

INSPECTION REPORT

**EAST HANNINGFIELD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Chelmsford

LEA area: Essex

Unique reference number: 115113

Headteacher: Mrs L.J. Findlay

Lead inspector: Mike Onyon

Dates of inspection: 16th – 18th May 2005

Inspection number: 274435

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 years
Gender of pupils: Mixed
Number on roll: 109

School address: The Tye
East Hanningfield
Chelmsford
Essex
Postcode: CM3 8AE

Telephone number: 01245 400772
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Appropriate authority: The Governing Body
Name of chair of Mrs H. Lyne
governors:

Date of previous 17th – 20th January 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a below average sized primary school. The school caters for pupils from the age of four to eleven years. One pupil is learning English as an additional language and 93 per cent of the pupils are of white British ethnicity. The school serves an area of mixed social characteristics and children's attainment on entry is below average, with particular weaknesses in language, literacy and communication and personal and social skills. A small number of pupils are from travelling families. A below average number of pupils are identified with special educational needs, including statements, with a range of learning difficulties. The proportion of pupils known to be eligible for free school meals is well below the national average. The school has achieved 'Healthy Schools' and 'Investors in People' status. It is a member of a local Primary learning network and involved in the national leadership development strategy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Mike Onyon	Lead inspector	Special Educational Needs, English as an additional language, English, information and communication technology, design and technology, art and design, music, physical education, religious education.
9391	Norma Ball	Lay inspector	
18370	Kevin Johnson	Team inspector	Foundation Stage, mathematics, science, citizenship, geography, history.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school that provides an acceptable standard of education and gives satisfactory value for money. Children's attainment on entry to the school is below average and sound teaching in reception and Years 1 and 2 means that standards remain below average by Year 2. Good teaching and learning in Years 3 to 6 moves pupils on well and, by Year 6 standards are above average in English, mathematics and science. The leadership of the school is beginning to put things in place to improve standards in Years 1 and 2.

The school's main strengths and weaknesses are:

- Consistently good teaching in Years 3 to 6 is leading to good achievement by Year 6; whilst satisfactory, achievement and teaching in reception and Years 1 and 2 are not as good.
- The curriculum is enriched well, giving pupils many opportunities to experience a range of activities which positively develop their learning.
- Provision for pupils with special educational needs is good, and as a result they achieve well.
- The school provides well for pupils' health, welfare and safety, their views are valued and they are offered good support, advice and guidance.
- The school's systems for assessing pupils' progress are appropriate, but better use could be made of the results to inform lesson planning, particularly in reception and Years 1 and 2.
- Good links with parents, established through children's induction to the reception class, are not sustained through the rest of the school.

Overall, improvement since the last inspection in 2000 has been satisfactory. There have been changes in staff and, overall, the quality of teaching is not as good. However, monitoring and evaluation of teaching by the headteacher and subject leaders, along with the sampling of standards in pupils' work, are beginning to have an impact upon standards. Standards at Year 6 have risen, but those in Year 2 have fallen.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	C	D	B	A
Mathematics	B	E	B	B
Science	E	E	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those where pupils achieved similar average points scores at Key Stage 1.*

Achievement is **good** overall for all groups of pupils. Caution should be exercised when analysing results since very small numbers of pupils are assessed. Because of this and the varying numbers of pupils with special educational needs each year, results have fluctuated

in English, mathematics and science over the last three years. When children begin school their attainment is generally below average. Children in reception achieve appropriately, and standards for the current year group are likely to remain below those expected in the areas of learning for children of their age by the time they enter Year 1. Achievement in Years 1 and 2 is satisfactory. Standards in Year 2 are currently below average in English, mathematics and science, and average in ICT. Pupils in Years 3 to 6 achieve well. Standards in the current Year 6 are above average in English, mathematics and science, and again average in ICT.

Pupils' personal qualities are **satisfactory**. Their attitudes, values and personal development, including their spiritual, moral and social and cultural development, are sound. Whilst most behave well during lessons, a small number behave inappropriately at times. A supportive ethos encourages pupils to act in a mature and responsible manner. Attendance is average and punctuality is good.

QUALITY OF EDUCATION

Overall the quality of education is **satisfactory**. Teaching and learning are **sound** overall, with consistently good teaching and learning in Years 3 to 6. Teaching and learning in reception to Year 2 are satisfactory. As a result of the good efforts of the teachers, pupils make good progress through Years 3 to 6. Expectations here are high and teachers know the subjects well. The pace of lessons and levels of challenge could be improved in reception to Year 2 in order to raise standards. The school prepares pupils appropriately for national tests but also provides good wider learning opportunities for all the pupils both during and beyond the school day. It offers an appropriately balanced curriculum, effectively linking subjects and providing good learning opportunities in Years 3 to 6. The provision for pupils with special educational needs is good; these pupils are well supported and as a result they make good progress in their learning and personal development. Assessment is used appropriately as a guide to current and future learning, but more could be done to use the outcomes to provide better levels of challenge for pupils in reception to Year 2. The care provided for pupils is good. The overall partnership with parents is satisfactory, as are links with other schools and colleges and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides sound leadership. She provides a relevant agenda to raise standards and promote the pupils' personal development, particularly in reception to Year 2. She is actively supported by subject leaders, particularly for English and mathematics, who are working hard to raise standards, especially in English. Some barriers to learning have not been overcome because of a lack of trust within a significant minority of parents. The school governors are supportive of the school and they make a sound contribution to its success and efficiency. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Whilst parents are generally satisfied, a number express legitimate dissatisfaction about how the school takes account of their views and concerns. They do not feel comfortable approaching the school with questions or problems. There is evidence to suggest that there are opportunities for parents to be involved and the school is working hard to improve relationships. Parents say that their children are expected to work hard and encouraged to become mature and independent. Overall pupils have a satisfactory view of the school, but

express some concerns about the behaviour of other pupils. They have to work hard, and get help when they are stuck.

IMPROVEMENTS NEEDED

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

- Raise achievement in the areas of learning in reception and in English, mathematics and science in Years 1 and 2.
- Use the detailed information available from the assessment of pupils' progress to inform the planning of lessons more effectively.
- Establish a stronger and more effective partnership with all parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and capability into account.

Overall, achievement is good and is improving. Pupils reach above average standards by Year 6, from below average standards on entry. In reception and Years 1 and 2 achievement is satisfactory, and standards in Year 2 are currently below average.

Main strengths and weaknesses

- Pupils make good progress in Years 3 to 6 as a result of good teaching, but progress in earlier years is held back because teaching is weaker.
- Pupils' good overall achievement has been effectively supported by an increasing focus upon teaching and learning in English and mathematics in Years 3 to 6.
- Assessment data indicates that standards are rising and will be better, by Year 2, over the next two years.

Commentary

1. Children's attainment on entry to the school is below average, across all areas of learning, but particularly in language and literacy. Data provided by the local education authority, and used by the school, shows that the majority of children enter the school at levels below those expected nationally. Children reach standards that are still below average as they enter Year 1. The focus of teaching and learning and support for teachers in these early stages is improving pupils' language and literacy skills and an appropriate curriculum enables satisfactory children's achievement. There have been changes in teaching staff in the reception class and currently children's achievement is satisfactory. Their learning is promoted through planned experiences in the areas of learning expected for children of their age. The assessment of their development and progress does not currently challenge learning and greater use needs to be made of planned and spontaneous opportunities to assess their progress.

The tables shown in this section give average point scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point below the national, their pupils are, typically, a term behind.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.1 (14.9)	15.8 (15.7)
Writing	13.6 (13.6)	14.6 (14.6)
Mathematics	15.4 (16.0)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

- The school's Year 2 test results in reading, writing and mathematics have varied and caution needs to be exercised due to the small numbers of children being assessed each year. However, the overall trend is below the national trend. When compared with all schools, the 2004 results were well below average in reading, writing and mathematics. However, the year group tested in 2004 entered the school with below average attainment on entry, and results were predicted to be below average. Current standards in Year 2 are below average in reading, writing, mathematics and science, representing satisfactory achievement. Standards in ICT are average. Evidence provided by the school indicates that outcomes, as measured by national tests, are expected to improve over the next two years. The school has focused its efforts on maintaining and improving results in Years 3 to 6 and is now beginning to place a clear emphasis on improving the quality of teaching in Years 1 and 2.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.0 (25.7)	26.9 (26.8)
Mathematics	27.9 (25.0)	27.0 (26.8)
Science	29.3 (27.0)	28.6 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year

- When comparing the school with other schools whose pupils achieved similar outcomes at Year 2, results in the 2004 National Curriculum tests at the end of Year 6 were well above average in English, mathematics and science, representing very good value added. This results from the school's clear emphasis upon teaching and learning in English and mathematics in Years 3 to 6. There has also been a clear focus on developing investigative work in science. Indications are that results in 2005 will show a slight improvement but maintain similar standards. Current standards in Year 6 are above average in English, mathematics and science, and average in ICT. The overall trend in the school's average National Curriculum points score in Years 3 to 6 is above the national trend, and pupils' achievement through Years 3 to 6 is good. The leadership team is working together well to sharpen the focus upon raising standards and is beginning to share the good practice seen in Years 3 to 6 in Years 1 and 2.
- Standards have fluctuated since the previous inspection and, by Year 2, show a downward trend. By Year 6, however, standards have been improved in English, mathematics, science and ICT. Attainment in ICT was a key issue at the time of the previous inspection and the school has given considerable attention to teaching and learning in the subject. Under the leadership of the deputy headteacher there has been clear progress with standards by Year 6 now average. The school is gaining a clearer understanding of the strengths and weaknesses in areas of pupil achievement in the subject. There have been improvements in the analysis of data available from test results and the information is shared with all staff. This focus has had an impact in Years 3 to 6 but not yet Years 1 and 2. Currently teaching and learning are satisfactory in Years 1 and 2 and there needs to be a greater emphasis on what pupils need to do to improve.
- Pupils with special educational needs achieve well, particularly in Years 3 to 6, as the result of good identification of their needs and well focused support. All pupils, regardless of social, ethnic or gender differences, are provided with appropriate learning opportunities. Such support is planned and evaluated by the special needs co-ordinator (SENCO). Currently such needs are identified through individual education

plans and the school is planning to give greater emphasis to support for pupils at an earlier age. Where the quality of teaching is satisfactory, rather than good and better, pupils with special educational needs do not achieve as well. Overall, however, they achieve equally as well as most pupils. The school is very much aware of the home situations of all its pupils and most teaching responds sensitively to their needs.

6. As a result of good teaching and learning in Years 3 to 6, pupils' achievement is, overall, good. From entering the school with standards that are below average, most pupils progress to a position where standards are above average by Year 6. The school needs to continue its focus on teaching and learning in reception and Years 1 and 2 to ensure that standards are raised.

Pupils' attitudes, values and other personal qualities

Pupils have sound attitudes to learning and their behaviour is satisfactory. The spiritual, moral, social and cultural development of pupils is sound. Attendance is satisfactory and pupils arrive at school punctually.

Main strengths and weaknesses

- The school sets clear expectations for good behaviour.
- Pupils are keen to carry out responsibilities in school and do so well.
- Pupils have a clear understanding of right and wrong.
- Pupils sometimes do not listen attentively to each other or their teacher.

Commentary

7. The majority of pupils enjoy being at school, working and playing with their friends. Parents are also appreciative of the fact that their children seem happy and are encouraged to become mature and caring young people. In most lessons the majority of pupils show an interest in their work and respond well to their teachers and other adults. They join in well with class discussions and like to share their ideas. Some pupils find it difficult to remain interested in their work for any length of time and can become talkative and interrupt the learning of other pupils around them. However, in most classes, particularly in Years 3 to 6, this inattention is managed sensibly by staff so that pupils achieve well.
8. Most pupils have a positive attitude to their work and enjoy praise and recognition for what they do well. A good example of this was a lesson for pupils in Years 3 and 4, on the field, where the whole class worked with enthusiasm on improving their athletics skills. Some occasional lack of attention was quickly identified by the teacher and the pupils were successfully drawn back into the main class activity. They took pride in improving their jumping skills and the recognition given to their hard work by the teacher. All pupils like to help with small tasks and those in Year 6 have a good range of important responsibilities in the school. The school council is an active and valued influence in the school. Pupils carry out their duties with dignity and show pride in what they do, and this contributes well to their personal development.
9. Both parents and pupils expressed concerns about behaviour and overall the standard of behaviour, although satisfactory, is not as good as it was at the time of the previous inspection. There has been one fixed-term exclusion recently. The majority of pupils

behave well, know the difference between what is right and what is not acceptable, and try their best to meet the standard of behaviour expected in school. There are a minority of pupils who can become easily over-excited and do not understand how their actions affect other people. At times, especially at playtime and during the lunch hour, small outbursts can lead to aggressive behaviour which affects other pupils. The school are working sympathetically with these pupils to help them find ways to cope with playing co-operatively with other pupils and controlling their temper better. Relationships are sound and better amongst older pupils and their class teachers. Some of the tensions and frustrations felt by both staff and pupils in lessons that require constant attention to difficult or off-task behaviour have an impact on relationships. Pupils do not always listen respectfully to each other or to their teacher.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	1	0
White – Irish	4	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed –White and Black African	1	0	0
Black or Black British – any other Black background	1	0	0

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

10. Attendance is below the national median but there is very little unauthorised absence. Most pupils attend school regularly and arrive on time each day. Two main factors influence the lower than average attendance levels for the school. There are a few children who have had difficult health problems which have led to interrupted attendance. In addition some pupils, who have left the school midway through the year, have to remain on the register for several weeks after they have left and this has an adverse effect on the overall attendance statistics. Attendance is monitored appropriately by the school and the Education Welfare Service provides additional support on matters of attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
National data	5.1	National data	0.4

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

11. Most pupils understand how they should behave, try to do as well as they can in school and mix happily with their fellow pupils. Their social and moral development is not as positive as it was at the time of the previous inspection. In part this is because of some poor behaviour by a few pupils, which diminishes the overall enjoyment of school and all its activities for pupils. Teachers work with determination to keep all pupils focused on their work, but reflective moments are not always easy to achieve. Pupils understand that people come from different backgrounds, cultures and faiths although the opportunities to explore the cultural diversity in modern society on a first hand basis are limited. Pupils' cultural development is sound and the school has established this as an area for further development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Overall, teaching and learning are satisfactory, though good in Years 3 to 6. The curriculum follows a similar pattern, but it is enriched well. Provision for pupils' care, support and guidance is good. Overall, the partnership with parents is satisfactory, but more efforts need to be made to maintain relationships with all parents.

Teaching and learning

The overall quality of teaching and learning is satisfactory. Whilst assessment procedures are satisfactory overall, the outcomes could be used more effectively to inform teaching and learning.

Main strengths and weaknesses

- Pupils in Years 3 to 6 are taught well, and some teaching is outstanding.
- There are some unsatisfactory features in the teaching of other classes.
- The overall quality of teaching has declined since the previous inspection.
- Assessment data could be used more effectively.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	9	8	2	0	0

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

12. The quality of teaching overall is satisfactory. It is much stronger in Years 3 to 6, where teachers use their subject knowledge well to plan lessons which challenge and engage their pupils. In these classes teachers use a variety of strategies to make lessons interesting, and consequently pupils are motivated and enthusiastic about their learning. ICT is used with increasing effect, for example in numeracy lessons. This encourages pupils' independence and enjoyment. Teachers explain very clearly what is expected of pupils and set targets for their achievement. Consequently they strive to complete tasks in the time given. Work is matched well to pupils' different abilities. Pupils are presented with appropriate learning opportunities regardless of social, ethnic or gender differences. Pupils who have additional learning needs are given good support, often by learning support assistants who are both skilled at helping them achieve and sensitive to their particular needs. In a highly effective lesson seen for pupils in Years 3 and 4 the teacher had planned a carousel of mathematics activities, which tested a range of skills. The whole class became engrossed in measuring angles, number calculations, mental agility tasks and problem solving. The atmosphere in the classroom was one of intense concentration and sense of purpose. As a result pupils achieved better than might be expected in the lesson.
13. The quality of teaching in Years 1 and 2 is satisfactory overall. Lessons often begin with a recap of previous work so learning builds on what pupils already know. Resources and activities are chosen appropriately to add interest to lessons. For example, in a lesson about three-dimensional shapes the teacher used a variety of recognizable boxes and cylinders so that pupils could link mathematics to everyday life. Most recognised that a Toblerone box was also a triangular prism. In a science lesson pupils were taken outside to use their senses in a practical way to find out how far sound will travel. Some lessons, however, lack the necessary pace and challenge to move learning on sufficiently. Planning does not identify precisely what pupils will learn because assessment is not used well enough to focus on what different groups need to learn next. Currently, well focused advice and support is provided for the

teacher by the subject leaders for English and mathematics. This is beginning to have an impact in improving the quality of teaching and learning.

14. Teaching in the foundation stage is satisfactory. Foundation staff work well as a team and establish sound relationships with the children. Planning satisfactorily identifies teaching activities across all areas of learning but lacks detailed learning objectives linked to individual stages of children's development. Consequently some children practise skills at which they are already competent. Nevertheless pupils are given a satisfactory range of activities, particularly in the afternoon sessions when better opportunities for independent learning are provided.
15. Whole school systems for assessing and tracking pupils' progress from reception to Year 6 are rigorous and help the school to set targets for future attainment. The overall data, however, is not used as effectively as it could be. There are not enough interim checks to ensure that pupils achieve well enough to stay on track or to identify possible underachievement. The quality of teachers' marking is inconsistent. In the best examples the teachers' comments are evaluative and leave pupils in no doubt about how they can improve. Conversely, work is sometimes left for long periods without being marked.

The curriculum

Provision is satisfactory overall. The curriculum is enriched well by a range of extra-curricular activities and occasional visitors, and supported by satisfactory accommodation and resources.

Main strengths and weaknesses

- A good range of activities successfully enriches pupils' learning.
- Pupils who have special educational needs are well provided for.
- Whilst satisfactory, resources for science and the foundation stage are limited.
- Some weaknesses in accommodation detract from the provision for small group and individual tuition.

Commentary

16. An appropriate breadth and balance to the curriculum helps pupils to achieve well by the time they leave the school. All pupils are included equally and provided with a range of appropriate learning opportunities. Provision for ICT has improved since the previous inspection, which means that national requirements are now met. The curriculum is strengthened well by the inclusion of Spanish lessons for pupils in Years 3, 4, 5 and 6. The curriculum for children in the foundation stage is satisfactory. Whole school planning ensures that pupils build up knowledge and skills systematically. Specially planned weeks, each with a particular curriculum focus such as art or science, provide opportunities for pupils to practise skills across the curriculum. Literacy and numeracy are well established. Planning for these areas follows the guidance of the national frameworks. All pupils are included equally, and given opportunities regardless of social, ethnic or gender differences. Good support is offered to children from travelling families.
17. There is a good range of activities to help pupils learning beyond the classroom. Recent visits to Marsh Farm and Tropical Wings helped younger pupils' understanding of animals and mini beasts. Oaklands Museum provided pupils with insights into past times. A whole-school visit to Duxford Air Museum as part of science week still

generates a buzz of excitement. Members of the school orchestra and choir have the chance to improve their performances when singing and playing in local festivals as well as taking part in an event held in the Royal Albert Hall. Pupils have the opportunity to nurture their talents and interests in a wide range of after-school clubs. Seasonal sports, craft clubs and gardening, for example, effectively encourage pupils' skills and their personal development while a series of competitive fixtures enable pupils to put their skills to the test.

18. Planning for pupils' personal, social health education is sound. Pupils learn about the importance of healthy lifestyles, including the hazards linked to drugs and other substances, through the science curriculum. In Years 5 and 6 they are taught about the changes which occur during puberty. A local council programme called 'Crucial Crew' presents activities that involve pupils effectively to alert them to possibly dangerous situations.
19. The provision for pupils with special educational needs is effectively planned. Teaching and learning in class are complemented by carefully planned withdrawal teaching, usually in small groups, for those pupils who need such specific support. Pupils follow programmes of learning which are formulated and updated on the basis of the appropriate assessment of their individual needs. Each pupil's individual education plan is appropriately prepared with clear and measurable targets, activities and resources that enable these pupils to achieve their best. Most staff work closely together to support each pupil, although there could be better targeting of support in reception and Years 1 and 2. The special educational needs co-ordinator communicates with parents and with outside agencies, who provide regular specific support and advice as part of the school's provision. Overall, a good focus on all individuals' needs ensures that they achieve well and are included in school life.
20. There is a satisfactory match of teachers to the needs of the curriculum. Learning support staff often make a positive contribution to children's learning, particularly where they are involved in the planning and delivery of learning activities. Some areas of the school are cramped and pupils who are withdrawn for special activities are taught in open areas of the school when they are often distracted from their work by what happens around them. Whilst satisfactory overall, resources for the foundation stage and science are limited.

Care, guidance and support

The school ensures that all pupils are well cared for and given good advice and guidance. Their welfare and health and safety are a high priority. Pupils are well involved in the work and development of the school.

Main strengths and weaknesses

- The welfare and safety of pupils is a high priority in the school.
- Induction arrangements of new pupils are well organized.
- Pupils' views are sought and valued well by the school.

Commentary

21. The school assigns a high priority to the care and welfare of all pupils. Child protection matters are managed sensitively and the headteacher has undertaken recent update

training for her designated role. Regular inspections of the school premises and equipment are carried out but one minor health and safety concern was reported during the inspection. Pupils who are unwell are well cared for and many staff have qualifications in first aid. The environment in the school and outside is welcoming and pupils feel secure and able to confide in staff when they have problems. They know they will be listened to and they will be supported and helped. The level of care for pupils with special educational needs is good and they achieve well.

22. Pupils and their parents are introduced to school sensitively and home visits ensure that staff and parents get to know each other well before school begins. The link with the local playgroup is being re-established and will help to provide further support for new pupils when they join the reception class. Staff take time to meet all parents and explain all aspects of the school to help them to feel fully involved with their child's education at an early stage. Parents also value the sensitive manner in which pupils are helped to make the move to the next stage of their education at the end of Year 6.
23. Teachers and other adults know the pupils in their care very well. Personal development is monitored and recorded regularly by teachers and information is used well to promote their development and progress as they move through the school. Staff treat pupils with kindness and respect pupils and enjoy talking to them and helping them. Pupils feel that there are adults in the school to whom they can go when they wish to find support and reassurance. A good range of information is collected about pupils' academic progress but as yet this information is not used to full potential to promote better achievement for individual pupils. The progress and personal development of pupils with special educational needs are monitored well. Targets are set for pupils and regularly reviewed and this is especially effective for older pupils, who feel that their teachers have a clear understanding of how well they are doing and help them to identify how they can improve their work further.
24. Pupils' views and ideas are valued and used well by the school. The school council provides a regular forum for pupils to express their views and share ideas about developments in the school. Pupils from every year group are elected by classmates and take their role very seriously, canvassing the views of their classmates and reporting back on what the council has decided in circle time. The minutes of council meetings are well displayed in school. Circle time is a popular and valuable feature of the school and pupils know that they can share and explore ideas as well as issues together with their teacher. School council and circle time discussions have led to a number of school initiatives such as the friendship garden and serious debates concerning the charities which the pupils will support. Pupils feel that what they have to say is valued and respected and their contribution to school life is a very positive feature.

Partnership with parents, other schools and the community

Overall, the school has a satisfactory partnership with parents, the community and other schools.

Main strengths and weaknesses

- Parents are well informed about the school and their children's achievement.
- Good links established with parents during the induction of children to the reception class are not maintained effectively.

- A significant minority of parents express dissatisfaction with aspects of the school's work.

Commentary

25. Overall, parents have a satisfactory view of the school and value the school. They value especially that pupils are expected to work hard and do their best and that they are encouraged to become independent and mature. Parents are also pleased with the induction arrangements and feel that whilst at school their children are treated fairly. However, in the pre-inspection meeting and through the questionnaire, some parents expressed concern about their partnership with the school in terms of how well they were kept informed about their children's progress and how well their views were sought. A number of parents did not feel comfortable in approaching the school with questions and complaints, nor did they feel that their views were sought effectively.
26. The inspection found that the information provided for parents, including guidance on how well their children were doing, was good overall. The prospectus, newsletters and annual report from governors to parents provide a comprehensive range of relevant and helpful information. There are three parents' meetings each year and in the autumn and spring term there is a clear focus on discussing the progress that individual children are making with their parents. The annual reports, at the end of the year, may be discussed with staff by appointment to give a pre-arranged and private meeting with the class teacher to talk in depth about any concerns parents may have. Reports are clear and well structured; giving parents a good picture of their child's progress as well as setting some simple targets for helping them to improve in specific tasks and areas. Parents' views are valued and canvassed, for example by consultation with the Parent Teacher Association (PTA), through questions in the regular newsletters and through a recent questionnaire survey. The school regrets that the response from parents is often limited but plans to develop a more regular and productive dialogue between home and school, offering a better response to parents who find it difficult to approach the school.
27. Overall the partnership with parents is less strong than at the time of the last inspection. Some parents provide help in school on a regular basis, especially supporting swimming lessons, and the PTA is an active social and fundraising body. The home-school contact link through the reading record for younger pupils and homework book for older pupils is used with varying success but does provide a means of regular written communication between home and school. Parents feel there is a defensive approach from the school when they wish to raise concerns or ask probing questions. Easy and informal exchanges between staff and parents were not seen at the start or end of the school day. Recent curriculum events organised for parents have been on the initiative of the school and the parents. No regular informal gatherings or meetings appear to be organised with staff. The range of contact points between school and parents is controlled and appears to lack the warmth and spontaneity which could foster closer and more productive links with home.
28. The school is in the heart of the village and pupils learn about and share in their village community. Local residents are invited to join the school community to enjoy some school productions, fairs and events. Pupils are encouraged to be sensitive to the needs of local residents and those beyond their own immediate community, and this adds greatly to their maturity and sense of awareness of the world around them. The school works well with other schools, especially those secondary schools to which pupils transfer after Year 6. The links with staff in secondary schools are well

established and used effectively to ensure a sensitive and well-organised transfer to the next stage of education for all pupils. Partnerships with several schools have remained good since the last inspection. Links with the community and with other schools are sound overall but less strong than at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides satisfactory leadership of the school. The leadership of other key staff is also satisfactory. The governance of the school is satisfactory. The school is managed appropriately. At present there is a lack of trust within a significant minority of parents.

Main strengths and weaknesses

- The headteacher and governors have made improvements to the school in the last twelve months.
- Distrust has developed as a result of the concerns of a significant minority of parents.
- The headteacher and the subject leaders for English and mathematics have been effective in developing the staff team.
- The leadership of the school has recognised the weaker progress of children in reception and pupils in Years 1 and 2 and has begun to bring about improvements.

Commentary

29. The headteacher has made an acceptable contribution to the educational direction of the school. Her vision for the school and a desire for improvement for the benefit of the pupils have been particularly felt in Years 3 to 6. Her focus is now, increasingly, on the progress of children and pupils in reception and Years 1 and 2. Above average standards in English, mathematics and science have been maintained in Years 3 to 6. Performance management for teachers, across the school, includes appropriate targets to raise standards and to improve the quality of teaching in the early years. Strategic planning enables an effective use of the school budget, with resources recently targeted at the improvement of facilities in ICT. Good practice in teaching and learning has been identified and is beginning to be shared amongst colleagues in the school, leading to better expectations in the predicted outcomes of national tests in Year 2 over the next two years.
30. Although the headteacher and governing body are managing change in the school, they have been deflected from their purpose by a lack of trust amongst a minority of parents. They have voiced concerns about aspects of the school, which have deflected the leadership from its desire to improve standards. Expressions of mistrust were voiced in the parental responses to the inspection questionnaire for parents and this has had an adverse effect upon the speed with which the school has moved forward. Standards have been inconsistent in reception and Years 1 and 2 and the overall trend in results has been downward. Standards have begun to rise in the early years and the school hopes that they may soon reflect the above average standards consistently reached in Years 3 to 6. It needs to communicate this message more effectively to all parents. Improvement since the last inspection has been satisfactory overall, although the quality of teaching for the youngest children and pupils is not as good. There have been improvements in ICT and the leadership now regularly monitors standards and pupils' progress, and the quality of teaching.

31. Governance of the school is satisfactory and governors fulfil their statutory requirements. They are aware of the need to address some issues related to access to the school grounds and the building. An appropriate committee structure is in place and named governors have an overview of specific areas, for example numeracy, literacy and special educational needs. Currently parents have not used the avenues available to them, through the governing body, to follow up issues they may have. The governing body has a clear picture of the school's strengths and weaknesses but needs to offer more focused challenge in order to encourage improvements in standards in reception and Years 1 and 2. Governors are clear about their roles and responsibilities and offer considerable support to the school.
32. The headteacher and subject leaders for English and mathematics have recognised weaknesses in teaching and learning and have worked effectively to put into place strategies for teaching the subjects and providing further professional training for the teaching and support staff. Performance management is in place for all staff and includes the targeting of raised standards and improved teaching, where necessary.
33. The school has correctly identified that children and pupils in reception and Years 1 and 2 are making only satisfactory progress. The outcomes of the assessment of pupils' achievement have provided the school with considerable data and the focus is now, increasingly, on using the outcomes to inform lesson planning in order to move pupils' learning forward more quickly. Subject leaders recognise what needs to be done and are keen to manage change effectively. Where less successful teaching has been identified, good quality support is being provided and successful teachers have worked effectively alongside colleagues.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	371,352
Total expenditure	336,986
Expenditure per pupil	2,982

Balances (£)	
Balance from previous year	16,647
Balance carried forward to the next year	51,013

34. The finance committee of the governing body has appropriate plans in place to ensure value for money is a priority in its allocation of the large surplus currently available to the school. Considerable funding is required to undertake planned improvements to the school building and grounds.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision in the Foundation Stage is satisfactory. This is similar to the provision seen in the previous inspection. Teaching is satisfactory. When children join the reception class their overall level of attainment is below that expected for their age. Although they make satisfactory progress many are unlikely to reach the expected early learning goals. Achievement is better in the area of personal, social and emotional development because the staff place a strong emphasis on those skills. There is a satisfactory balance between teacher-led and independent learning activities. Teachers assess pupils' abilities across the areas of learning each term and data confirms their steady progress. However, too little use is made of this information to plan for children's individual step-by-step learning.
36. Provision in personal, social and emotional development, in communication, language and literacy, and in mathematical development is judged below in detail. Not enough teaching could be seen to fully judge provision in the other areas of learning.
37. Children's work in **knowledge and understanding of the world** was sampled as no direct teaching could be seen in this area of learning. Assessments show that standards are below expectations when they start school. Children are unlikely to achieve the expected goals by the end of reception. Scientific curiosity is developed when children go outside to 'hear sounds' or while finding out about dinosaurs. They gain a sense of the past by examining and comparing old and new toys. Their horizons are broadened by visits to a farm. Christmas and Easter stories make children aware of important Christian celebrations, whilst during assemblies they hear about the beliefs of Muslims and listen to Islamic prayers.
38. Work in **creative development** indicates a satisfactory range of experiences, enabling children to explore colour and texture. Creative experiences are very limited when they enter the reception year, particularly those of boys. Assessments show that they make steady progress though attainment levels are likely to fall short of the early learning goals at the end of foundation stage. Children experiment with colour to create pictures of tigers based on the work of Henri Rousseau. They use ICT tools to 'paintbrush dinosaurs' and create symmetrical patterns. Large scale collages of 'people who help us' and an impressive dinosaur made from paper card add to the range of work displayed.
39. No direct teaching in **physical development** could be seen. There are satisfactory opportunities for pupils to handle small equipment such as construction pieces, brushes and pencils. Most hold pencils correctly. Whilst satisfactory, equipment for outside play is limited and this impedes some aspects of physical development, by preventing a purposeful free-flow of activities between classroom and outside areas. The school has plans to improve the range and quality of equipment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.
- Teachers have high expectations and are good role models for children.

Commentary

40. A high priority is given to this area because pupils' skills are lower than expected when they start school. Teachers ensure that there are opportunities for children to share and take turns. They are encouraged to listen politely to one another and to follow the daily class routines. Children work and play co-operatively. Although there is some boisterous play from boys when they are not closely supervised, children generally behave sensibly and work with increasing concentration. They show some level of independence, for example by dressing and undressing themselves for PE lessons. However a significant number still depend on adult support in other activities such as writing because they lack the confidence to try by themselves. Children form trusting relationships with adults and begin to make friends with others. Good teaching was seen during 'circle time' when they gathered in the hall for a whole-class activity. Teachers had previously identified the need to improve pupils' listening and observational skills. Children enjoyed the simple games such as 'pass the smile' to encourage eye contact and the 'detective game' where they had to work out who was leading the group in a follow the leader activity. By the time they join Year 1 children will not have reached the levels expected in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong emphasis on teaching letter sounds.
- Books to encourage independent reading are in short supply.
- Teaching does not always help children to move forward in their learning.

Commentary

41. Attainment levels are below expectations when children start school. Children make satisfactory progress but are unlikely to reach the expected standard by the end of reception. Teachers follow a rigorous daily programme to help children learn to blend letters and sounds so they quickly start to recognise simple words. However these sessions are not sufficiently linked to reading through, for example, a shared book, where some of the words may be read in the context of sentences. The book corner in the reception class is not well organised to encourage children to browse or promote reading independently. Teachers work hard to improve children's writing, which they try to make meaningful by allowing children to talk about ideas first. Children make good offers to use their letter sounds when writing words. One more able child wrote quite fluently about visiting Pizza Hut and having a pepperoni pizza, all legible and correctly spelt. Many still have difficulties, however, with letter formation and the ability to translate sounds into written words. Teaching is satisfactory overall. Available resources, including the interactive whiteboard, are used to help children learn. There is a writing area to encourage independence. In one lesson, however, the teacher stifled children's creative writing by imposing structures such as What? When? and Where? This led to unsatisfactory achievement for most children because they have

not yet mastered the more basic skills. Although teachers assess and record pupils' attainment levels termly, individual assessments are not sharp enough to pinpoint their next step in learning. Consequently children are not always challenged at the most appropriate level.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- Pupils achieve well in number skills.

Commentary

42. Pupils' knowledge and understanding of number and shape is below average when they start school. By the end of reception their knowledge of numbers is close to expected levels but they are not able to adapt their skills in order to solve problems. A few children are likely to reach the early learning goals for number and counting, but most will fall short of that level. A lack of resources prevents children from independently exploring mathematical ideas linked to shape, space and measure.
43. Teaching in this area of learning is satisfactory. A variety of strategies is used to help pupils learn to count. Number rhymes such as 'Ten Galloping Horses' set the tone for the lessons and teachers involve pupils by getting them to pretend they are passengers in a queue and ordering themselves according to the number on their 'ticket'. Pupils learn to link 'first and 1', 'second and 2' and so on by finding the partner with the matching card. Most children order numbers to 10 reliably. Some go beyond that to add or to subtract 1 and to add numbers to 10. There was a strong link between mathematical and personal and social development in a lesson where children shared a counting game using dice. All managed to recognise numbers to six, count out the correct numbers of moves and take turns fairly. At the end of the game they placed counters in order from first to fourth.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good provision in literacy helps pupils to achieve well and reach above average standards by Year 6, but achievement is not as good in Years 1 and 2.
- Teaching and learning support for pupils with special educational needs are good and ensure these pupils achieve well.
- There is inconsistency in teaching for younger pupils in Years 1 and 2, particularly in writing.
- The co-ordinator leads and manages teaching and learning well. She knows the strengths and weaknesses in the subject and takes effective action.

Commentary

44. Standards overall are above average in Year 6 but below average in Year 2. This represents satisfactory improvement since the last inspection, when standards were similar. Pupils' achievement by Year 2 is satisfactory because pupils enter school with below average standards and teaching and learning in Years 1 and 2 are inconsistent, but largely of satisfactory quality. Standards in reading by Year 2 are below average. Writing standards in Year 2 are also below average because teaching in this area is not yet focused sharply enough on the needs of each learner. The quality of teaching for pupils in Years 3 to 6 is consistently good, and as a result achievement by Year 6 is good. The school has worked particularly hard to ensure the effective teaching of writing for pupils in Years 3 to 6 and to offer focused support for pupils to enable them to reach the standards they are capable of.
45. Teaching in Years 3 to 6 is more challenging than for younger pupils and a clear focus has been given to improving the subject. In previous years some of the older higher

attaining pupils had not done as well as expected, but now these pupils are carefully targeted and set tasks that engage their interest and challenge them at the right level. Lower attaining pupils and pupils with special educational needs are carefully supported and attend booster classes which help to improve their standards. The school is aware that a similar focus needs to be employed in Years 1 and 2 and the subject leader has planned a number of initiatives to help raise the quality of teaching for younger pupils. Tasks have been planned to engage younger pupils and to extend and develop their writing skills. In the 2004 tests, boys did better than girls in both Year 2 and 6. However, there were more boys in each of these classes and a higher proportion of girls with specific learning needs.

46. Speaking and listening skills are below average in Year 2 and above average in Year 6. Younger pupils have less confidence in speaking in a range of situations, both formally and informally. Often they find it difficult to listen with concentration and participate in discussions readily with understanding. Many older pupils too can express themselves with assurance and respond to each other's ideas. In Years 3 to 6 teachers focus more effectively on providing regular opportunities for pupils to talk to an audience. During the inspection, in a lesson for pupils in Years 3 and 4 pupils spoke with confidence about their construction of a piece of writing to give information about animals. They carefully explained their process of 'mind-mapping' and how their ideas were related. The school recognizes the need to plan for more systematic drama and group-based discussion opportunities across the curriculum.
47. There is some inconsistency in the teaching of writing for younger pupils in Years 1 and 2. For some pupils, progress is slower because the teacher is not modelling the writing process clearly enough with the whole class and with smaller groups. The teaching of writing for pupils in Years 3 to 6 is good and sometimes very good. The school's interactive whiteboards are used effectively to rehearse the features of a range of writing styles with pupils, who know and use their own learning targets. As a consequence, by Year 6, a significant proportion of pupils can write at length, both imaginatively and informatively with an awareness of the reader.
48. Teaching and learning vary from satisfactory to very good. Because of the imbalance between Years 1 and 2 and Years 3 and 6, teaching is satisfactory overall. Where teaching is consistently good, as in Years 3 to 6, reading and writing activities are well matched to the needs of pupils and teachers provide pupils with clear advice on how to improve their work. It is made very clear to pupils what it is they are going to learn, challenging tasks are set, often timed to ensure a good pace to lessons, and imaginative methods are devised to ensure pupils engage more fully with the texts at hand. For instance, in Years 3 and 4, ICT was used to show humorous illustrations from a story in order to hone pupils' skills at predicting text. Whilst the whiteboards enable staff to involve individual pupils with the learning at hand very readily, opportunities are sometimes missed during lessons in Years 1 and 2 for pupils to respond to ideas with partners and to reflect upon their learning. Consequently, pupils are developing their independence as learners at a slower rate.
49. The library is used adequately. Pupils are able to access books, and the school monitors the reading habits and progress of pupils through analysis of reading records. In this way all pupils are encouraged to develop their reading and to be presented with books at an appropriate level of challenge. However, a brighter and more inviting environment could be provided in the library.

50. The subject is well led and managed. In the short time the co-ordinator has been leading the subject she has put into place effective strategies to move the subject forward. Teaching and learning are being supported in Years 1 and 2. Pupils' learning is carefully tracked and the information gleaned about their progress is beginning to be used well to identify aspects of teaching and learning that need improvement. The co-ordinator has also ensured that current initiatives address the issues identified systematically. For instance, the organization and delivery of learning support programmes for lower attaining pupils and the planning of regular times for all pupils to write at length have had a positive effect on standards. The sharing and discussing of their targets with pupils is at a developmental stage with younger pupils. Marking is effective in Years 3 to 6, where it consistently informs each pupil of their successes but also shows how to improve their writing and what is expected of them.

Language and literacy across the curriculum

51. Provision for language and literacy across the curriculum is appropriate. Examples were seen of literacy being developed through other subjects, both in lessons and through the analysis of work. The links between literacy and ICT are particularly strong. For instance, pupils in Years 5 and 6 organised and planned multimedia presentations based on their forthcoming residential visit to the Isle of Wight. Pupils in Years 3 and 4 used speaking and listening skills well when considering the effects of exercise on their body. The teacher asked challenging questions and pupils responded very thoughtfully, using appropriate physical education vocabulary.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Achievement is good by Year 6 and standards have improved.
- Teaching in Years 3 to 6 is very good.
- Whilst achievement is satisfactory, standards in Year 2 remain below average.
- There are some unsatisfactory elements of teaching in Years 1 and 2.

Commentary

52. Standards seen in mathematics are above average by Year 6. Fluctuating standards over time can be attributed to variations in the ability of each year group, but consistently strong teaching in Years 3 to 6 has broadly maintained standards since the previous inspection. Overall, pupils make good progress and achieve well in relation to similar schools. Standards in Year 2 are below average nationally and well below the average for schools in a similar context. Nevertheless, given pupils' low attainment levels on entry to the school, their overall achievement is satisfactory. Differences seen between girls' and boys' performance are accounted for by the unusual gender balance in some of the small year groups. The school has noted this and monitors performance carefully to look for any significant trends. Pupils with special educational needs achieve well in relation to the targets set for them as a result of good support they receive. The small group of travellers' children make steady progress. Their achievement is similar to that of their peers.
53. The quality of teaching and learning is very good in Years 3 to 6 and satisfactory in Years 1 and 2. In Years 3 to 6 lessons are very well planned and the pace and challenge of learning ensure pupils achieve well. Teachers have very high expectations, which they share clearly with pupils. Pupils respond well because of the quality of relationships and work hard in lessons. Resources are used effectively. Teachers make good use of interactive whiteboards, which help pupils to focus on their learning. Laptop computers are also used very well for individual work. Pupils in Years 3 and 4, for example, quickly learned how to estimate and measure the sizes of angles because they enjoyed the independent challenge generated by the computer. Learning support assistants contribute very well by supporting individual pupils or giving sensitive guidance to groups to move their learning forward.
54. Satisfactory teaching was seen in Years 1 and 2. Resources were used appropriately to help capture pupils' interest and there was a satisfactory balance between

explanation and practice work. The teacher questioned pupils skilfully to encourage mathematical discussion but did not always check that mathematical language was being developed consistently, so sometimes there were misconceptions such as 'cemetery' instead of 'symmetry'. There are some unsatisfactory features of teaching in Years 1 and 2. Expectations generally are not consistently high enough. Consequently pupils' written work is untidy and there is a strong reliance on workbooks and worksheets which does not help pupils to develop good recording skills. Sometimes pupils' work is not marked well enough. Teachers' planning does not always focus on what pupils will learn during the lesson. This makes assessment difficult and does not currently provide a strong basis for future planning.

55. The quality of leadership and management in mathematics is good. Standards in Year 6 are improving and improved tracking systems now provide useful information which helps with target setting. The school now needs to use data more effectively to identify pupils' learning needs more precisely and to ensure this work for different ability groups is more consistently reflected in lesson planning. The co-ordinator monitors teaching performance, particularly in Years 1 and 2, and provides professional training for colleagues. He is a good role model for staff and pupils and fully committed to raising standards.

Mathematics across the curriculum

56. There are satisfactory opportunities for pupils to apply skills in other subjects. Science and geography call on pupils' data handling skills and use of co-ordinates. In PE lessons pupils have the chance to measure their own performance. ICT is used with increasing effect and explanation of shape and design using computers extends into art work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well by Year 6 and standards are improving, but achievement is only satisfactory by Year 2.
- Whilst satisfactory, resources for science are limited.

Commentary

57. Standards in science are above average by Year 6. This shows an upward trend over the past two years, following a dip. Standards are now similar to those seen at the time of the previous inspection. Standards in Year 2 are below average and show a slight decline since the previous inspection, when they were judged to be average. Currently teachers' assessments indicate that standards are below average, but pupils in Years 1 and 2 achieve satisfactorily in relation to their abilities when they first start school.
58. Teaching and learning are satisfactory overall in Years 1 and 2. In one good lesson seen, the teacher assessed pupils' understanding of previous work before moving on to investigate pupils' understanding of sound. The practical work, where pupils tested how far sounds can travel, helped them to understand more about 'louder' and 'quieter' sounds. The test, in which pupils listened to the sound of a bell, was repeated to

ensure pupils learned the importance of checking results. Generally, however, there needs to be better pace to lessons, higher expectations and more effective use of the outcomes of the assessment of pupils' progress. A scrutiny of pupils' past work shows that development of recording skills is hampered by too much use of worksheets and assessment is not used effectively enough to plan for the different abilities in lessons.

59. Teaching is good in Years 3 to 6. Consequently, pupils achieve well. Pupils develop good science enquiry skills because they learn to plan and carry out their investigations. Pupils in Years 3 and 4, for example, clearly demonstrated their understanding of 'fair' testing when planning to monitor the growth of beans from germination. A scrutiny of their past work shows that the teacher maintains high expectations consistently. As a result, pupils record their work clearly and logically. Similar quality is seen in pupils' work in Years 5 and 6. Pupils' work on food chains, condensation and evaporation and electrical circuits, for example, shows step-by-step process and logical conclusions drawn from investigations. It is clear from talking to pupils in Year 6 that they leave the school with good science knowledge and a good grasp of specific scientific language.
60. Science is led and managed satisfactorily. The recently appointed co-ordinator has developed a sound action plan, the first part of which is to deal with limited resources, to improve the range and quality. More opportunities need to be taken to use the existing equipment, especially in Years 1 and 2. A successful initiative was the planning of Science Week, which involved the whole school and sometimes whole families in science activities such as building rigid structures using only spaghetti and marshmallows. The co-ordinator is aware of the need to use assessment more effectively in order to improve standards at the end of Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 3 to 6 leads to good overall achievement.
- Planning for the teaching of skills throughout the school has improved and is now good.
- Teachers need to plan more formally to use ICT to support learning in other subjects across the curriculum.
- Leadership and management are good.
- Procedures to consistently monitor the quality of teaching and standards are at an early stage of development.
- The poor reliability of some equipment is holding back progress.

Commentary

61. Currently pupils enter Year 1 with standards below average and they remain below average in Year 2 because teaching and pupils' achievement are satisfactory. Standards in Year 6 are average, an improvement since the last inspection. Overall, teaching is satisfactory. It is best in Years 3 to 6; as a result, pupils achieve well overall, given their low starting point. The coordinator has been proactive and has overseen the provision of a good quality portable computer suite of laptops and provided relevant staff training. The school is now in a strong position to raise

standards further. Interactive whiteboards are used well in all the classrooms and assessment procedures to monitor and track pupils' progress have recently been put in place.

62. The quality of teaching and learning observed was satisfactory overall although it was good in Years 3 to 6. One lesson for the class containing Year 1 and 2 pupils could not proceed as planned because the Internet connection failed and in recent months unreliable equipment has impacted negatively on a number of planned lessons. Teachers' knowledge and understanding of the subject have improved since the last inspection because of training received, and this was reflected in the good lessons seen in Years 3 to 6. The lessons proceeded at a good pace, pupils were engaged from the outset and were able to explain very well how they were improving a planned 'PowerPoint' presentation, based on their forthcoming visit to the Isle of Wight, by adding information and text. Pupils with special educational needs were included very well because of the good support provided by the teaching assistant and pupils' attitudes toward the subject are positive throughout the school. A review of the school's planning and discussions with pupils confirm that the full curriculum is taught, including control and monitoring, an improvement since the last inspection when the provision of ICT was a key issue.
63. The coordinator has worked hard to raise the profile of ICT throughout the school. He is knowledgeable and enthusiastic and is aware that the further monitoring of teaching and learning and improving the reliability of equipment are priorities. Assessment procedures have been introduced and initial indications are that these will track the progress of individuals very well when applied consistently by all staff throughout the school. There are plans in place to enable the assessments to be recorded electronically, to enable easier access by teachers. Access to the web would be significantly improved if the school could establish a reliable broadband connection.

Information and communication technology across the curriculum

64. ICT is used appropriately to support learning in subjects across the curriculum, as noted in science, mathematics, geography and history. However, its use is often incidental rather than planned for and opportunities to use it in all subjects across the curriculum have not been identified.

HUMANITIES

Work was sampled in geography, history and religious education.

65. Scrutiny of pupils' work and displays in **geography** shows that requirements are met. Pupils in Years 1 and 2 are currently carrying out a village survey, linked to their topic "People Who Help Us." There is work of good quality to be seen in Years 5 and 6 on rivers and the importance of water. There will be opportunities for practical field work during the forthcoming residential visit to the Isle of Wight. **History** was not the topic focus during the inspection. Past work in Years 5 and 6 indicates good learning about Ancient Greek civilisations as a result of good use of research skills. Because of timetabling it was not possible to see any lessons in **religious education**, but discussions with pupils show that subject planning is based on the locally agreed syllabus. Scrutiny of pupils' books indicates that they present work well and that lessons have been planned to meet the differing needs of all pupils. The work illustrates a number of aspects of the curriculum and pupils in Years 5 and 6 have studied many of the Christian stories and also examined other faiths at an appropriate

level. The subject effectively contributes to pupils' learning about cultures other than their own. There is an appropriate range of artefacts that help pupils to understand the major world religions. Pupils' moral development benefits from the subject's links with the personal, social and health education development programme.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art and design, design and technology, music and physical education.

66. It was not possible to observe any lessons in **art and design**. Scrutiny of work around the school and discussion with pupils and staff confirms that appropriate elements of the curriculum are covered. Pupils are able to experiment with the styles of famous artists such as Rousseau, J.M. Turner and Monet. Pupils are keen and enjoy their work. There are many examples of works by famous artists on display around the school. The art and design work observed is often linked to other cultures, for example, comparing the work of Akseli Gallen with that of Turner, identifying how feelings are expressed. The work contributes appropriately to the spiritual and cultural development of pupils. In discussion, a number of pupils talked of their enjoyment of art. There are cross-curricular links, for example with history, geography, music and personal and social education. Work on display at the entrance to the reception and Year 1 classroom shows the imaginative use of re-cycled materials to create collage. The future for art and design is clearly set out in the school's improvement plan.
67. No lessons were observed in **design and technology** but discussions with pupils and the scrutiny of work on display indicate that the subject is covered appropriately and follows national guidance. Secure systems are in place to ensure that pupils understand that they design for a purpose and pupils in Year 6 record outcomes on sheets that reinforce the design, make, review and improve process. The work on display illustrates an appropriate range of topics and opportunities for pupils, for example, the models of cars designed and made by pupils in Years 5 and 6. Written and drawn work indicates that pupils are aware of the need to design and confidently discuss any necessary changes to improve the design. They are enthusiastic and keen to complete tasks to an appropriate standard. Resources were used well in the items on display. The co-ordinator is keen to raise the profile of design and technology within the school and has a clear vision as to future developments.
68. No lessons were observed in **music**. The school has adopted a commercial scheme that supports teacher's planning appropriately, offering structured support to those teachers with less confidence in the subject. The school organizes a choir, whose numbers fluctuate. During the last year they performed at the Albert Hall in London. They take opportunities to perform to audiences in school and at local community events. Music lessons are taught to all classes by a visiting music specialist who also offers peripatetic tuition in recorders, flute, piano and guitar.
69. One lesson was seen in **physical education**. The quality of teaching and learning was good. Pupils participated in good quality warm-up activities and successfully understood the effects of exercise on their body at different times during the lesson. The scheme of work covers all aspects, including provision for swimming for all pupils. The syllabus offered by the school appropriately follows national guidance. The accommodation supports the subject well, offering appropriate indoor and outdoor facilities. There is a modern appropriately equipped hall, good sized playground areas, including outdoor play for foundation stage children, and adjacent playing fields for outdoor activities. The school is fortunate to have its own swimming pool, enabling all

pupils to experience swimming lessons and to be able to swim the nationally expected 25 metres by the time they leave the school. The co-ordinator leads the subject enthusiastically and has good links with other schools – offering pupils the opportunity to compete in a number of sports, including cricket, netball, football, rounders and athletics. A ‘disco dancing’ club is offered to older pupils. Resources for the subject are of satisfactory quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

70. The school creates appropriate opportunities for pupils to develop their understanding of citizenship. The school ethos promotes positive relationships and there is a sense of belonging to the Christian family within the school. All pupils are valued and the provision for pupils’ personal and social development impacts adequately, encouraging good behaviour in classrooms and good relationships in the school. In lessons, pupils are taught social skills such as sharing, taking turns, helping and caring for one another. They learn about the difference between right and wrong and accept a number of responsibilities, for example, through their involvement in the school council. They learn that their actions and choices affect others in the school and the wider community. Older pupils are encouraged to take responsibility in groups and individually for their own learning and the impact of their actions on others. Older pupils contribute to debate on sensitive subjects in a mature and sensible way. For example, pupils on the school council have discussed proposed changes to the ‘snacks’ brought into school, and the relationship with healthy eating. Statutory requirements are met for drugs awareness and sex and relationships education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
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	3
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
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).