high expectations and work conscientiously to complete their work in the allotted time, especially at Key Stage 2. There is good use of the grounds and the pond and occasional visits.

97. The assessment of pupils' work, using the three levels of the Qualifications and Curriculum Authority scheme is not yet fully established and the tracking sheet for pupils' attainment is not fully in place. The school does not have a portfolio of pupils' work to help teachers have a common understanding of the levels of attainment of the National Curriculum. The use of science homework books is being trialled to raise standards further.

## **ART**

98. Satisfactory standards in art have been maintained since the last report and are in line with what is expected at the end of both key stages.

99. Art is well used to illustrate other subjects, as well as being taught as a series of techniques. For example, Year R, Year 1 and Year 2 pupils drawing and painting about the sea and pirates to produce collage displays to complement work in literacy, geography and history. Pupils obviously enjoy art and take a pride in finished work, especially in Years 3 and 4 pupils' work in the style of Indian patterns, and Years 5 and 6 illustrations for their book reviews.

100. There is evidence of at least sound progress across the school for all pupils including those with special educational needs (some of whom express themselves very well in art). Elements of good progress are in developing brush skills and the use of colour, apparent in the good quality paintings of fish by Year R and work in the style of Monet in Year 6.

101. Pupils behave well in art lessons. They respond well to other pupils, working well in groups, and to staff, listening to instructions and modifying their efforts as a result of advice. For example, high attaining Years 1 and 2 pupils taking great care with observational drawing, improved the quality of their work as a result of advice on better sitting positions and pencil grip; and Years 3 and 4 pupils obvious care with press printing techniques.

102. The quality of teaching is satisfactory throughout with strengths in Key Stage 2, especially in Years 3 and 4 where the standard of pupils' learning is good as a consequence of good teaching, planning and encouragement. Staff set a good example in the way they display pupils' work to illustrate other subjects such as village pictures for geography and patterns for cube nets and symmetry in mathematics.

103. Planning has been improved since the last report, successfully adapted from the Qualifications and Curriculum Authority guidelines. Objectives are now set for each session and this has positive effects. However, there is no consistent approach to assessing pupils' performance. Opportunities are missed to create portfolios of examples of what pupils should be expected to do at various ages. The use of sketchbooks, criticised last time, is still underdeveloped, with too few entries, poor attention to dates, and the absence of comments from teachers to indicate how pupils might make improvements.

104. The co-ordinator supports colleagues effectively in planning and display. She manages resources satisfactorily. Organisation of Art Week to promote the subject was very successful.

105. A highlight of art is the very well attended (by pupils, staff and parents!) weekly art club which meets after school. The response of all concerned is of high quality and standards of learning in terms of progress and finished articles are very good: for example stick manipulated papier mache puppets.

## **DESIGN AND TECHNOLOGY**

106. Good progress has been made since the last inspection where design and technology was not appropriately planned for or implemented at either key stage. Through a good action plan, formed with the help of a local education authority advisory teacher, the subject is now judged satisfactory at both key stages.

107. As a result of the timetable it was not possible to observe more than one lesson of direct teaching. Evidence from plans, displays, photographs and discussions with teachers and pupils show that standards are consistent with what is expected of pupils at ages seven and eleven.

108. Pupils in Key Stage 1 build on making skills satisfactorily established in reception. They successfully explore moving joints, produce pictures to communicate their designs and begin to evaluate their work. For example, Years 1 and 2 reviewed the quality of their Easter cards, and used good speaking and listening skills to discuss materials after a visit to a local building site. However, pupils' initiative and creativity is sometimes restricted when activities are too prescribed.

109. Pupils' making skills are satisfactory. Pupils assemble and join materials effectively, as seen in examples of Years 1 and 2 wigwam models. There is evidence of simple tools being appropriately used.

110. At the end of Key Stage 2 standards are as expected, but good progress recently has resulted from careful planning and good teaching. For example, pupils have been shown how to make step by step plans, listing materials and tools required. They have applied this very well in Years 5 and 6 slipper making in exploring materials, fabric and stitching. Their work is well displayed and acts as a focus and encouragement for other pupils to speculate and evaluate.

111. Throughout Key Stage 2 pupils have sound understanding of the design, make and review process which is central to design and technology (for example as seen in Years 3 and 4 bread making). High attaining pupils are beginning to generate and test their own designs.

112. Throughout the school all pupils, including those with special educational needs, demonstrate that they are interested and make sound progress.

113. There has been a positive move since the last inspection to consider design and technology as a subject rather than simply a part of topic work and, unlike last time, all required elements of the National Curriculum programmes of study are attempted. Good use has been made of the Qualifications and Curriculum Authority guidelines as a scheme of work. Appropriate links are made with other subjects: notably in art where Years 5 and 6 pupils made and decorated clay pots; and Years 3 and 4 produced high quality quilted squares with Indian style designs. This had very positive effects on pupils' cultural development.

114. The absence of assessment procedures to measure pupils' progress has a negative effect on their development.

## **GEOGRAPHY**

115. Standards of attainment are in line with national expectations for geography at the end of both key stages and have improved considerably since the last inspection. The school now meets the requirements of the National Curriculum programmes of study. As only a limited number of lessons were observable during the week of the inspection, additional evidence was gathered through discussions with pupils and staff, teachers' plans, recently developed schemes of work and the comprehensive action plan which has been implemented since the previous inspection. Further information was drawn from displays and scrutiny of pupils' work.

116. Key Stage 1 uses a travelling bear and well annotated and carefully ordered photograph albums chart the bear's journey. Staff, pupils, governors and parents have entered into the spirit of the bear's travels by sending postcards and letters and returning with souvenirs. This has captured the imagination of the pupils and ensures an early interest in the world around them.

117. In Years 3 and 4, pupils can describe features in the village clearly, using appropriate vocabulary. Pupils develop a sound knowledge of places, themes, features and environments. They can identify Ordnance Survey symbols and further develop their local knowledge by examining maps and photographs of the village of Buriton. Pupils in Years 3 and 4 have produced their own large scale study of the area, the main features of which are displayed using clear diagrams with detailed and informative labels. Good use is made of cross-curricular links with design and technology.

118. By the end of Key Stage 2, older pupils develop both their geographical knowledge and multicultural awareness through a comparative study of life on the island of St Lucia. They successfully compare different environments through physical features, housing and land use and pupils have a good understanding and know the main characteristics of urban, industrial and rural environments. They use appropriate geographical language to explain the advantages and disadvantages of changing a rural landscape into an urban environment. Parents are keen to be involved in research and there are good links with other subjects. Pupils research their topic work using the Internet and link this well with their work. One pupil e-mailed a restaurant in St Lucia for example, requesting a menu which was provided and incorporated into the topic. Pupils' standards at the end of Key Stage 2 are above national expectations.

119. Pupils have positive attitudes towards geography. They are provided with a range of activities, including the opportunity to look at secondary sources to gain information. All pupils work co-operatively in groups, sharing resources and enjoying practical activities. They appreciate opportunities to visit the local environment, and residential trips successfully promote social development. The use of fieldwork in both key stages is a



motivating factor and enhances pupils' learning by giving good opportunities for first hand experiences.

120. The quality of teaching is good overall and has improved since the last inspection. Good teacher subject knowledge at Key Stage 2 has a positive impact on pupils' learning.

121. Pupils develop their speaking and listening skills well as they work effectively in groups. They present their findings in interesting ways. Teachers manage pupils well and plan effectively, using time, support staff and resources to support pupils' learning. The school has a well organised collection of geography resources. These include a range of geography reference books and topic boxes as well as globes and maps.

122. Teachers draw well on pupils' knowledge and encourage discussion. They question pupils well to elicit their understanding.

123. The co-ordinator has enthusiasm and clear vision and has recently reviewed the scheme of work to help teachers plan their lessons more effectively. The subject is well co-ordinated to ensure that pupils have a balance of practical and reflective experiences. Where possible, teachers create informal links to share ideas. However, the co-ordinator has had little opportunity to monitor teaching and learning across the school and assessment is identified as an area for development. The potential for information technology to support pupils' learning in the subject is underdeveloped.

## **HISTORY**

124. Standards of attainment in history are in line with national expectations at the end of both key stages and have been maintained since the previous inspection. Discussions with teachers and pupils, and analysis of teachers' planning, shows that the programmes of study of the National Curriculum are followed well. Pupils' knowledge of different historical periods enhances their understanding over time.

125. Key Stage 1 pupils make sound progress in sequencing events and are able to identify some of the differences between past and present. They are developing a sense of chronology and an awareness of the differences between ways of life now and in the past. A recent topic about toys served to demonstrate the differences between old and new. Methods of recording are appropriate, incorporating pictures and matching captions, artistic interpretation and observational drawing. This was well demonstrated through sketches of old postcards at Key Stage 1 during a lesson about seaside holidays. Good assessment opportunities are provided through use of skilful questioning. Responses are recorded by class teachers in 'floor books'. At Key Stage 2 however, a significant amount of written work is unfinished and poorly presented and marking lacks evaluative comment or pointers for improvement.

126. Pupils' learning is effectively reinforced by giving first hand experiences wherever possible. A good range of photographic evidence showing the history of the school is contained within well annotated and dated albums. All significant events are recorded. This provides first hand experience for pupils and shows that the school values its own history.

127. Good use is made of resources and artefacts to support pupils' learning. For example, a time capsule buried in January to mark the Millennium contained biographies of pupils and their interests. Pupils in Years 5 and 6 have researched their own family histories and this topic was well supported by parents who provided copies of birth certificates and photographs which enhanced pupils' learning. Visitors recollect their own childhood to share and compare experiences with pupils. Visits to a Victorian schoolroom and Portchester Castle enhance pupils' understanding and knowledge, as do colourful, lively and well presented displays, such as a study of Buriton in Years 3 and 4. Good examples of the use of interesting artefacts were observed during a history lesson in Key Stage 1. The use of a wind up gramophone and glass slides depicting old photographs

were used to support direct teaching. This provided pupils with real experience and they responded with fascination. However, there is insufficient opportunity for pupils to use investigative skills or historical enquiry.

128. The school continues to plan for further improvement across both key stages. The co-ordinator has developed an action plan for the subject and has identified assessment and monitoring of the subject as key priorities. The co-ordinator has recently reviewed the scheme of work to help teachers plan their work more effectively and is establishing curricular links with geography. The quality and number of history fiction and non fiction books is satisfactory. Insufficient use is made of the potential of information technology to support pupils' learning in history.

## **INFORMATION TECHNOLOGY**

129. No class teaching of information technology was seen during the inspection. However, basic standards of attainment in information technology meet national expectations. No judgement can be made on the quality of teaching due to timetabling arrangements and observations are based on information from other sources. These include policy documents, discussions with staff and pupils, examination of past and present work, and displays. A significant number of pupils have a computer at home, aiding their progress in keyboard skills and in using technical language such as menu, font, taskbar, highlight and drag.

130. By the end of Key Stage 1, most pupils operate the computer mouse and keyboard confidently. Younger pupils recognise that machines respond to signals and they write simple text to the screen and save and print their work effectively. They use the space bar and backspace keys correctly as they word process. In mathematics pupils handle information and produce simple charts to record and communicate their findings. Skills of prediction and understanding of modelling and simulation develop satisfactorily, as pupils choose options when they play adventure games. Monitoring and control skills are developing appropriately as pupils give simple instructions to a robotic toy. In art, younger pupils select appropriate tools in a drawing package to outline and fill shapes with chosen colours: for example when they create colourful and imaginative pictures of sea creatures. Pupils enjoy using 'Talking Stories' to supplement their reading material and good use is made of listening centres to enhance listening skills further. Pupils have learnt to take turns and when working in a group, show a willingness to help each other. For example, a more able reception child was able to load a program for the rest of the group to use. Word processing skills are developed appropriately in Key Stage 2. Good examples of pupils' use of word processing could be observed on their drawers. Pupils had designed their own name plates using a variety of fonts, colours and borders. Standards are generally satisfactory by the end of the key stage in communicating information.

131. Management of the subject is satisfactory. The comprehensive scheme of work has a clear structure and contains well planned activities and the subject co-ordinator has developed a handbook for each year group. Most pupils are familiar with the search facilities of CD Roms and are beginning to make use of the Internet through links with pupils in other towns and countries. However, the subject suffers from lack of time on the timetable and by not being considered as a subject in its own right, particularly at Key Stage 2.

132. The school uses national guidelines to provide a scheme of work. The co-ordinator recognises the need for monitoring and assessment and has evaluated staff training needs for the forthcoming year. The recent purchase of new hardware and a comprehensive list of CD Roms will further enhance the subject, but an audit of provision is a matter of some urgency to ensure continuity and progression, across and between the key stages. A further increase in resources is featured appropriately in the school development plan.

133. No judgement can be made about class teaching of information technology but through discussions with pupils, most enjoy using computers and accept them as a normal method of communication. However, computers are not used in an effective and structured way throughout the curriculum. During the week of the inspection many machines were not in use and pupils expressed a desire to have better access to them. There is evidence in planning that information technology is used to stimulate interest, yet many pupils are insufficiently challenged in their use of computers to tackle activities of varying difficulty. When extending the research skills of higher attaining pupils, teachers do not always provide sufficiently clear, focused tasks to narrow down the field of exploration. It is apparent that some staff lack confidence, knowledge and understanding of the subject. The siting of some computers makes them inaccessible to pupils, either for research purposes or to support curriculum subjects. Use of information technology overall is underdeveloped.

## **MUSIC**

134. The quality of pupils' work in music is similar to that of pupils of the same age in other primary schools. This is the same judgement as in the previous inspection. Pupils are provided with a wide range of musical activities, which enhance their learning and give them good coverage of performing, composing, listening and appraising.

135. The quality of teaching and the standard of learning are satisfactory. Pupils sing songs in assembly quite accurately from memory and with a good sense of rhythm. The acting headteacher leads them confidently on the piano and later used pupils to lead successful singing of a round. Key Stage 1 pupils enjoyed clapping beats or using body sounds to represent the number of syllables in puppets' names. They made good progress in this lesson and were very keen to take part, encouraged by good use of praise. Older pupils choose recorded music for assemblies, explain why they like a particular piece, showing sound musical knowledge. In a video recording of a concert for the retiring head teacher, Key Stage 1 pupils performed songs with a strong beat and accompanied them with appropriate, well controlled marching movements. Key Stage 1 pupils show good improvisational skills, performing their own compositions of rhythmic and melodic ideas on a tape recording. These recordings, well organised by the class teacher, use triangles, cymbals and chime bars to represent Chinese music very well. Key Stage 2 pupils were inspired by Holst's Planets to compose good explorations of musical sounds, using very appropriate improvisations on glockenspiel and xylophone. The martial tone of Mars was well represented by drums, cymbals and even a trumpet.

136. Peripatetic teaching of the flute and clarinet is of good quality. Several pupils take advantage of this opportunity and they make good progress. Most pupils are very keen and practise regularly. They respond well to suggestions for improvement, such as careful placing of the fingers on the keys or holes, to improve accuracy. Extracurricular recorder groups are taught well by members of staff to perform to a good standard. Pupils play two and three part pieces successfully and with great enjoyment. The school is fortunate to have the 'Ways of Keeping Safe' message presented musically by the local policeman. He gets across helpful messages by teaching pupils appropriate songs, accompanying them very capably on the guitar. Christmas performances, including the Millennium carol concert are used to give pupils a good stimulus for improvement in singing or playing the recorder, as well as giving them the opportunity to perform before an audience. Songs and musical compositions are performed in assemblies, much to the enjoyment of parents and friends, and the satisfaction of staff and pupils.

137. There was a good example of cross-curricular work and home/school co-operation stimulating pupils to produce good work, when musical instruments were designed at school and made at home. Pupils composed and performed music for these instruments. Year 2 pupils made pirate hats and learned songs to perform at the annual music festival in June. They sang very well, with little preparation by their teacher, due to a busy week at school, and improvised appropriate jungle music on untuned percussion instruments.

138. An appropriate policy has recently been reviewed and amended by the co-ordinator. The scheme of work is in the process of being altered to accommodate parts of the Qualifications and Curriculum Authority scheme. Planning is good, with long term plans for Key Stage 2 classes being organised by the co-ordinator, who teaches those classes. Key Stage 1 long term plans are produced by their teacher, with help from the co-ordinator. Assessment is satisfactory, with units being reviewed and evaluation made by the co-ordinator.

139. The school has an adequate supply of untuned percussion instruments, but the quality of the keyboard and tuned percussion instruments is unsatisfactory.

## **PHYSICAL EDUCATION**

140. The quality of learning in physical education is similar to that found in other primary schools in both key stages. This is the same judgement as in the previous inspection. Pupils are provided with full coverage of all areas of the subject, with a particular strength in swimming. The majority of pupils reach the accepted standard and a good proportion achieve higher than the average.

141. In Key Stage 1, pupils have satisfactory skills of throwing and catching. They respond enthusiastically to the teacher's challenge, especially when a competitive element is introduced. Teachers use humour well and pupils enjoy activities, remaining active throughout lessons. Pupils willingly volunteer to demonstrate and as a result, some pupils show improvement in hand and eye co-ordination. Some pupils have difficulties when striking the ball with a racquet. Pupils of higher ability are skilful in this activity. Key Stage 2 pupils have a good understanding of why it is essential to warm up muscles before energetic exercise and to cool down afterwards. The class teacher provides them with very suitable routines at the beginning and end of lessons. Pupils control a bean bag while throwing both underarm and overarm. They are given good demonstrations by the teacher and, through careful questioning, pupils evaluate their own work and the work of others.

142. The summer term includes athletics lessons for pupils of all ages, so that they are fully aware of the skills necessary to partake in sports day which is a mixture of athletic and fun events and an enjoyable social occasion.

143. Extracurricular activities provide older pupils with good opportunities to extend their football, netball and tennis skills as well a chance to take part in competitive sport against other schools. Dancing skills play an important part in the school fete. Pupils' standards in maypole dancing, line dancing and morris dancing are greatly increased with the motivation provided by performing in front of the whole village.

144. The quality of teaching and the standard of learning are satisfactory. Teachers set a good example by wearing appropriate clothing and footwear. Pupil management is good, resulting in good behaviour and suitable application of physical effort by the pupils. Planning is satisfactory, but sometimes learning objectives are not clear. The school has good accommodation in the village hall and the meadow. Large apparatus is in excellent condition. The co-ordinator has ensured that the school has a good supply of small games apparatus through the Top Play and Top Sport scheme. Teachers are provided with a progression of skills in the scheme of work which enables them to provide pupils with a balanced programme throughout the year. However, there is no assessment organisation in place and, consequently, no systematic way to record pupils' progress.

## **RELIGIOUS EDUCATION**

145. The teaching of religious education follows the locally agreed syllabus. Pupils are provided with a range of topics which cover the teaching of Christianity. The previous report identified a lack of familiarity with religious ideas and practices. The school now provides a

detailed action plan and scheme of work and has improved resources considerably. Standards at both key stages are in line with the expectations of the locally agreed syllabus. Pupils study other main religions which include the Hindu and Jewish faiths and ways of life. They learn about, and take part in, festivals and celebrations. They listen and respond to Bible stories and parables. Pupils think about special places and talk and write about people and places that are important to them. The themes chosen for collective worship support and extend work in religious education. For example, evidence is provided through displays that pupils have discussed Baptism and Christenings, celebrated Easter through planning and producing Easter gardens, and made harvest mice at Harvest time. There is a clear emphasis on celebration.

146. Pupils in Year 2 have a good knowledge of the life of Jesus and major Christian festivals. They know about the family of Jesus. Pupils in Year 6 have a sound understanding and knowledge of world faiths. They are beginning to understand the importance of symbolism in religion and to question why. They have a well developed sense of right and wrong. Pupils are caring and responsive to the needs of others. All pupils, including those with special needs are well supported and make good progress.

147. Resources are good and sufficiently used. A display about Judaism for example uses a range of artefacts, photographs, labels and books to create interest and provide information about the subject. In one lesson a study of Jewish tradition gave pupils the opportunity to reflect upon the type of person they would like to become. Skilful questioning encourages pupils' deeper thinking in Key Stage 2. Visits are made to places of religious worship such as the local church, and the new scheme of work identifies future visits around the study of other religions such as a Hindu temple and a synagogue.

148. Recording methods are appropriate at both key stages, using a mixture of flow charts, pictorial and photographic representation, and a range of artwork and displays. Brainstorming to find out what children know, or to gather opinion such as, "What sort of person was Jesus?" extend vocabulary. There are good examples of cross-curricular links and pupils in Year 6 demonstrate their use of word processing skills when writing a speech for presentation to the class. Pupils have written their own prayers.

149. There are no formalised procedures for assessment other than through recorded work. However the co-ordinator recognises the need for careful monitoring of the subject and a detailed action plan supports this. The co-ordinator has good subject knowledge and provides a wide range of topic boxes. These are well organised and accessible and contain support for teachers in the form of artefacts, books, videos and written explanations. Each topic is supported by a good quality poster pack and resource book. However, at the point of delivery, teacher subject knowledge generally is unreliable and at times pupils are misinformed. Training in the use of the topic boxes should be identified as a priority.