

# INSPECTION REPORT

**MICHELDEVER CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Winchester

LEA area: Hampshire

Unique reference number: 133292

Headteacher: Mrs Gill Barnes

Lead inspector: David Welsh

Dates of inspection: 24 – 27 November 2003

Inspection number: 256907

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
Number on roll:	85
School address:	Church Street Micheldever Winchester
Postcode:	SO21 3DB
Telephone number:	01962 774213
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Amanda Forsey
Date of previous inspection:	N/a

## CHARACTERISTICS OF THE SCHOOL

**Micheldever Primary School changed its status in September 2001 to that of Church of England Voluntary Controlled. This is its first inspection since that change. The school serves the local village community and a number of families from further away. The proportion of pupils eligible for free school meals is well below the national average and reflects the high levels of employment in the area. The number of pupils who join the school part way through their education is average, but the number that leave before the age of eleven is well above average. With 86 pupils from reception to Year 6, the school is smaller than most others. Most children come with some previous pre-school experience and this ensures that most understand the purpose of books and the need for number. Although attainment on entry to the reception class is generally average, it varies from year to year because of the small numbers. There is usually a wide range of ability within the year group. Nearly all pupils are of white British origin. There are two traveller pupils but none who are at the early stages of learning English, although there is one pupil who is bilingual. Thirteen pupils have special educational needs, either learning, emotional or physical, and this is a lower proportion than most other schools. However, three pupils have a statement and this is a higher proportion. In 2003, the school received an Achievement Award for its results in national tests. In the current year, it is participating with other schools in the area, including the local secondary school, in the Pathfinder Modern Foreign Language initiative in which pupils in Year 4 are learning French.**

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10992	David Welsh	Lead inspector	Foundation Stage Mathematics Science Information and communication technology Music Personal, social and health education Physical education Religious education
16718	Joan Fraser	Lay inspector	
20534	Nichola Perry	Team inspector	English as an additional language Special educational needs English Art and design Design and technology Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Micheldever is an inclusive and effective school, which is highly valued by parents and pupils.** Despite the high pupil costs, it gives satisfactory value for money because good leadership, management and governance ensure an ethos in which all pupils make good progress and achieve well. Standards are above average as a result of the good teaching and learning.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average
- The provision the school makes for pupils' spiritual, moral, social and cultural development is very good
- Teaching is consistently good throughout the school and it is often very good. Basic skills are well taught
- Provision in the Foundation Stage is good and children get off to a fine start in their education
- Pupils with special educational needs are supported well and this ensures good achievement
- Standards in information and communication technology (ICT) are too low and pupils do not achieve as well as they should
- The accommodation is poor. It limits pupils' achievement in ICT, drama, dance and gymnastics and, at the Foundation Stage, children's achievement in creative and physical development

This is the school's first inspection since its change in status in 2001. It is therefore not possible to make judgements about improvements since the last inspection. However, in the past two years the school has identified areas for improvement and has already begun to implement them. The school has very good procedures for evaluating its work and the capacity for future improvement is good.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/A	A	B	D
mathematics	N/A	C	B	C
Science	N/A	A	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** Through Years 1 to 6 pupils make good progress in all the subjects inspected fully, except ICT. At the end of Year 2 and Year 6, standards are above average in English, mathematics, science and history, but they are below average in information and communication technology. Standards in speaking and listening, reading and writing are all above average. Children at the Foundation Stage achieve well. Most will exceed the goals children of this age are expected to achieve by the end of the reception year, except in physical development. Pupils with special educational needs, traveller pupils, and those who are talented and gifted or bi-lingual, make good progress as a result of the support they receive.

Relationships throughout the school are excellent. Pupils behave very well and they have very positive attitudes to school. **Attendance** is satisfactory, but a few pupils are often **late**. Pupils' **spiritual, moral, social and cultural development is very good.**

## QUALITY OF EDUCATION

**The quality of education provided by the school is good.**

**Teaching is good overall and often it is very good.** Children at the Foundation Stage do particularly well in acquiring literacy and numeracy skills, and in their personal development, because of the consistently good teaching and the effective help of other staff. Pupils continue to learn well through Years 1 to 6 because teachers give high priority to developing pupils' basic literacy and numeracy skills across all subjects and to making clear to pupils the relevance of what they are learning to everyday life. Throughout the school, staff and pupils get on very well together. Because of this, pupils confidently tackle new learning and achieve well. Adults in the school set a good example by being courteous and showing respect to the pupils. Pupils with special educational needs and traveller pupils are taught well in class and by a specialist teacher, ensuring that they learn well.

Pupils enjoy a broad range of experiences within a curriculum that is enriched by a **very good** number of visitors, visits and other activities. However, the accommodation limits the progress children make towards some of the goals at the Foundation Stage and throughout Years 1 to 6 in ICT, drama and some elements of physical education. The school **cares very well** for its pupils and their health and safety. The arrangements for the induction of new pupils are excellent and the school is very good at seeking and acting upon pupils' views. Older pupils care well for those who are younger. The school welcomes parents' views and works closely with them. Links with the local community and other schools are **very strong**.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.**

The headteacher, staff and governors are fully committed to maintaining and improving standards through a process of rigorous evaluation and planning for improvement. They work well together to provide a climate in which learning is valued. They have correctly identified the school's strengths and weaknesses, and well thought out plans are already being implemented to bring about further improvements. Governors are fully involved in monitoring developments and the capacity for further improvement is **good**.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in **high regard**. They are pleased with how approachable the school is and how it seeks their views. They say that their children enjoy school and they are pleased with the progress they make. This is a view shared by nearly all pupils, who say they like being at this school. They have to work hard, but staff are fair and there is an adult they would talk to if they were worried about school. Inspectors share the confidence of parents and pupils in the school.

## IMPROVEMENTS NEEDED

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

- Improve provision for information and communication technology, dance, drama, gymnastics and swimming in Years 1 to 6
- Improve provision for creative and physical development at the Foundation Stage

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

**Achievement in Years 1 to 6 is good. Standards in English, mathematics and science are above average. In the Foundation Stage, children achieve well so that by the time they begin Year 1 they attain standards above those usually expected of pupils of this age. Traveller pupils, those who are able and gifted and pupils with special educational needs make good progress against the targets set for them. There is insufficient data to make a judgement about trends over time.**

#### **Main strengths and weaknesses**

- Children in the Foundation Stage progress well and get off to a good start
- Pupils make good progress in acquiring basic skills in English and mathematics
- Achievement by pupils with special educational needs is good
- Achievement in ICT is unsatisfactory

#### **Commentary**

##### **Foundation Stage**

1. Children in the Foundation Stage make good progress to attain the goals children are expected to reach by the end of the reception year. Progress in personal, social and emotional development is particularly impressive, with children of all abilities settling into the school's routines very quickly. Children achieve well in communication, language and literacy and in their mathematical development.

##### ***Standards at the end of the Foundation Stage***

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Very good
Communication, language and literacy	Good
Mathematical development	Good
Knowledge and understanding of the world	Insufficient evidence to form a judgement
Physical development	Satisfactory
Creative development	Insufficient evidence to form a judgement

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

##### **Key Stage 1**

2. In the 2003 National Curriculum tests for pupils in Year 2, results were very good. There were only seven pupils in the year group and nearly all pupils attained the expected level 2 in reading. All attained the expected level in writing and mathematics. A significant proportion attained the higher level 3 in reading and writing, while a smaller number achieved the same level in mathematics. When compared with similar schools, results are above average in reading and mathematics and well above average in writing. Inspection evidence confirms these standards.

##### **Key Stage 2**

3. For the past two years, since the school changed its status, the results in the National Curriculum tests in Year 6 have not been as high as those in Year 2. A major factor in this is the mobility of pupils, with some higher attaining pupils leaving the school at the end of Year 2 or 3. Those entering the school after Year 2 are often middle or low attainers, and they do not attain as well as those who attend throughout the school. Results in the National Curriculum tests in 2003 were similar to those in 2002, although there were slight variations. With such small cohorts it is to be expected that results from one year to another will fluctuate. When compared with similar schools, results are below average in English and average in mathematics and science. Not all pupils on the register took the tests and the class included pupils with special educational needs. This was a factor in the proportion of pupils who attained the expected level in English and mathematics, about three quarters. A larger proportion attained the expected level in science. Over one third of the pupils attained the higher level in English, which is above average, and nearly half in mathematics, which is well above average. In science, nearly half the pupils attained the higher level, which is above average.
4. The school sets itself challenging targets in the National Curriculum tests in English and mathematics. In 2002, it met the targets in English, but fell short of the target in mathematics. In 2003, it fell narrowly short of all targets, principally because one pupil was absent throughout the tests.
5. Pupils with special educational needs are well supported in class. As a result of this, and the additional support from teaching assistants and the special needs teacher, some pupils with special educational needs achieve average standards in reading by the end of Years 2 and 6. Traveller pupils, gifted and talented pupils and those who are bilingual are also effectively supported and achieve well.
6. Achievement in ICT is unsatisfactory in Years 1 to 6. Direct teaching of the subject is not good enough and computers are not used sufficiently to support learning across the curriculum. In the main, this is due to the poor accommodation, which makes access to the computers difficult and affects teachers' confidence. The accommodation is also likely to limit the achievement of pupils in gymnastics and dance, although it was not possible to inspect this subject fully. Achievement is unsatisfactory in swimming, as the school does not currently provide opportunities for pupils to learn to swim.

### ***Standards in national tests at the end of Year 6 – average points in 2003***

Standards in:	School results	National results
English	27.6 (29.6)	27.0 (27.0)
Mathematics	28.2 (27.0)	27.0 (26.9)
Science	30.0 (30.0)	28.8 (28.3)

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

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes and behaviour are very good. They have a high level of confidence and self-esteem because adults show great concern for their feelings and value their opinions. The school operates as a cohesive community. Much of this is due to the very good provision made for pupils' spiritual, moral, social and cultural development.**

### **Main strengths and weaknesses**

- Pupils' willingness to be enterprising and take responsibility
- Pupils' relationships with others

- School's promotion of good relationships, including racial harmony
- A few pupils are often late in arriving at school

## Commentary

7. Pupils are articulate and speak enthusiastically about the school. They say that 'lessons are fun, teachers are helpful, that they listen to them and that they are fair'. Pupils show an impressive level of maturity. This is evident, for example, in the way in which pupils in Years 5 and 6, acting as 'Peacemakers', are able to mediate at playtime for younger children in any disputes or unhappiness. When asked how they felt able to do this, they said they could identify their own feelings in similar situations, when they were younger. Pupils' behaviour throughout the school and attitudes to work are very good; they are a significant factor in their achieving high standards in their work.
8. The school's code of behaviour, which is reviewed regularly, has been drawn up by staff and shared with parents and pupils. Each class is given the responsibility of independently agreeing its own rules for behaviour, which allows them to establish their own moral code and to distinguish right from wrong. The rules are implemented rigorously and consistently, creating a safe environment, which has a positive effect on pupils' learning and levels of attainment.
9. Pupils are very enthusiastic about the after-school clubs and particularly the *Trailblazer Project*, which encourages interest in, and care of, the environment. They have, in partnership with staff and parents, developed the school garden to enable them to observe the natural wildlife, which broadens the range of their educational opportunities.
10. Pupils show independence and their response is excellent to the many opportunities they are given to take responsibility. For example, the school council is a democratically elected, well-established forum for pupils to share views and opinions and work towards consensus. It gives them a significant insight into citizenship. As a result of their deliberations, many suggestions have been made to improve the provision at the school. These include the toilets and equipment, such as the Snakes and Ladders and Chess tables in the playground.
11. Relationships are outstanding throughout the school. Pupils are equally polite to peers and adults alike. The caring ethos encourages pupils to look after one another and to respect each other as individuals. This has a significant impact on their social skills, personal development and awareness of the needs of others. There is no bullying in the school and there have been no exclusions. Children in the reception class are quickly influenced by the example of the older children and achieve well beyond the early learning goals in personal, social and emotional development by the end of the Foundation year.

## EXAMPLE OF OUTSTANDING PRACTICE

### Example of outstanding practice

#### **Relationships are excellent because teachers provide many opportunities for pupils to work together and to take increasing responsibility.**

In a school assembly, pupils from reception to Year 6 quickly and quietly settled into their 'family' groups and at the request of the teacher, began to discuss what they most liked about their home when they arrived there after school. The oldest pupil in the group noted on paper, each pupil's response. The teacher used these responses well in a discussion which led to the consideration, through pictures of children in other parts of the world, that some children have either no home or very poor homes. As the discussion came to a close and pupils were asked to look at a candle whilst they gave thanks for their home and thought about other children who are not so fortunate, one young pupil did not respond appropriately. The oldest pupil in the 'family' group looked at this pupil in a way that made it very clear this was not acceptable behaviour. The young child still continued to fidget with a pencil and the pupil in Year 6 quietly and firmly put her hand on the young pupil's arm and gave him a quivering look, which had the desired effect without any adult intervention.

12. Throughout the school there is an overwhelming feeling of security, support and friendliness, which both parents and pupils speak of enthusiastically. Each pupil is known individually to all and the strong evaluation systems that are in place, including self-assessment and careful

lesson planning, all help to build the self-esteem and confidence of each pupil enabling them to work to their full potential.

## Exclusions

There have been no exclusions in the last school year.

## Attendance

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0.0
National data:	5.4	National data:	0.4

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

13. The school ensures that the satisfactory levels of attendance are maintained, with careful monitoring and regular reviews. Unauthorised absences are below the national average. Parents are regularly reminded of their obligations and the school's expectations in sending their children to school. Punctuality is only satisfactory because a few parents fail to get their children to school regularly on time. Most parents are keen to support the school in all its efforts to make sure that levels of attainment benefit from regular attendance.
14. The provision for pupils' spiritual, moral, social and cultural development is very good. Teachers take every opportunity across all subjects to develop pupils' understanding. They provide many opportunities for reflection as well as experiences of awe and wonder. Close links with the church espouse the Christian ethos and provide a strong spiritual dimension to school life, which was beautifully illustrated in a prayer written and read by a pupil in Year 6. In subjects such as geography, religious education and personal, social and health education, pupils learn much about the similarities and differences their own communities have with those from other cultures around the world. History and the local environment, which forms part of their heritage, influence their perception of the development of society and the part they play in it. They practise this very well in their own school community through the school council. Pupils learn the need for a strong moral code, particularly through religious education and personal, social and health education.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching is good overall and often very good. This is a reflection of the strong efforts the headteacher and staff have put into improving teaching and learning. The curriculum is broad and enriched by a very good range of activities. Pupils are very well looked after and their views highly valued. Strong partnerships have been established with parents and the local community.

### Teaching and learning

Teaching is good overall throughout the school and enables pupils to learn and achieve well. The school makes good use of teachers' subject expertise. The teaching of basic skills in literacy and numeracy across the curriculum is good. Pupils of all abilities are appropriately catered for, including those who are able and gifted, bilingual, travellers and those with special educational needs. Assessment is good and teachers make effective use of their findings when planning future lessons.

### Main strengths and weaknesses

- Planning is very good and meets the needs of all pupils

- Teachers encourage and engage pupils well. They have high expectations of pupils both in work and behaviour
- Equality of opportunity is promoted very well, with teachers showing sensitivity to pupils' individual circumstances
- Teachers regularly assess the learning of the pupils and use this information directly in planning teaching
- Basic skills of literacy and numeracy are well taught across the curriculum
- Pupils are taught the everyday relevance of what they are learning
- Teachers make insufficient use of ICT in all subjects

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	14 (45%)	13 (42%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- The headteacher and staff, through a programme of classroom observation and feedback, and in-service training, have successfully continued to develop the skills of teachers. This has resulted in an approach adopted by all staff where planning of lessons is in sufficient detail to ensure the needs of all pupils are met. Tasks are closely matched to the ages and abilities of pupils. Literacy skills and mathematical skills are developed well through specific lessons and other subjects, such as science. Vocabulary is emphasised particularly well in all lessons. Teachers link the learning to everyday use, such as the value of fractions when dividing a cake and percentages when working out interest rates and repayments on a credit card.
- Relationships are excellent and pupils respond well to the encouragement they receive from teachers and other staff. Teachers engage pupils in a variety of activities and make good use of a range of resources to arouse pupils' enthusiasm. High expectations of pupil behaviour and output of work ensure an atmosphere that is conducive to learning. Teachers use praise discerningly and pupils respond well to this. Pupils enjoy their lessons and, as a result, work hard and achieve well.

## EXAMPLE OF OUTSTANDING PRACTICE

### **Pupils are taught from an early age the importance of communication and sharing their ideas in an environment of total trust, knowing that their contributions will be highly valued by staff.**

In an English lesson, pupils in Years 5 and 6 were comparing the differences between reading and analysing a poem (The Pied Piper of Hamelin) and watching a video about the same poem and how this affects their knowledge and understanding of the various elements within the poem.

The quality of discussion following the video was outstanding as most pupils considered how much easier it was to 'see' and learn as opposed to 'hearing' and learning. A few pupils had the opposite view. This contributed strongly to helping pupils understand how they learn as individuals and also that others succeed in different ways. A difficult concept was learned as a result of expert teaching and discussion skills, which also highlighted and valued pupils' differences.

When asked how seeing the video made them feel, one pupil raised the moral question of the importance for 'people to honour what they have promised' because not to do so 'encourages bad feelings and retaliation' - a response which stopped the lesson as pupils gasped with sheer pleasure and amazement at the particular pupil's observation. The lesson ended there because the expertise of the class teacher understood that to continue from this point would break the spell.

17. Traveller pupils, bilingual pupils and those with special educational needs are supported particularly well, and this helps them to develop their basic skills successfully. Teachers and other staff are very sensitive to their needs. Questions to all pupils are carefully considered and especially to those who find learning difficult. Teachers ensure that questions to such pupils are thoughtfully chosen so that pupils are challenged and able to contribute to class discussions. Teachers are aware of pupils' specific weaknesses and support them well in overcoming these. Those pupils who are talented and gifted are also suitably challenged with questions that really make them think. In mathematics and science, pupils are often asked to explain how they arrived at their answer. This enables the teacher to understand their thought processes and also helps other pupils in the class. Support staff are generally used well by class teachers and, as a result, they also contribute to the progress pupils make by helping them to concentrate fully on their work and contribute to discussions. However, further training is required so that all support staff function at the same high level.
18. Teachers make regular assessments of what has been learnt. At the Foundation Stage, teaching assistants effectively contribute to this process by recording their observations daily in a notebook. Future lesson planning takes account of what has been learnt. In Years 1 to 6, teachers record their assessments and use these when planning future lessons. Pupils' work is regularly marked and appropriate targets set. Pupils in Year 6, for example, commented on how helpful they find these targets in focusing their learning. The school's assessment arrangements for pupils with special educational needs are very good and pupils' individual progress is carefully tracked each term. This means that pupils' individual education plan targets are closely matched to their specific needs. As a result, teachers are clear about what these pupils need to learn to improve. Involvement of pupils in the process ensures that they also understand how they can improve.
19. Teaching of ICT is unsatisfactory overall. There is not enough direct teaching or use of ICT to support learning across the curriculum. This is mostly due to the lack of appropriate resources because of the poor accommodation.

### **The curriculum**

Overall the school provides a good and generally well resourced curriculum, which offers a wide range of learning opportunities very well suited to the needs of all pupils. Pupils' learning is effectively enriched by the school's extensive range of additional activities, which maintains pupils' interests, makes learning enjoyable and stimulating and prepares pupils very well for secondary education.

Accommodation is poor and is detrimental to the school's ability to be more innovative with curriculum development, particularly regarding ICT, physical education, drama and the Foundation Stage. This also affects the school's ability to retain pupils in Years 3 to 6 and some transfer to the private sector so as to have access to better facilities. Resources are good overall.

### **Main strengths and weaknesses**

- Planning is very good across the curriculum, with extensive cross-curricular links
- Provision for pupils' personal development is very good
- Provision for pupils with special educational needs is very good
- The school has worked hard to overcome the poor accommodation for the computer suite and the cramped conditions in very ancient, temporary classrooms which affects pupils' achievement in ICT and physical education

### **Commentary**

20. The breadth of the curriculum offered to pupils across the school is good overall and meets statutory requirements. The curriculum is very well planned to ensure that links with other subjects are made and brought alive for pupils wherever possible, including aspects of ICT, in

spite of the difficulties the school's poor accommodation presents. This innovative approach ensures good learning for all pupils. The school provides very well for pupils' personal, social and health education as an individual subject and within the full curriculum. Assemblies meet statutory requirements and contribute very well to the development of pupils' spiritual, moral, social and cultural development, and provide worthwhile opportunities for pupils to experience being part of the school's community.

21. Teachers and support staff are aware of the needs of pupils identified as requiring additional help, such as traveller pupils and those with special educational needs, and plan accordingly. This enables them to be fully involved in lessons and achieve well. All contributions made by pupils are very highly valued by teachers and this develops pupils' confidence and self-esteem very effectively. Individual learning plans are well written, with clear and measurable targets, and work is appropriately varied to cater for individual needs. The school works effectively with a wide range of external agencies, including specialists who support pupils with special educational needs and this assists pupils to achieve well. A specialist teacher is also employed to work with individual pupils or small groups on a regular basis, which contributes strongly to the good progress pupils make. The school also takes appropriate account of pupils who are gifted and talented by offering them work that is appropriately challenging and by expanding their thinking skills.
22. The school enriches the curriculum and enlivens pupils' experiences by providing a wide range of additional activities and clubs both within school time and after school. Visitors to the school further enhance pupils' learning. The school uses both the local environment and that further afield very effectively, including opportunities to take part in two residential visits for pupils in Years 5 and 6. All these activities encourage pupils' social development and introduce them to experiences, which they might not have had previously, such as learning French.
23. Staff ensure that pupils are very well prepared for transfer to secondary school. Good curricular links are made with receiving schools; for example, work carried out at Micheldever is passed to the secondary school so that pupils feel secure quickly. The good provision of homework also ensures that pupils become aware of the expectations that will be placed on them with regard to independent learning and meeting deadlines.
24. The school has a good staffing level of teachers and support staff who work well together as a team, which ensures that teaching is effective. Resources for learning are good overall and used well by staff. However, the outdoor equipment for pupils in the Foundation Stage is limited and the outside area is severely restricted so that children do not have sufficiently rich opportunities to develop creative and physical skills in the open air. The school is aware that they need to develop this.
25. Accommodation at the school is poor and is a significant barrier to learning in ICT and physical education specifically. It also detracts from the efficient use of time because of the need to walk to and from assembly, the computer suite and physical education lessons. The computer suite is cramped with only three computers, has shared usage with the library and SEN teaching groups, and does not provide adequate provision for full coverage of the ICT curriculum. The ancient, temporary classrooms are very cramped, which means that staff have difficulty in making daily use of the computers available. In spite of the good planning for delivery of the curriculum and staff training, pupils' access and achievement is being restricted because of this. The school hall is too small for gymnastics and pupils are required to walk along a narrow road with no pavement to the local village hall for their lessons. This is a safety hazard. *The school is acutely aware of this and makes arrangements to ensure the safest conditions in the circumstances.* Whilst all staff make the most of the situation, the current arrangements remain unsatisfactory.

### **Care, guidance and support**

**The school's procedures to ensure pupils work in a healthy and safe environment are good. It provides high levels of support, advice and guidance based on carefully**

**collected evidence from teachers' and pupils' assessments. The school is very active in involving pupils through seeking, valuing and acting on their views.**

## **Main strengths and weaknesses**

- Each pupil has a good and trusting relationship with one or more adults in the school
- Pupils have access to well informed, support, advice and guidance
- Induction arrangements for pupils are excellent

### **Commentary**

26. The quality of care provided for all pupils is good. Pupils and staff work in a litter free environment, which is healthy and safe. Child Protection procedures, which conform to those adopted by the local education authority, and arrangements for first aid and administering drugs are effectively in place and understood by all staff. Liaison with outside agencies for the safety of children is very good. The local authority recently monitored the school's health and safety management systems and found them to be satisfactory. A few tasks were in need of improvement, such as keeping records of when safety checks and risk assessments are carried out, and these have been effectively addressed by the governing body.
27. Relationships in the school are excellent as a result of the considerable efforts adults make to ensure all pupils are happy, valued and cared for. Staff and pupils know each other well and pupils state that there is someone they feel confident they would go to should they have a concern. Pupils consider the teachers treat them fairly. Teachers know their pupils well as a result of the good assessment procedures and this helps them to set targets for all pupils, including traveller pupils and those with special educational needs. Pupils say they find these targets help them to make good progress.
28. There are very good arrangements in place to ensure a smooth transition for Year 6 pupils to secondary school. Close liaison between staff takes place and pupils make a number of visits before transferring at the age of 11. The transition arrangements from nursery school to reception are excellent and have been cited as an example of good practice by the local education authority. Children have many opportunities to be gradually introduced to the school. Such innovative initiatives as *Camping Mornings*, *Teddy Bears' Picnics* and *Beach days* all allow children to be familiar with, and feel at ease in, their new environment. This enables them to settle quickly into school routines.
29. The school's attitude to consultation is very good. The school council is now in its tenth year and pupils value the responsibility they are given. They speak highly of the manner in which they are consulted and the importance given to their views, which contributes to their very good attitudes. Pupils know that the school really does listen to their thoughts and suggestions because several of their ideas have been implemented, such as new toilets and tables for the playground on which there are games to play.

## **Partnership with parents, other schools and the community**

Links with parents and the local community are very strong. Those with other schools are highly effective.

## **Main strengths and weaknesses**

- Provision of information to parents about the school and pupils' standards and progress is very good
- The school involves parents and acts on their views
- Links with parents contribute to pupils' learning at school and at home
- Parents are satisfied with the way school deals promptly with any concerns
- Arrangements for induction to the school and transition to secondary schools are very good
- Educational links with other schools are very good

## Commentary

30. The headteacher is very conscious of the advantages of working in partnership with parents to improve the quality of education and levels of attainment. She works hard to ensure frequent personal contact with all parents and there are regular, good quality, written communications to inform them of school procedures, the school diary and what their children will be learning. Curriculum evenings for parents effectively help them to understand the work their children are doing.
31. Parents state that they are very pleased with the school. Nearly all say that they are kept fully informed about their child's progress through meetings each term with class teachers. At these meetings pupils' targets for learning are discussed and agreed. Teachers are also readily available to parents on a daily basis at the beginning and end of the school day. Parents value this opportunity enormously because they are able to give, and receive, information about their children, which helps pupils with their learning. The school is aware that closer contact with parents of children who travel on the school bus is an area to be developed because they have less opportunity to talk to teachers informally and this might be a factor in how well those pupils achieve.
32. There is a full complement of governors and parents are very supportive of the work they do in challenging targets and monitoring outcomes. Governors provide parents with formal opportunities to air their views, such as at the governors' annual meeting and in small focus groups. This enables governors to include matters raised by parents when discussing the school improvement plan and thereby bring about further betterment. Parents welcome these opportunities to express their views and feel valued. Parents say they feel comfortable about approaching the school with any concerns and are confident that they will be listened to and efforts made to resolve any issue of concern promptly.
33. Parents help in school in a number of ways, such as with reading, sewing, gardening and model making, which all contribute to pupils' learning. There is an enthusiastic parents and friends association which raises considerable sums of money through a variety of imaginative fund-raising events to provide resources for the school, such as a digital camera and camcorder.
34. The school's involvement in the local community is very good and this provides pupils with good opportunities for social development and personal responsibility; for example, monthly lunches are held in school for elderly village residents. Many visitors are welcomed to the school and the pupils visit a wealth of places of historical and environmental interest, broadening their cultural experience and developing their own perspective on the area in which they live. Visiting musicians, storytellers, artists and actors all have a positive impact on pupils' levels of attainment. The school participates with other local schools to very good effect; for example, in the modern language course, in musical festivals and in preparing children very well for entry to school and pupils for transfer to secondary school.

## LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are **good**.

### Main strengths and weaknesses

- The headteacher provides very good leadership of the curriculum and shares a very clear vision with staff and governors, which underpins all aspects of the school
- There are very good systems and procedures for strategic planning, performance management, self-evaluation and monitoring how well the school is performing, which ensures effective leadership and management in all aspects of the school
- The school is committed to removing any barriers to learning for all pupils and is thoroughly inclusive in its approach to ensuring all pupils achieve in line with their abilities

- There are very good relationships between the governing body and school staff
- There is good leadership of English, maths, science, history, SEN and the Foundation Stage
- The governing body has a good understanding of the school's strengths and areas for development and holds the school to account effectively
- The governing body fulfils all statutory requirements
- Provision and application of ICT is currently lacking as a result of severe limitations in the school's accommodation

### **Commentary**

35. The school has devised and implemented very effective systems for monitoring and evaluating its performance and for diagnosing its strengths and weaknesses. Staff and governors are involved in producing the school's strategic plan so that commitment and understanding are ensured. This provides the school with an effective plan to guide and monitor progress. All identified priorities are linked to teaching and learning and all are reflected in staff performance management objectives. However, the school is not yet using ICT consistently in either school administration or teaching and learning to assist in this process, or for monitoring all aspects of pupils' progress and attainment throughout the school.
36. The governing body operates efficiently through its system of committees and, as a result, governance of the school is good. The headteacher and senior staff ensure that the governing body is well informed so that they have a secure knowledge of how the school is performing. Governors have developed effective links with subject leaders and they work effectively with staff to monitor and evaluate aspects of the school. The school's finances are well managed. The governing body ensures that financial resources, including specific grants and additional funding, are allocated in accordance with the school's identified priorities. The school implements the principles of best value, through its use of data, its methods of consulting those connected to the school, its challenging aims and its well-targeted use of the budget. The school provides satisfactory value for money.
37. The headteacher ensures effective leadership in areas of the curriculum by delegating core responsibilities and supporting staff so that they are able to perform their leadership roles well. She uses individual strengths well and recognises where further support and guidance is required. Continuing professional development and induction of new staff have high status and this is well regarded by all staff. As a result, the staff work very well together, value each other's strengths and liaise effectively. Leadership and management at the Foundation Stage are good. The co-ordinator clearly knows how young children learn and has planned the curriculum very well to support their development. She is effectively promoting the development of other staff who work with the children in the reception class.
38. Leadership and management of special educational needs and traveller pupils are good. The co-ordinator shows understanding and is experienced in working with pupils who are in need of additional help and support in their learning. Whilst support staff are appropriately deployed, there is a need for greater consistency through further training so that all are able to perform at the same level. Management of all procedures and the paperwork, including arrangements for reviews and annual reviews, is up to date and effectively organised. Leadership and management of the talented and gifted are also good with the needs of pupils being met well.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	274,774
Total expenditure	285,390
Expenditure per pupil	3,775

Balances (£)	
Balance from previous year	36,696
Balance carried forward to the next	26,080

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS IN KEY STAGES 1 AND 2**

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

Provision for children in the Foundation Stage is **good** and parents are very happy at the start their children get. Children are prepared well for transfer to Year 1. Staff concentrate particularly well on the development of language, mathematical and social skills. Consequently, children get off to a good start. At the time of the inspection, eight children were attending full time and ten part time in the mornings. Five pupils in Year 1 are also taught in the class. Most of the children have attended some form of pre-school provision. All children achieve well because teaching is good and the curriculum is appropriately planned to provide a wide range of interesting and relevant activities matched to their needs. Three children have a statement of special educational need. They are supported by teaching assistants, some of whom have only been in school for a few weeks. The staff are developing into a team under the leadership of the teacher/co-ordinator but as yet, not all are participating at the same high level so the support is not yet consistently good. Children's progress is carefully monitored by all members of the team and this enables the teacher to plan appropriately for all. Children with special educational needs are integrated well and their needs are met appropriately. The accommodation is unsatisfactory. It is too cramped inside to provide a wide range of activities and the facilities outside do not provide children with continuous access to a separate secure area, thereby inhibiting their achievement.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well because very good teaching ensures that they are challenged and encouraged to work hard and to take responsibility for themselves
- Every opportunity is taken to enhance children's development and children generally exceed the standards expected for their age by the end of the reception year
- Supportive relationships are being established and so children feel confident and happy

#### **Commentary**

39. Very good teaching ensures that most children comfortably reach standards that are above those expected for their age by the end of the reception class. From the outset, staff make clear what is expected of children. Consequently, children quickly learn class routines and establish habits that will serve them well as they move through the school. They are encouraged to share and work together and to put up their hands when answering a question. Children learn to respect one another, to take turns and to concentrate well when engaged in activities, such as when they designed and built beds using a variety of apparatus. In class discussions, the teacher ensures that all children have a turn and this encourages them to be confident. They are made to feel important and proud that they have attempted to respond correctly to a question, even if the answer is incorrect. They are keen to be responsible and move promptly to carry out their specific task when requested by the teacher, such as at the end of an activity. Opportunities to acquire key social skills are plentiful and this leads to a harmonious working environment. Even at this stage of the year, nearly all children are able to maintain attention and sit quietly. They are eager to learn and confident to try new things. As a result, the children make very good progress and achieve very well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Every opportunity is used to develop the children's language skills.

#### **Commentary**

40. Early indications are that most children will exceed the expectations in this area of learning by the end of the reception year because teaching and learning are good. Children achieve well. They are making good progress as a result of the many opportunities they are given to talk and listen. Staff take every opportunity to develop the children's vocabulary through using searching questions and insisting that children listen to the contribution of others. For example, when children were involved in a fishing game to extend their phonic awareness, the teacher used questioning very effectively to engage children in discussion to extend their well developed speaking skills. Children develop speaking and listening skills well through a range of activities, such as in role-play and class discussion. Nearly all understand how books work and children are encouraged to share stories with their parents. Children enjoy books and listen attentively when a story is read to them. Many already recognise their name. The highest attainers use pencils to write recognisable words. Teaching assistants work effectively with the children with special educational needs to develop their understanding of books and to increase their vocabulary. These children are included in class activities wherever possible and provided with appropriate tasks to match their stages of development, and this contributes well to their learning. Good use is made of computers to extend children's literacy skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A wide range of activities is used to promote children's mathematical development

#### **Commentary**

41. Teaching and learning are good. Every opportunity is taken to extend children's mathematical understanding. Early indications are that most children will exceed the Early Learning Goals by the end of the reception year. Learning is developed at every opportunity; for example, when children are dressing after physical exercise. The teacher plans very well for children to count, sort and compare, and children are able to count to 50. Lessons are well organised and very good use is made of resources. For example, when learning to add one more, the teacher used a picture of a head and successively added one hat each time until there were ten. The children counted the number of hats each time and recognised that one more had been added. Group tasks are used well to reinforce children's knowledge, and at the end of lessons time is used effectively to consolidate and assess what they have learnt. Computers are used regularly to reinforce and extend children's number recognition and mathematical skills. Children are developing confidence in their use of numbers, patterns and shapes. They make good progress and achieve well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Too little work was seen to make an overall judgement of provision or standards in this area of learning. Children worked purposefully with construction toys and they are enthusiastic about using

the computers with adult assistance. Planning indicates an extensive range of work, which includes activities that develop historical, geographical, scientific and religious knowledge.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children's fine control, such as for holding pencils and handling tools, is generally good
- There is no continuous access to an outside play area, so opportunities for development are limited

### **Commentary**

42. Children are provided with many opportunities to develop their manipulative skills by handling pencils, crayons, brushes, scissors and small toys and this enables them to handle small construction equipment with dexterity. This aspect of their physical development is good and children achieve well, although some children have not yet developed good habits in the way they hold pencils to write. Opportunities to develop their coordination using their large muscles are not so good. Although there is an outdoor play area with access to large wheeled toys and other resources it is out of sight of the classroom and not secure so there is no continuous access. This is likely to restrict children's progress towards the early learning goals in this element of physical development. Children are able to use the hall for dance and other physical activities, such as with a parachute, but opportunities are limited.
43. In one lesson seen during the inspection teaching and learning were satisfactory. Children were involved in a variety of activities with a parachute. This helped to develop their coordination using large muscles. It also helped them to work together, to show concern for others, to obey instructions and to improve their observation and listening skills.

## **CREATIVE DEVELOPMENT**

It was not possible to make an overall judgement of provision or standards. Planning indicates a good range of activities that develop imaginative skills in drama, art and design, design and technology and music.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards in English are above average
- The quality of teaching is good, with some very good and excellent lessons seen, and as a result pupils make good progress and achieve well
- The curriculum, including planning for the development of pupils' literacy skills across other subjects and the wider English curriculum, is well developed and makes a strong impact on pupils' attainment
- The impact of assessment and pupil tracking systems means that teachers know their pupils very well and, as a result, planning is comprehensive and teaching meets the needs of all pupils well
- Homework is used effectively to reinforce learning
- Resources are plentiful and are effectively used by teachers and pupils

- There are weaknesses in the use of ICT in English, although word processing is well used by some teachers

### **Commentary**

44. Standards in English are above average, in spite of the fact that a significant number of more able pupils leave to attend schools in the private sector. The school's co-ordinator has developed the English curriculum effectively and pupils' basic literacy skills are well developed in many areas of the curriculum. The curriculum is planned to ensure that pupils develop an understanding, for example, that writing is used to communicate information in all subjects, which means that writing skills are particularly well developed. Pupils learn very effectively that information is found in non-fiction texts and that this is replicated on the school's website by using an alternative research method. This has been achieved as a result of good subject knowledge, good management skills and a secure knowledge of how pupils learn. Staff work together in an open, honest and collaborative way. This approach ensures good learning and achievement for all pupils.
45. Standards in writing are above average and pupils of all ages and abilities write confidently because they are taught well by teachers who have secure subject knowledge, which they share well with their pupils. Currently, not all work is presented neatly with good attention to detail and handwriting is not yet taught consistently so that pupils' work shows a developing neat and cursive style across the school. The co-ordinator is aware of this and has identified suitable targets in her development plan.
46. The school places strong emphasis on developing pupils' speaking and listening skills and standards are therefore above average across the school. Significant time is given within lessons for whole-class, group or paired discussions and this contributes strongly to the very confident attitudes of pupils when speaking, either in lessons or in assemblies. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. As a result of this very good modelling, pupils listen well to each other and their teachers and they are always prepared to try hard. Drama and role-play are used effectively in some classes this also helps pupils to develop confidence in using language as a means of expressing their ideas and feelings. However, this is not yet sufficiently well used by all staff because of the cramped conditions in classrooms, which severely limit movement. Some support staff are skilled in ensuring lower attaining pupils have full access to the curriculum by helping them to rehearse the language they need, which contributes positively to their progress in developing confidence in communication and to the standards they reach.
47. Standards in reading are above average at all stages. The school ensures that reading maintains a high status, which is well supported by effective strategies for the teaching of both reading and spelling. Other aspects of reading, such as the technical vocabulary associated with books, are very effectively taught. There is appropriate emphasis on the teaching of phonics (letter sounds) so that pupils develop a secure knowledge of their use in reading. Books are used well throughout the school and most pupils read well. Higher attaining pupils make good use of expression and tone to bring meaning to their reading. Lower attaining pupils read appropriate texts well and make good use of the strategies they are taught. They show confidence in sounding out unfamiliar words and demonstrate that they are making good progress in learning letter sounds and names. The use of homework supports pupils' development in reading and spelling well.
48. Assessment procedures are used well by class teachers and the management of the school, which ensures that specific needs are identified and supported quickly as required. Planning and teaching are varied and well focused so that planned activities are very well matched to meet individual needs. More able pupils and those who have been identified as talented and gifted are appropriately challenged through more advanced work which encourages them to think more deeply. Pupils with special educational needs and those whose first language is

not English are generally well supported so that they make very good progress overall and achieve well, sometimes in line with national expectations. To help pupils to understand how they can improve, pupils are encouraged to evaluate their own work regularly and, on occasions, to evaluate each other's work. Some teachers' marking helps pupils to understand how well they are doing and makes clear how they can improve their work, although this is not consistent across all classes. Literacy targets are well displayed and ensure that pupils are involved in their own learning and parents understand how well their children are achieving. However, in lessons observed, teachers are not yet referring to these consistently during lessons so that targets are not fully linked to the learning actually taking place.

49. English is a strength of the school. Pupils enjoy learning, make good progress and attain standards that are above average. This is because consistently good teaching ensures that pupils can achieve well, whatever their level of ability.

### **Language and literacy across the curriculum**

50. **Opportunities to develop pupils' basic literacy skills in other subjects are very good, which also contributes to the quality of learning in these subjects. Within all subjects there is good emphasis on teaching vocabulary and developing pupils' ability to express their ideas through discussion. Planning for teaching and applying literacy across the curriculum is very good and teachers in all lessons have very high expectations of their pupils. As a result pupils read, write and speak well and the practice of these skills maximises achievement.**

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- All pupils achieve well because of the good teaching and learning
- There is a strong focus placed on developing pupils' numeracy skills
- The school makes good use of diagnostic software to bring about further improvements in the standards attained by its pupils
- The use of ICT is underdeveloped

### **Commentary**

51. Standards in mathematics throughout the school are above average. In 2003 national tests all the pupils in Year 2 reached the expected standard and nearly a third attained the higher level. About three quarter of the pupils in Year 6 reached the expected standard and nearly a half the higher level. Pupils with special educational needs are well supported and achieve as well as their classmates. There is no significant difference between the attainment of boys and girls. Traveller pupils are also well supported and they do well.
52. Teaching and learning are good and pupils achieve well. Teachers' assessments of what pupils have learnt in previous lessons inform the planning, which is very good, and tasks are clearly matched to pupils' needs. Mental and oral mathematics is given a high priority and generally this is considered to be a strength of the school, although in the current Year 5 and 6 class it is only average. Teachers use a variety of strategies to develop pupils' knowledge and skills. Effective questioning challenges pupils' thinking and teachers ensure the pace of lessons is maintained at a rate to hold the interest of all. Opportunities are given to pupils to share their strategies for solving problems with their peers and this is beneficial to all. The relationships between teachers and pupils are a consistent strength throughout the school. This instils a confidence in all pupils, so that they feel able to seek help and when required, to explain their thinking. Teachers relate the learning well to everyday life and this brings the

subject to life and catches pupils' interest. For example, in a lesson in Year 5/6, pupils were asked to give instances of where percentages might be used and this led to an interesting discussion on credit cards and the sums of interest that might be charged. Teachers make good reference to learning objectives and they expect pupils to be able to make judgements about their learning in relation to these. This helps pupils to understand whether they require more assistance from teachers or whether they can proceed to the next task. Homework is used effectively to enhance pupils' learning.

53. Computers are not used enough to support learning in mathematics. This is largely due to the way in which the computers are organised in the school due to the poor accommodation. In some year groups, the range of software is insufficient.
54. Leadership and management in mathematics are good. There is continuing assessment of how well the pupils attain and regular evaluation to help teachers to maintain the above average standards. The school has effectively used the diagnostic software available to search for the strengths and weaknesses in teaching and learning. As a result, it has identified specific areas of mathematics for improvement, for example, to make more use of unstructured number lines and to include more opportunities for using and applying the knowledge and skills pupils have to solve problems.

### **Mathematics across the curriculum**

55. Teachers look to include mathematical skills and knowledge wherever possible in other lessons, such as graphs and tables to record data in science and geography, and measurements in design technology. However, these opportunities are not systematically planned and this is an area for improvement.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well as a result of the generally good teaching
- There is good emphasis on the use of specific technical language
- The school makes good use of diagnostic software to bring about further improvements in the standards attained by its pupils
- Too little use is made of ICT to support learning in science

### **Commentary**

56. The standards attained by pupils in Years 1 and 2 are above average. Although all pupils were judged to have attained the expected level in the teacher assessments in 2003, no pupils attained the higher level and this was a weakness. However, the school is aware of this and has already taken steps to improve the attainment of pupils at the end of Year 2. The samples of work seen already indicate an improvement. In Year 6, standards are above average and this is the result of good, and sometimes very good teaching, throughout Years 3 to 6. No differences were observed between the achievements of boys and girls. They all achieve well, including those with special educational needs and traveller pupils.
57. Teaching in science is good overall. In the lessons seen, aspects of teaching were very good. Teachers' subject knowledge was secure and planning showed a clear scientific focus. As a result, learning was good, with pupils showing interest and enthusiasm for the subject and concentrating hard. Teachers generally provide suitable opportunities for pupils to carry out experiments but analysis of work indicates that there are insufficient opportunities for pupils to plan their own investigations. There is good emphasis in all lessons on the correct use of vocabulary which ensures that pupils fully understand scientific terms. For example, in a

lesson in Year 5/6, the teacher asked for an explanation of the process the pupils had just observed. A pupil of average attainment stated, "Water is heated until it becomes water vapour. This cools on meeting a colder surface and condenses. This gradually evaporates in warm air. We call this the *water cycle*". Relationships between adults and pupils are very strong and give pupils the confidence to ask and answer questions in front of the class. This helps pupils to clarify their thinking. They have a good understanding of a fair test and can discuss whether their experiment is reliable. Teachers effectively return to these two aspects of investigative work at appropriate points during lessons to reinforce pupils' understanding. Teachers use every opportunity to reinforce learning from previous lessons, such as when pupils were asked the temperature at which water boils and the normal temperature of their bodies.

58. Computers and other ICT equipment are not used enough to support learning in science. This is mainly because the schemes of work do not identify opportunities for their use. Pupils use the Internet to research information but they do not make sufficient use of sensors to measure or programs to record tables and charts.
59. Leadership and management in science are good. There is continuing assessment of how well the pupils achieve and regular evaluation, which helps teachers to maintain above average standards. The school has effectively used the diagnostic software available to search for the strengths and weaknesses in teaching and learning. Appropriate areas for improvement have been identified and they include more work on applications of science in the real world and separating mixtures and materials.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards of attainment are below average and achievement is unsatisfactory
- Direct teaching of ICT skills is unsatisfactory
- ICT is not used enough to support other subjects
- There has been recent improvement in resources and staff expertise

### **Commentary**

60. By Year 6, pupils' ICT skills are below average because teaching is not good enough. Pupils do not have enough opportunities to benefit from direct teaching or to practise their skills because the poor arrangement of computers is a constraint on teaching and learning. Discussions with pupils in Year 6 confirm that some aspects of ICT are covered better than others and pupils feel very confident about word processing because they practise this skill more than others. Teachers find this easier to organise than many other elements of ICT. All pupils in Year 6 are familiar with the Internet but as yet, the only pupils who know how to use electronic mail are those who use it at home. The most able pupils know their way around the computer and when, for example, they were given a task to devise and construct a design for a poster, they opened the computer, found the correct program and completed the work in less than five minutes. However, other pupils had to ask for help, not even remembering which program they should use. Currently, there is no system for recording what pupils have achieved through the school. Only one direct teaching lesson was seen. This was a satisfactory lesson in which pupils in Year 3 successfully completed a simple editing task.
61. Staff have received training as a result of national funding to support learning in ICT, some not successful, but some successful in increasing confidence and expertise. The school has an adequate ratio of computers to pupils but lack of space very much restricts their use. The size of the rooms and the layout of furniture make direct teaching very difficult. The range of software has been increased and is sufficient to ensure all elements of the scheme of work

can be taught. However, it is not yet adequate to give teachers the opportunity to develop skills well across other subjects and therefore, resources are unsatisfactory overall.

62. Leadership in ICT is satisfactory but management is not. Teachers are quite clear about what should be achieved in ICT as the scheme of work shows but they are not implementing it well enough. The co-ordinator is aware that ICT is the school's most significant weakness and has given much consideration as to how the provision can be improved. The school improvement plan has clearly identified suitable remedial action to be taken within this academic year and over a longer period of time. In the meantime, the school is making arrangements with a local secondary technical college to use its computer suite on a regular basis from January 2004. The school has allocated substantial resources to support innovation in an effort to ensure standards are improved.

### **Information and communication technology across the curriculum**

63. Computers are only used often enough in the Year 1/reception class, where they support children's learning well, particularly in literacy and numeracy. In Years 1 to 6, computers are used to enliven learning but pupils do not use computers enough to develop their knowledge and understanding in other subjects. This is unsatisfactory.

### **HUMANITIES**

64. In humanities, work was sampled in **geography** and **religious education**. It is not possible to make overall judgements about provision in these subjects. In both subjects, pupils' learning is effectively enlivened by visits, visitors and the use of a range of resources, including ICT. In religious education, for example, a visit to a church helped pupils to understand why it was built on that site and the relevance of some of the important components, such as the font, altar, lectern and pulpit. From discussions with pupils in Year 6, it is apparent that pupils enjoy geography and religious education and therefore, they are keen to learn.
65. Planning demonstrates that in geography, pupils have access to a good curriculum overall with links across subjects effectively made. Resources are generally good. The school is currently looking to provide more ICT software to support learning. In religious education, the curriculum is well organised and fulfils the requirements of the locally agreed syllabus. Pupils study a range of other religions and it is therefore likely that by the end of Year 6, pupils will have a good understanding of the major world faiths. The scrutiny of pupils' work confirms that pupils make good progress through the school and achieve well.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress in their learning and achieve standards that are above average
- Teaching is good overall so that pupils are motivated to do well
- Leadership and management of history have been effective over time
- The curriculum is well designed so that pupils' literacy skills, especially writing and speaking are well developed, which contributes strongly to their achievement in English
- Art is well used to support pupils' learning in history
- Although ICT is used well for research in history, further use is limited because of the lack of overall provision in ICT

### **Commentary**

66. Teachers' planning is very good; it shows excellent links with speaking and listening and an appropriate emphasis on the development of the historical skills of observation and deduction. Teachers are clear about what they expect pupils to learn and they have very high expectations of pupils' work and behaviour. Pupils respond very positively to this and achieve well. Teachers' subject knowledge is very well used to stimulate pupils' interest and very good questioning develops their historical thinking skills effectively. This results in pupils attaining high standards, for example, when considering what their replica Roman artefacts were and what they might have been used for. Teachers make very good references to present day equivalents and this provides an excellent reference point and brings learning alive. Pupils' ability to hypothesise is very well developed. They share their ideas and opinions confidently in presentations to the rest of the class, using good speaking and discussion skills and referring regularly to reference books they have used. They listen patiently to the views of others. In a lesson observed, pupils showed excellent recall of their prior learning about Boudicca and used their well developed speaking skills when discussing the range of sources that could be used to research an historical character.
67. Pupils have access to a good curriculum, with effective links to other subjects, and this makes a good contribution to their learning. History resources are plentiful, except for ICT software, and very effectively used by teachers.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

**A small number of lessons were seen in the following subjects, planning was looked at and discussions were held with teachers and with pupils. There was insufficient evidence to make overall judgements about standards and provision.**

### **Art and design**

68. Only one art and design lesson was observed during the inspection. In this, teaching and learning were satisfactory and the standards attained average overall. Planning was very clear and activities very effectively met individual pupils' needs. Displays of pupils' work around the school are limited, although in part this is due to the lack of display space available. Work through the school shows progression and is in line with the standards expected. There are very good links with other subjects; for example, mathematics and history, when pupils designed satisfactory mosaic patterns using single lines of symmetry.
69. Planning shows that pupils have access to the full art and design curriculum, including clay work. No evidence was seen of sketchbooks being used consistently across the school for planning or experimenting with their art and design work. However, the subject has not had a high status recently and the headteacher is concerned to raise the status again through a visiting artist who has inspired both staff and pupils with willow weaving, delightful printed mobiles and collages. Resources for art and design are good overall, including a wide range of posters by well-known artists.

### **Design and technology**

70. No design and technology lessons were observed during the inspection and no work was seen. Therefore no judgements can be made.
71. Planning shows that all aspects of design and technology are covered, including cooking. It also shows that very good links are made with other subjects, including ICT, although this is not fully developed due to the lack of provision for ICT across the school. The headteacher is aware that staff expertise is lacking, although teachers' subject knowledge and confidence in teaching are satisfactory. Resources are satisfactory, but storage is an issue due to the school's poor accommodation.

## Music

72. Only one lesson, one extra-curricular activity and one performance in assembly were observed during the inspection, and no overall judgements can be made about standards or provision.
73. Standards of attainment in the lesson and other activities observed during the inspection were above those expected nationally and achievement was good. The school makes very good use of a music specialist who teaches throughout the school. Planning shows that all elements of music are taught in each lesson, with opportunities to practise rhythms, to sing and to play either pitched or unpitched percussion. The curriculum is suitably enhanced; for example, pupils participate in concerts with other schools. Music plays an important part in the life of the school.

## Physical education

74. Only two lessons and one extra-curricular activity were seen during the inspection. It is therefore not possible to make an overall judgement, but it is likely that pupils do not achieve as well as they should in dance and gymnastics because the accommodation limits their learning.
75. The school works hard to overcome the limitations imposed by the poor accommodation; for example, by hiring the local village hall so that pupils can have gymnastic lessons in an area larger than the school hall. Even so, there is still insufficient space for all the pupils to be engaged in activities at the same time and this is an expensive resource. Similarly, the size of the school hall limits what pupils can achieve in dance; for example, they are unable to build flowing movements into their routines as there is not enough space. When using the village hall and the sports field in the summer, much time is lost in walking to these venues. During the remainder of the year the school makes best use of the playground which is a good size and suitable for games that require a hard surface.
76. In the lessons seen, teaching was good. The school has employed a specialist teacher for one day each week to take all classes for physical education. The lessons seen were well planned and organised. The teacher was confident in her knowledge and enthused pupils. Pupils enjoyed the lessons and tried their best but achievement was unsatisfactory in gymnastics and dance as the accommodation restricted pupils' progress. The indications are that standards will be below those expected in gymnastics and dance. Currently, the school makes no provision for swimming and, therefore, it cannot be sure that all pupils can swim 25 metres by the end of Year 6.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is good and includes sex education and drugs awareness. It links effectively with acts of collective worship and religious education and supports very well pupils' speaking and listening, and reading and writing skills. The school council is most effective in contributing to pupils' social and cultural development as it gives them a significant insight into citizenship.
78. In the two lessons seen, the teaching was good in one and very good in the other. Pupils were stimulated by the enthusiasm of the teacher and the discussion that took place concerning the Convention of the Rights of the Child and why there was a need for such. By the end of the lesson, pupils understood the need for such basic rights and how the charitable fund-raising that occurs in school contributes to children's fundamental rights in other countries. Homework ensured pupils consolidated their understanding. In the other lesson, using drama and discussion, pupils in Years 5 and 6 considered the notion of empathy, particularly when children are involved in conflict. The pupils understanding of *respect*, *rights* and *responsibility* was extended well. Discussions showed pupils have a very strong moral code.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); does not apply to school (8).*