

INSPECTION REPORT

**SHERBORNE ST JOHN CHURCH OF ENGLAND
PRIMARY SCHOOL**

Basingstoke

LEA area: Hampshire

Unique reference number: 116315

Headteacher: Mr A L Cox

Lead inspector: Peter Payne

Dates of inspection: 6th – 7th October 2003

Inspection number: 261325

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 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 113 |
| School address: | Church Lane Sherborne St John Basingstoke |
| Postcode: | RG24 9HT |
| Telephone number: | 01256 850180 |
| Fax number: | 01256 850180 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Dr R O Walters |
| Date of previous inspection: | 9 November 1998 |

CHARACTERISTICS OF THE SCHOOL

The school is a Church of England voluntary controlled primary school for children from four to eleven. It was founded in 1850 'for the education of children of labouring, manufacturing and other poor classes in the parish of Sherborne St John' by Wiggett Chute, the local squire. It is smaller than most primary schools, with 113 pupils on roll organised in four classes. The attainment of children on entry is generally above average and most will have had good pre-school experience in a nursery or playgroup. The number of pupils whose mother tongue is not English (4.3 per cent) is higher than in most schools, though all of them are confident English speakers. There are no pupils with statements of special educational need and the proportion of pupils with special educational needs (SEN) (9.2 per cent) is well below the national average. No pupils are known to be eligible for free school meals. Only one pupil left the school before completing Year 6.

About 60 per cent of pupils come from the village, the rest from Basingstoke and the outlying villages and hamlets. The village is generally affluent, in part because of its proximity to a commuter rail station. There is a small council estate and some old people's bungalows. The socio-economic indicators for the area are above average.

The buildings are owned by the National Trust and are still the epitome of the Victorian village school, thanks to some particularly imaginative architectural and building designs when the school was extended and completely refurbished last year. The new extension replaced a group of 30 year-old temporary classrooms.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|-----------------------|--|
| 12155 | Peter Payne | <i>Lead inspector</i> | Science, information and communication technology, art and design, geography and music |
| 9053 | Vivienne Phillips | <i>Lay inspector</i> | |
| 8696 | Abul Maula | <i>Team inspector</i> | English, personal, social and health education, history and religious education |
| 22092 | Derek Watts | <i>Team inspector</i> | Foundation Stage, mathematics, design and technology and physical education |

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school that provides a high standard of education. The leadership and management are very good. The curriculum is very good and the quality of teaching is good in each of the age groups. Almost half of the lessons seen were very good. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The good achievement and high standards in English, mathematics and science.
- The broad and balanced curriculum with very good extra curricular opportunities.
- Very strong philosophy of including all pupils in all aspects of school life.
- Very good attitudes, behaviour and relationships.
- Very strong partnership with parents and the wider community.

Since the last inspection, the school has made good progress in addressing the key issues. The quality of teaching and learning has been improved. There are no unsatisfactory lessons and nearly half are now very good. The personal, social and health education (PSHE) programme is well established and a developing strength of the curriculum. Identifying opportunities to extend the learning of the higher attaining pupils is a consistent feature of lesson planning. Information about the performance of individual pupils is much better and is used to monitor their progress.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2000 | 2001 | 2002 | 2002 |
| English | A | A* | A | A |
| Mathematics | A | A* | A* | A* |
| Science | A | A | A | A |

Key: A - very high, in the top 5 per cent of schools across the country; 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.*

The achievement of pupils throughout the school is good. By the end of the year, children in Year R will have achieved their expected goals and most will have embarked on the National Curriculum. Pupils in Years 1 to 6 work hard and most are doing well in English, mathematics and science.

The results of the 2002 national assessments for pupils at the end of Year 2 show sustained high quality standards, with reading, writing and mathematics all well above average and reading in the top five per cent nationally. In the same year, results for pupils in Year 6 show that high standards were maintained with English, mathematics and science all well above average and mathematics in the top five per cent nationally. The preliminary results of the 2003 tests for Year 6 show that the high levels of attainment have been maintained. In the other subjects, standards are well above expectation in information and communication technology (ICT) and music. They are above expectation in art and design, geography, history, physical education and religious education.

The development of pupils' personal qualities is very good. Provision for their spiritual, moral, and social development is very good and their cultural development is good. As a result, pupils have very good attitudes and they behave very well. Their attendance is excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The range of subjects and the opportunities for extra-curricular activities are very good. **Teaching is good** throughout the school and nearly half is very good. Because of the teachers' good subject knowledge and their skilful use of strategies, pupils' learning is good. There is good provision for pupils with special educational needs (SEN). Their learning support partners provide very effective support and encouragement.

The school provides very good care and support for its pupils and ensures that they work in a healthy and safe environment.

The school has a very strong partnership with parents and the wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent. He provides the dynamic leadership that has ensured the recent development of the school and is very well supported by his deputy, other staff and governors. The governing body is very effective. Governors play an active part in school life and give strong and highly committed support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school. They say that their children like school. They are particularly pleased about the management of the school, the quality of teaching, the rich range of activities provided and the arrangements made for children when they start school. A significant minority have concerns about the extent of consultation and response to their suggestions, though the inspectors found that the school consulted widely and responded to ideas.

Pupils are very enthusiastic about their school and the experiences that it provides. In discussion, they are eloquent advocates of school life and proud of the school's achievements.

IMPROVEMENTS NEEDED

In the context of its many considerable strengths, there are no major issues for the school to address.

However, there is one minor issue that the school should consider:

- The quality of handwriting and presentation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses.

The achievement of pupils is good. Standards of work seen in the core subjects are above average in English and science and well above average in mathematics. Standards achieved in the national tests at the end of Years 2 and 6 are consistently well above average.

Main strengths and weaknesses:

- Sustained high quality of achievement.
- High standards in English, mathematics and science.
- Standards above expectation in all of the other subjects, with the exception of design and technology.
- Impressive ICT skills.

Commentary

1 The achievement of pupils throughout the school is good. Because of the good teaching and very high expectations, together with their own very positive attitudes and enthusiasm for learning, pupils work hard, make good progress and achieve well. They respond particularly well to challenge and, as they move through the classes, they become increasingly confident to give their opinions, propose solutions to questions and value the ideas of others.

2 The attainment of children on entry is generally above average. Most have had good pre-school experience in a Nursery or playgroup. At the end of their first year, most attain their early learning goals and are ready to embark on the National Curriculum.

3 The results of the 2002 national assessments for pupils at the end of Year 2 show a high standard in all subjects. Reading, writing and mathematics were all well above average and standards in reading were in the top five per cent nationally. When compared to schools in similar circumstances, reading was still well above expectation and writing and mathematics were above average. There is no significant difference in attainment between boys and girls.

4 The results of the 2002 national assessments for pupils in Year 6 show that the high standards have been maintained since the last inspection. They were well above average in English, mathematics and science. Standards in mathematics were in the top five per cent nationally. When their progress was measured against their achievement in the tests when they were aged seven, their achievement in English, mathematics and science was well above average and the overall standard in all core subjects was in the top five per cent nationally. The provisional results for 2003 indicate that the high standards have been sustained. There is no significant difference in the attainment of boys and girls.

Standards in national tests at the end of Year 2 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 18.6 (18.7) | 15.8 (15.7) |
| writing | 15.8 (16.2) | 14.4 (14.3) |
| mathematics | 17.8 (18.5) | 16.5 (16.2) |

There were 9 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 29.7 (31.0) | 27.0 (27.0) |
| mathematics | 31.7 (32.3) | 26.7 (26.6) |
| science | 30.3 (33.0) | 28.3 (28.3) |

There were 9 pupils in the year group. Figures in brackets are for the previous year

5 The preliminary results of the 2003 national assessments for eleven year-olds show a sustained level of high standards in English and mathematics and a considerable improvement in science. In the other subjects of the curriculum, standards are well above expectation in ICT and music. They are above expectation in geography, history, art and design, physical education and religious education and as expected in design and technology.

6 The good quality of pupils' literacy and numeracy skills enhances their work in other subjects, particularly in geography, history, religious education and science. The developing strengths in ICT support work across most of the other subjects. Because of the high expectation of teachers and the personal motivation of the pupils, they achieve the standards that they are capable of.

7 Pupils with special educational needs (SEN) make good progress and achieve well. This is due to some very good identification processes and the specific support organised by the special educational needs co-ordinator (SENCO) in liaison with the class teachers and their learning support partners. Higher attaining pupils are appropriately challenged and, as a result, these pupils, particularly in Year 6, often achieve above those for their age group.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance is excellent and they are very punctual. These factors contribute significantly to the high standards they achieve. Pupils' personal qualities are very well developed and, throughout the school, pupils are very mature for their age. This is because the school fosters spiritual, moral, social and cultural development very well.

Main strengths and weaknesses:

- Pupils are very keen to come to school because they think that learning is fun.
- Pupils of all ages respond very well to adults' expectations of high standards of behaviour.
- Children in the Reception class settle into school very quickly and are eager to learn.
- Pupils thrive on opportunities to express their views, to use initiative and to take responsibility.
- Attendance is far higher than usual because pupils do not want to miss out on anything and parents understand the importance of regular attendance for rapid progress.
- There have been no exclusions.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.0 | School data | 0.0 |
| National data | 5.4 | National data | 0.5 |

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

Commentary

8 Pupils of all ages are very willing and eager to learn because they enjoy lively teaching and interesting opportunities to add to what they already know, understand and can do. Their general knowledge is much better than usual because parents encourage its development. As a result, pupils are able to draw on rich personal experiences and facts during active question and answer

sessions, which deepens enjoyment of learning. They relish and make very good use of activities that are sharply focused on next steps in learning, as in a very good Year 1 science lesson when a small group showed intense curiosity about using their sense of smell to test carefully chosen, unseen foodstuffs. Pupils of all ages and backgrounds listen very well to instructions, concentrate and make great effort to do the work they are asked to complete on their own. This very good conduct underpins learning very well.

9 Pupils have very positive views of the school and several said that they really like school because 'learning is fun and I have lots of friends'. They get on very well together with no sign of bullying or racism. They play very happily, with levels of energy and enthusiasm characteristic of their age group. Any brief conflicts are resolved swiftly, either by the pupils themselves, or by vigilant supervisory staff. Older pupils look out for younger ones when necessary and children of all ages use the 'buddy stop' ('find a friend' bus stop) confidently when they want someone to play with in the playground.

10 All teachers and learning support partners work together decisively to bring out the best in pupils, not just in terms of high academic standards but in their personal and social skills too. They do this by setting a very good example of productive teamwork that is distinguished by a smile and praise for children's best efforts. All adults expect children to follow clear and simple rules and to show basic, everyday courtesy and consideration in the way they relate to others. As a result of consistent application of codes of conduct and clarity about the way they are expected to behave, pupils have a very clear understanding of what is right and what good behaviour means. There have been no exclusions.

11 The school gives pupils plenty of opportunity to express their views and to learn to respect each other's different beliefs and opinions, in and out of lessons. The school council is very active. Pupils know that their ideas and initiative are valued and help to improve school life. At a school council meeting, girls were quick to express gratitude for their new washroom mirrors. In class, pupils have ample opportunity to discuss different experiences, which teachers build on admirably to help pupils learn to interact and collaborate well. This fosters very good skills of group work, and personal and social development.

12 Spiritual, moral and social awareness are key features of the school's ethos and its very good climate for learning. They are fostered through everyday routines such as the way pupils come into school and settle straight to work, as well as by positive interactions, example and direct teaching. The school is very successful in nurturing an interest in cultural heritage and the arts through local history and events, including the Basingstoke Music Festival. It is less active in promoting wider understanding of the diversity of traditions beyond the immediate area.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Strengths include the sustained good quality of the teaching and learning, the very high expectations of diligence and behaviour and the particularly strong partnership with the parents and community.

Teaching and learning

Teaching is good and almost half is very good.

Summary of teaching observed during the inspection in 26 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 12 | 13 | 1 | 0 | 0 | 0 |

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

Main strengths and weaknesses:

- The teachers' good subject knowledge.
- Well developed and effective questioning.
- Well planned and resourced lessons.
- Good management of pupils and their behaviour.
- Effective work of the pupils' learning support partners.

Commentary

13 The quality of the teaching and learning observed reflects a considerable improvement since the previous inspection, which identified a significant proportion of unsatisfactory teaching in Key Stage 2. The school has maintained high standards of teaching at Key Stage 1. The quality of teaching has improved in most subjects, but particularly in science and the foundation subjects. A significant proportion of teaching seen during the inspection was very good and this reflects the high expectations that teachers have of their pupils. The proportion of very good teaching has increased from 17 per cent at the last inspection to 46 per cent now. The teaching of English and literacy skills, mathematics and numeracy skills and science is good and often very good. Teaching in other subjects is consistently good, often showing very good features.

14 Effective questioning rooted in teachers' good subject knowledge, careful planning and appropriate use of resources has a positive impact on pupils' learning, though opportunities for them to take initiatives are occasionally limited. Where teaching is very good, the pace of work is brisk and most pupils of all abilities are kept actively involved in the learning process. Teachers maintain an orderly atmosphere, insisting that pupils listen to them and to each other. Learning support partners contribute well to this process through their thoughtful interventions. Pupils are highly motivated. They demonstrate a great deal of enthusiasm and sustain very good standards of behaviour. Pupils throughout the school work well together and have well developed co-operative and collaborative skills. They are capable of sustaining concentration and making meaningful contributions to discussion.

15. Because of the high standards of teaching, the detailed knowledge that the adults have of their pupils, the positive encouragement that they receive and the high expectation of them, pupils achieve the high standards that they are capable of. Few, if any, are not working as well as they are capable of doing. There is no significant difference in the learning and achievement of boys and girls.

16. Assessment procedures have been reviewed since the previous inspection and an effective individual tracking system has recently been introduced. This enables teachers to monitor pupils' progress in the core subjects, including ICT, and use the information to make their future planning more effective. The school continues to prepare pupils well for national tests at the end of Years 2

and 6. Optional tests are used for the other pupils and help to identify those with special educational needs (SEN). Their progress is regularly reviewed. The assessment of pupils' achievement in the foundation subjects is, however, limited to informal teacher assessment and the use of end-of-unit assessments in some subjects. The school recognises the need to extend the good assessment procedures and practices in English, mathematics, science and ICT into the other foundation subjects.

The curriculum

The curriculum is very good. It is a broad and well-balanced programme of interesting activities that meets the requirements of the National Curriculum and the Agreed Syllabus for religious education.

Main strengths and weaknesses:

- The curriculum is thoroughly planned.
- It ensures that there are opportunities for every pupils to be fully involved.
- Opportunities to develop interests and skills outside the school day are very good.
- The programme for personal, social and health education (PSHE) and citizenship is good.

Commentary

17 The curriculum is well planned and balanced. A long-term plan ensures that topics are introduced systematically and that links are made between subjects where this is appropriate. The National Literacy and Numeracy Strategies are firmly established and have been modified in the light of experience to suit the needs of the pupils better. The school is committed to educational inclusion and ensures that all pupils have equal access to the all the opportunities that it provides.

18 The provision for pupils with special educational needs (SEN) is good. Detailed information from annual assessments is used to identify those pupils who would benefit from additional support. Where possible, pupils with special educational needs (SEN) work in class with additional adult help from their learning support partners. The school rightly recognises a need to do more to identify and support gifted and talented pupils.

19 A comprehensive programme of personal, social and health education (PSHE) and citizenship is a developing strength of the curriculum. Many of the issues and structures that underpin the school's objectives are addressed by the programme.

20 The extra-curricular opportunities to take part in sporting activities, music and the creative and performing arts are very good and a considerable strength of the school. Teachers and other adults give freely of their time to enrich the pupils' experiences. The school has some particularly innovative activities, such as the Caribbean inspired steel pans band.

21 Accommodation is satisfactory, although the new classrooms for children in the Foundation Stage and Key Stage 1 are good. Resources to support learning are good, particularly in ICT and music, where they are excellent, and science and art and design, where they are very good. Resources are satisfactory in design and technology, physical and religious education. A major investment in equipment and staff training has ensured the very good progress in ICT since the last report.

Care, guidance and support

The school provides very good care and support for all its pupils, including vigilant attention to matters of health, safety and child protection.

Main strengths and weaknesses:

- Adults know all pupils and their families very well, which underpins very good care and support.
- Learning support partners play a significant part in helping to identify and meet pupils' individual needs, in and out of lessons.
- The school is very active in seeking and acting on pupils' views, which builds very strong trust.
- Very good procedures to ensure that pupils are safe and protected from harm.
- Induction arrangements are very good so children settle in rapidly and happily.

Commentary

22 Pupils benefit from high quality attention to their personal and academic needs that stems from the very strong sense of being part of a closely knit community. Pupils were quick to say how much they appreciated the fact that this is a small, friendly, village school where everyone knows everyone else and is quick to offer help and support when necessary. Staff and pupils have very positive relationships, within which adults gain a very clear understanding of how well each pupil is progressing. As a result, pupils receive clear advice on how to improve their work and, when relevant, their behaviour, in order to get the best out of their time in school. The school's assessment procedures ensure that teachers can track pupils' progress subject by subject well enough to give good general guidance on how they can improve. As parents and pupils indicated, the information is used to give a very clear idea of whether they are doing as well as others of their age in English, mathematics and science.

23 Learning support partners make a very valuable contribution to the quality of care and guidance available to help and encourage all pupils. They are very well briefed and work very successfully in partnership with teachers to meet individual needs. As a result of high quality care, pupils are very confident and self-assured, and very well prepared for taking the next steps in their learning, including those they will take in secondary schools. The strong sense of community within the school and very good links with other schools ensure that transitions in and out are as smooth as possible. The school's very clear information and very good management of experiences in the classroom ensure that the induction programme for children joining Reception works very well. During the inspection, it was hard to believe how recently the youngest children had started school because they were so well integrated into its life.

24 The school takes its responsibilities for children's welfare and safety very seriously, so all required policies and procedures, including those for child protection, are in place and very well known to staff. The governing body has been very mindful of safety issues during the programme of re-building.

25 Pupils express their views thoughtfully and confidently because they know that adults will listen to them. They have their own notice board with photos of school councillors, the latest agenda and minutes, as well as a developing newsletter. Their views are taken seriously and have influenced the quality of playtimes by changes to games and ways of ensuring that no one is left out or bullied.

Partnership with parents, other schools and the community

Parents, the local community and other schools have a very strong and highly effective partnership with the school which provides a major contribution to pupils' learning and the progress they make year by year.

Main strengths and weaknesses:

- Parents have very positive views of the school's work and a great sense of involvement in it.
- Parents are very responsive to the school's expectations of minimal absence and of support with homework. This helps their children to make real progress and achieve high standards.
- The school has a key place at the heart of its community, and it uses this community to enrich pupils' experiences.
- The school's very good links with other schools help to make transfer very smooth for the pupils.

Commentary

26 The very strong sense of a partnership that includes parents, children, the school's staff, villagers and the local community, is one of the school's great strengths. This is because it creates a genuine sense of everyone working together to ensure that this generation of pupils enjoys a high quality education, within a setting that preserves a tradition of guardianship of local heritage and environment. As a result, pupils benefit from opportunities to work on local history and conservation projects, including those at The Vyne, supervised by National Trust staff. These extend and enrich learning very well. Strong links with other local schools allow pupils to take advantage of facilities such as those in science and technology, and to build trust and confidence that they will cope well when they move on to other schools.

27 Parents are very actively involved in school activities during the day, at after school clubs and within the very lively School Association. They are very committed to enabling pupils to enjoy as many interesting experiences as possible and to develop new skills, such as sewing, alongside those of reading and number work that their active involvement with homework encourages so well. Pupils' responses in lessons show clearly that parents help them greatly by sharing information and talking about different experiences. As a result, their general knowledge is wide, which helps them to see connections and patterns in what they learn, for example, similarities and differences between places, ideas and objects. Parents understand why regular attendance, reading with children and other homework activities matter so much, so do all they can to ensure that their children have every chance of doing well at school.

28 The school provides parents with a wide range of good quality information about its day-to-day life. It has a very good, user-friendly web site which helps to ensure that working parents do not miss out on information, even including a question and answer section called appropriately 'the school gate'. Key documents, such as the prospectus and the 'Let's Start School' booklet for parents of Reception children, provide all the required information for parents in a good, clear style.

29 The school is reviewing its way of writing reports on pupils' progress, including asking school council members for their views, because not everyone is happy with a report that relies heavily on criteria for different National Curriculum attainment levels. Using these statements, reports give full information on progress in the core subjects of English, mathematics and science and key points about other subjects. The school knows that parents sometimes find such reports too impersonal and lacking in clear, simple targets for improvement. In their present form, they have no space for pupils' or parents' comments. However, the 'class review of the year' is a very good way of sharing general points about events, visits and experiences that have influenced their achievement and enthusiasm for learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the senior staff and governors are very good. The governors discharge their responsibilities very well. The leadership and vision of the headteacher are excellent. He is very ably supported by his colleagues.

Main strengths and weaknesses:

- Particularly strong leadership.
- A shared vision and sense of purpose.
- Very well organised and effective governing body.
- Very strong philosophy of including all pupils in all aspects of school life.

Commentary

30 The governing body is very effective. Governors play an active part in the school life and they give strong and highly committed support. The committee structure is logical and well organised with clear terms of reference. The governors receive good quality information about the school's performance and have a clear vision for the strategic development of the school. They fulfil their statutory duties. The educational priorities are established by staff and governors working closely together.

31 The leadership of the headteacher is excellent. He provides the dynamic leadership that has ensured the recent development of the school. He is very well supported by his deputy and the other staff and governors, who are all committed to the development of the school and to the continuing raising of standards. They share a clear sense of direction and purpose.

32 The school's aims and values are published widely. The behaviour, diligence and high quality of relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. The school is a particularly inclusive community committed to policies and practices that make sure that every pupil is included and able to take part in all of the lessons and other activities.

33 The headteacher, deputy headteacher and some of the subject co-ordinators monitor the quality of teaching in classrooms by observing lessons and by evaluating the work of pupils. The school evaluates the performance data produced by national tests and its own internal testing. It makes very good use of this information to establish realistic and challenging targets for pupils in all classes, but particularly for the pupils at the end of their primary career in Year 6.

34 A comprehensive programme of performance management for teachers is in place. School and individual targets are agreed and reviewed. Continuing professional development is a strong feature and priority is given to the needs of both the individual and the school. There is a very good induction process and programme of support for new staff.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|------------|
| Total income | 316,711.00 |
| Total expenditure | 317,625.00 |
| Expenditure per pupil | 2,647.00 |

| Balances (£) | |
|-------------------------------------|-----------|
| Balance from previous year | 63,824.00 |
| Balance carried forward to the next | 62,609.00 |

35 The amount of money carried forward in the accounts is high, but it includes provision for outstanding fees from the building project and a relatively modest reserve.

36 The financial management of the school is good. The finance committee of governors is provided with accurate information through analysis of the monthly monitoring statements. Funds are directed to the priority areas and, when it is necessary, firm action is taken to avoid overspending. The governors ensure that they get good value when funds are spent.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children the Foundation Stage in Reception is good. Children's attainment on entry to the school is generally above average, particularly in language skills. The quality of teaching is good with examples of very good teaching, and as a result, children achieve well in all areas of learning. The planning of the curriculum has improved since the last inspection and children are provided with a range of challenging and interesting activities based on the required areas of learning. The accommodation has improved recently with the building of a spacious and well-designed classroom. Provision for outdoor play is satisfactory but there are plans to develop this further. The Foundation Stage is very well led and managed by an experienced teacher. Since the last inspection, the school has maintained children's above average standards and good teaching. It has made good improvement to the curriculum, accommodation and resources.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Standards are well above average.
- Teaching and learning are very good.
- There are very good relationships between children and between children and adults.
- Children have very positive attitudes to learning.

Commentary

37 Teaching and learning are very good in this area of learning and children attain well above average standards. The teacher and learning support partners have created a bright, attractive classroom and a very positive ethos for children to learn. Teachers and learning support staff are very good role models and very effectively promote a range of qualities such as courtesy, good listening, and independence. Very good relationships have been established between children and between children and adults. Children are interested and excited about their learning. They are confident and participate well in the interesting range of activities provided. Personal care and hygiene are promoted well. Most children show independence and responsibility, for example, in changing their footwear and socks ready for a dance activity. In lessons and activities, children show a clear sense of enjoyment in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Standards are above average.
- Teaching and learning are good.
- Good opportunities are provided to develop children's language skills.

Commentary

38 A number of children are already confident and articulate speakers when they join Reception. The school is particularly effective in creating a range of opportunities to develop and enhance speaking and listening skills. For example, children chant and act out a rap poem called 'The Little Red Hen'. They chant the words of the rhythmic poem clearly and with expression. They remember the words of the rap and perform very well in the Harvest Festival. Children talk confidently about the ingredients they use when making 'fairy cake' mixture. One child remarked, 'I don't want cherries in mine because I don't like them'. The classroom has an attractive reading area and there is an interesting range of attractive books for children to choose from. Children show enthusiasm for books and careful listening when stories are read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Standards are above average.
- Teaching and learning are good.

Commentary

39 Children achieve well in this area of learning because they receive good teaching. A good range of activities is provided in order to develop children's number skills. Children count and recognise numbers to 10. They recognise common two-dimensional shapes cut from coloured paper. They can arrange these creatively onto card to produce colourful shaped patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Standards are above average.
- Teaching and learning are good.
- An interesting range of learning activities is provided.

Commentary

40 Children are provided with a good range of interesting opportunities, which increase their knowledge, and understanding of the world. Children use ICT competently to support their learning. In one lesson, pupils used a program to position eyes, mouth, nose, ears, lips and eyebrows correctly on a face outline. Children's well-developed skills in using a mouse were evident as they clicked and dragged items into the correct position. With some adult help they save and print their work. In one activity, children designed and made sunglasses. They produced interesting designs for the frames and different coloured cellophane for the glass.

41 In a good lesson seen, the teacher used a covered basket full of different vegetables. The children were enthusiastic and intrigued. They were given good opportunities to observe, describe and express ideas about each vegetable in turn. They were familiar with vegetables such as potato, carrot and cabbage. They gained new knowledge and vocabulary when exploring a

swede and a parsnip. The teacher used questioning very well to explore children's ideas and to check their knowledge and understanding. This work was well linked to the Harvest Festival celebrations the next day. Children gained new knowledge about different foods, where they come from and the tradition of harvest festivals.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses:

- Standards are above average.
- Teaching and learning are good.
- Large apparatus and equipment for outdoor play are limited.

Commentary

42 Children move confidently and creatively. In one lesson, they expressed feeling as they moved to a tape programme of 'Going on a Bear Hunt'. They moved forward and showed co-ordination and control as they waded through snow and through the water. Their movements were accompanied with good expression.

43 Children develop their manipulative skills by mixing flour and eggs for a cake mixture and gluing two-dimensional shapes onto card. No outdoor play was observed during the inspection. Large apparatus and equipment for outdoor play for pupils to develop climbing and balancing skills are limited but the school has clear plans to address this.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses:

- Standards are above average.
- Teaching and learning are good.
- A good range of opportunities to promote creativity is provided.

Commentary

44 Good opportunities are provided for children to develop creatively. During the inspection, a seaside café was set up for role-play activities. Children served each other drinks and snacks. They explored and made patterns with seashells. Children have good opportunities to explore with different coloured paints and produce colourful pictures of people. Interesting opportunities are offered for pupils to explore sounds from a range of percussion instruments including a gong and maracas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- High reading standards and well-developed speaking skills.
- Good teaching and learning.
- Very effective work of the learning support partners.
- Range and quality of resources.
- Effective leadership and management.
- Writing skills not fully developed for a significant minority of pupils, with particular reference to spelling, handwriting and presentation.

Commentary

45 The majority of pupils in all ability groups achieve well in the subject because of effective teaching and their very positive attitude to learning. Contrary to previous findings, there is no significant gender or ethnic difference in pupils' learning, and pupils with SEN make good progress. The school has maintained high standards in reading and speaking since the previous inspection. Standards in writing, though good, still leave room for improvement. This is consistent with the provisional results of the 2003 national tests at the end of Years 2 and 6, though performance of Year 6 pupils in the 2002 national tests was well above average in comparison with similar schools. The fluctuation in the school's performance in English in recent years is attributed to the ability of particular cohorts of pupils and changes in the form and marking system of the tests.

46 Pupils develop their speaking and listening skills in a variety of contexts, including assembly presentations. Teachers encourage them to share their views with their peers and contribute to discussion. They are careful to ensure that everyone is included and that their ideas and thoughts are valued. Other planned opportunities to promote pupils' speaking and listening include circle time, school council, role-play and drama. Teachers' high expectations of pupils and pupils' ability to sustain concentration make a good contribution to the development of their listening skills. This is more evident at the top end of the school. However, the school has not yet developed a formal approach to assessing pupils' speaking and listening skills.

47 Reading enjoys a high profile in the school, and pupils are provided with good models. Younger pupils benefit from the well-established practice of teaching letter sounds and how they are combined to form words and sentences. These skills enable them to read with accuracy and understanding by the end of Year 2. Most older pupils are confident readers and many show a passion for reading, as was evident from the high level of enthusiasm with which a group of Year 3/4 pupils talked about their books in the context of the National Children's Book Week. Pupils' favourite books brought in on the occasion reflected their interest in a wide range of authors and texts. One pupil knew how old the story of 'Heidi' was. By the end of Year 6, most pupils become independent readers and an awareness of how authors structure their stories. Pupils of all abilities are encouraged to develop their research skills from an early age and many have higher order reading skills such as skimming and scanning.

48 Pupils throughout school write for a variety of purposes, though their standards in writing are not as high as those that they achieved in reading in the latest national tests. By the end of Year 2, most pupils write a descriptive account of favourite characters in the books they have read with appropriate use of grammar and punctuation. Pupils in Years 3 and 4 can suggest appropriate vocabulary to describe a particular story setting, though a significant minority have difficulty with spelling and developing their description independently. Their handwriting and presentation also

leave room for improvement. Pupils have writing targets, and there is evidence of drafting in older pupils' writing that ranges from note-taking to developing an argument and preparing formal reports. Some older pupils show well-developed skills in using language and imagination, as was demonstrated in an excellent piece of writing which was celebrated in an assembly.

49 Teaching is good, and sometimes very good. Lessons are well planned and resourced, reflecting teachers' good subject knowledge and the use of a variety of approaches in the majority of cases. Teachers' effective questioning and explanation enhance pupils' response whilst ensuring their understanding of tasks. In very good teaching, tasks are well matched to pupils' ability and activities varied to sustain their interest and concentration. All of this reflects considerable improvement in teaching since the previous inspection. Teaching impacts on pupils' learning, as they demonstrate high levels of motivation and enthusiasm in response to their teachers' high expectations. Most pupils are well behaved and show well-developed co-operative and collaborative skills.

50 The subject benefits from good leadership and management. The National Literacy Strategy is well embedded. The subject is well resourced, and additional emphasis on literacy enriches pupils' learning opportunities, including homework. Stories and topics used in literacy make a very good contribution to pupils' spiritual, moral, social and cultural development. Good monitoring and assessment procedures are in place including the recently introduced tracking system for writing, and there is evidence that assessment informs planning. This is another area of improvement since the previous inspection. The school's action plan reflects a good awareness of the subject's strengths and what needs developing further.

Language and literacy across the curriculum

51 The strengths in reading and writing are apparent in all other subjects. The quality of speaking when responding to questions, working co-operatively in groups and discussing issues is particularly high. Pupils are able to use their writing skills in a range of other subjects. For example, in science, they describe the procedures that they have explored using accurate and technically precise language and, in music, they are able to write sensitive prose about the thoughts that a piece of recorded music has stimulated. They are eloquent when describing their life in school.

MATHEMATICS

Provision in mathematics is **very good**. Mathematics is one of the school's many strengths.

Main strengths and weaknesses:

- Standards are high across the school and pupils achieve well.
- Teaching and learning are very good.
- The mathematics curriculum is well planned.
- Assessment and the use of assessment are good.
- The subject is very well led and managed.
- Pupils apply numeracy skills well in other subjects.

Commentary

52 Standards by the end of Year 2 and Year 6 are well above average. Most pupils, including higher attainers and those with special educational needs (SEN), are achieving well because they receive very good teaching and are motivated and enthusiastic about learning. The school has maintained the high standards reported during the last inspection. National Curriculum test results have been well above average for Year 2 during the last few years. Test results for Year 6 have been consistently well above average since the last inspection. During the last few years, test results in Year 6 have been in the top five per cent of schools nationally.

53 Standards are high across the school in all areas of mathematics. Pupils in Year 2, select coins to the correct value in order to purchase items up to one pound. They record the coins needed clearly. Pupils use co-ordinates to locate items on a map. Measuring instruments and units are used correctly for measuring the volume of water. By the end of Year 6, most pupils understand the meaning of place value and use this to multiply and divide whole numbers by 10, 100 and 1000. They convert fractions to decimals and order them. Pupils understand and use the formula to calculate the area of a rectangle. In a Year 5 and 6 lesson, pupils discussed the likelihood of particular events using correct vocabulary. They explained their mathematical thinking clearly.

54 The quality of teaching is very good and this contributes to the high quality of learning. Lessons are very well planned and clear learning objectives are identified and shared with the class. Pupils are clear about what they are to learn. Lessons begin with a brisk introduction and questions to sharper pupils' mental arithmetic skills. Teachers are lively and enthusiastic. This motivates the pupils. They show interest and enthusiasm for mathematics and respond very well to teachers' questions. Teachers' instructions and explanations are extremely clear and informative. Pupils are attentive and make very good gains in knowledge and understanding of mathematical operations. Teachers' use humour constructively and very good relationships are established. As a result, pupils' attitudes and behaviour in lessons are very good. Skilful questioning challenges the pupils and checks their understanding. In the main activities, challenging and interesting tasks are well matched to the different levels of attainment. Pupils with SEN are provided with very effective support from learning support partners and they make very good progress. These strategies help to ensure that all pupils are suitably challenged and productive. The end of lessons is used very well to review learning

55 Pupils' written work is well laid out and neatly presented. It is regularly marked and constructive and encouraging comments are made. In a few cases, marking does not indicate sufficiently how pupils could improve. Pupils use ICT well to support their learning. For example, in Year 2, pupils collect information about the favourite foods of pupils in the class. This data is entered onto a computer spreadsheet and converted into a bar graph. The school has plans to extend the range of software for mathematics.

56 The leadership and management of the subject are very good. The co-ordinator leads by example in his teaching. The mathematics curriculum is very well planned and there are effective systems to assess and record pupils' attainment. Assessment data are used well to guide future planning and teaching. The school has a very clear understanding of its performance in mathematics due to effective self-evaluation procedures. The school has made good improvements in mathematics since the last inspection.

Mathematics across the curriculum

57 Pupils apply numeracy skills well in other subjects. For example, pupils in Year 6 use measuring skills competently in measuring the volume of air in soil, and bar graphs are used to illustrate results when investigating the rate at which water evaporates in different situations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses:

- Pupil's achievement in science is good.
- They attain standards that are above the national average.
- Teaching is very good. It is both effective and challenging.
- Pupils are interested in their science lessons and they work particularly well together in groups.
- Behaviour is very good.
- The subject is managed, planned and resourced very well.

Commentary

58 Pupils are enthusiastic about science and respond very positively to the encouragement and challenge of their teachers, working hard and achieving well. At the end of Year 2 in 2002, all of the pupils were assessed by their teachers to have attained the expected standard. At the end of Year 6 in 2002 all of the pupils attained the expected standard in the national tests and more than half of them achieved the higher than expected level. In the 2003 tests, nearly all of the pupils achieved the higher level. This is a very considerable achievement.

59 In the two lessons observed, the quality of teaching was very good. This is an impressive improvement since the last inspection, when teaching in the junior classes was never better than satisfactory and often unsatisfactory. Pupils were challenged, expected to use their understanding of scientific principles and to apply them to new situations. Teachers have very good knowledge of the subject. Their understanding of the underlying scientific principles and their use of precise scientific terms allows them to teach confidently and accurately. They have developed a particularly effective style of questioning that enables pupils to consider the scientific issues, to discuss their ideas confidently in groups, and to express them to the whole class. Because of the good teaching strategies, pupils are able to make choices and decisions. Teachers listen to what pupils say and show that they value their opinions. The achievement of a small number of pupils with SEN was enhanced by the very effective work of their learning support partners.

60 A great strength of the science teaching is the use of investigative techniques and a real sense of discovery. This was particularly demonstrated in a Year 5/6 lesson when pupils, investigating the phenomenon of day and night and the rotation of the Earth in orbit around the Sun, came to their conclusions through trial, error, discussion and, finally, consensus. Although the lessons are conducted at a good pace, the teachers have the confidence to allow pupils to take the time to really think through their evidence and reach a conclusion. Because of this, pupils are able to learn new skills and insights, and their scientific knowledge is enhanced.

61 Pupils are genuinely interested in their science lessons. They enjoy being young scientists and finding out about things. They are confident and eager to explain their work and they do so eloquently with a good grasp of the scientific vocabulary. Their positive attitudes and ability to work together in groups are both very strong features of work in science and they develop their ideas well.

62 The management of the subject is very good. The resources are very appropriate and of high quality. They are modern, attractive and relevant. There are good links to the science department and facilities of a neighbouring secondary school. The skills of literacy and numeracy are used effectively in science and ICT is used where it is appropriate to do so.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses:

- Pupils are confident users of ICT and they achieve very well.
- Standards of attainment across the school are very high.
- Information and communication technology (ICT) is very well used to support and enhance other curriculum areas.
- A good range of appropriate programs is used to support those pupils who need extra help.
- Information and communication technology (ICT) is very well managed.

63 Only two ICT lessons were observed during the inspection. However, inspectors saw ICT used extensively in other lessons, talked with pupils and scrutinised work. Pupils throughout the school attain at levels higher than those expected nationally. Year 2 pupils are proficient at basic word processing skills, and are able to save their work and print it. They know how to programme instructions to control a robot. They talk confidently about the wide range of uses of technology outside of school. Pupils in Years 5 and 6 are knowledgeable users of the Internet and other sources of information for research. They present their findings by using a range of techniques including digital pictures. They can discuss the merits of using ICT for various purposes, for example, communication systems, and are aware of its uses in the world in general. In both key stages pupils' confidence in using ICT is very good and for many it is enhanced by the opportunities provided at home. By the end of Year 6, they have an impressive range of ICT skills.

64 In a very successful Year 1 lesson conducted by the learning support partner, pupils used the 'Dazzle' painting program to experiment with pictures on the theme of autumn. They were reminded of things about autumn that they had learned in other subjects and their ideas were listened to by the rest of the group. They had little experience of the program but made very rapid progress and acquired new skills quickly. They were impressed and excited by the results that they achieved. The teaching was positive and confident, based upon very good knowledge of the program, excellent skills of questioning and ability to enable choices to be made.

65 In a Year 6 ICT lesson, good links were made to science and mathematics when pupils discovered how devices can be controlled through the computer. A notable feature of this good lesson was the lack of pressure to come to a conclusion, allowing the pupils to explore different sequences and discover the appropriate route. They were able to describe accurately what they had done and used their literacy skills in writing precise instructions for these procedures.

66 Appropriate software packages enhance learning in other curriculum areas and particularly benefit those who need extra consolidation in a different format. Pupils with SEN make very good progress, particularly when they have their learning support partner with them at the computer to keep their thinking focused.

67 Although only two lessons were seen, taking into account the full range of evidence collected, teaching is good. Teachers and learning support partners have been able to develop their own skills and they are able to teach with confidence and good technical knowledge. Their use of open-ended questions and their positive and encouraging style enables pupils, regardless of their ability, to develop their skills and understanding. As a result, personal achievement in ICT is very high.

Information and communication technology across the curriculum

68 Very good use of ICT is seen throughout the school and in many other subjects. For example, digital cameras are used in geography, recorded music is used extensively and pupils record their own compositions. Word processing is commonplace, and the Internet is a familiar resource for information.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses:

- Effective use of local history and resources.
- Limited written record of pupils' work, particularly in Years 1 and 2.

Commentary

69 Judgements are based on limited evidence. Only one lesson could be observed in Years 5 and 6. Judgements are additionally based on work sampling, an analysis of the policy and programme of work and discussion with staff and pupils.

70 By the end of Year 6, the majority of pupils demonstrate a fairly well developed awareness and understanding of Ancient Greece with particular reference to the way of life of its citizens, their beliefs and political system. They can, for example, identify and sort into groups a given selection of statements representing Athens and Sparta. Project work undertaken previously by some older pupils reflects a relatively better understanding of historical facts relating to World War II and its effect on people. This confirms the use of primary and secondary evidence, including that available locally. There is also clear evidence of pupils using their literacy skills and undertaking research involving the use of ICT to develop their historical knowledge, understanding and skills.

71 By the end of Year 2, many pupils know some basic facts about famous people like Florence Nightingale and Guy Fawkes. They show a developing understanding of how nursing has changed since the time of Florence Nightingale. They also find out about old and new toys and The Great Fire of London, with particular reference to why it spread so quickly. There is, however, little evidence of in-depth study of any of these topics.

72 Teaching and learning observed were of good quality. Planning and questioning reflect good subject knowledge, and the use of appropriate resources ensures pupils' participation. Appropriate emphasis is placed on the use of subject-related terminology, such as 'polis' and 'oligarchy', though procedures for formal assessment of pupils' understanding of issues such as chronology and different types of evidence are not yet fully developed. Teaching motivates pupils. They contribute well to discussion and express their views on issues such as free speech in Athens and the position of women in Sparta. Pupils' ability to sustain concentration and their good standard of behaviour are contributory factors in their learning.

73 The subject benefits from the headteacher's interest in the use of local evidence, such as the school Log Book, a child's iron hoop from the late 19th century, mock-up costumes and the local Vyne House, which facilitates drama activities relating to the 1930's. These enable pupils to develop a sense of change and continuity relating to the history of their locality.

Geography

Provision in geography is **good**.

Main strengths and weaknesses:

- Very good use made of the immediate locality and a range of visits to features further afield.
- Good use made of ICT.

Commentary

74 It was only possible to observe one lesson of geography in the Year 3/4 class. However all classrooms have material displayed on geographical themes and the scrutiny of work revealed standards that are above expectation and that pupils achieve well. The younger pupils have studied the immediate village in detail and have gone out to record and comment on the main features. In the younger junior class, very good use is made of the travels of the pupils, accompanied by 'Sherbert', a small doll that is photographed in a variety of holiday locations located on large-scale maps of the United Kingdom and the World. When pupils return, they are invited to talk about the key features of the place that they have visited. The oldest pupils have recorded study of an impressive range of geographical themes including representational mapping, planning, development and change. Very good use is made of fieldwork and visits, usually exploiting the experience over several subjects. Pupils have good opportunities to make choices and express opinions.

75 In the lesson observed, pupils undertook an investigation of the location and facilities offered by the rather dilapidated village hall. They were helped by the skilful questioning and support of their teacher and learning support partners and gathered information to be processed later. Their attitude to the task was very positive and their behaviour was very good. They worked co-operatively in small groups and the quality of discussion was high.

76 Resources for geography are good and good use is made of various ICT tools, including digital cameras and tape recorders.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses:

- Positive contributions made by the themes in collective worship.
- Limited written record of pupils' work.

Commentary

77 By the end of Year 6, pupils know about the Mosque as a place of worship. There is evidence in work undertaken previously of pupils developing an understanding of Muslim pilgrimage of 'Hajj'. Pupils in Key Stage 2 demonstrate a good understanding of 'Shabbat' and its significance for the Jewish community. Through reflection on the 'Shabbat' meal and Blessings associated with it, pupils referred to family celebrations such as Christmas and birthdays and their implications for families under different circumstances. Prayers written on the occasion by some pupils reflect a real understanding of thanksgiving. Pupils have a good awareness of Bible stories relating to Jesus. Other aspects covered, though in a cursory way, relates to Death Rituals of cave warriors in New Zealand and the existence of God. Most older pupils achieve well in developing an understanding of beliefs and values associated with some of the major world faiths. By the end of Year 2, younger pupils are aware of Bible stories such as 'Joseph's coat of many colours'.

78 The teaching observed reflects good subject knowledge. Teachers pay appropriate attention to the use and meaning of words associated with the Mosque and 'Shabbat'. Pupils are encouraged to share their views on different religious principles and practices. Most pupils respond positively, showing respect for religions other than their own, though there is limited written record of their religious activities. The oral focus enables pupils of all abilities to participate in the activity. There is no significant gender or ethnic difference in pupils' learning in the subject.

79 The programme of religious activities is consistent with the requirements of the Agreed Syllabus. Themes for collective worship and celebrations make a good contribution to pupils' religious awareness. This was evident from the celebration of harvest festival. Pupils' awareness is also enhanced by quotations from the Bible on display. All of this is a clear indication of the good contribution that the subject makes to pupils' spiritual, moral, social and cultural development. Resourcing includes the use of the Internet. The school receives visitors from different faith groups, but visits to places of worship are limited to local churches and chapels.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses:

- Standards in Year 6 have improved since the last inspection.
- The curriculum is not as well developed as for most other subjects.
- A design and technology week enhances pupils' learning opportunities.

Commentary

80 By the end of Year 2 and Year 6 pupils attain nationally expected standards. Most pupils are achieving satisfactorily in the development of designing, making and evaluating skills. Standards in Year 2 are the same as those reported during the last inspection. Standards have improved by the end of Year 6, as they were reported to be below national expected standards.

81 Pupils in Year 2 design and make vehicles. They produce pictures to explain their designs and produce a list of materials needed. They construct their vehicle using reclaimed materials. Evaluating skills are developing well as pupils comment about the finished product and make suggestions for improvement. Pupils in Years 3 and 4 design and construct models, which incorporate electric circuits, including a burglar alarm and a house with a lighting system. Pupils in Year 6 make biscuits and design and make packaging to store and market them. They apply numeracy skills well by calculating the ingredients needed and finding the cost of one biscuit and the packet. A range of biscuits is made and attractively packaged.

82 The school holds a dedicated design and technology week each year during the autumn term. Pupils have good opportunities to design and make a range of products. Finished products are displayed in the hall where pupils can share and evaluate other's work. Digital photography is used well to record the finished items. There is no evidence of Year 6 pupils working with projects involving gears, pneumatics and controlled vehicles.

83 No teaching of design and technology was seen during the inspection so no overall judgement about teaching and learning can be made. The leadership and management of design and technology are sound. Although the school has adopted the national recommended guidance, planning is not as well developed as in other subjects. Overall, the school has made satisfactory improvements in design and technology since the last inspection.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses:

- The curriculum provides a very wide range of exciting projects including two- and three-dimensional work.
- Pupils produce finished artwork of a very high standard.
- Good use is made of ICT.
- The range of material and resources available to teachers and pupils is good.
- The teachers' planning is good and ensures that skills and techniques are developed as the pupils move through the school.

Commentary

84 No art lessons were seen. However, it is clear from a scrutiny of sketch books, finished artwork and the rich abundance of art on display about the school that teaching is good and that pupils achieve high standards. The standard of artwork achieved by individual pupils and by classes is very high and is displayed with great care about the school. Finished work by pupils is displayed alongside the work of established artists. It includes three-dimensional work of high quality. Increasing use is being made of drawing and painting programs via computers.

85 The range of experiences offered to pupils from Year R to Year 6 is very broad. They are able to experience and explore an impressive range of activities, from drawing, painting and printing to three-dimensional modelling and sculpture. The programme is designed to enable the pupils to develop their artistic skills and build upon their earlier experience. Art is used extensively to enhance the other subjects of the curriculum.

86 Planning for art across the school is logical and well structured. The range of activities is ambitious. Resources are very good for drawing, painting, printing and three-dimensional work. Opportunities are taken to draw inspiration and technical skills from art of other cultures and the work of established artists. There has been good improvement since the last inspection.

Music

Provision in music is **very good**.

Main strengths and weaknesses:

- The achievement of pupils of all ages is very high.
- The quality of teaching and learning is very good.
- There is an excellent range of musical opportunities for pupils.
- The leadership and management of the subject are very good.

Commentary

87 Music has a very high profile in the curriculum and is a great strength of the school. The high standards have been maintained since the previous inspection. Pupils are enthusiastic musicians and they achieve very well.

88 In the lessons observed, pupils in Reception and Years 1 and 2 were able to maintain a steady beat and the older pupils showed their progress by singing while clapping the pulse. They sang tunefully and were able to respond to the teachers lead accurately, reflecting his actions and beat. The teacher encouraged individual pupils to explore the sounds that could be made by their instruments. The other pupils respected each other's efforts and maintained total involvement.

89 Some of the teachers are competent musicians and their skills enhance the very good quality of teaching. The school also employs a specialist music teacher who makes a very strong contribution to the teaching of the younger pupils. Teachers have very high expectations of their pupils and insist on the highest possible standard from them. The pupils thoroughly enjoy their music, concentrate very well on the tasks and work hard to improve their performance. The quality of their singing is excellent.

90 Music is managed very well. The resources are excellent. Pupils often perform during school collective worship and in dramatic productions with music. They take part in visiting musical workshops, music festivals, concerts and community projects. An excellent range of extra-curricular activities includes infant and junior choirs, steel pans, recorder and guitar. Great care is taken to ensure that all pupils are given opportunities to take part in all activities over time. Visiting musicians have recently included African drumming and a samba band. A two-day workshop is planned with musicians from the Bournemouth Symphony Orchestra. Pupils speak very enthusiastically about variety of musical experiences that they have taken part in.

91 Inspectors were privileged to be present for the school's harvest thanksgiving. Within a sensitive collection of readings, prayers, actions and songs, each class performed a song or spoken item and the assembly ended with a song from the choir. The quality of their performance was outstanding.

Physical Education

Provision in physical education is **good**.

Main strengths and weakness:

- Standards in gymnastics are above nationally expected standards by the end of Year 6.
- There are examples of very good teaching.
- Indoor and outdoor areas for physical education are limited for space.
- The school has good arrangements for the teaching of swimming and pupils exceed expected standards.
- The physical education programme is enhanced by extra-curricular activities.

Commentary

92 Only one gymnastics lesson in Year 5 and 6 was seen during the inspection. By the end of Year 6, pupils attain standards above those expected for their age. The school has good arrangements for swimming and uses the facilities at a local Sixth Form college. As a result, most pupils attain the expected standard of swimming 25 metres by the end of Year 4. Pupils are achieving well in physical education because of the good opportunities provided. It was not possible to make judgements about standards by the end of Year 2. Standards in Year 6 have improved since the last inspection, when they were judged to be in line with national expectations.

93 The teaching in the lesson seen was very good. Pupils were given good opportunities to practise and develop sequences on the floor and then on apparatus. They applied considerable creative and physical effect as they worked effectively individually or in pairs. They demonstrated control and fluency in practising and refining sequences of movements, which included foot sequences, balances and a bridge. The teacher gave constructive feed back on pupils' performance and this motivated them to improve. Individual pupils were used very well to demonstrate skills such

as balancing as a model of good practice to the class. The lesson was well structured and generally maintained a good pace. Every pupil, regardless of aptitude or ability, was included and encouraged. However, the pace and scope during the apparatus work was hindered by the limited space in the small hall. During the lesson, the teacher provided very good opportunities for pupils to observe and evaluate others' work. Pupils were articulate and appraised the work of others in a supportive and constructive way. Pupils' ability to evaluate performance effectively is a particular strength. Throughout the lesson, the teachers' management of pupils was excellent. Clear expectations and very good relationships were firmly established. As a result, the pupils behaved maturely and responsibly, and worked effectively and safely.

94 Physical education is effectively led and managed by the headteacher. The school's outdoor playing areas are limited for space but the local recreation ground is used from time to time. The school's physical education programme is enhanced by extra-curricular activities such as football, netball and tag rugby. Overall, the school has made good improvements in standards and provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The subject plays a major part in the school's approach to developing the social and personal attributes and skills of its pupils.
- It is given a high priority throughout the school.
- Pupils of all ages, from the youngest children in Reception to the oldest in Year 6, respond very positively.

Commentary

96 The programme of PSHE and citizenship is thorough. Many of the issues and structures that underpin the school's objectives are contained in the programme and are taught at the appropriate point in the pupils' development. It includes units on sex and relationships education and addresses issues of drugs misuse. There is considerable flexibility to allow activities such as circle time to address issues of immediate concern to the children in a secure and supportive way.

97 A very notable strength of PSHE is the way in which every person is included and respected. Discussion with groups of pupils during breaks revealed their confidence in being able to talk through a range of issues and occasional concerns in an open and democratic way. The activities make a very strong contribution to the social, moral and spiritual development of the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 1 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| 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 | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 1 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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