

INSPECTION REPORT

Rowlands Castle St John's CE Primary School
Rowlands Castle

LEA area: Hampshire

Unique Reference Number: 116310

Inspection Number: 183036

Headteacher: Mr C Chivers

Reporting inspector: Mr D J Curtis

Dates of inspection: 27th - 30th September 1999

Under OFSTED contract number: 707396

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Whichers Gate Road Rowlands Castle Hampshire PO9 6BB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Browne
Date of previous inspection:	April 1996

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Team members	Subject responsibilities	Aspect responsibilities
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Mrs H Barter, Lay inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Leadership and management The efficiency of the school
Mrs K Dillon	English Art Geography Music Special educational needs	
Mr J Palethorpe	Mathematics Physical education Religious education Equal opportunities	Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- By the end of Key Stage 2, standards in English and science are above average.
- Standards in religious education exceed the expectations of the locally agreed syllabus.
- The quality of teaching is good or better in 63 per cent of lessons.
- The attitudes, behaviour and personal development of the pupils are good.
- The leadership and management of the school are good.
- Provision for extra-curricular activities is very good.
- Provision for pupils' social development is very good.
- Day-to-day financial planning and school administration are very good.

Where the school has weaknesses

- I. Standards in writing are below average at the end of Key Stage 1.
- II. Children under-five have insufficient opportunities for outdoor play.
- III. The quality of teachers' marking and pupils' presentation of work are inconsistent.

The school's strengths significantly outweigh its weaknesses. However, the weaknesses identified will form the basis of the governing body's action plan which will be distributed to all parents and guardians of children at the school.

How the school has improved since the last inspection

Inspection findings are that the school has made good progress in implementing the key issues arising from the previous inspection report. The school has maintained and improved, particularly in Key Stage 2, the good standards of achievement identified. In addition, the school has maintained pupils' good attitudes to learning, which contribute to most pupils doing their best. The management of the school has been improved and roles and responsibilities of subject managers are clearly defined. The school management plan is now an effective tool for moving the school forward. The use of curriculum time in the afternoon has been improved, with the moving of afternoon break to an earlier time; this allows for two teaching sessions of similar length. Spending priorities are now identified and linked much more specifically to the provision of resources to support curriculum development. Pupils now have more planned opportunities to develop their speaking and listening skills. For example, pupils gave a high quality presentation on the theme of 'Creation' during the Year 6 class assembly observed during the inspection. Inspection findings are consistent with the school having management systems in place which will allow it to make further good progress.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools*		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	C	C	<i>average</i>	<i>C</i>
Mathematics	C	D	<i>below average</i>	<i>D</i>
Science	C	D	<i>well below average</i>	<i>E</i>

* Schools with more than 8% and up to 20% of pupils entitled to free school meals.

These results are for Year 6 pupils who left the school in 1998. The school's results in 1999 show no significant difference from the 1998 results, although no comparative national data are available. Inspection findings are that, by the end of Key Stage 2, standards in English and science are above average, but in mathematics, standards are average. In information technology, standards meet national expectations. Standards in religious education are good and exceed the expectations of the locally agreed syllabus. In art, music and physical education, standards exceed expectations for pupils of this age. In design and technology, geography and history, standards meet expectations for pupils of this age.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science	*	Satisfactory	Good
Information technology	*	Satisfactory	Satisfactory
Religious education	*	Good	Good
Other subjects	*	Good	Good

* The quality of teaching in these subjects is not assessed for the under-fives.

Inspection findings are that the quality of teaching is good, overall. It makes a positive contribution to the standards achieved and the good attitudes, behaviour and personal development of the pupils. During the inspection, the quality of teaching was good in 52 per cent of lessons observed, with 11 per cent being very good. The remaining 37 per cent of lessons were satisfactory.

Very good teaching is seen in literacy and music in both key stages and in religious education in Key Stage 1. Examples of good teaching are seen in the under-fives and, in Key Stage 1, in literacy, religious education, physical education, music and information technology. In Key Stage 2, examples are seen in literacy, numeracy, science, art, music, physical education and religious education.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Good; pupils behave well in lessons, around the school and in the playground.
Attendance	Good; little authorised absence and pupils are punctual, with lessons starting on time.
Ethos*	Good; the quality of relationships in the school is a strength and there is a commitment to high achievement.
Leadership and management	Good; the headteacher, supported by his deputy headteacher and the governing body, provides effective leadership for the school.
Curriculum	Good; teachers' planning is a strong feature with clear links from daily planning to weekly planning and termly planning. The under-fives have insufficient planned opportunities for outdoor play.
Pupils with special educational needs	Good; the special educational needs co-ordinator and classroom assistants make a significant contribution to the good progress made by this group of pupils.
Spiritual, moral, social & cultural development	Provision for social development is very good and for spiritual, moral and cultural development, good. Opportunities for pupils' multi-cultural development are more limited.
Staffing, resources and accommodation	Satisfactory.
Value for money	Good.

*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

The parents' views of the school

What most parents like about the school

IV. The school encourages parents to play an active part in its life.

V. The school is approachable when they have questions or problems to do with their children.

VI. Their children like school.

VII. The school provides a very good range of extra-curricular activities.

VIII. The school's values have a positive effect on their children.

What some parents are not happy about

Eighteen parents attended the meeting with the registered inspector prior to the inspection and 55 questionnaires were returned by parents. Inspection findings support the positive views of parents. They support the views of parents concerned about reports which tend to tell parents what children have done rather than how well they are doing. The views on homework reflect the national picture where parents either think there is too much or too little homework. However, inspection findings support the views of some parents that the school's homework policy is not sufficiently clear. Further comments made at the parents' meeting and in letters attached to questionnaires, show that parents feel that the school plays an important part in the life of the village.

KEY ISSUES FOR ACTION

In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

XI. improve pupils' writing skills at Key Stage 1 by:

- . increasing the breadth and range of pupils' vocabulary;
- . providing more opportunities for using writing skills (paragraphs 7, 9, 10, 25, 105);
- . provide the under-fives with more opportunities for regular outdoor play (paragraphs 6, 87, 88, 98);
- . ensure that the school's marking policy is adhered to and that pupils are encouraged to be more consistent in the presentation of their work through:
 - . rigorous monitoring of the application of the school's policy;
 - . regular monitoring of pupils' work (paragraphs 29, 43, 110, 111, 119).

In addition to the key issues above, the governing body may wish to consider including the following in its action plan:

- . ensuring that lesson introductions are not too long and that pupils are not spending unnecessary time on the carpet(paragraphs 29, 43, 127, 126);
- . that the end-of-year reports tell parents how well their children are doing (paragraph 71);
- . that there is fully-trained first-aid cover, particularly at lunchtimes (paragraph 66);
- . that terms of reference are in place for committees of the governing body (paragraphs 66, 77);
- . raising the awareness of the governing body in relation to risk assessment and an overview of health and safety (paragraphs 66, 67);
- . ensure that the homework policy is clear to all parents (paragraph 69);
- . ensure that levels of authorised and unauthorised absence are published in the prospectus and in the governing body's annual report to parents (paragraphs 64, 81).

INTRODUCTION

Characteristics of the school

1. St John's Church of England Voluntary Controlled Primary School is situated in the village of Rowlands Castle in south-east Hampshire. The school serves a wide catchment area, including a wide rural area, but also part of West Leigh, which is part of the Leigh Park area of Havant. Many of the children who live in the village attend private schools. Fifty per cent of the pupils come from out of the catchment area. Children enter the school with below average levels of attainment, particularly in the key skills of language and literacy. Children with autumn birthdays start full-time at the beginning of the academic year in which they become five. Those with spring and summer birthdays start on a part-time basis.
2. There are 219 pupils on roll. In addition, seven boys and 14 girls attend on a part-time basis in the reception class. There are no pupils in the school for whom English is an additional language. There are 66 pupils (29 per cent) on the school's register of special educational needs, which is above the national average. Two pupils have statements of special educational need. Twenty-one pupils (10 per cent) are entitled to free school meals, which is below the national average.
3. The school's aims are:
 - to enable pupils to develop lively, enquiring minds, the ability to question and to argue rationally and to apply themselves to tasks and physical skills;
 - to enable children to develop self-confidence and a social awareness through co-operation with others;
 - to enable children to communicate effectively by using language and number across the curriculum;
 - to enable children to acquire understanding, knowledge and skills which will help to equip them as individuals, for life;
 - to enable children to understand the world in which they live, to develop positive, personal, moral and religious values within the ethos of a C of E environment and to foster positive attitudes to the equality of gender;
 - to foster good communications and relationships between school and home so that there is a better understanding of education; and
 - to maintain links with individuals, schools and organisations in the community.
1. The school's current targets are:
 - further refinement of literacy approaches, especially writing moderation;
 - fully implementing the numeracy framework during 99/00 to include monitoring progress by the headteacher and mathematics co-ordinator;
 - to explore the needs of pupils in the third quartile of achievement, and develop strategies to better meet their needs;
 - for Summer 2000, Key Stage 2 National Curriculum assessment targets are: English 80%,

Mathematics 75%;

- for Summer 2001 to maintain targets for 2000; and
- implement ICT training with new opportunities for funding during 99/00.

5. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	15	15	30

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	13	12	14
	Total	27	26	28
Percentage at NC Level 2 or above	School	90 (79)	87 (56)	94 (74)
	National	N/A (80)	N/A (81)	N/A (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	14	13
	Girls	13	12	15
	Total	27	26	28
Percentage at NC Level 2 or above	School	90 (68)	87 (74)	97 (74)
	National	N/A (81)	N/A (85)	N/A (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	16	15	31

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	8	10
	Girls	13	10	13
	Total	20	18	23
Percentage at NC Level 4 or above	School	65 (71)	59 (54)	74 (71)
	National	N/A (65)	N/A (59)	N/A (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	10
	Girls	14	13	15
	Total	22	23	25
Percentage at NC Level 4 or above	School	72 (64)	75 (61)	80 (74)
	National	N/A (65)	N/A (65)	N/A (65)

.....

1 Percentages in parentheses refer to the year before the latest reporting year

2 Percentages in parentheses refer to the year before the latest reporting year

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	5.2
Absence	National comparative data	5.7
Unauthorised	School	0.1
Absence	National comparative data	0.5

5. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

5. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	11
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

5. Attainment and progress

5. *Under fives*

1. Children enter school with below average levels of attainment as measured against the assessments made on entry, particularly in the key skills of literacy and numeracy. They make good progress in the reception class and, by the age of five, meet the expectations of the Desirable Learning Outcomes¹ in all areas of learning, although they have insufficient opportunities for regular outdoor play. Children are confident in speaking and listening and they use their knowledge of letter sounds well in reading. Most write simple sentences unaided. Children read, write and order numbers to ten. They understand the life cycle of plants and are confident in using the mouse and keyboard when using computers.

Key Stage 1

2. The results of the 1998 National Curriculum assessments for pupils in Year 2 were close to the national average in reading for the proportion achieving the expected Level 2¹; in writing and mathematics, the results were well below the national average. The proportion achieving the higher Level 3 was below average in reading and writing and well below average in mathematics. In the teacher assessments for science, the results were well below average for the proportion achieving Level 2 and below average for those achieving Level 3. In comparison with similar schools nationally², the results were well below average in reading and mathematics and very low by comparison in writing. The school's results in 1999 show a significant improvement in writing, mathematics and science for the proportion achieving Level 2 and steady improvement in reading.
3. Taking the three years 1996 to 1998 together, standards in reading and mathematics are close to the national average, but are well below the national average in writing. In addition, girls have performed much better than boys in reading and writing, although in mathematics, there is no significant difference in the standards achieved. Inspection evidence confirms that the school is sustaining standards in reading and mathematics, with a slow improvement in writing. In addition, the gap between boys and girls is narrowing. The school's results are affected by relatively small numbers of pupils in each year group and by variations in the percentage within any one year with special educational needs.
4. Inspection findings are that by the end of Key Stage 1, standards in reading, mathematics and science are average, but below average in writing. The improvement is the result of good teaching and the introduction of the Literacy Hour. However, in the current Year 2, 33 per cent of pupils are on the school's register of special educational needs which is having an impact on standards in writing.
5. In reading, pupils are successful in using their knowledge of letter sounds to work out the

¹ The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

² Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

meaning of unfamiliar words and they read a wide range of books. In writing, pupils lack a sufficiently wide vocabulary and this is the main factor in standards being below average. In mathematics, pupils are competent at reading, writing and ordering numbers. They recognise sequences and pattern in number, including odd and even and use mental recall of number facts in solving problems. In science, pupils show a satisfactory understanding of life processes and living things and they work well when carrying out investigations and experiments.

6. Standards in information technology meet national expectations. Pupils are secure in the use of the mouse and keyboard and are confident in loading, saving and printing. They show good skills in control technology where they enter commands into a programmable toy in order for it to follow a planned route. Pupils use information technology well to support their literacy work, although they have few opportunities to use information technology in the Numeracy Hour.
7. Standards in religious education are good and exceed the requirements of the locally agreed syllabus. Pupils have a sound knowledge of the main festivals of the Christian faith, especially Christmas and Easter. They understand that church is a special place to go to, and relate this to their own special places where they feel safe.
8. Standards in music are above those expected for pupils of this age, with particular strengths in the quality of singing. In art, design and technology, geography, history and physical education, standards meet expectations for pupils of this age.
9. Progress in religious education and music is good. In the remaining subjects, progress is satisfactory. In literacy and numeracy, pupils make satisfactory progress.

14.

Key Stage 2

10. The results of the 1998 National Curriculum assessments for pupils in Year 6 in English were above the national average for the proportion achieving the expected Level 4²; in mathematics and science, the results were close to the national average. For the proportion achieving the higher Level 5, the results were close to the national average in mathematics, but below the national average in English and science. In comparison to similar schools nationally, the results were close to the national average in English, but below average in mathematics and science. The school's results for 1999 show no significant difference from its results in 1998.
11. Taking the three years 1996 to 1998 together, the school's results were above the national average in English and science, but close to the national average in mathematics. Boys have performed marginally better than girls in all three subjects, although in most years there is a significantly higher proportion of boys than girls in the school.
12. Inspection findings are that, by the end of Key Stage 2, standards are above average in English and science, but average in mathematics. These findings confirm the trend of previous years. In English, pupils talk about the plot and characters and predict the outcome of stories confidently. They express their preferences well for their favourite books and authors. In writing, pupils use lively and thoughtful language, with particularly good examples of this seen in their poetry writing. Literacy skills are used well across the curriculum, particularly in science and history.
13. In mathematics, pupils use correct mathematical language when describing how they have calculated. Many have good mental recall of multiplication facts. They explore square numbers, prime numbers and negative numbers. Mathematics skills are used in other areas of the

curriculum, particularly science and geography.

14. In science, pupils show very good application of literacy skills when carrying out research, for example into the planets. Skills in investigative and experimental science are good, with pupils using numeracy skills well to record results of experiments through graphs and tables. Pupils show a good knowledge of the solar system.
15. Standards in information technology meet national expectations. Pupils show good skills in the use of CD-ROMs and the Internet when carrying out scientific research. They are successful in sending and retrieving e-mails. Word-processing skills are good, with pupils showing an imaginative use of fonts, layout and colour when presenting their work, particularly in poetry.
16. In religious education, standards are good and exceed the expectations of the locally agreed syllabus. Pupils have a good understanding of the symbols, artefacts and religious practices of Christianity. For example, they talk about the use of water for Baptism and candles for prayer. Many compare the similarities with Judaism and Hinduism.
17. Standards in art, music and physical education exceed expectations for pupils of this age. In design and technology, geography and history, standards meet expectations.
18. Progress in English, science, religious education, art, music and physical education is good. In mathematics, information technology, design and technology, geography and history, progress is satisfactory. Progress is good in literacy and satisfactory in numeracy.

23.

Across the school

19. Throughout the school, pupils with special educational needs make good progress in achieving the targets on their individual education plans. This is assisted by the careful monitoring of their progress, the clear targets set for their attainment and by the good quality of support provided by the special educational needs co-ordinator (SENCO), the class assistant with specific responsibility for work with pupils with special educational needs and the other class assistants.
20. The previous report judged standards in all subjects to be meeting 'national expectations'. In Key Stage 1, standards 'sometimes' exceeded national expectations in English, geography, information technology and music; and in Key Stage 2, 'sometimes' in art and design and technology. In relation to standards, there was a key issue, 'maintain present good standards of achievement'. With the exception of writing at Key Stage 1, the school has implemented the key issue, with standards meeting national averages/expectations and exceeding them in Key Stage 2 in English, mathematics, religious education, art, music and physical education. The main factor contributing to this is the quality of teaching.
21. The school has set appropriate performance targets for future years and inspection evidence is consistent with the school having the quality of teaching and management systems in place which will allow it to reach those targets.
26. **Attitudes, behaviour and personal development**
22. The previous inspection report judged this to be a positive feature of the school, with a key issue of 'continue to use the pupils' good attitude to learning in order help them to do their best'. Inspection findings show that the attitudes, behaviour and personal development of the pupils continue to be good and make a significant contribution to the standards achieved by the time

- they leave the school. In addition, inspection findings support the very positive views of parents expressed at the parents' meeting and through the questionnaires.
23. Children under five are secure, happy and confident and quickly settle into the day-to-day life of their new school. They relate well to each other, their teacher, their classroom assistant and with older pupils in the school. They pay attention in lessons and are willing to clear up and tidy away at the end of sessions.
 24. In both key stages, pupils show good attitudes to work. A significant strength is the way in which pupils work independently of their teacher when working in groups. This allows the teacher to focus on the group she/he is working with, without interruption. Pupils settle to work quickly and are usually well organised, having the necessary equipment to hand. They show good, sustained concentration in their work, although they are not always consistent with the care in which they present their work. Pupils use the library and computer areas most responsibly. However, on occasions, particularly where lesson introductions are too long and they are on the carpet, pupils become restless. This happens, particularly when teachers are introducing more than one group activity for the lesson.
 25. Relationships in the school are good. Pupils relate well to their teachers, classroom assistants, parent helpers and with all adults with whom they come into contact. They are polite and well mannered. There are many good examples of pupils working together in pairs (boy : boy, girl : boy, girl : girl) or in small groups, for example in physical education, science and design and technology. They co-operate well, with particular strengths in discussing and planning group presentations, for example in dance sequences in Year 5. Pupils review their own and other pupils' work, often in plenary sessions. They work well with a 'Response Partner' where they read each other's work and comment on it.
 26. Behaviour is good. Pupils behave well in lessons, when moving around the school and at lunchtimes and playtimes. There has been one fixed-term exclusion in the last year. Pupils show respect for each other and there is no evidence of any bullying. They treat the school with respect, taking care to look after resources and equipment. There is no evidence of graffiti or litter on the school site. Older pupils respect and take care of younger pupils.
 27. Personal development is satisfactory. Pupils carry well a range of monitor duties, including taking registers to the office and preparing the hall for collective worship. There is good evidence of pupils undertaking personal research, for example in Year 6 where they produce 'A Guide to Healthy Living'. Pupils benefit from a good range of extra-curricular activities, educational visits and, in Year 6, the opportunity to take part in a residential visit.

32.

Attendance

28. For the majority of pupils, attendance at school is good and this has a positive impact on their levels of attainment and the progress that they make. Levels of attendance are well above the national average and authorised absence is low. However, levels of unauthorised absence at around 1 per cent are higher than average. The school has noticed an increasing tendency for some parents to take their children away from school during term-time for holidays. The school has informed parents that it will not authorise any absences over ten days and this results in the school having a higher than expected unauthorised absence figure.
29. Pupils' punctuality is also good. Although a few pupils are occasionally late, the majority arrive in good time for registration and the start of lessons. Registrations are held at the beginning of both morning and afternoon sessions. Pupils answer politely to their names and are often

engaged in tasks set for them, such as spellings. Registration periods are quick and efficient and no time is wasted before lessons get under way.

34.

QUALITY OF EDUCATION PROVIDED

34. Teaching

30. At the time of the last inspection, the quality of teaching was judged to be 'good in six-tenths and sound or better in nine-tenths of lessons observed'. Although not specifically stated, 10 per cent of teaching was therefore unsatisfactory. The main weakness identified in teaching was that teachers' marking was 'not in line with school policy'. Although not a key issue for the school to address, there are still significant variations in the quality of marking in the school.
31. Inspection findings are that the quality of teaching is good, overall, and it makes a positive contribution to the standards achieved and the good attitudes, behaviour and personal development of the pupils. During the inspection, the quality of teaching was good in 52 per cent of lessons observed, with 11 per cent being very good. The remaining 37 per cent of lessons were satisfactory.
32. Examples of very good teaching are seen in literacy and music in both key stages and in religious education in Key Stage 1. Examples of good teaching are seen in the under-fives and, in Key Stage 1, in literacy, religious education, physical education, music and information technology. In Key Stage 2, examples are seen in literacy, numeracy, science, art, music, physical education and religious education.
33. The teaching of literacy is good. Teachers have good subject knowledge and are confident in teaching the subject. Effective teaching is linked to high expectations, a brisk pace, skilful questioning and firm pupil management. The teaching of numeracy is satisfactory³. Teachers have a sound knowledge and understanding of the subject, although they are not all thoroughly conversant with the 'National Numeracy Strategy Framework'.
34. The teaching of children under five is good and makes a significant contribution to the good progress made, particularly in language and literacy. There is a very effective partnership between the class teacher and the classroom assistant, for example in the careful management of assessment of children on entry to the school. Together, they work very effectively in developing children's social skills and their speaking and listening skills.
35. The teaching of pupils with special educational needs is good, overall. All teachers have a good understanding of the needs of pupils on the register of special educational needs in their classes. Teaching of pupils with special educational needs by the SENCO and class assistant with specific responsibility for working with these pupils is very good. Class assistants make a valuable contribution to the quality of the pupils' learning. They work closely and collaboratively with teachers and are used successfully in the classroom, offering all pupils access to a similar content at an appropriate level and pace.
36. In the best lessons, teachers show good subject knowledge, which is passed on to pupils with interest and enthusiasm, for example in music. Lessons are planned well and there is a clear link between daily, weekly and termly planning which, in turn, is linked to the scheme of work.

Lessons begin with a lively introduction in which previous work is recalled, for example in science, where pupils discuss the importance of a 'fair test' before using that knowledge in an investigation into friction. Lessons proceed at a brisk pace and teachers are very effective in managing group work. Lessons end with a good discussion in which the main teaching points are recapped or pupils share and evaluate their work with each other.

37. Relationships between pupils and teachers are good and this contributes significantly to pupils' positive attitudes and behaviour. Teachers make very effective use of classroom assistants and parent helpers to support pupils' learning. For example, during the inspection, the chair of governors, himself a parent, gave a talk to Year 3 on his own interest and love of pottery, sharing with the class his expertise. This contributed to the pupils' understanding of materials and their properties, particularly in relation to the changes clay goes through in the firing process.
38. In most lessons, teachers manage time and resources well. However, some lesson introductions are too long, particularly where four different group activities are introduced. This results in pupils spending too long on the carpet and becoming restless. Resources are used effectively to support pupils' learning, for example in Year 6 where the library, CD-ROMs and the Internet were all used to develop pupils' research skills. In design and technology, careful planning ensures that lessons in Key Stage 1 do not overlap, so ensuring that pupils use the full range of construction kits available. Teachers set high expectations of work and behaviour, although they are not consistent in the quality of marking. The marking of pupils' work ranges from examples of constructive comments to help pupils move forward in their learning, to examples where there is not even a tick to acknowledge that work has been checked.
39. Teachers make effective use of day-to-day assessment to plan future work for pupils. Lessons are adapted when teachers recognise that pupils may experience difficulty in understanding new work. There is evidence of satisfactory use of homework to support pupils' learning, but its use is not consistent across the school.

44.
assessment

The curriculum and

40. The curriculum for children under five is based on the officially recommended desirable learning outcomes. It provides satisfactory coverage of all areas of learning except in a branch of physical development, where there are insufficient opportunities for outdoor play. Other aspects of physical development and intellectual and social development, are all addressed well and children are given good preparation for the National Curriculum when they reach five.
41. The school's curriculum is broad and appropriately balanced and all statutory requirements are met. Religious education is taught according to the locally agreed syllabus. There are appropriate policies for all subjects, although some are in need of review. All subjects have schemes of work. Time is included each day for literacy and is used well with effective strategies in place. Time is included each day for numeracy. This is not yet developed sufficiently in all classes to include oral and mental calculation and direct teaching time as identified in the National Numeracy Framework. All attainment targets in English and mathematics are covered appropriately. Sufficient time is allocated to the other core subjects of science, information technology and religious education. Other non-core subjects⁴ have been reviewed in the light of increased time needed for literacy, numeracy and information technology and the school has managed to maintain breadth and balance by linking subjects where possible. For example, co-ordinates covered in mathematics are used in geography, and literacy skills are developed in history, geography and religious education. The breadth of the curriculum, together with careful

planning, makes an effective contribution to the standards achieved and enables teachers to prepare pupils well for the next stage of their education.

42. The curriculum fully supports pupils' intellectual, physical, social and emotional development. There is no formal programme for personal and social development, but issues are addressed effectively as and when needed. Sex education is delivered according to the governors' policy, with involvement of the school nurse. The 'Getting it Right' programme, with input from the police, and 'Child Safe', with input from the emergency services, are both used well. These programmes include an awareness of drugs and drug abuse.
43. The school provides equality of access and equality of opportunity for all pupils, including those with special educational needs, to make optimum progress. The only occasions when access is limited somewhat is where pupils taking instrumental music lessons are withdrawn from the same lessons each week. Over a year, the amount of time lost is considerable. Most classes are organised into year groups, with one mixed-age class. Pupils are frequently grouped according to prior attainment within the class to enable each group to be challenged with appropriate material.
44. The Code of Practice³ for pupils with special educational needs is fully met and all individual education plans are in place. The standard of provision for these pupils is good, with good support given by well-trained classroom assistants. This enables the pupils to make good progress.
45. The quality of curriculum planning is very good. It is planned in discrete subjects for mathematics and English and in topics for science, history, geography and art. Other subjects link with this where possible and some good links between subjects are identified. Planning takes account of what has gone before and builds systematically on existing knowledge, understanding and skills, ensuring continuity from year to year. Planning and outcomes are monitored by curriculum co-ordinators. Homework, such as learning spellings, reading and project work is given, but it is insufficiently structured and inconsistently given.
46. The curriculum is enriched by a good number of visits and visitors to give first-hand experience and by a good range of extra-curricular activities. Visits include museums, theatres, churches and many local places of environmental, historical and geographical interest. Visitors include a theatre group, a local potter, a poet and the church team. Clubs at lunchtime and after school are of good quality and are very well supported by pupils, teaching and non-teaching staff, parents and coaches. They cover many sports and musical activities, together with computer, drama, board games and a Christian club. An average of over 60 pupils attends the clubs each day of the week. These not only aid pupils' knowledge, understanding and skills in the relevant area, but constitute an effective provision for moral and social development. The school enters teams in many local sporting competitions, where pupils have opportunities to compete against other local schools in all the major traditional team games.
47. Very effective assessment procedures are an integral part of planning and these are used well throughout the school. Children in reception are assessed on entry to the school and the results are used to set appropriate targets for all pupils. Assessments in English, mathematics and

³ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

science are very good, with individual pupil profiles indicating the levels pupils have reached. Subject profiles are kept by the co-ordinators and used to assist teachers with their assessments. Assessment in the foundation subjects is satisfactory, but often just identifies higher and lower attainers. This is used to inform subject planning, but provides insufficient information on individual pupils, thus limiting the amount of information available for written reports. This causes report comments to relate to what has been covered rather than how well a pupil has performed. Day-to-day assessment is satisfactory. Some marking is good and shows pupils how they can improve, whilst other marking is inadequate with just a tick and a teacher's initial, even for scruffy work. Statutory requirements for assessing pupils at the end of Key Stage 1 and Key Stage 2 are met.

48. Good progress has been made since the last inspection. For example:
- curriculum time during late afternoon is now used well as playtime has been moved, giving a longer session at the end of the day; and
 - pupils' own research skills are now well developed; they competently use the library, CD-ROM and Internet.
- **Pupils' spiritual, moral, social and cultural development**
1. The school's provision for the spiritual, moral, social and cultural development of pupils, including children under five, is good. This provision makes an important contribution to the quality of learning and the standards achieved.
 2. Provision for the spiritual development of pupils is good. Collective worship is well planned and effective. It provides opportunities for reflection. Visitors from a range of local churches are invited to lead assemblies. A good religious education programme successfully expands on these opportunities for reflection and encourages further discussion of pupils' own ideas and beliefs and how religious teaching relates to them. In religious education lessons, pupils reflect on other people's lives and beliefs, including the Jewish and Hindu. In most other lessons, there is time for reflection, where pupils appreciate what has been achieved. Teachers value pupils' ideas and achievements, for example when one pupil sang a solo part in the class assembly. A sense of awe and wonder is achieved through displays and in delight shown in work, for example, when the under fives did their role-play in 'Humpty Dumpty' and when Year 4 saw a beautiful piece of pottery.
 3. The provision for the moral development of pupils is good and successfully reflects the school aims. The moral framework is based on the 'Pastoral Care Policy' which states that:
 - they (pupils) are responsible for their own actions;
 - they are responsible to and for others; and
 - they share responsibility for the environment.
 1. Some classes develop their own sets of rules, which pupils suggest in order to aid the smooth running of their classroom. Pupils are taught the difference between right and wrong. Effective use is made of the Police Liaison Officer, whose recent discussion with Year 6 pupils was about vandalism, causing them to think deeply about their responsibilities. Pupils listen to each other's views and respect them. They co-operate well in group situations and learn to follow rules. Good behaviour is praised, including celebration assemblies, where good behaviour, as well as good work, is acknowledged.
 2. Provision for the social development of pupils is very good. The school effectively promotes care and concern for others and very good relationships are evident. For example, pupils are always ready and willing to take someone in from the playground who is hurt and older pupils look after younger ones in the courtyard. Pupils co-operate well in group situations and most

display self-discipline when they are expected to get on sensibly whilst the teacher concentrates on another group. They show initiative and responsibility when opportunities arise, for example when setting up the hall for assembly, taking the register to the office or clearing up at the end of lessons. However, there are insufficient opportunities for pupils, particularly the older ones, to take responsibility and contribute to the life of the school. Taking part in village events and a good range of extra-curricular activities effectively contribute to social development through understanding the rights and responsibilities of all concerned. Pupils know how to treat visitors and how to behave on visits, including when competing against other schools.

3. The provision for cultural development is good. Pupils are provided with good opportunities to study their own culture through story telling, history, geography, music, art and physical education. They enrich their own cultural experiences by making visits to museums, the art centre, the theatre and the cathedral and they receive visits from a theatre group, a local potter, a poet and the church team. Pupils look at other faiths including Judaism and Hinduism. They study Kesharapur in India in their geography lessons and listen to some non-western music. However, the number of books in the classrooms and library that illustrate cultural diversity are limited and there are insufficient planned opportunities for developing understanding of cultures other than their own.
4. The last report commented that pupils could cope with more responsibility. Although this has improved, the same comment is still valid, especially for older pupils. It also commented on weak assemblies where the content was superficial. The failure of staff to attend limited the opportunity to celebrate together. Assemblies have improved in that they are now well planned and follow themes. An appropriate balance has been struck whereby teachers can be absent from assemblies to prepare work with class assistants, except on Thursdays and Fridays, when all staff join in the religious celebrations.

60. **Support, guidance and pupils' welfare**

5. The provision that the school makes for the care and welfare of pupils is good. Since the last inspection, the school has maintained its consistent approach to the discipline and support provided for pupils. Parents report that they are pleased with the levels of care and supervision provided for their children. They feel that staff take good care of them and that there are good procedures for alerting them if any mishaps occur during the school day. They support the school's approach to behaviour, reflected in the promotion of positive attitudes and report that any incidences of poor behaviour are quickly dealt with.
6. The school's procedures for monitoring academic progress and personal development in order to provide appropriate support for pupils in the classroom and during their time at school are good. Pupils' portfolios are used consistently throughout the school by teachers to collect samples of work which demonstrate the levels of attainment and the progress that pupils make. Separate profiles are kept which systematically record results of assessments and tests, including the assessments made on entry to the school and copies of pupils' reports. Targets for improvement are discussed with pupils and recorded on their mid-year reports and pupils are given the opportunity to comment on their achievements in a summary attached to their end-of-year report. Some teachers have individual systems of reward in classrooms, such as stickers or stars, to mark improvement in achievement, behaviour or attitudes to learning. There is no formal system for recording a pupil's personal development in terms of these achievements or in extra-curricular activities in or out of school. However, the comments made by teachers on a pupil's personal and social development demonstrate their knowledge of pupils and are an effective method of

recording and monitoring their overall development.

7. The school employs a good range of strategies to promote positive standards of behaviour and this has a good impact on pupils' learning and the progress that they make. Throughout the school, staff provide good role models, have clear expectations of pupils and are consistent in their use of praise and encouragement. This results in good standards of behaviour. In some classes, pupils and teachers have devised their own codes of conduct. In others, the 'Golden Rules' of Hampshire's 'Getting It Right' programme are referred to by both teachers and pupils as a guide to expectations of behaviour and attitudes towards others. Procedures for dealing with any behaviour problems through discussions with parents, pupils and teachers are good. Although there are some incidents of challenging behaviour, these are dealt with quickly and sympathetically by teachers and the headteacher, who closely monitors and supports those pupils involved. The school's procedures for the use of exclusion are clearly stated in the behaviour policy and are followed correctly.
8. Procedures for monitoring and promoting pupils' attendance are good. Registers are correctly completed by teachers and are checked daily by the administrative officer. All telephone calls and letters from parents explaining a pupil's absence are clearly recorded to enable monitoring of any significant patterns of absence. Since the last inspection, the school has noted an increase in the numbers of parents who take their children away for holidays during term-time. Regular reminders are sent to parents in newsletters about the importance of regular and uninterrupted schooling for their children. In order to accurately reflect this situation, the school has decided not to authorise any holiday absences which exceed ten days and this has resulted in a higher than average unauthorised absence figure. The governing body, in their annual report, has highlighted this growing problem and has included the continued monitoring and promotion of attendance in the school development plan. At present, only unauthorised absence figures are published in the prospectus and governing body's annual report to parents. In order to fulfil requirements, overall attendance figures showing levels of both authorised and unauthorised absence should be reported.
9. The school's arrangements for dealing with any concerns about a pupil's personal welfare are good. The headteacher, supported by the deputy headteacher, is the designated person responsible for child protection and is fully aware of the current area guidelines. The school is well supported by the educational welfare officer who recently organised child protection training for all members of staff and who offers good levels of support and advice to the school when there are concerns about a pupil's attendance or welfare. The school's participation in the 'Getting It Right' programme run by Hampshire Police is very effective in raising pupils' self-awareness and promoting their personal safety through moral and social development. Pupils throughout the school take part in this programme and themes, such as resisting peer group pressure, are reinforced through assemblies and class discussions. The school nurse supports the school's sex education programme and offers good advice to staff and families in dealing with an individual pupil's health needs.
10. Satisfactory arrangements are in place for regular fire drills and checks of fire equipment, physical education equipment and electrical appliances. The governing body's welfare committee has an overview of the pastoral care and support of pupils, but does not have fully stated terms of reference which would ensure that health and safety procedures are not overlooked. For example, although staff have completed basic first-aid training, there is only one member of staff who has full first-aid training and there is no cover in the case of her absence because the qualifications of two other members of staff have lapsed. The current provision for first aid is therefore unsatisfactory. Satisfactory procedures are in place for recording any

accidents, for supervising pupils' medication in school and for alerting parents when their children have been hurt.

11. The headteacher, along with the school caretaking staff, regularly checks the premises for any potential hazards and, on the whole, these are dealt with quickly. However, there is insufficient emphasis on formal procedures for carrying out health and safety checks and risk assessment. At present, there is no identified person on the governing body to support the headteacher in matters relating to health and safety and to check that the school is fully meeting its responsibilities. During the inspection, several matters relating to health and safety were brought to the attention of the school. These included:
 - hazards in the small courtyard area which make it unsuitable for play for children who are under five;
 - the poor condition of some areas of flooring in corridors and walkways; and
 - the incorrect storage of some tools used for design and technology.
1. In order to ensure a safe environment for both pupils and staff, these areas must be addressed as a matter of urgency.

68. **Partnership with parents and the community**

2. The school's partnership with parents and the community is a good feature of the school and makes a significant contribution to pupils' achievements and the quality of their learning. In the questionnaires completed before the inspection and at the meeting with the registered inspector, most parents showed good support for the school and its work. They appreciate the efforts the school makes to encourage them to support their children's learning at home and at school. Parents feel well informed about school life through regular meetings with teachers, the information they receive in school and class newsletters and the ease with which they can come into school to meet staff or to help in the classroom. They support the school's efforts to provide a wide range of extra-curricular activities for their children and most say that their children are happy at school. They feel that the school's links with the village are good and pupils are encouraged to develop an understanding of the importance of community spirit and citizenship. These positive aspects of the school's work have been maintained since the last inspection.
3. Although most of the parents' comments about the school's work were good, there were some less positive opinions in two specific areas and this was also reflected in the questionnaire returns. Many parents added additional comments to their questionnaires requesting more information about how well their child is doing in school. Many parents are positive about the provision of homework and the use of the 'homelink' book in the Key Stage 1 classes. However, there is some criticism by a small number of parents of pupils in Key Stage 2 about the provision of homework in preparation for pupils' move to secondary school. Although they are aware of the school's 'homelink' policy, they are still not sufficiently clear about what it is their children are expected to do each day and feel that they would like a more regular structure in order to support their children's learning at home.
4. Overall, the quality of information that parents receive is satisfactory. Parents receive regular information through meetings, leaflets and in newsletters about the curriculum and new developments, such as the strategies for literacy and numeracy. Parents have positive views about the quality of the assessments completed when their child starts school and the information that they receive as a result of these. The school holds regular consultation meetings for parents

to discuss their child's progress with their teachers. Targets for improvement are set as a result of these discussions half way through the spring term and are included on a mid-year report. This is a good feature and ensures that parents are clear about what their children need to do next to improve. However, pupils' end-of-year reports do not sufficiently focus on what pupils' have achieved in their learning and the quality of progress that they have made against these targets. The reports focus too much on what pupils have experienced in each subject and there is very little emphasis on evaluating how effectively they have worked and how this has contributed to their progress. Many reports are very similar in content and are not sufficiently personal to the pupil involved. This is the focus of criticism for a large number of parents. Parents feel that pupils' end-of-year reports are impersonal and bland. They do not reflect their own child but rather an overview of the group or class as a whole and there is too much emphasis on what pupils have been doing rather than how well they are achieving and making progress.

5. Parents' involvement in their children's learning is good. Many parents help in school with activities such as reading, supporting groups in the literacy hour, art and accompanying pupils on visits outside school. The school, in its documentation, actively encourages this support. Parents are supportive of school events and attend concerts, assemblies and sports events. They give good support to the work of the parent-teacher association which holds fund-raising and social events. The association makes valuable contributions to the school's resources and offers practical help to decorate areas of the school. Many parents are keen to support their children's learning at home and this is evident in their use of the 'homelink' books to record when they hear their child read, to make comments on their progress and to communicate with teachers. Teachers set a range of homework for pupils throughout the school which includes spellings, tables and research work for a topic being studied in class. However, many parents are not sure how often this should take place and would like the school to have a more structured approach to homework provision. The school has introduced a home-school agreement which shows a good commitment to partnership, although its provision for homework through 'homelink' is not clearly stated. This is the focus for parents' complaints.
6. The school's partnership with the community is good. It has a positive impact on pupils' attainment and on their social and cultural development. Although a number of pupils come from outside the immediate village, local support for the school is good. Events held by the parent-teacher association are well attended by villagers and items are donated from local shops and businesses. Pupils make a wide range of visits outside school to support topics in the curriculum. Visits to museums, theatres, churches and places of historical interest, such as Windsor Castle and Hampton Court, as well as visits to the local village and church, are used well to support pupils' learning and enrich their cultural development. Pupils take part in concerts to support charity work, participate in village events and, in recent years, have undertaken one-day visits to an outdoor-pursuits centre and residential visits to France. The school makes good use of visitors to enrich the curriculum. These include artists, church leaders, student teachers, theatre groups, authors and the police liaison officer who delivers the 'Getting It Right' programme. This broadens their understanding of the wider community and furthers their social development. The school has good links with local schools. Pupils regularly take part in inter-school sports tournaments, leagues and music festivals. As part of the Horndean Cluster, staff meet regularly with colleagues from other primary schools and the main receiving secondary school to discuss curriculum development and transition arrangements for pupils.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

73. Leadership and management

7. The school has made good progress towards addressing the issues raised in the 1996 report. The

governors and headteacher have:

- maintained the standards of achievement at Key Stage 1, with the exception of writing and improved standards at Key Stage 2;
 - have continued to use the pupils' good attitude to learning in order to help them do their best;
 - have improved the management of the school and have defined responsibilities more clearly;
 - have developed the school management plan to make it more effective;
 - have improved the use of the curriculum time in the late afternoon;
 - have defined clearly spending priorities and the criteria for investing in resources in order to develop clearer ways of identifying need; and
 - have developed planning to provide opportunities to extend speaking and listening skills.
1. The school has a clear set of aims, values and policies that are successfully reflected in its day-to-day life. In line with its stated aims, it has established a positive, caring ethos which effectively promotes and supports pupils' learning.
 2. The school is led and managed well. The headteacher has a strong commitment to the school, provides very positive and dedicated leadership with a clear vision of the school's development. The headteacher recognises the strengths within the staff and delegates responsibilities. He is well supported by the deputy head and staff who work with a common purpose and with clear terms of reference.
 3. The governing body is effective. Many of the members have undertaken professional training and their role has developed significantly since the last inspection. Many governors visit the school to see the work of the school for themselves and all governors have a responsibility for a curriculum area. The governing body has an appropriate committee structure. However, up-to-date terms of reference are not in place for these committees. The committees meet regularly to discuss issues affecting the school and take a strategic view of future developments. They monitor the effect of decisions carefully through reports from the headteacher and a scrutiny of test results. There are clear and very effective strategies for the provision of pupils with special educational needs.
 4. Day-to-day management and organisation of the school are very good. Roles and responsibilities are well defined. Staff have specific management responsibilities which effectively support the work of the school.
 5. Members of the teaching staff, each of whom takes responsibility for co-ordinating subjects or aspects of school life, undertake management of the curriculum. Co-ordinators plan effectively, monitor the coverage of the National Curriculum across the school and provide clear annual development plans. In addition to administering the budget allocation for the subject and being involved in curriculum planning, many are released from class to fulfil their role more effectively.
 6. The governing body and staff are fully involved in the preparation of the school development plan. The development plans for subjects and aspects are considered and the resulting document is informative and well focused. It establishes relevant priorities for action, together with responsibilities and resources required for the delivery of the curriculum.
 7. The governing body does not fully fulfil its statutory requirements. The governors' annual report does not include steps taken to prevent disabled pupils from being treated less favourably than other pupils or the percentage of half days missed through authorised and unauthorised absences.

8. The school prospectus does not include the percentage of half days missed through authorised and unauthorised absences or alternative provision for those pupils who may be withdrawn from collective worship.
9. The governing body is very supportive of the special educational needs work within the school. A governor has oversight of its special educational needs provision. The school complies with its obligations to identify pupils who have special educational needs and in ensuring equality of pupils' access to the curriculum and its associated resources. The general management and oversight are very good. The individual education plans mainly have realistic, measurable targets and are regularly reviewed and written.

83.

Staffing, accommodation and learning resources

10. The school is adequately staffed to meet the requirements of the National Curriculum, religious education and the teaching of children under five. Teaching and support staff form an effective and caring team which is committed to the development of all pupils. Teachers are responsible for at least one curriculum area and are effective in managing the development of the subjects for which they have responsibility. In recent years, there have been some staff movement and periods of absence which have resulted in a greater teaching commitment on the part of the headteacher. Although the picture is more settled than it has been, there is temporary absence planned for the current academic year which the school will have to manage in order to ensure the continuity of pupils' learning.
11. The overall provision of classroom support is satisfactory. General assistants, nursery and special educational needs support staff, some of whom have undertaken training to develop their expertise, are well briefed by teachers, provide effective support when present in the classroom and contribute to the quality of education provided. Good use is made of volunteer helpers to hear children read, support group work in the Literacy Hour and help with practical activities, such as art. Other staff, including the administrative officer, administrative assistant, caretaking staff, midday assistants and school meals staff are sufficient to aid the smooth running of the school.
12. Arrangements for the professional development of staff are satisfactory. At the last inspection, it was noted that there was a lack of regular appraisal and reviews of job descriptions. Although some job descriptions have been reviewed, many are undated or unsigned and are due for renewal. Formal teacher appraisal was postponed, due to industrial action and therefore, does not meet requirements. However, through the subject co-ordinators' action plans and regular key stage and staff meetings, training needs are clearly identified. These link to the school development plan and take into account teachers' requests for training for their own professional and personal development. Appraisal arrangements for the headteacher are in place and are up-to-date. Whole-school training reflects national priorities and has recently focused on the implementation of the National Literacy Strategy and the National Numeracy Project. All staff, including general and midday assistants, have taken part in basic first-aid training and the management of outdoor pursuits. Satisfactory arrangements are in place for the induction of newly qualified teachers or teachers who are new to the school. These allow teachers to settle quickly into the school's routines.
13. The school's accommodation is satisfactory, overall. However, the current provision of a suitable, secure outdoor play area for children who are under five is unsatisfactory. The courtyard area which is presently used, is too small for the use of large-wheeled toys to promote pupils' physical development and features of it are health and safety hazards, which were reported to the school during the period of inspection. The school has acquired two additional classrooms since the last inspection. Most classrooms are adequate in size, although they are cramped for some Key Stage 2 pupils. The school libraries are sited in two corridors and are easily accessible to pupils and staff. The school benefits from a separate music and drama room, which is of a good size for whole-class teaching and is used for peripatetic music lessons. The school hall is large enough for class lessons such as physical education, key stage assemblies and for pupils' dining. The school is clean and well decorated, both internally and externally, although there are some areas of flooring which need attention to prevent further deterioration. At the last inspection, it was noted that the outside play area was in need of development. Some work has been done to provide walkways, seating and flowerbeds. The two playground areas are flat and suitable for class physical education lessons and pupils' play. However, the school is

still in the process of negotiation for additional land to enlarge its grassed area for outdoor sports and games. There is no separate play area for children who are under five.

14. The quality, range and accessibility of learning resources are satisfactory and deficiencies reported in the previous inspection have all been remedied, including the provision of computers and resources for the teaching of information technology. Although resources for the teaching of children who are under five are satisfactory, overall, there is inadequate provision of large wheeled toys and equipment to promote pupils' physical development. The school makes good use of loan facilities to augment its artefacts for history, geography and religious education and to make regular changes of its library and book stock. Good improvement has been made in the provision of small equipment for physical education. Mathematics resources are good in all classes, are well organised and stored so that they are easily accessible for pupils and staff. Resources for the teaching of pupils with special educational needs have been improved since the last inspection and are now satisfactory. On the whole, the school's resources are well organised and are suitably stored and arranged for regular use. However, the storage of some tools for design technology in boxes rather than on boards is not satisfactory and represents a health and safety hazard.

The efficiency of the school

15. The quality of financial planning to support educational developments is good. Expenditure is based on good financial planning. Governors have clear strategic aims and objectives, which are closely linked to the school development plan. The headteacher and the governing body, through its financial committee, are involved in all budgetary matters and monitor the overall running of the budget effectively. The governing body does not have a register of pecuniary interests. Funding for pupils with special educational needs is used appropriately and the specific grant for in-service training is used effectively. There are clear plans for the amount of money carried over; these include work to be carried out on the newly acquired field and on the existing playground. The rest of the money will be placed in a contingency fund.
16. Financial controls and procedures are clear and are carried out efficiently. The last financial audit was carried out in 1996 and all recommendations have been acted upon. The school administrative officer and headteacher monitor financial records and check procedures on a regular basis. Administrative arrangements within the school are very efficient and the school runs well on a day-to-day basis.
17. Effective use is made of staffing and both teaching and support staff are well deployed. Staff who work with pupils who have special educational needs are used to good advantage and make a significant contribution to both the standards and attitudes of the pupils. Teachers make good use of the available learning resources. The accommodation is well used. However, there is, at times, insufficient consideration given to the timetabling for outdoor games and the use of the hall for physical education activities.
18. The unit cost per pupil is average. The quality of teaching is good, overall. The school has a positive ethos, in which individuals are valued. In English and science, pupils' attainment is above average and in mathematics it is average by the time the pupils leave school. In view of its many positive features, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

92. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

19. Children make good progress in the reception class and, by the age of five, meet the expectations of the Desirable Learning Outcomes in all areas of learning, although they have insufficient opportunities for regular outdoor play.

93. Personal and social development

20. Progress is good; children settle very quickly into the day-to-day routines of the school and of the classroom. Within a short space of time, they are happy, secure and confident in their new school. Children relate well to each other, quickly making new friends; they know the names of all their classmates. They relate well to their teacher, classroom assistant, other adults and older pupils in the school. Children quickly learn classroom and school rules. For example there was a crescendo of “They’re running” when a class passed by on its way to assembly. They listen attentively in lesson introductions and are happy to help clear up and tidy away at the end of sessions. Children work well individually, in pairs and in small groups, for example when a group of four planned and performed to the rest of the class a ‘role play’ of ‘Humpty Dumpty’.

94. Language and literacy

21. Children make good progress. In speaking and listening, they are confident in asking questions and in making suggestions. In role play, they plan and discuss the characters they are going to be and use imagination well, for example, “Pretend this is the wall and the horses are going to jump over it”. In linking the rhyme of ‘Humpty Dumpty’ to ‘Mary, Mary Quite Contrary’, the character who plays Mary says, “ Oh my goodness! Just look at the state of my untidy garden”. Children write their names unaided and many write simple sentences telling the story of ‘Jack and The Beanstalk’, with capital letters and full stops. They write factual accounts of their visit to Staunton Country Park. In reading, children recognise that print conveys meaning and that books are read from left to right. Many know the letters of the alphabet and letter sounds and apply this knowledge when reading new words.

95. Mathematics

22. Progress is good and, by the age of five, children read, write and order numbers to 10. In mental arithmetic, higher-attaining children work out that if there are 15 in the class and two are absent, then 13 are present. They recognise coins to 10p and use this knowledge to work out, for example, how many 2p sweets they can buy with 10p. They recognise and name familiar two-dimensional shapes, including ‘triangle’, ‘square’, ‘rectangle’ and ‘circle’. Children measure, using non-standard measures and they have a good understanding of ‘shorter than/taller than’ and ‘heavier than/lighter than’. They develop an understanding of pattern through, for example, finding different ways of colouring six squares.

Knowledge and understanding of the world

23. Children make good progress. In science, they understand the life cycle of plants through work on ‘Mary’s Garden’. They identify accurately sounds which can be heard indoors or outdoors. Children are confident in using the mouse and the keyboard in information technology when playing a game of ‘Snap’, which involves matching pictures. In design and technology, they make designs for a ‘perfect playground’ and use construction toys well to build a wall for

'Humpty Dumpty'. Children develop chronological understanding well, for example in knowing that they were babies, are now children and will become adults

Physical development

24. Children have insufficient opportunities for regular outdoor play for climbing, riding, sand and water. However, they have regular lessons in gymnastics, dance and outdoor games and make satisfactory progress. In lessons, they show a satisfactory awareness of space; they plan and perform sequences involving changing from a 'wide' to a 'narrow' shape. In games, they show satisfactory skills in throwing, catching and in aiming at a target.

Creative development

25. Progress is good. Children use a range of materials and paper plates to create imaginative collage faces. They use paint creatively, including the use of bold colours in their paintings of homes and portraits. Children show satisfactory skills in their pencil drawings of family members. In music, they sing tunefully and most clap a one beat rhythm. They enjoy action songs and 'hop', 'jump' and 'waddle' to fit the words of the song 'Ducks go Quack'. Children enjoy familiar rhymes and making up their own versions, for example, "Humpty Dumpty sat on a chair, Humpty Dumpty's got no hair, Because he is an egg".
26. The quality of teaching is good and makes a strong contribution to the good progress made. The class teacher and classroom assistant work very effectively as a team. This was particularly evident during the inspection when the attainment of children on entry to the school was being assessed. Whilst the class teacher or classroom assistant was doing assessments, the other was effectively supporting the other children. A strength of teaching is the strong emphasis on the development of social skills and the importance placed on the development of speaking and listening skills.

100.

100. ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

100. English

27. Results in the end of Key Stage 1 National Curriculum tests for 1998 show attainment in reading to be close to the national average at Level 2 or above but below the national average at Level 3. In comparison with those in similar schools, the results for reading are well below the national average. The results in the end of Key Stage 1 National Curriculum tests for 1998 show attainment in writing to be well below the national average at Level 2 or above and below the national average at Level 3. In comparison with similar schools, they were very low. The school's results in the 1999 National Curriculum assessments show a significant improvement in writing and steady improvement in reading. Inspection evidence for pupils currently in Year 2, based on lesson observations, discussions with pupils and scrutiny of work, indicates that by the end of the key stage, standards in writing are below average. This decline in attainment for pupils in the current Year 2 is due to the high number of pupils with special educational needs in this group. Trends over the last four years show changes in pupils' average National Curriculum levels, with significant improvement in standards in 1999. Girls are performing better than boys in these tests.
28. Results of the end of Key Stage 2 National Curriculum tests for 1998 show attainment in English to be above the national average for pupils reaching Level 4 or above and below the national

average for pupils reaching Level 5. The school's results are close to those of similar schools. The school's results in 1999 are not significantly different from its 1998 results. Inspection evidence for the pupils currently in Year 6, based on lesson observations, discussions with pupils and scrutiny of work, indicates, that by the end of the key stage, standards will be above the national average. Trends over the last four years show changes in pupils' National Curriculum levels. Boys are performing slightly better than girls in these tests.

29. Standards in speaking and listening are below average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils develop confidence in speaking and listening. At times, they listen carefully to the teacher, but responses are often brief and not all pupils are sufficiently attentive. Pupils in Year 2 contribute well to the final session of the Literacy Hour with words for 'hot' and 'cold' places related to their topic work. Pupils in Year 1 listen attentively and show confidence when discussing their work, either in pairs or in front of the class. In Key Stage 2, pupils listen attentively and are confident to speak in front of the class; for example, pupils in Year 3 at the end of the Literacy Hour have sufficient confidence to give a summary and their opinions on the book they have been reading. In Year 4, pupils are very confident. They are keen to share their draft work with the rest of the class. Pupils in Year 5 demonstrate their good listening skills with the quality of their responses and pupils in Year 6 talk and listen confidently in a range of situations. They express opinions with confidence in class and contributed very well to a class assembly 'Planet Earth'. They spoke with confidence, clear diction and awareness of the audience.
30. Standards in reading are average at the end of Key Stage 1, with a small number of higher-attaining pupils attaining above average. Standards in reading at the end of Key Stage 2 are above average. Pupils throughout the school develop a range of strategies for coping with unfamiliar words, but do not always have the confidence to apply these effectively. Pupils read a variety of books and develop accuracy in reading, together with fluency of expression. Pupils at Key Stage 2 talk about the plot and characters to make predictions. Many pupils have preferences for well-known authors and for books.
31. By the end of Key Stage 1, standards in writing are below average. The vocabulary of many pupils is not sufficiently wide. Pupils communicate meaning through simple words and phrases and develop their ideas into sentences. The higher-attaining pupils develop their ideas into a sequence of sentences with capital letters and full stops, but most pupils, although they have an understanding of a sentence, use full stops and capital letters inconsistently. Pupils across the school use drafting well to improve their work and this is sometimes supported by the use of a computer. Pupils at Key Stage 2 write with lively and thoughtful use of language. They sustain ideas and develop the story imaginatively. Pupils in Year 5 write an introduction to a story from a different, specific character's point of view. Pupils in Year 6 show good understanding of imagery and personification and apply their knowledge to their writing. The writing of poetry is enjoyed by pupils throughout the school and there are many examples of thoughtful, empathetic writing. Examples include, a class poem, 'The Dragon's Lair', written by Year 5 pupils, 'A darkened cavern opened like the blackest night/Below the magical, misty mountain/Below the frosty, frozen forest/Below the silky slime of Slowbok snail/Below the flame of the fiercest fire/Hell's hated beast and a fiery comet punches/Through the smoky air.' A pupil in Year 6 wrote a poem about death: 'Death, death is like eternal sleep/Without waking once more to hear the silence/Never rising again/Not ever./No feeling/No thought/Just infinite blackness.'
32. Progress in English across Key Stage 1 is satisfactory and across Key Stage 2 it is good. Work is well matched to the different attainment of the pupils. Pupils' reading progresses as they develop accuracy and fluency, together with the ability to read with expression and sensitivity to

the text as they move through the school. They develop a range of relevant techniques for the different types of writing required. For example, they make progress in creative, extended and formal letter writing and poetry. There is good support from teachers and class assistants to help pupils with special educational needs to attain their targets.

33. Within the school, there is an emphasis on the development of literacy skills and the Literacy Hour is used effectively. During the Literacy Hour, classes enjoy shared texts. They discuss and analyse the text on which the teacher is focusing. Teachers teach skills and knowledge and the correct vocabulary for subjects across the curriculum. They teach the correct use of spelling in many subjects and encourage discussions. Literacy is developed and used in:
- mathematics, where teachers encourage speaking and listening, particularly during the introduction and final part of the lesson and pay good attention to correct use of mathematical language;
 - history, where pupils develop reading skills to carry out research and write for a range of different purposes;
 - geography, where pupils write accounts and descriptions and provide information as the result of carrying out research work; and
 - music, where pupils write their own compositions and are taught and use specific musical vocabulary.
1. Information technology is being used and developed successfully to support pupils' learning within the Literacy Hour.
 2. The school has effectively addressed the key issue in the previous report related to developing planning to provide opportunities to extend speaking and listening skills.
 3. The majority of boys and girls have a positive attitude to their English work. They enjoy discussing and sharing their ideas with the remainder of the class. Most pupils listen, concentrate well and work well together when engaged in a group activity. They work hard to improve their English skills. A significant number do not always take sufficient pride in the presentation of their work and do not always produce their best handwriting. Presentation skills are inconsistent in classes and by individual pupils.
 4. The quality of teaching is very good in 30 per cent of the lessons observed, good in 60 per cent and satisfactory in 10 per cent. Teachers have good subject knowledge and are confident in teaching the subject. Effective teaching is associated with high expectations, a brisk pace, effective questioning and pupils' firm management. In less effective lessons, the teacher allows pupils to call out and tries to teach over pupils' voices; expectations are not sufficiently high and the pace is slow. There are many examples of good practice in marking, with constructive comments encouraging pupils to improve. However, there are also examples of work marked with just a tick or with insufficiently helpful comments. Teachers do not all conform to the school's policy on marking; there is no policy for the presentation of pupils' work. There are very few examples of pupils being asked to correct or rewrite mistakes.
 5. Resources for English are used effectively. The English curriculum is enriched by visitors to the school, such as the writers Jeremy Strong, Jan Mark, David Orme and John Prater, and the poet Mike Jubb. The local environment and village, Portsmouth, Hampton Court and Havant are used as stimuli for writing and pupils in Years 5 and 6 have visited the theatre to see 'Twelfth Night'. The drama club has performed a variety of types of plays, for example 'Cinderella' and the abridged version of 'Twelfth Night', all of which contribute to the enhancement of pupils' language experiences.

112. Mathematics

6. The results in the 1998 National Curriculum assessments showed that the percentage of pupils reaching level 2, the expected level for Year 2 pupils, and the higher level 3, was well below the national average. At the end of Key Stage 2, the percentage reaching level 4, the expected level for Year 6 pupils and level 5, was close to the national averages. Trends over time have been slightly down, but the 1999 results for pupils reaching the expected level have shown a slight improvement at Key Stage 2 and a marked improvement at Key Stage 1. There has been no improvement in those reaching the higher level. In fact, at Key Stage 2, the percentage of pupils reaching level 5 has gone down. There are no national comparisons yet available for 1999.
7. Inspection evidence shows attainment at the end of both key stages to be in line with national expectations. This indicates an improvement in the attainment of more-able pupils. This is partly because of the particular cohort and partly because of the success teachers have had in planning for different levels of attainment. However, there are still occasions when higher-attaining pupils are not challenged sufficiently. On these occasions, they do not make satisfactory progress and this has a bearing on their level of attainment. For the most part, pupils make satisfactory progress; pupils with special educational needs frequently make good progress as they receive good support. Appropriate targets have been set with the local education authority and the school has the capacity to meet them.
8. In number work, in Key Stage 1, pupils are competent at reading, writing and ordering numbers. They recognise sequences and pattern in number, including odd and even, and use mental recall of number facts in solving problems. They sort numbers, for example those divisible by 3 or by 5, satisfactorily and many are competent with halving and doubling. In shape, space and measures, pupils use the correct mathematical names for a number of two-dimensional shapes, such as circle, square, triangle, pentagon and hexagon and describe their properties, including number of sides and corners. They recognise right angles that they see around them such as the corner of their table. They work out area by counting squares, for example with a leaf drawn on squared paper. They are beginning to use standard units of measurement, such as metres and centimetres and measure and draw accurately. With weights, they order by estimating, then check by weighing. Most pupils discuss their work, using correct mathematical language. They make suitable responses to questions.
9. In Key Stage 2, pupils solve number problems, using a variety of mental and written computations. They use correct mathematical language when describing how they have calculated. Many have good mental recall of multiplication facts. They explore square numbers, prime numbers and negative numbers. In shape, space and measures, most pupils construct common two-dimensional shapes, including a pentagon, using a pair of compasses and a ruler. They identify lines of symmetry and have a sound understanding of rotational symmetry. They have a good understanding of the properties of three-dimensional shapes. They use their mathematical knowledge when working out problems, for example looking at timetables for London to New York and calculating journey times. Pupils collect data and represent it in a variety of ways, including using the computer for block graphs and pie charts. Mathematics skills are used well in other areas of the curriculum, particularly science and geography.
10. Overall, pupils are making satisfactory progress in mathematics. This is true for all year groups. However, there are some variations with different levels of ability. Effective planning and teaching ensure that pupils with special educational needs are given good support to enable them to move forward well, making good progress. When more-able pupils are presented with

challenging work, their progress is satisfactory, but there are occasions when the set tasks do not really challenge them, thus making their progress unsatisfactory.

11. In Key Stage 1, pupils' attitudes towards their mathematics are satisfactory. Most listen well and boys and girls equally contribute to oral sessions. Pupils apply themselves well in their group work and show good interest. However, there is a significant number who become restless, chatty and inattentive, particularly when the opening whole-class sessions go on for too long. In Key Stage 2, pupils' attitudes are good. They become thoroughly involved in class sessions where they are willing and keen to answer questions. In group work, they get on very industriously, concentrating for long periods and co-operating sensibly when necessary, particularly with apparatus and equipment. They respond well to all challenges, and persevere until they succeed. Their relationships with each other and with the class teacher are good. Their attitudes and behaviour are usually good, although the lower attainers can be silly when working with the class assistant.
12. The quality of teaching is satisfactory in both key stages. Teachers have a sound knowledge and understanding of the subject, although not all are thoroughly conversant with the 'National Numeracy Strategy Framework'. They plan very well, taking into consideration the ages and abilities of all the pupils in their class. Pupils are managed satisfactorily in Key Stage 1 and well in Key Stage 2, with groupings according to ability. Objectives are clear and pupils are usually set tasks which are challenging but achievable with sustained effort. On a few occasions, the tasks are not sufficiently challenging, particularly for the higher-attaining pupils, who are occupied rather than challenged. Good questioning skills help pupils to think carefully about what they are doing. Relationships are good, with a positive working atmosphere being established. Resources are well prepared and easily accessible. Day-to-day assessments are variable. Sometimes marking is thorough and helpful, whilst, at other times, it is less so. Longer-term assessments are well recorded and used to inform planning. Homework is used to reinforce and extend what is being learned in school.

Science

13. The results of the 1998 National Curriculum teacher assessments for pupils in Year 2 were well below average for the proportion achieving the expected Level 2 and below average for the proportion achieving the higher Level 3. In comparison with similar schools nationally, the results were the same. The school's results in 1999 show a significant improvement in the proportion achieving Level 2, with a slight decrease in the proportion achieving Level 3. Inspection findings are that, by the end of the key stage, standards meet national expectations and pupils, including those with special educational needs, make satisfactory progress. The improvement is due to a strong emphasis in school on the teaching of science. The previous inspection report judged standards to be 'meeting national expectation'.
14. The results of the 1998 National Curriculum assessments for pupils in Year 6 were close to the national average for the proportion achieving the expected Level 4, but below average for the proportion achieving the higher Level 5. In comparison to similar schools nationally, the school's results were close to the national average. The school's results in 1999 show that the school has sustained the standards it achieved in 1998. Inspection findings are that by the end of the key stage, standards are above average and pupils, including those with special educational needs, make good progress. The improvement is due to good teaching and a strong emphasis on investigative and experimental science.
15. Pupils use their literacy and numeracy skills well to support their learning in science. By Year 6,

pupils are confident in the use of the reference library to research information on, for example, the planets. The writing-up of scientific investigations and experiments is good. Numeracy skills are applied well in the use of measurement and in recording results of experiments in graphs. Pupils use information technology, including CD-ROMs and the Internet well as a means of research, for example into understanding the phases of the moon.

16. Progress in investigational and experimental work is good across the school. For example, pupils in Year 1 carry out a good investigation into which materials make the school waterproof. In Year 2, pupils investigate the different conditions needed for growth for a range of creatures, including worms, spiders and stag beetles. By Year 4, pupils use their prediction skills well in investigations into forces and they show a good understanding of carrying out a 'fair test'. In Year 5, pupils investigate the effects of exercise on the heart and record their results in well-labeled and carefully-drawn graphs. By Year 6, pupils know the importance of 'variables' when conducting experiments. In an investigation into thermal insulation, they apply their numeracy skills well in reading thermometers accurately and record their findings as graphs, tables and charts. Pupils use the skills of prediction, testing, recording results and drawing conclusions most successfully.
17. Progress in the understanding of life processes and living things is satisfactory in Key Stage 1 and good in Key Stage 2. By the end of Year 2, pupils know and label accurately the main parts of a plant and they understand the conditions that living things need in order to survive. In Year 3, pupils show good knowledge of the main parts of the tooth and identify 'incisors', 'canines' and 'molars'. By Year 4, pupils understand and explain 'food chains'. In Year 6, through good application of literacy skills, pupils produce very good 'Guides to Healthy Living' in which they show how their understanding of the importance of a balanced diet and healthy lifestyle has increased through the year.
18. In work on materials and their properties, progress is satisfactory in Key Stage 1 and good in Key Stage 2. By the end of Year 2, pupils have a good knowledge of materials, for example those which are suitable for constructing buildings. They understand 'transparent', 'translucent' and 'opaque'. By Year 3, pupils sort and classify materials according to their properties and, in Year 4, pupils investigate and explain which materials will dissolve. By Year 6, pupils show a good knowledge of insulation.
19. Progress in the study of physical processes is satisfactory in Key Stage 1 and good in Key Stage 2. By Year 2, pupils know that toys can be moved by a force which is a 'push' or a 'pull' and they complete circuits to make a bulb light up. By Year 4, pupils understand 'friction' and 'gravity', and they explain a solar eclipse. By Year 6, pupils show good knowledge of circuits in parallel or series and use correct symbols in drawing their circuit diagrams. During the inspection, Year 6 pupils applied their speaking and listening skills and the results of their scientific research skills most successfully when presenting their class assembly on the theme of 'Creation'. Literacy skills were used successfully in producing booklets entitled 'A Guide to the Solar System'.
20. Pupils enjoy science. They are particularly successful when working in groups where they show good, sustained concentration on their tasks. Pupils persevere well when carrying out research, investigations and experiments. They co-operate well. For example, when Year 5 pupils were investigating 'friction', each member of the group performed their individual task well. Pupils are confident in asking and answering questions. They use the library and computers most responsibly when carrying out research. On occasions, where lesson introductions are too long, particularly where more than one activity is being introduced, pupils become restless and easily

distracted because they are itching to get on with their tasks.

21. During the inspection, the quality of teaching was satisfactory in 67 per cent of lessons observed and good in 33 per cent. However, additional evidence, particularly from the scrutiny of pupils' work, is consistent with the quality of teaching being good in Key Stage 2. This contributes to the improvement in standards. Where teaching is good, teachers show good subject knowledge, which is passed on to the pupils with enthusiasm. In lessons, there is a strong emphasis on investigation and scientific enquiry. Pupils are challenged to think and explain their work. Lesson introductions are brisk and lessons proceed at a good pace. Where lessons are satisfactory, introductions are often too lengthy, particularly where science is one of four group activities in a particular lesson. This results in pupils becoming restless. Teachers use resources well to support pupils' learning, particularly the library and information technology, including the Internet.

Information technology

22. By the end of both key stages, standards meet national expectations and pupils, including those with special educational needs, make satisfactory progress. Pupils use information technology well to support their work, particularly in literacy and science. At present, they have insufficient opportunities to support their learning in the Numeracy Hour, although there are good examples of pupils using data handling. The school has maintained the standards set at the time of the previous inspection.
23. By the end of Year 2, pupils are secure in the key skills of using the mouse and keyboard. They know how to load, save and print their work. Pupils use word-processing skills well in writing, for example in their stories, 'I am afraid of fire' or in factual writing about their summer holidays. They change the size, colour and type of font successfully. Pupils use a graphics program well to create pictures of favourite characters, for example Jack from 'Jack and the Beanstalk'. In control technology, they enter commands into a programmable toy in order for it to follow a planned route, involving moving forwards, backwards and turning through right angles. Pupils applied their knowledge of co-ordinates well when they planned the route to reach square 'D4' on their 'imaginary islands' map.
24. By Year 4, pupils have made satisfactory progress. They use word-processing skills creatively in producing, in poetry form, their thoughts and feelings on 'autumn'. They develop the skill to use fonts and layout imaginatively and combine text and 'clip-art' most successfully to create high-quality finished products. Data-handling skills are used well to show the results of a mathematical investigation into the volume of cuboids. By Year 6, pupils apply their literacy skills well, including the correct use of paragraphs and speech marks, in their stories of 'The Rescue'. Pupils are very confident in the use of CD-ROMs and the Internet as tools for gathering research for their investigations into the planets. They apply their literacy skills successfully when carrying out an Internet search and then choosing from the information available that which is most suitable for their needs. Pupils are successful in sending and retrieving e-mail.
25. Pupils work hard and well when using information technology and show good perseverance when researching information. Many of the computers are not in classrooms, but located in areas adjacent. A strength of the school is the responsible way in which pupils work independently on information technology tasks. Pupils support each other well, but they are equally enthusiastic about seeking support from their teacher or the headteacher should problems arise.

26. The teaching of information technology is satisfactory, overall. However, good teaching was seen where teachers work with groups to teach new skills, for example in Year 1, where pupils were taught how to select successfully from an on-screen menu of words to write sentences about 'Jack and the Beanstalk'. Teachers are planning to use information technology to support pupils' learning in the Literacy Hour and in other subjects, particularly science. However, the planned use to support the Numeracy Hour is still underdeveloped. Teachers show high expectations in pupils working independently, on occasions away from their own classrooms, for example, Year 6 pupils using the Internet where the relevant computer is situated adjacent to Year 3. Teachers are successful in making good use of a range of different operating systems to support pupils' learning.

Religious education

27. Pupils' attainment at the end of both key stages is above the expected levels of the locally agreed syllabus. All pupils, including those with special educational needs, make good progress. Standards in religious education have improved significantly since the last inspection, where they were judged to be 'broadly in line with national standards'.⁵
28. By the end of Key Stage 1, pupils have a sound knowledge of the main festivals of the Christian faith, especially Christmas and Easter. They understand that church is a special place to go to and relate this to their own special places where they feel safe. They are developing a good understanding of God's family and how this compares with their own family.
29. By the end of Key Stage 2, most pupils have a good understanding of the symbols, artefacts and religious practices of Christianity. For example, they talk about the use of water for baptism and candles for prayer. Many compare the similarities between Judaism and Hinduism. However, as well as the facts that they know, pupils are encouraged to discuss the meaning of religion and how it can affect people's lives, including their own. This they do very well, sometimes showing maturity beyond their years. Speaking and listening skills are well used in these sessions.
30. All pupils, including those with special educational needs, make good progress. They gain knowledge and understanding of religious beliefs and practices and discuss the meaning of religion. Older pupils become increasingly aware of the customs and traditions associated with world faiths. They consider the meaning of faith and how it relates to real life situations. For example, Year 6 pupils recognise that there are 'special' people, who have special attributes, which affect their lives.
31. Pupils' attitudes are good, and occasionally in Key Stage 2, they are very good. Throughout the school, pupils listen attentively to teachers and willingly offer answers and opinions. Older pupils display good sense and sensitivity in discussions. Behaviour is good and pupils respect the views of others.
32. The quality of teaching is good and is very good on occasions. It is very good when teachers ask high-quality questions and involve pupils to a high degree. Planning follows the locally agreed syllabus and the local schools' 'Ultimate Questions'. Teachers have a good knowledge and understanding of the subject and are confident when leading discussions. They have high expectations of pupils for both work and behaviour. Pupils are well managed and sensitively handled. Ongoing assessment takes place during lessons and there are assessment criteria within the planning.
33. There is a very good curriculum for religious education. The locally agreed syllabus, "Vision

and Insight”, is supplemented by ‘Ultimate Questions’. This has been produced by teachers in local schools, and explores questions such as:

- . What is an Ultimate Being?
- . What is good and evil?
- . Why am I here?
- . Why is there suffering?
- . Is death the end?

1. The planned programme takes pupils through these questions and is very effective in developing their thinking and understanding rather than just knowing about bible stories. The ethos of reflection created in classrooms and in assemblies makes a positive contribution to the spiritual, moral, social and cultural development of pupils. Visits and visitors are well used to give the pupils first-hand experiences. Visits are made to the nearby church and a range of clergy visit to take assemblies. Good use is made of visitors when studying Christianity and Judaism, but this is not extended to Hinduism. Effective links are made with other subjects, including literacy, art, music, drama and dance, where pupils interpret stories in a variety of ways.

141.

OTHER SUBJECTS OR COURSES

141. Art

2. The quality of art in the school remains the same as that for the previous inspection. The standards attained by pupils by the end of Key Stage 1 are in line with national expectations and those at Key Stage 2 are above those expected nationally. Only two art lessons were seen during this inspection. Judgements are made on the lessons observed and observation of pupils' work around the school and in portfolios, discussions with pupils and teachers and a scrutiny of teachers' planning. Progress, including that for pupils with special educational needs, is satisfactory for pupils by the end of Key Stage 1 and is good by the end of Key Stage 2.
3. At Key Stage 1, pupils make good use of different media, including paint, pastels, charcoal and pencils. They develop good observational skills to produce portraits of their friends in their class. They use their artwork well to support other subjects. For example, pupils in Year 1 have drawn and painted pictures of their favourite character from traditional stories and pupils in Year 2 have carried out interesting drawings using crayon to illustrate their messages in a bottle. At Key Stage 2, pupils develop and broaden their expertise. Pupils in Year 3 have produced some thoughtful work concentrating on the texture of fruit, having first studied the work of Renoir and Redon. Year 3 have an understanding of how colours can be blended while carrying out a pastel observational drawing of an apple. By the end of Key Stage 2, pupils have produced very good examples of pastel work on minibeasts. Examples of textile and collage work are to be seen around the school, with a particularly good example of textile work designed and stitched and named 'Summer Day' inside the entrance to the school. There is a range of good collage work carried out by Year 4 in response to ideas about rivers. Pupils have many opportunities to use clay and pupils in a Year 4 class were seen making decorated clay finger pots, having seen demonstrations of them being made while at a visit to Butser Ancient Farm the previous week.
4. There is clear evidence of the progress made as pupils move through the school in all aspects of their art work. For example, the pastel drawing of the 'Slow Dolphin' in Year 1 and the skilful, pastel drawings of fruit carried out by Year 6 pupils. Pupils with special educational needs are well supported and have full access to the curriculum.
5. Pupils enjoy and are enthusiastic about their art lessons. They try hard to produce their best work, are proud of their achievements and sustain interest throughout the lesson. They discuss their work sensibly, respecting the ideas and efforts of the other pupils.
6. Many opportunities are given to pupils to develop their skills of speaking and listening through discussion related to the artwork during lessons.
7. In the two art lessons observed, the quality of teaching was good in one lesson and satisfactory in the other lesson. The main difference in the quality of teaching was the amount and quality of the input to improve the pupils' skills while allowing them to be creative. Lessons are well planned and relationships are good.

147. Design and technology

8. By the end of both key stages, pupils achieve standards which are expected for their age. Progress, including that for pupils with special educational needs, is satisfactory. Pupils use their literacy skills well in accurate labelling of designs and in their written evaluations of finished products. Numeracy skills are applied successfully in the accurate measurement of, for

example, wood needed to make a puppet frame.

9. In Year 1, pupils apply their scientific knowledge of forces when designing and making a toy which can be pushed or pulled. They use sewing skills and develop an understanding of textiles when they make hats for 'Handa'. By the end of Year 2, pupils are successful in using a range of large and small construction kits to design and make a vehicle to carry a polar bear which is to be pulled by a hippo (characters from a story they read). Designs are labelled clearly and pupils explain why they have chosen particular materials, "This is a clear plastic windscreen so dust won't get into his eyes".
10. By Year 4, pupils are successful in designing and making good models of Roman chariots in work linked to their history topic. The models show good use of construction techniques. In food technology, they design, make and evaluate a range of sandwiches. In Year 5, pupils use measuring skills accurately in designing and making models of the human skeleton. In Year 6, pupils use information technology skills well to record their evaluations of the recipes and taste of cakes. Textiles are used well in their designs and final products inspired by the theme of 'rocks and stones'.
11. In lessons, pupils show good skills of co-operation and they persevere at their tasks. A particular strength is the way in which they work independently of the teacher, who may be working with another group. However, they are restless when lesson introductions are too long, especially when more than one activity is being introduced.
12. The teaching of design and technology is satisfactory; pupils are taught a sound range of skills. Lessons are planned carefully and resources are readily available. There are good examples of joint planning, for example in Year 2 where lessons were planned on alternate days so that each class had access to the full range of construction kits. Teachers use resources effectively to support pupils' learning. However, on occasions, time is not used well, especially when more than one activity is being introduced at the beginning of the lesson.
13. The school has maintained the standards it achieved at the time of the last inspection, although there is more use of information technology to record evaluations of products.

153.

Geography

14. During the inspection, one lesson was observed at Key Stage 1 and no lessons at Key Stage 2. Judgements are therefore made on evidence taken from teachers' planning, pupils' written work and discussion with staff and pupils. At both key stages, pupils make satisfactory progress and their attainment is in line with expectations for their age. At the last inspection, pupils were judged to attain standards appropriate for their age and that they made good progress.
15. Pupils, including those with special educational needs, make satisfactory progress. By the end of Year 2, pupils show a good knowledge of the immediate locality and express their views on attractive and unattractive features. They have used the story of 'The Little Polar Bear' to follow the journey Lars took travelling from the Arctic to the jungle and back to examine the differences between hot and cold climates and how these effect the ways people dress and live. In the lesson observed in the Year 2 class, pupils were investigating hot and cold climates through books and photographs and developing an awareness of different climates around the world.
16. In Key Stage 2, pupils extend their studies of the local area and Portsmouth and their ability to

apply successfully a range of geographical skills increases appropriately. Pupils in Year 3 know about rivers, how they are formed and shape the landscape. They work on developing an understanding that different places may have similarities and differences. They learn to locate Egypt and the United Kingdom on the world map. The work of pupils in Year 4 shows awareness of how Havant has changed over time and they also study life in a small settlement in India. They show a good understanding of how the weather influences geographical features and how weather can alter in different parts of the world. Pupils in Years 5 and 6 use studies of Kesharapur in India as a base for much of the work, contrasting life in an Indian village with that of life in Portsmouth. Year 6 develop and extend this work of contrast and similarities. As pupils progress through the school, they increase their map skills, understanding of the environment, their ability to use a range of geographical skills and evidence to investigate places and their geographical vocabulary.

17. Geography lessons provide many opportunities to support pupils' literacy skills through their research work and writing and in speaking and listening while participating in discussions.
18. Pupils' attitudes to geography are positive. They demonstrate pride in their work and are enthusiastic about participating in discussion.
19. The quality of teaching was satisfactory in the lesson seen. Other evidence collected is consistent with a range of teaching strategies employed, including fieldwork and the use of videos and other materials to support pupils' work. Enquiry strategies were used appropriately in the lesson observed, with the teacher and pupils asking interesting and relevant questions. The school makes very good use of the local area and other visits. These include visits to the village green and church, Rowland's Castle, Havant and Havant Thicket. Pupils visit Leigh Park Gardens to see the source of the River Hermitage, Portsdown Hill and Portsmouth, where the school has a link with another school. These visits enhance the geography curriculum. Visitors such as Mary Jane Lomer, a local historian and creator of a local village map, and Dylan Theodore, creator of Thengapalli resources, also contribute well to the experiences of the pupils.

159. **History**

20. By the end of both key stages, pupils achieve standards which are expected for their age and pupils, including those with special educational needs, make satisfactory progress. Pupils make good use of their literacy skills in carrying out historical research and in their subsequent writing. Numeracy skills are used through the use of timelines, so helping pupils to understand chronology. The previous inspection report made no clear judgements about standards or progress.
21. By the end of Year 2, pupils develop a satisfactory understanding of chronology. They sequence the story of their own lives and that of Grace Darling. In Year 2, pupils carry out their own research into the lives of their grandparents by designing questionnaires, which include such questions as, "Did you have a rocking-chair?" Pupils compare, successfully, life 100 years ago with that of today, through comparing and contrasting, for example, bathrooms and kitchens.
22. In Year 3, pupils know the key facts about Ancient Egypt and carry out good research into the Egyptian Gods. In local history, they investigate changes in the locality and identify, for example that the old post office is now an antiques shop. In Year 4, pupils make good use of literacy skills in their empathetic writing in which they reflect on being a Roman soldier or one of Boudicca's warriors at the time of Boudicca's rebellion. They carry out good, personal research into, for example, Celtic hill-forts. In Year 5, pupils show a good knowledge of the impact of the

Industrial Revolution on society and they carry out good research to compare Victorian country life and schooling, with that of today. By Year 6, pupils understand and use, appropriately, a wide range of historical evidence, including archaeology, mythology and interpreting stories, in their study of Ancient Greece. They make good comparisons between the 'Creation Story' in the Bible and the 'Creation Story' of the Greeks. Pupils show a good understanding of the legacy of the Ancient Greeks and use word-processing skills well to record their knowledge.

23. No history lessons were observed during the inspection, but evidence from the scrutiny of work and discussions with pupils, shows that they enjoy history. Particular strengths are evident in the use of personal research. Inspection evidence is consistent with the quality of teaching being satisfactory. Pupils are taught a good range of historical skills as they move up through the school. Resources, including educational visits and artefact collections are used well to bring history 'alive' for pupils.

163. **Music**

24. Attainment in music is above that expected for pupils' ages by the end of both key stages. The standards of singing across the school are high, particularly in Year 6. The school maintains the good standards at Key Stage 1 noted in the previous report. Standards have improved in Key Stage 2. Very well-led weekly singing practices maintain good progress for all pupils in the performance of songs with a religious theme, such as for the forthcoming 'Harvest Festival' and in a wide range of folk and popular songs. All pupils in Year 2 have started to learn the recorder. These good standards and challenges reflect the value the school places on each pupil's creative development.
25. By the end of Key Stage 1, pupils understand and can give a good response to loud and quiet sounds. They clap and name rhythms and identify high and low pitch and can maintain a steady beat while singing and playing untuned instruments. All pupils have an above average repertoire of songs and hymns, which they sing from memory. While singing, they show an understanding of pitch, timbre and dynamics. They sing in unison with an awareness of other singers.
26. By the end of Key Stage 2, pupils have a good understanding of notation. They show very good rhythmic control and understanding of dynamic contrast in their singing. Pupils accurately clap and vocalise rhythmic patterns collectively and individually. They use tuned and untuned instruments to improvise with control and imagination. Pupils develop an understanding of the relationship between rhythmic and melodic sounds and written notation. Many pupils are able to transcribe the sounds they improvise.
27. Pupils make good progress in all aspects of music making, listening and appraising. The tone quality of their singing develops well over both key stages. This was clearly demonstrated during an assembly given by Year 6 pupils where there was a sense of awe and wonder created by the purity of tone of one pupil singing 'Alpha, Omega', together with the very good supporting voices of others in the class. Pupils develop good ideas and make good progress in playing and improvising, using a variety of instruments. Over the key stages, pupils acquire a good knowledge of musical terms and names of different instruments. They select the instrument they feel best suits a chosen mood. Pupils with special educational needs take a full part in music lessons and make good progress.
28. Pupils enjoy their music lessons and particularly enjoy singing. The response of pupils in Key Stage 2 during their singing practice was outstanding. They sang with real joy, feeling and animation. They were keen to continue the practice even when it was time to go home. Pupils at

Key Stage 1, having completed their singing practice, were still heard to be singing happily as they returned to their classes. Pupils listen carefully to the teacher and try their best to succeed and to improve the standard of their performance. They concentrate well in practices and assemblies as both performers and audiences. Pupils work well in groups, discussing tasks sensibly and working out group performances and improvisations. They derive much pleasure from performing in front of others. Pupils are developing a love and great enjoyment for music.

29. Pupils have many and varied opportunities to participate in musical events, for example the Christmas performance of 'The Little Angel' for Key Stage 1 pupils, a musical drama for Years 5 and 6 and classical guitar renditions in church by a group of sixteen pupils. The choir and folk club perform at the annual 'Summer Fair'. The school is currently rehearsing a 'Musical for the Millennium'. Pupils are also able to have lessons for keyboard, violin and woodwind instruments given by visiting teachers. These opportunities, together with visitors, such as musicians from Bournemouth Symphony Orchestra and a local guitarist, enhance the music curriculum. Music contributes very well to pupils' spiritual, moral, social and cultural development.
30. The quality of teaching in lessons observed was good in four lessons and very good in two lessons. Teachers had clear learning objectives and encouraged good behaviour and participation. They were confident in their knowledge and teaching of music. Their own enthusiasm for music was transmitted to the pupils.

170. **Physical education**

31. Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress in their physical education. In gymnastics, they have appropriate control of their movements both on the floor and on apparatus, and can find different ways of travelling using various parts of their body. In dance, they plan and perform movements to represent 'Goldilocks and the Three Bears', or 'Snow White and the Seven Dwarfs'. They use the music well and have an awareness of space and others around them. In games, most throw and catch a variety of equipment, including a ball, with some being particularly skilful.
32. Most pupils in Key Stage 2, including those with special educational needs, make good progress. In games, they develop their ball skills well, for example when sending and receiving a hockey ball and show a good level of attainment. They understand rules and co-operate well in team games. In dance, pupils listen well and create a good variety of movements in response to various stimuli, including music and words. Often, dance themes are closely linked to other subjects. For instance, Year 5's work is linked to the literacy work of Harry Potter, whilst Year 6 created a dance on the theme 'Planet Earth – Caring for Life'. No gymnastics or swimming lessons were seen, but records indicate that about 90 per cent of pupils meet the national expectation to swim the required distance of 25 metres unaided.
33. Pupils' attitudes in physical education lessons are good and, sometimes, very good. They are attentive, follow instructions well and try hard in their activities. They are keen and enthusiastic and show positive attitudes to each other and to the class teacher. Pupils work well in pairs or groups. They are confident when performing for others and enjoy watching others perform for them.
34. The quality of teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Teachers have a good knowledge and understanding of the subject, particularly in Key Stage 2 and their expectations are usually high. Sometimes in Key Stage 1, activities are too teacher-directed and

do not allow pupils enough responsibility for their own work. For example, teachers carry apparatus when the pupils could easily do it and show pupils how to move in gymnastics rather than letting them find their own ways. Planning is thorough and has clearly defined learning objectives. Lessons always begin with a warm-up, but stretching is not always included. Appropriate activities are chosen to achieve the objectives. Organisation and control of pupils are good and appropriate attention is paid to safety, although, on occasions, pupils are allowed to wear watches and rings.

35. There is a wide range of extra-curricular activities, which are well supported by teachers, non-teaching staff, parents, coaches and pupils. These are of good quality and help to raise skill levels, as well as providing effective opportunities for social development. Pupils have many opportunities for competition with other schools in major team games. There are adequate resources, with equipment for ball games being particularly good. Much of this equipment has been obtained from sports organisations, which have promoted their games, and the school rightly takes full advantage of this. The hall, field and playgrounds are adequate, but insufficient thought is given to timetabling to allow the possibility of indoor facilities being used when pupils cannot go outside for games.
36. Since the last inspection, standards in Key Stage 1 have been maintained, whilst in Key Stage 2 they have improved. The scheme of work has been developed well and covers all the required aspects. Teaching is now good in Key Stage 2, and all equipment is sound.

176.

PART C: INSPECTION DATA

176. SUMMARY OF INSPECTION EVIDENCE

37. The team consisted of four inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday, September 27th 1999 and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the eighteen parents who attended. An analysis was made of the 55 questionnaires returned by parents. During the course of the inspection, the team observed 55 lessons or parts of lessons and also covered registration periods and assemblies. A total of 73 hours was spent on gathering evidence.

38. A sample of pupils from each class was heard reading and the work of those pupils was scrutinised by the team over a period of six hours. Behaviour in the playground, dining-hall and around the school was observed. Discussions were held with members of staff, governors, subject co-ordinators, visitors and parents. The team also examined pupils' records and reports, teachers' planning and record keeping, financial statements and attendance registers. Inspectors also looked at the resources provided by the school for the pupils and at the use made of the accommodation.

179. DATA AND INDICATORS

179. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	219	2	66	21

179. Teachers and classes

179. Qualified teachers (Y R- Y6)

Total number of qualified teachers (full-time equivalent):	9.3
Number of pupils per qualified teacher:	23.5

179. Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	127

Average class size:	27
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179. Financial data

Financial year:	1998/99
	£
Total Income	403,942
Total Expenditure	393,509
Expenditure per pupil	1,696
Balance brought forward from previous year	61,587
Balance carried forward to next year	72,020

179. **PARENTAL SURVEY**

Number of questionnaires sent out: 208
 Number of questionnaires returned: 55

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	36	9	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	42	2	4	0
The school handles complaints from parents well	24	33	36	5	2
The school gives me a clear understanding of what is taught	25	53	13	5	2
The school keeps me well informed about my child(ren)'s progress	27	42	20	7	4
The school enables my child(ren) to achieve a good standard of work	31	44	20	4	2
The school encourages children to get involved in more than just their daily lessons	51	42	5	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	49	15	5	9
The school's values and attitudes have a positive effect on my child(ren)	36	51	11	2	0
The school achieves high standards of good behaviour	18	53	18	9	2
My child(ren) like(s) school	47	40	5	7	0

^{1.} QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

^{2.} The national expectation is that at the end of Key Stage 2 pupils should achieve Level 4.

^{3.} At the time of the inspection, the school was in the fourth week of implementing the Numeracy Hour. In addition, teachers had received only two of three days training to teach the Numeracy Hour.

^{4.} Art, design and technology, geography, history, music and physical education

^{5.} There are no national standards for religious education, they are judged against the requirements of the locally agreed syllabus for each local education authority.