

INSPECTION REPORT

EAST MEON C OF E PRIMARY SCHOOL

East Meon

LEA area: Hampshire

Unique reference number: 116284

Headteacher: Mr Kevin Foster

Lead inspector: Mrs Sheila Browning

Dates of inspection: 3 – 4 February 2004

Inspection number: 260541

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	64
School address:	East Meon C of E Primary School Chapel Street East Meon Petersfield Hampshire
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Appropriate authority:	Governing body
Name of chair of governors:	Canon T Louden
Date of previous inspection:	13 September 1999

CHARACTERISTICS OF THE SCHOOL

East Meon Church of England Primary School, with 33 boys and 31 girls aged four to eleven, is much smaller than most primary schools nationally. It is distinctive in providing a very personal approach for all pupils. The fluctuating roll reflects the demographic profile of the local community. Most of the pupils come from the village and a large surrounding area. On entry, the pupils' attainment is wide ranging but broadly average overall. The percentage of pupils having special learning needs, at 28 per cent, is above the national average. There are no statemented pupils. Most pupils with special needs have speech and communication difficulties. The proportion of pupils eligible for free school meals, at 17.9 per cent, is broadly in line with the national average. There are no pupils drawn from minority ethnic backgrounds and none with English as an additional language. Increasingly, pupils come from homes that are socio-economically diverse.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory. Standards are now broadly average by Years 2 and 6. Achievement is satisfactory overall. The school provides a sound education for all its pupils and it gives satisfactory value for money because the quality of teaching and learning is at least satisfactory. The quality of leadership and management is satisfactory.

The school's main strengths and weaknesses are:

- Pupils' achievement is now satisfactory overall even though results in national tests in 2003 were well below national averages.
- Standards in writing are below average and standards in information and communication technology (ICT) are unsatisfactory because of gaps in the curriculum for this subject.
- Pupils' behaviour, attitudes and relationships are good, reflecting the high standards expected and the school's inclusive nature.
- Provision for pupils' spiritual, moral, social, cultural and personal development is good.
- The school provides well for pupils with special educational needs and as a result they achieve well.
- Links with parents and the community are good.

The rate of progress since the last inspection in September 1999 has been satisfactory. The school has worked hard to improve the weak language skills of a substantial number of pupils but some concerns remain. Judgements about standards are similar to those found at the time of the last inspection. The rate of progress for pupils at the end of Year 2 is steadily improving. Pupils' behaviour and relationships remain good. Pupils' attitudes and attendance have improved, but punctuality of a few is poor. Resources for ICT are improved but the full curriculum is not taught; as a result, standards are unsatisfactory. The time allocation for science has been improved. The role of subject co-ordinators is extended, but they have insufficient time to monitor the quality of teaching and the curriculum and its impact. Financial planning linked to educational developments and the budget has improved but planning is not always fully costed. There has been no improvement in the facilities for indoor physical education, but the school has been successful in its bid for the building of a new classroom. The minor weaknesses identified in the last report are largely addressed with the exception of resources for the Foundation Stage.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	B	E	E	C
Mathematics	C	E	E	C
Science	D	C	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is satisfactory overall. National Curriculum test results for eleven-year-olds have been below average but comparisons with other schools must be treated with great caution because of wide fluctuations in the school's small cohorts. Current standards in speaking, listening, reading, mathematics and science are broadly at expected levels in Years 2 and 6. Standards in writing are below national expectations throughout the school. Because pupils do not cover all aspects of information and communication technology, standards overall do not meet expectations. Standards in religious education are in line with those for the locally agreed syllabus. Sampling in other subjects indicates that standards meet expectations. Higher-attaining pupils are at times

capable of achieving better standards of work than they do. Pupils with special educational needs achieve well.

Provision for pupils' personal qualities including their spiritual, moral, social, cultural and personal development is good. Pupils have good attitudes and work purposefully. Behaviour, relationships and attendance are good. Punctuality from a few families is unsatisfactory. Pupils enjoy school and they are usually well motivated and work hard.

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is satisfactory. Teaching is at least satisfactory. Marking and assessment are developing appropriately across the curriculum. The unsatisfactory writing skills of many pupils restrict faster progress. Pupils with special educational needs receive good teaching and support, and consequently they achieve well. Teachers usually match the work to the different capabilities within the class well and have a focus on improving skills. They manage and control their classes well and ensure that all pupils join in and learn. The teaching of literacy and numeracy is integrated but is not always adapted to best suit pupils' needs.

The curriculum is satisfactory in most respects. Nevertheless, there are some weaknesses in the Foundation Stage and ICT. The Foundation Stage provision has been improved but still lacks sufficient opportunities for children to develop their skills through writing and creativity. In ICT, not all aspects of the National Curriculum are covered. Pupils enrich their learning well through participation in a wide range of activities including drama, discussion time and a wide range of out-of-class activities. They receive good support and guidance. Good links with the community support learning effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher leads by example and is committed to raising standards and school improvement. The school is distinctive in providing a very personal approach for all pupils. All staff work together well and the school is moving forward. Much of the work of the governing body is good but governance, overall, is not fully satisfactory because the school does not meet all the National Curriculum requirements for ICT. Governors achieve a good balance between supporting and questioning the school on its performance. The headteacher, staff and governors know the school's strengths and weaknesses well and set realistic targets for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school, which continues to enjoy a good partnership with parents. Pupils are positive about the school and say they are proud to belong to it.

IMPROVEMENTS NEEDED

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

- Raise standards in writing and focus on improving the presentation of pupils' work.
- Raise standards in ICT throughout the school.
- Improve the provision for children in the Foundation Stage.
- Raise teachers' expectations of what pupils can achieve, ensuring that all pupils are suitably challenged, and build on the use of assessment to inform future teaching and learning.
- Develop the role of subject co-ordinators to enhance their impact on the quality of teaching and the curriculum.

and to meet statutory requirements:

- Ensure that the full National Curriculum for ICT is provided.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Current standards are broadly average but writing skills are below expectations. Achievement is satisfactory overall. Standards are unsatisfactory in information and communication technology.

Main strengths and weaknesses

- Current standards are better than those achieved in national tests in 2003.
- Standards in national tests in 2003 were well below average in Years 2 and 6.
- Standards in writing are below expectations in Years 2 and 6.
- Pupils are not developing skills in all areas of information and communication technology (ICT) because of gaps in the curriculum.
- Although children's skills in speaking and listening are below average on entry to the school in the Foundation Stage, they are likely to reach the Early Learning Goals by the end of the reception year.

Commentary

1. Attainment on entry to the school is broadly average but it is wide ranging and varies year on year. The very small size of groups means that attainment levels of a few pupils have a significant effect on the overall profile. Children in the Foundation Stage achieve satisfactorily and by the end of reception, they are likely to reach the Early Learning Goals in personal, social, and emotional development, communication, language and literacy, and mathematical development, and also in some aspects of knowledge and understanding of the world, physical development and creative development. The majority of children are confident in trying out new activities and initiate interactions with other children and adults although a few still demonstrate underdeveloped social, emotional and communication skills. This indicates an improvement since the previous inspection.
2. Only eight pupils took the national tests for seven-year-olds in 2003. The very small number and the relatively high proportion of pupils with special educational needs in the cohort make comparisons with similar schools unhelpful. Test results were below the national average in reading and well below in writing and in mathematics. Teacher assessments for science were well below average. The overall trend of improvement in test results over the last five years is above the national trend. The school has secure data that indicates that, although results were well below the national average, the majority of pupils achieved what was expected of them as individuals and had thus made satisfactory progress.
3. The 2003 results for eleven-year-olds are based on the performance of thirteen pupils and the table shows that there was a slight improvement in the test results compared to 2002. However, the overall trend of improvement in test results over the last five years is below the national trend. When the performance of Year 6 pupils in 2003 is compared with their results as Year 2 pupils in 1999, they have made the expected progress in English, mathematics and science, and achievement is satisfactory.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.7 (24.0)	26.8 (27.0)
Mathematics	25.2 (24.0)	26.8 (26.7)
Science	27.5 (29.0)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year

4. The school set realistic targets for raising standards in 2003. They were met in terms of pupils reaching the expected Level 4 at the end of Year 6. The target for reaching the higher Level 5 was exceeded in mathematics but the school fell short of its Level 5 target for English. There were differences between the results achieved by boys and girls, with boys doing less well at the end of Year 2, reflecting the national picture. The pattern, unusually, was reversed for Year 6 because of the make-up of this particular year-group. The school recognises that there is scope for greater achievement at higher levels both by boys and by girls.
5. Standards seen in lessons and in the sampling of pupils' work, in Years 2 and 6, indicate that standards of current pupils are broadly at expected levels. There is a discrepancy between current standards and those achieved in tests in 2003, explained by the very small groups involved and the different number of pupils with special educational needs. Boys and girls achieve similar rates of progress overall. By Year 6, pupils' speaking and listening skills have improved to about the average for their age, though they are better at speaking than listening. Literacy skills are not always successfully transferred to other subjects. Presentation of work is often untidy and standards in writing are below expectations throughout the school. There are insufficient opportunities for pupils to produce longer pieces of writing and there is little evidence of redrafting of work for improvement. Despite practising handwriting and spelling, pupils do not always transfer these skills to their everyday work. In mathematics, standards are close to national averages. The recent emphasis on mental computation has impacted positively on raising pupils' basic number skills. Numeracy skills are not used sufficiently to support pupils' learning in other subjects. Although standards are close to the national average in science, too few pupils achieve the higher levels in Years 2 and 6.
6. Because pupils do not cover all aspects of ICT, standards do not meet expectations. Standards in religious education are in line with the expectations of the locally agreed syllabus in Years 2 and 6. Sampling of other subjects indicates that pupils' standards meet expectations. Achievement is currently satisfactory overall because pupils generally achieve about as well as similar individuals in other schools, and they make satisfactory progress. Broadly similar judgements were made at the last inspection.
7. The achievement of pupils with special educational needs is good due to the support they receive from teachers and learning support assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their attendance is good. Their spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils are enthusiastic about their school.
- Relationships are good.
- Provision for personal, moral and social development is good.
- Pupils' knowledge of other cultures and traditions is unsatisfactory.
- Punctuality from a few families is unsatisfactory.

Commentary

8. Pupils like their school and the majority arrive early, eager to start the day. Attendance is good at 95.0 per cent, as it was at the time of the previous inspection, but unauthorised absence is high. Punctuality is now unsatisfactory because of the regular few who arrive late. These pupils are well known to the office, and the educational welfare officer is appropriately involved when individuals' attendance causes concern. Telephone calls home are rarely necessary because parents are conscientious in letting the school know if their child will not be attending. Registration provides a calm and purposeful start to the school day. Pupils with special educational needs have good attitudes towards school as they are encouraged to do their best and are included in all activities. Their contributions are valued.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1%	School data	0.9%
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.

9. Moral and social development is good; the former has improved since 1999. A family atmosphere pervades the school community and all ages play happily together, the older pupils caring well for those younger than themselves. Attitudes to school are now good, an improvement since the previous inspection, and pupils are interested in lessons. Behaviour is generally good. Pupils adhere to the rules, which they regard as fair, and sanctions are effective. One boy has been excluded permanently following five fixed-term periods and another for one fixed-term. All pupils are proud to celebrate their achievements at the Friday assemblies, when special mentions are made and certificates presented. Special time is valued and the recently introduced discussion time is effectively used to resolve problems. Whatever their difficulties, all pupils are included in lessons and activities and are well supported by their peers. Relationships are good as they were in 1999.
10. Pupils' personal development is good. On arrival in class 1, children are expected to share with others and to take care of the equipment. Two proudly return the register to the office. In classes 2 and 3, pupils are expected to give out books, tidy away and generally help their teachers, which they do. In Year 6, they cheerfully prepare the hall for assembly, and the two given responsibility for the overhead projector and music take their tasks seriously.
11. Pupils' spiritual and cultural development is satisfactory. Assemblies give pause for thought and reflection, and links with a school in Ghana enable pupils to envisage what life is like in another culture. They enjoyed the vicar's talk about his visit to Ghana. Visits include theatres and museums. These and visitors, such as the artist who worked with them, widen their experience and enhance their lessons. However, knowledge of different religions, traditions and stories is limited and not sufficient to enable pupils to understand the multi-cultural society of much of Britain today. This aspect has not improved since the last inspection.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
64	6	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is satisfactory. Pupils are very well known by their teachers and this means that their individual needs can be catered for effectively. However, teachers' expectations for what pupils can achieve are not always high enough.

Teaching and learning

Teaching and learning are at least satisfactory in all classes. Pupils are known well to staff and the school prides itself in meeting the needs of individual pupils. The school's atmosphere is purposeful and supportive and teachers encourage pupils to develop their knowledge, understanding and skills.

Main strengths and weaknesses

- Teachers insist on high standards of behaviour and as a result pupils are well behaved.
- Teachers encourage pupils and engage their interest.
- Teaching assistants are well deployed and support pupils well.
- Pupils are treated fairly and equally.
- ICT is not fully taught.
- Resources are not effectively used in the Foundation Stage.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	7	9	0	0	0

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

13. Teaching and learning are satisfactory overall. No unsatisfactory lessons were seen, this is an improvement since the last inspection. In half of the lessons seen, teaching was good or very good. In the previous inspection teaching was described as mainly sound and sometimes good and these standards have been maintained and improved.
14. Teaching and learning in the Foundation Stage are satisfactory. The teacher and teaching assistant create a calm and welcoming start to the day. The teacher ensures a good balance between teacher-directed and child-initiated activities in the 'Plan, do, review' session, although some tasks lack challenge. The teaching assistant makes a significant contribution to the children's learning. The teacher and teaching assistant take every opportunity to talk with the children and to extend their vocabulary. Nevertheless, opportunities are missed for children to practise their emerging skills, such as writing and creative skills, through play. Resources in the classroom are not always effectively used and are limited for developing manipulative skills.
15. Throughout the school, the generic strengths of teaching are that teachers have a good knowledge of individual pupils' needs and a personal approach. Teachers encourage and engage pupils' interest and insist on high standards of behaviour and, as a result, they work purposefully. Teaching assistants work well to support pupils with special educational needs and help them to be fully integrated and to contribute in lessons. Teaching is most successful when pupils are engaged in practical activities and are encouraged to find answers for themselves, such as in art and drama. Teachers use questioning skilfully to involve pupils, to make them think and to help them consolidate their learning as, for example, in religious education. Specific subject vocabulary is used and reinforced well. Generally, teachers have good relationships with their pupils and work is well organised. Homework is used effectively to consolidate learning.

16. Teachers' expectations for the most able are not always high enough and this contributes to too few pupils attaining the higher levels by the ends of Years 2 and 6. The long sessions timetabled also make it difficult for pupils to maintain their interest and keep focused. Links between subjects are not always well planned. A significant shortcoming in teaching is the lack of ICT to support learning in all subjects; there is no evidence of pupils using, recording and organising data.
17. Pupils are motivated, especially when the challenge is appropriate. In some English lessons, the variety of tasks is limited and they do not always motivate pupils to learn successfully. Pupils enjoy learning particularly when lessons are practically based, as in science, when the focus is on practical investigations, and in history, undertaking a detailed investigation of the Victorian period. Pupils are confident and can access learning resources for themselves, within and beyond their own classroom. They work collaboratively and work well independently.
18. Generally, teachers plan lessons well to meet the needs of several ages and abilities within their class. Curriculum and lesson planning have improved overall since the last inspection. Planning now ensures that continuity and progression (a concern in science in the last inspection) are addressed, except for ICT where national requirements are not met.
19. Marking of work is usually informative and helpful. Nevertheless, untidy work is often accepted. This suggests that teachers' expectations are too low and pupils do not learn as much as they should. Assessment is developing appropriately. Procedures are mainly based on the knowledge pupils gain rather than the skills they should be acquiring as they move through the school. Pupils' profiles are completed once each term for English, mathematics and science. In mathematics, many of the individual targets for learning do not focus on mathematical progress or clearly identify the next steps for learning. Teachers' knowledge of individual pupils is good and this enables them to track progress on an individual basis and could be used better to support higher achievement. The school is exploring this as the next priority for development.

The curriculum

The curriculum is satisfactory overall except that legal requirements are not met in information and communication technology.

Main strengths and weaknesses

- Opportunities for enrichment are good through extra-curricular activities.
- The provision for pupils with special educational needs is good.
- All statutory requirements are not met because the National Curriculum for ICT is not fully in place.
- Provision in the Foundation Stage has some weaknesses.
- The hall is too small and this restricts opportunities for physical education.

Commentary

20. The curriculum for the Foundation Stage, although satisfactory, has some weaknesses. Opportunities are missed for pupils to practise their developing writing and creative skills. Resources available to the children in the classroom are limited. Creative opportunities are very limited, as resources for learning are not available in this area all of the time. In Years 1 to 6, the curriculum is broad and includes almost all aspects of the National Curriculum and religious education, which follows the locally agreed syllabus. However, statutory requirements are not met because aspects of ICT are not fully in place. Opportunities for pupils to learn skills in recording and organising data were not seen. Personal, social, and health education and elements of citizenship are appropriately provided using the local education authority guidelines. Health, sex and misuse of drugs education programmes are integrated into the curriculum appropriately.
21. The curriculum is enriched well by a variety of visitors and educational visits, including a residential trip in Year 6. Music, French, dance, drama and sports activities are popular and these are enhanced by the support of parents who lead some of the extra-curricular clubs. All pupils have access to the whole curriculum and to enrichment activities. Provision for indoor physical education for older pupils is still limited. This was an issue in the last inspection.
22. In September 2003, the school implemented a major reorganisation of classes in order to place pupils in the most appropriate groupings. As a result, the school reviewed its two-yearly cycle of curriculum planning. Teachers plan collaboratively at a whole school level, collectively for aspects of medium-term planning and individually for each week's timetable. The literacy and numeracy strategies are in place but in the case of literacy it is not always tailored to the needs of pupils. For example, an hour and a half is spent on language-related activities each day in one long session. The sessions for other subjects are over long, and when not practically based it is difficult for teachers to maintain pupils' interests and keep them well focused. Links between subjects are not always planned well; as in the case of English, tasks are limited and do not always motivate pupils to learn. The time allocation and balance for science has improved since the last inspection. For ICT, there is no scheme of work to help teachers plan. The school is aware that this subject is in need of urgent attention and has plans in hand to address the identified concerns.
23. The provision for pupils with special educational needs is good. When they are withdrawn for individual work, this is carefully arranged so that they cover the same areas as their classmates but at their own level of understanding. Teacher assistants work with them on the computer to help them improve their English skills. As a result they are included in all activities, reflecting the school's inclusive character.
24. The school's staffing levels are good. Job-share arrangements appear to work well. Learning support assistants are well deployed to support pupils and are highly valued by the school. The administrative officer is excellent. Unusually, at the parent meeting, parents unanimously expressed their appreciation of the administrator's contributions to the school, saying she embodies the ethos of the school.
25. The accommodation for the Foundation Stage, although satisfactory, would benefit by providing additional opportunities in each of the six areas of learning. For Years 1 to 6, accommodation is good apart from the hall; physical education is limited by the small size of the hall which is not big enough for older pupils to use safely. Resources, overall, are adequate with the exception of the Foundation Stage, where they are limited for writing and creative development. Some of the books in the library are out of date and need replacing.
26. Since the last inspection, the interior has been refurbished and the complete renewal of the external fabric of the building has resulted in an attractive learning environment. The hall is utilised well as an extra teaching space and a library has been successfully created in the improved reception area. Classrooms are interesting and the attractive external school

grounds, which include a swimming pool, are well equipped and maintained. A few minor health and safety issues were brought to the attention of the school.

Care, guidance and support

The quality of pupils' care, support, and guidance is satisfactory overall.

Main strengths and weaknesses

- Pastoral care is good.
- Effective risk assessments are undertaken regularly.
- Monitoring of pupils' personal development is effective though informal.

Commentary

27. Good child protection guidelines are followed. Health and safety procedures are satisfactory, and security review is on going. First aid practice is satisfactory although not all incidents are recorded, which would facilitate monitoring. Two members of staff receive regular up-dates on child protection issues and all are reminded of the procedures to follow at the beginning of the academic year.
28. Good relationships with adults ensure that pupils have someone to turn to if they have problems, confident that these will be dealt with effectively. They know where they have to improve through the comments made during lessons and remarks recorded in their books. All have individual targets for literacy and numeracy. Good support and guidance are given to pupils with special educational needs. This is a small school with small classes; all staff know their pupils well and all pupils have the chance to get to know each other.
29. Pupils' personal development is not formally recorded other than in their annual reports but, because of the small numbers, teachers have good knowledge of their developing maturity and allocate responsibilities accordingly. Although there is no forum such as a school council, pupils do feel they have a voice in the running of the school. They are proud of their involvement in cloakroom design. Year 6 pupils are pleased to be invited to serve the lunches once a week at the local club for elderly residents.

Partnership with parents, other schools and the community

The school's partnership with parents is good. Links with other schools are good. Close links with the local church and good liaison and relationships with the local community enrich children's education.

Main strengths and weaknesses

- Parents have very positive views of the school and their attendance at meetings is very good.
- Support from the Friends of East Meon School is very good.
- Links with the church are close.
- Partnership with other schools and the local community is good and used well.

Commentary

30. The school continues to enjoy a good partnership with parents, who share its aims and ambitions for their children. Their active involvement, both in school and with extra-curricular activities, makes a major contribution to children's education. Grandparents and villagers have shared their wartime and other experiences with children, for instance, when the East Meon valley was flooded over 50 years ago.

31. Parents are well informed. Through the well-written prospectus, comprehensive governors' annual report and informative regular newsletters, they know what is happening at school and about future events. They like children's annual reports which detail their achievements. Each term, literacy and numeracy targets are shared and reviewed with parents. Home/link books are used well as a means for effective dialogue. Oral communication is good and parents are welcome to see teachers before and after school. The friendly and knowledgeable administrative officer is always ready to give assistance or information and all value her presence and advice.
32. There are good links with parents, who are pleased with the school. Parents embraced the major reorganisation of classes this September positively. Information for parents whose children have special educational or other needs is good and they are invited to attend meetings and reviews on progress. They are kept well informed as to their children's progress against targets set in the individual educational plans (IEPs).
33. Liaison and links with other schools are good. East Meon shares training and information with others in a local pyramid group, and through the outreach programme of the local secondary school, Year 6 pupils can attend science lessons there for six months prior to transfer. They are well prepared for their secondary education.
34. The school has strong links with the church and the vicar, who also chairs governors' meetings, visits regularly and takes assemblies. Children celebrate Christmas, Easter and Harvest festival in the church, and school events are reported in the parish magazine. At the heart of the local community, the school is important to the village and many residents ask to receive the regular newsletters. They are proud of their links with the school and regularly attend the events organised by the enthusiastic Friends of East Meon School. For example, relatives and the local community enjoyed the Summer Fete, shared with the church. Theatre trips for children and new equipment have been paid for through their successful fund-raising events and the school is very grateful for their support.

LEADERSHIP AND MANAGEMENT

Leadership and management are each satisfactory. Governors are properly concerned with major issues affecting the school but the National Curriculum for ICT is not fully implemented so governance, for this reason, is unsatisfactory. The headteacher, governors and staff have reviewed and are appropriately addressing most of the key issues raised in the last inspection, and they share the commitment for improvement.

Main strengths and weaknesses

- The headteacher's commitment to inclusion and promotion of equality and concerns for the needs of individuals are good.
- The headteacher is actively and visibly involved with all members of the school's community.
- The role of co-ordinators is not fully developed and the school's monitoring of its performance in the foundation subjects is relatively weak.
- Staff are deployed effectively and impact positively on pupils' learning.

Commentary

35. The Chair of Governors and other key governors are aware of the strengths and weaknesses in the school. They are involved in planning for improvement and development. The curriculum committee is closely involved with the analysis of pupil performance. Governors have a specific link with a class or responsibility within the school and are developing their knowledge through training. They are increasingly well informed through the information the headteacher provides, the effective committee structure and through their direct experiences visiting the school. Much of the work of the governing body is good but governance overall is

unsatisfactory because the National Curriculum for ICT is not fully in place and this affects the standards pupils can achieve.

36. Leadership overall is satisfactory. The headteacher is committed to raising standards and school improvement. Central to this is the positive, purposeful atmosphere within a caring Christian community where everyone looks after everyone else. For example, the recently reviewed vision, aims and commitment are reflected in the work of the school and are shared by staff and governors. The headteacher involves staff and governors fully in the decision-making process, and decisions are made collectively and collaboratively. The priorities for development are good, such as raising standards, improving the standards of pupils' writing, assessment for learning and creating opportunities for linking and blocking of the curriculum. Steady progress has been made.
37. Leadership of special educational needs is good. The code of practice is fully in place and provision for special educational needs is good. This is the same as the last inspection. The headteacher, who has recently undertaken the role of special educational needs co-ordinator (SENCO), maintains good relationships with specialist agencies and has plans to help teachers write individual plans which are specific and help staff concentrate upon the needs of their pupils. Pupils make good progress and are sometimes removed from the special educational needs register.
38. Management is satisfactory. The headteacher has used data well to evaluate the school's effectiveness and to inform the development process, and has information that indicates that pupils make satisfactory progress through the school. Plans are in hand to use pupil tracking to identify pupils potentially underachieving in relation to their prior attainment. Teaching and learning are systematically monitored as part of the performance management cycle. Despite this, although co-ordinators plan together they have had too little time to monitor the quality of teaching and curriculum thoroughly and to evaluate the impact on pupils' progress. Co-ordinators are aware of areas for improvement; for example, it is recognised that writing is a key area for development, as is the need to improve opportunities for pupils to use and apply their skills and knowledge in problem-solving in mathematics and the development of ICT in all subjects. In ICT, the planning was not appropriate and had to be abandoned. Too little guidance had previously been given to the co-ordinator.
39. Financial control and administration are efficient. The school has appropriate procedures and systems in place and monitors and controls spending properly. The school development and improvement plan (SDIP) document is useful and identifies priorities well. Financial planning of educational developments has improved, nevertheless the SDIP is not fully costed and this is an outstanding concern from the previous report. The principles of best value are clearly understood and funding is allocated to educational priorities appropriately. The day-to-day management of the school is efficient and effective. The cost per pupil is high, as is commonly the case for small schools. Overall, the school provides satisfactory value for money because it offers pupils good support and guidance, and sound education so that they achieve satisfactorily.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£271,056
Total expenditure	£262,448
Expenditure per pupil	£3,859

Balances (£)	
Balance from previous year	£8,947
Balance carried forward to the next	£17,555

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**. There has been some improvement since the last inspection.

Main strengths and weaknesses

- Children are happy to come to school.
- The teacher ensures a good balance between teacher-directed and child-initiated activities.
- Teacher-directed activity is thoroughly planned and is appropriately matched for most children but, for some, tasks lack challenge and planning needs to be more focused to ensure that all children are given activities that extend their learning appropriately.
- Children have good attitudes and behaviour.
- The teaching assistant makes a significant contribution to children's learning.

Commentary

40. The children in the Foundation Stage attend full time. They are in a mixed-age class alongside Years 1 and 2 pupils. A teaching assistant supports the class throughout the day. Attainment on entry is broadly in line with what is to be expected nationally. Nevertheless, many children have underdeveloped language, communication, social and emotional skills. By the end of the reception year, they are likely to reach the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development and also in aspects of knowledge and understanding of the world, physical development, and creative development. Children achieve satisfactorily.
41. Overall, teaching is satisfactory. There is good liaison with parents and children are happy to come to school. The accommodation inside and outside and resources for learning are satisfactory but would benefit from being enhanced by the provision of additional opportunities in each of the six areas of learning of the Foundation Stage curriculum, although there has been some improvement since the last inspection. Leadership and management of the Foundation Stage are satisfactory.
42. In **personal, social and emotional development**, systems are in place to ensure a smooth entry into school with good links with the local pre-school that the majority of children attend prior to coming to school. The teacher and teaching assistant create a calm and welcoming start to the day. The care shown by adults ensures that the children feel secure and are happy at school. The routine of the day is established to support independence and positive attitudes to learning. This is achieved through the balance of teacher-directed activities and child-initiated learning in the "Plan, do, review" session. Children get their coats and put them on when going outside and use resources independently.
43. Behaviour is good and most children understand what is expected of them and operate within those boundaries. The majority of children are confident to try out new activities and initiate interactions with other children and adults, but a significant number of children are not yet confident and are supported effectively by the teaching assistant. Children work with one another taking turns and sharing resources. They move confidently from one activity to another in their 'Plan, do, review' session, accessing the materials they require. Their concentration is developing and many are able to participate in sustained activity.
44. In **communication, language and literacy**, children's skills are below average in speaking, listening and in writing. Overall, teaching is satisfactory. The teacher and teaching assistant take every opportunity to talk with the children and support language development effectively. They use open questions and encourage the children to discuss what they are doing. The teaching assistant models behaviours and language in the hospital role-play area that extend

the children's vocabulary. Most children recognise their names and enjoy looking at books. Opportunities are missed for children to practise their developing writing skills through play. The environment does not adequately stimulate interest and motivate learning. The classroom does not have a writing area with materials available for children to access themselves and there are limited opportunities linked with the role-play for children to mark-make. Knowledge of letters and letter sounds is developing but the children are not given informal opportunities to practise their emerging skills.

45. In **mathematical development**, teaching is clear and the aims of the lesson are shared with the children. Learning is supported by practical opportunities to enhance understanding, such as when a group of children sorted different farm animals into the fields and labelled the number of animals in the field. Children count reliably up to 10, with number recognition developing. Children are beginning to carry out simple additions and subtractions with one more and one less. The use of the computer for recognition of numbers to 10 is effective and engages children in reinforcing their understanding of ordering and recognition of numbers. Teacher-directed activity is thoroughly planned and is appropriately matched for most children but some tasks lack challenge. Whilst for the majority of children learning is appropriate, planning needs to be more focused to ensure that all children are given activities that extend their learning appropriately.
46. In **knowledge and understanding of the world**, some children enter school with limited experiences of the world around them. The teacher plans practical opportunities for them to investigate and to extend their knowledge and understanding. Many children have had limited experience of the world beyond their immediate locality. The story of 'Handa's surprise' is used effectively to extend understanding and a practical investigation into the fruit from the story engages all the children. They enjoy using their senses to investigate the fruit and are able to talk about liking or disliking the taste. They confidently add their smiley or sad face to a graph to identify which is the favourite fruit. Children use computers independently, moving and clicking the mouse confidently.
47. In **physical development**, children have good skills in using and handling large and small items of equipment. Children's dexterity in handling large and small items in the classroom is developing well when they use construction materials, crayons, pencils and scissors. Resources in the classroom are limited and the children were not seen using paintbrushes or malleable materials, such as play dough. Opportunities for the children to use a wide range of resources is needed to support the development of their manipulative skills. The outside area is used well during playtime when the children play with a variety of wheeled toys and are supported well by older pupils.
48. In **creative development**, children use their imagination well and enjoy participating in role-play activities inside and out. They sing songs with an adult but un-tuned musical instruments are not available for exploration of sound and rhythm. In a teacher-directed activity, following the story of the Fire of London, the children made flames by cutting and sticking different shades of tissue paper but were not given the opportunity to explore the materials independently and develop their own designs. The creative area of the classroom is under-developed, as the environment does not offer learning in this area all the time. During the 'Plan, do, review' session, the children were not able to access art and craft materials to be creative and practise the skills previously taught.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- The main area of weakness is the standard of pupils' writing.
- Many pupils enjoy reading, including boys.
- English lessons are too long.

Commentary

49. Overall, the standard of work seen and the achievement of pupils are satisfactory although last year's test results in Year 6 were well below the national average. This is due to the fact that no Year 6 pupils gained the higher Level 5 and that in such a small school the results of each pupil make a large difference to overall results. However, when comparing these pupils' test results with those they achieved at the end of Year 2, their achievement is satisfactory. Work in current pupils' books shows that they are progressing at a steady rate.
50. Pupils' speaking and listening skills are average. They are better at speaking than listening. Year 2 pupils are helped to develop their speaking skills by the older pupils in the class during drama sessions. Year 6 pupils describe their concerns confidently to the whole class and show that they have listened to each other when they make up a prayer to help their classmates. This shows good use of religious education to develop English skills.
51. The standard of reading is average. Younger pupils have trouble using the sounds of letters or phonics to tackle new words. However, most pupils read competently, their books are at the correct level and they understand the difference between fiction and non-fiction. Older pupils read with expression, have their favourite author and understand different types of books such as 'fantasy'. They use non-fiction books to find information. More able pupils read fluently, with expression and understanding. Pupils are encouraged to read by having several books to take home and by being able to stay in at lunchtime to read in the library.
52. Standards of writing are below average. Presentation can be untidy and there are too few examples of long stories, reports or accounts. There are few examples of poetry. In Year 2, spelling is developing but pupils write too little and do not draft and improve their work. In Year 6, some pupils use good vocabulary such as 'magnificent' and 'exquisite'. A few pupils use complex punctuation but generally this is not evident. Despite practising handwriting and spelling, pupils do not always transfer these skills to their everyday work. Computers and word-processing skills are not used sufficiently to support learning.
53. Teaching of this subject is satisfactory overall and is often good. It is best when teachers use a lively style and use speaking and listening skills in drama to excite and encourage their pupils. Generally, teachers have good relationships with their pupils and are well organised. Teaching assistants work well to support pupils with special educational needs. However, with long sessions timetabled for English related work, it is difficult to maintain pupils' interest and keep them focused. Links with other subjects, with the exception of religious education, are not well planned so the variety of tasks is limited and sometimes they do not motivate children to learn. Teachers' marking is generally good and suggests ways to improve but, sometimes, untidy work is too readily accepted. This suggests that teachers' expectations are too low.
54. Leadership of this subject is satisfactory. It is recognised that there are several areas for development as pupils' work is examined across the school to check progress. Writing standards have correctly been identified as an area for improvement. Strategies are in place to raise standards through training for teachers and their assistants and by encouraging 'role play' throughout the school. The English co-ordinator is to receive training in her role but currently has too little time to monitor the quality of teaching across the school. She is aware that teachers need help to make accurate judgements against expected standards.

55. The curriculum follows the National Literacy Strategy but it has not been suitably tailored to the needs of this school; for example, language-related activities are taught for an hour and a half each day in one long session.

Language and literacy across the curriculum

56. Teachers plan links with several subjects but, because there is no overall plan to help teachers use time effectively, the full development of language and literacy across the curriculum is weak.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are close to the national average.
- Teaching is satisfactory overall with some good and very good teaching of the older pupils.
- Support for pupils with special educational needs is good.
- Insufficient attention is given to using and applying skills to problem solving.
- There are too few pupils attaining the higher levels of Level 3 in Year 2 and Level 5 in Year 6.

Commentary

57. Pupils achieve standards that are close to the national average. Teachers are confident in using the National Numeracy Strategy. The emphasis has been on mental computation and this has had a positive impact on raising pupils' basic number skills. Younger pupils in Years 1 and 2 are encouraged to use different strategies to carry out mental calculations and were confident in explaining their method. Their achievement is satisfactory. The school recognises the need to improve opportunities for pupils to use and apply their skills and knowledge in problem solving and is planning to purchase resources to support learning in this area.
58. Teaching is satisfactory overall. Teachers plan work well and routinely explain to pupils what they are going to learn during the lesson and encourage them to see the link with previous learning. Homework is used effectively to consolidate learning. Pupils with special educational needs are well supported by teaching assistants. They sit alongside them in lessons and help to focus their attention and work in partnership with the class teacher. This enables the pupils to make good progress. Learning is effective for most pupils as they are well motivated and the challenge is appropriate. For the most able, teachers' expectations are not high enough and this contributes to too few pupils attaining the higher levels of attainment in Years 2 and 6.
59. Leadership of the subject is satisfactory. The subject leader has analysed pupil performance to inform planning and set targets. Some pupils have targets for learning in their mathematics books, but this practice is inconsistent across the school. Many of the targets do not focus on mathematical progress or clearly identify the next steps for learning. The headteacher has monitored progress in the subject across the school but the subject leader has had little opportunity to track progression and the impact of the curriculum on standards.

Mathematics across the curriculum

60. Mathematical skills are not used sufficiently to support pupils' learning in other subjects. Some use is made of ICT to promote mathematical skills and this was evident in Years 4, 5 and 6, where pupils were piloting a new program promoted by the local education authority. Appropriate use is made of measuring skills in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The school grounds are a rich environmental resource.
- The curriculum is in place to ensure that all pupils receive their entitlement.
- There are too few pupils attaining the higher levels in Years 2 and 6.

Commentary

61. Attainment in national test results in 2003 show standards to be below average at the end of Years 2 and 6 but national comparisons are unhelpful due to the small number of pupils and the relatively high level of special educational needs in each year group. Standards in the present Years 2 and 6 are close to the national average but there are too few pupils achieving the higher levels of the National Curriculum. Overall, achievement is satisfactory.
62. Younger pupils in Years 1 and 2 are studying living things and have investigated parts of the body and movement. In the one lesson observed, these pupils explored the use of their senses and investigated taste. They evaluated and drew conclusions showing understanding of how the different parts of the tongue recognise different tastes. Throughout the school there is a suitable emphasis on practical investigations. Pupils in Years 2, 3 and 4 have appropriately investigated materials and change, evaporation and filtration. Pupils in Years 4, 5 and 6 have carried out similar experiments, including temperature well. There is evidence of conclusions drawn from experiments and connections made with other areas of learning such as the rain cycle in geography.
63. An examination of pupils' work, the two-year cycle of curriculum planning that ensures continuity and progression, and the displays confirms that teaching and learning fulfil curriculum requirements. This is an improvement since the last inspection when insufficient time was allocated to science, particularly in Years 1 and 2. The grounds around the school are a rich resource for environmental studies.
64. Assessment procedures for science are satisfactory but they are mainly based on the gains in pupils' knowledge. There is a need for teachers to have a clearer picture of the skills pupils should be and are acquiring as they move through the school. A system for tracking pupil progress is needed to support higher achievement. The subject leader has an overview of the curriculum but has not had the opportunity to monitor the subject thoroughly to evaluate the impact on pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- There is no evidence of pupils using, recording and organising data.
- There is no scheme of work to help teachers plan.
- The full curriculum is not taught.
- Resources have improved.
- The school is soon to work with an expert advisor to help improve provision.

Commentary

65. No specific information and communication technology lessons were timetabled during the inspection but computers were used effectively to support mathematics and pupils with special educational needs. Samples of pupils' work were examined, as was the overall curriculum plan. The subject was discussed with pupils and with the teacher leading this area of the curriculum.
66. The school is aware that this subject is an area for urgent improvement. Consequently, an advisor is booked to come into school soon to help write a scheme of work to help teachers plan to cover all areas of the curriculum.
67. The aspects of the curriculum, which are taught, ensure that pupils reach average standards in word processing and research in Year 6. They use word processing in their English and history work but they have much to learn about arranging a page by organising text. They use the Internet to research science topics and also use sensors to measure temperature. By the end of Year 6, pupils have some knowledge of multimedia presentations. However, pupils do not collate data by creating charts and graphs. By the end of Year 2 pupils have controlled 'roamers' (mini robots). They use the computer to draw a map of the locality and sometimes save and print their work. There is no evidence of pupils' using, recording or organising data; consequently, overall standards are below expectations and pupils' achievement is unsatisfactory.
68. As no information and communication technology lessons were seen, no judgement could be made about the quality of teaching. However, teaching assistants work very well with English programs designed for pupils with special educational needs. The lead teacher for this subject uses a data projector well to teach the whole class mathematical skills. Pupils use word processing and research skills appropriately to support work in several subjects.
69. The co-ordinator of this subject is well aware of the strengths and weaknesses throughout the school and has worked very hard to develop a scheme of work to help teachers plan for mixed age classes. However, overall leadership is unsatisfactory as this co-ordinator has insufficient time to monitor the quality of teaching and planning in order to suggest ways to improve standards and ensure consistent progress and development of skills. The devised scheme was not appropriate and has thus been abandoned. Too little guidance had been given. This is recognised by the school, which has planned for a local education authority advisor to work with the co-ordinator later this term.
70. Specific information and communication technology skills lessons are not timetabled. The number of computers has been increased so that there are sufficient to teach each year group in each class. Accommodation constraints prevent whole-class or even half-class access to computers.
71. Standards and provision have not improved sufficiently since the last inspection.

Information and communication technology across the curriculum

72. This subject is used to enhance English, mathematics, religious education and science but links between subjects are not planned or highlighted within each subject plan. Thus links cannot be guaranteed across the school.

HUMANITIES

One lesson was seen in geography and one in history and work was sampled. Lessons were seen in religious education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Geography and history

73. There is every indication that standards are broadly in line with expectations. Pupils in Years 1 and 2 have extended their knowledge appropriately through a study of homes and pupils in Years 2, 3, 4, 5 and 6 have appropriately engaged in a detailed study of rainfall and rivers. This study has been linked to the locality and in the lesson observed in Years 4, 5 and 6, pupils were working successfully with an Ordnance Survey map to plot the source and mouth of the River Meon using grid references. Purposeful visits to places in the locality have supported learning.
74. The geography programmes of study are met by planning on a four-year cycle to ensure that all pupils receive their entitlement. All evidence indicates that the statutory requirements are met and that pupils are provided with many opportunities to develop their geographical skills and knowledge. Resources are adequate but some atlases in the library are out of date and need replacing.
75. Only one lesson was observed in history in Years 1 and 2, where the pupils were studying the Fire of London. Evidence was seen of learning for pupils in Years 3, 4, 5 and 6, they had carried out a detailed investigation into the Victorian period and this had been supported by local visits and pupils' independent study for homework. Planning follows national guidelines covering a four-year cycle to take account of mixed-aged classes.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils study Christianity and Judaism in detail, with some links to other world faiths.
- Teachers use questioning effectively to involve all pupils.
- Religious education contributes positively to many aspects of pupils' personal development.

Commentary

76. Across the school, achievement is satisfactory and similar to the expectations of the locally agreed syllabus. Pupils study Christianity and Judaism in detail and make links to other world faiths. Pupils' understanding of the importance of the church in Christianity is enhanced by the close links the school has with the church in the village. In Year 2, pupils have a sound understanding of a range of stories from the Bible and know about the significant events in the life of Jesus. In Year 6, many pupils are beginning to understand the similarities and differences between many of the world faiths and are aware of the importance of different rituals.
77. Planning is detailed and the teachers encourage pupils to be thoughtful and reflective by using skilful questioning and sharing experiences. The adults demonstrate sensitivity and respect for others and pupils are similarly respectful to the customs of different communities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in art and design, design and technology, music and physical education. One lesson was seen in art and one in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

78. Work was sampled and one lesson was seen and there is every indication that standards are broadly in line with expectations. No judgement was made about standards at the time of the last inspection. In art and design, pupils learnt how to make large-scale animal sculptures and worked well collaboratively. They enjoyed exploring and 'squelching' paper and glue, building on their knowledge, skills and understanding of different media and of the work of different artists. The day before, they had been inspired by a visiting artist who talked to them about his sculptures, exhibited locally. Teachers use subject-specific vocabulary well and the vocabulary is clearly displayed. Work on display shows that younger pupils learn and experiment with splash paintings and create collages of the Fire of London using torn tissue paper. Older pupils learn how to print fish using polystyrene, paint and rollers and draw the human form in action in their sketchbooks. Some excellent Greek theatre masks supporting work on the Greeks and the Minotaurs were displayed in Years 2, 3 and 4. In the hall and public areas, pupils' work is celebrated and there is evidence of collage and craftwork. Written work is often well supported by interesting and usually increasingly accurate illustrations in pencil and pastel. Digital photographs are used effectively to record work in progress. Work sampling confirms that pupils experience an appropriate curriculum in art and design.

Design and technology

79. No lessons were seen but evidence of pupils' work shows that pupils have the opportunity to design and make. Pupils in Years 4, 5 and 6 plan their work and have made vehicles with axles while pupils in Years 2, 3 and 4 have a range of opportunities to assemble, join and combine materials and are at present making slippers.

Music

80. No class lessons were observed in music. Singing in assembly and recorder classes were observed. In assembly, pupils enjoyed singing 'This little light of mine' and generally sang in unison. Recorders are very popular and the school has a beginners and an advanced group. Pupils in the beginners group were well instructed as to how to hold and finger a recorder correctly. They identified the note B and could play a simple rhythm and responded to instructions appropriately. Teaching is informed and encourages pupils to have an interest and enjoyment in music. Curriculum planning indicates that pupils build on their previous experience. They have appropriate opportunities to listen to a range of music and are engaged in making music.

Physical education

81. The programme for physical education includes swimming, but for older pupils provision is limited by the size of the hall which is not big enough for pupils in Years 4, 5 and 6 to use it safely. This issue, of unsatisfactory accommodation, identified at the last inspection remains. Discussions have taken place concerning the extension of the school hall and plans are now in place. The curriculum is enhanced by the support of parents who lead extra-curricular clubs in netball and football, and pupils have the opportunity to participate in competitive sports with local schools.

82. During the inspection, only one lesson was observed and on this small sample it is not possible to make a judgement on standards. Pupils' show developing skills of co-ordination and control and practised these skills during the games lesson focused on hockey. They worked sensibly, both individually and with a partner, co-operating well, reflecting on technique and making improvements.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health and citizenship education

83. No lessons were seen in personal, social, health and citizenship education. Inspectors interviewed pupils about their involvement in defining school rules and their understanding of fairness and consideration for others. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Limited evidence from pupils' work, teachers' planning and discussions with pupils suggests that provision is at least good.
84. Pupils' personal, social, health and citizenship education (PSHCE) is promoted well through subjects of the curriculum, and especially through discussion time. A range of planned topics and themes are explored and discussed, and pupils learn appropriately about issues ranging from fairness for everyone to upholding the school rules. In one art lesson, when evaluating group work the teacher emphasised the importance of how when working as a team we can encourage and support one another. Pupils in Years 1 and 2 understand from an early age to return resources to where they belong. All pupils are aware of each other's needs at break time and they are well integrated within the school community.
85. There is no formal forum for pupils to express their views. However, pupils told inspectors that they can air their views and they feel listened to and valued. They were involved in the design of the new cloakrooms. Pupils are given responsibilities such as looking after one another, helping tidy up, returning registers and helping in assemblies. Pupils in Year 6 are responsible for looking after younger pupils. Year 6 pupils are pleased to be invited to serve the lunches once a week at the local club for elderly residents.
86. The headteacher co-ordinates PSHCE appropriately, and ensures that staff are well prepared and informed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).