

INSPECTION REPORT

Vigo Infant School
Andover

LEA area: Hampshire

Unique Reference Number: 115970
Inspection Number: 186752

Headteacher: Mrs C Evans

Reporting inspector: Mr RWG Thelwell
20977

Dates of inspection: 18th – 21st October 1999

Under OFSTED contract number: 717365

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	County
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	MR R Swallow
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr RWG Thelwell (<i>Registered Inspector</i>)	Children under five; Geography; History; Physical education.	Attainment and progress; Teaching; Leadership and management; Efficiency; Main findings and key issues.
Mrs E Parrish (<i>Lay Inspector</i>)		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Main findings and key issues.
Mrs J Harrowell	English; Music; Special educational needs.	Curriculum and assessment; Provision for pupils with speech and language disorders; Main findings and key issues.
Mr G Jones	Mathematics; Information technology; Design and technology; Personal, social and health education.	Staffing, accommodation and learning resources; Main findings and key issues.
Mr M Ward	Science; Religious education; Art; Equal opportunities.	Pupils' spiritual, moral, social and cultural development; Main findings and key issues.

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MAIN FINDINGS

What the school does well

- Provides a warm, caring community where pupils are known well, and valued and supported as individuals.
- Promotes good attitudes, very good behaviour and relationships.
- Good teaching is a strong feature of the school.
- Makes very good provision for the support, guidance and welfare of its pupils. Pupils with special educational needs, and those with speech and language disorders, receive very good support.
- The headteacher and governors have produced an excellent development plan to continue developments and improvements. It is a very effective tool for management.
- The school is run to a very high standard of efficiency, with strong financial planning.

Where the school has weaknesses

- I. There are insufficient planned opportunities for pupils' work in the use and application of mathematics, and in experimental and investigative science.
- II. Pupils are not given enough opportunities to learn about cultures other than their own.
- III. There are not enough opportunities for pupils to carry out independent learning activities.
- IV. The school has no written policy for the provision of children under five.
- V. With the exception of the literacy co-ordinator, subject co-ordinators do not visit classes to monitor the teaching of the subjects for which they are responsible.

Vigo Infant School is a happy, caring school that has many strengths and good features. The headteacher, staff and governors work hard as a team, and have successfully provided a stimulating environment for all pupils, in line with their stated aims. The weaknesses noted below are areas for further development, and should be seen in the context of the school's successes and very good improvement. They will form the basis of the governors' action plan, sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made very good progress in addressing the issues arising from the last inspection, in March 1996. Schemes of work are now in place for all subjects, to ensure pupils' skills, knowledge and understanding are systematically developed. There has been a marked improvement in the quality of teaching. The role of subject co-ordinators has been developed, and all teachers with specific responsibilities have a clear understanding of their roles in the management structure. Management and organisation of the curriculum is now good. A clear and helpful policy for assessment is now in place, and it is used well. Resources have been improved where weaknesses were identified. Leadership and management are now very good. The school's excellent development plan now has clearly defined links between priorities for improvement and the school's budget. Progress is monitored well, and criteria used to judge the cost-effectiveness of spending decisions.

Targets are now set for improving standards. The school gives satisfactory value for money. The school is very well placed to continue its developments and improvements.

· **Standards in subjects**

This table shows the standards achieved by seven 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> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
Reading	D	E	
Writing	E	E	
Mathematics	C	D	

Comparison with similar schools is based on those having a free meals entitlement of 8-20 per cent.

Results of the 1998 National Curriculum assessments at the end of Key Stage 1 showed attainment in reading to be below the national average and well below average for writing. Attainment in mathematics was in line with the national average. Attainment for science, based on teacher assessment, was in line with national expectations. When compared with similar schools, results were well below average for reading and writing. They were below average for mathematics.

Results of the most recent end of key stage assessments for 1999, for which national results have yet to be confirmed, show the proportion of pupils attaining the expected level (Level 2) for reading, writing and mathematics to be lower than the previous year. Results for science, based on teacher assessment, were similar. Over half the pupils in the year group were on the school's register of special educational needs.

For pupils currently in Year 2, inspection evidence confirms an improvement on the 1999 National Curriculum assessments. Whilst over half the pupils within the cohort are attaining levels expected for their age overall, attainment in reading, writing and mathematics is below average. It is below expectations for science. Attainment in information technology is in line with national expectations, and standards in religious education meet the requirements of the locally agreed syllabus. In art, pupils make good progress and attain standards above those expected for their age. Progress in other subjects is satisfactory.

Children under five make good progress in their personal and social development, and in language and literacy. They make sound progress in all other areas of learning. By the age of five, nearly all achieve the officially recommended learning outcomes for each area of learning, with the exception of language and literacy, where a larger proportion do not achieve the

recommended outcomes.

• **Quality of teaching**

• Teaching in	• Under 5	5 – 7 years
English	Good	Good
Mathematics	• Good	Good
Science	*	Satisfactory
Information technology	*	None observed
Religious education	*	None observed
Other subjects	Good	Satisfactory

*.For children under five, these subjects are included in other areas of learning.

Teaching is satisfactory or better in all lessons observed. Overall, it is good or better in 63 per cent of lessons observed, including nine per cent judged to be very good. The good quality of teaching has a positive effect on pupils' responses and the progress they make. Teaching of children under five is good in 66 per cent of lessons observed, including nine per cent very good. At Key Stage 1, teaching is judged to be good in 63 per cent of lessons, including nine per cent very good. The remainder are satisfactory.

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	Behaviour in class and around the school is very good.
Attendance	Satisfactory; similar to the national average. Pupils are keen to come to school.
Ethos*	A very positive and caring ethos, which supports and promotes pupils' learning.
Leadership and management	The headteacher provides very strong and effective leadership. She is given good support by an able deputy headteacher, a committed staff, and a well-informed and involved governing body.
Curriculum	The curriculum is broad and balanced throughout the school. Good links are made between subjects. The curriculum is supported by a range of purposeful educational visits.
Pupils with special educational needs	Very good provision is very well managed by the special educational needs co-ordinator. Pupils with speech and language disorders receive very good support. Their provision is very well managed by the language unit manager.
Spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. It is good for spiritual development. The overall provision for cultural development is unsatisfactory.
Staffing, resources and accommodation	Good level of teaching staff, and very good levels of support staff. Very good arrangements for professional development. Resources are good. Accommodation is very good. Eye-catching displays enhance the environment.
Value for money	The school is run to a very high standard of efficiency and gives sound value for money.

**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

- Teachers know the pupils and their needs well.
- They feel encouraged to play an active part in the life of the school.
- Teachers are approachable when there are problems.
- The values and attitudes promoted by the school have positive effects on pupils.
- The school enables children to achieve a good standard of work.
- Standards of behaviour are good.
- Pupils enjoy coming to school.

What some parents are not happy about

- No significant concerns were raised at the parents' meeting with the Registered Inspector, Mrs. [Name].

Fifty-three parents returned the pre-inspection questionnaire, and 20 parents attended the meeting with the Registered Inspector. Several parents wrote letters in support of the school. Inspection evidence confirms the positive views expressed by parents.

· **KEY ISSUES FOR ACTION**

In order to further improve the school, the governors, headteacher and staff should:

- *. provide more planned opportunities for pupils' work in the use and application of mathematics and in experimental and investigative science;
(Paragraphs: 17, 19, 44, 111, 121)
- *. improve the provision for pupils' cultural development, enabling them to gain a greater knowledge, understanding and appreciation of the richness and diversity of cultures other than their own;
(Paragraphs: 45, 55, 166)
- *. at Key Stage 1, provide pupils with strategies and opportunities to take more responsibility for their own learning, through personal research and the use of reference materials, including aspects of information and communication technology.
(Paragraphs: 27, 124)

In addition to the key issues above, the following should be considered for inclusion in the governors' action plan:

- *.provide a policy for the provision of children under five, in order to ensure that the present good practice and provision is further developed.
(Paragraphs: 43, 96)
- *.give subject co-ordinators opportunities to monitor teaching in the subjects for which they are responsible;
(Paragraphs:72, 118, 126).

* **INTRODUCTION**

* **Characteristics of the school**

1.Vigo Infant School is situated on the 'Five Schools Campus' to the west of Andover. Pupils are drawn from a wide socio-economic background, from homes including a mix of privately owned and council or other rented accommodation.

2.At present, 187 pupils attend school on a full-time basis, including 12 children under five. Nine pupils, mainly from outside the catchment area, attend the school's support facility for pupils with speech and language disorders. In addition, a further 53 children attend school mornings only. There are nine classes, with an average size of 27. Children join the school in the September following their fourth birthday. On entry, over half the children have levels of attainment lower than that expected for their age.

3.The school has identified 133 pupils as having special educational needs. This represents 55 per cent of the school role, and is three times the national average. Ten pupils have statements of special educational needs allocated to them under the terms of the official Code of Practice. Of these, nine of the statements relate to pupils attending the speech and language support facility. Twenty-seven pupils are eligible for free school meals; at 14 per cent of those attending school full-time, this is below average. One pupil comes from a home where English is not the first language.

4.Whilst the school has no Parent Teacher Association, parents willingly become involved in school events and activities as they arise. The headteacher is now in her third year in post.

5.The school has declared its aims as being to:

- *.provide an environment in which all children and adults are happy, safe and secure;
- *.encourage children to acquire confidence in themselves and their abilities;
- *.provide a broad and balanced curriculum which fosters the development of the whole child;
- *.ensure that all have equal access to the National Curriculum, and continually make progress to reach their own potential;
- *.maintain a high quality of teaching and learning for all children, and strive towards ever increasing standards of achievement;
- *.encourage positive attitudes towards learning, social situations and self-discipline;
- *.work together with parents, and to report to them regularly about the school, the curriculum and any information regarding their child;
- *.to be a community in which all staff recognise they have a part to play in the care and welfare of every pupil;
- *.guide children to an understanding of and concern for others, and a respect for all living things;
- *.value all staff and children equally.

1.Having made very good progress in addressing the issues from the last inspection, the school

has declared its priorities as being:

- *.the continued development of the numeracy strategy;
- *.to continue to raise standards of attainment;
- *.to continue to raise the profile of the school within the locality.

1. 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
1998	43	42	85

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	30	31	32
	Girls	33	33	34
	Total	63	64	66
Percentage at NC Level 2 or above	School	74(73)	76(69)	78(81)
	National	80(80)	81(80)	84(84)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	32	33	38
	Girls	35	35	37
	Total	67	68	75
Percentage at NC Level 2 or above	School	79(71)	80(65)	88(87)
	National	81(80)	85(84)	86(85)

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

7. **Attendance**

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

		%
Authorised	School	5. 5
Absence	National comparative data	5. 7
Unauthorised	School	1. 3
Absence	National comparative data	0. 5

7.

7. **Exclusions**

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

	Number
Fixed period	1
Permanent	0

7. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	9
Satisfactory or better	100
Less than satisfactory	0

7. **PART A: ASPECTS OF THE SCHOOL**

7. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

7. **Attainment and progress**

2. Assessment of children on entry shows their attainment to be below that expected for children of their age. The school makes very good provision for its young children. They make good progress in their personal and social development, and in language and literacy. Children make satisfactory progress in mathematics, knowledge and understanding of the world, physical development and creative development. By the time they are five years old, nearly all achieve the officially recommended outcomes for each area of learning, with the exception of language and literacy, in which a larger proportion do not achieve the recommended outcomes.

3. Children settle quickly into the routines of the school day. They develop good social skills; they play well with each other, share and take turns. Most talk confidently, listen attentively and carry out instructions. Children enjoy books and handle them well. Many successfully link letter names and shapes. In mathematics, they count and match objects, play number games, and sort by colour and shape. Children begin to understand that they change as they get older. They conduct simple investigations, know and recognise the features of living things, and explore the properties of materials. Children become increasingly competent in using computers for a variety of purposes. They draw, paint, model, cut and stick to make increasingly recognisable pictures and artefacts from a variety of materials. New songs are learnt and sung with enthusiasm. Children enjoy their physical activities, and demonstrate increasing agility and control of their bodies.

4. In the 1998 National Curriculum assessments for reading at the end of Key Stage 1, the proportions of pupils reaching either the expected level (Level 2), or the higher level (Level 3), were close to the national averages. In writing, the proportions attaining either the expected or higher level were below the national averages. For mathematics, whilst the proportion reaching the expected level was well below the national average, the proportion gaining the higher level was close to the average. Teacher assessment for science showed the proportion of pupils attaining the expected level to be average, while the proportion gaining the higher level was well above average.

5. When compared with schools with pupils from similar backgrounds, results for reading and writing were well below average, and they were below average for mathematics.

6. Over the years 1996 to 1998, end of key stage results for reading, writing and mathematics have been lower than the national average. Nevertheless, there has been a year-on-year improvement. Results for the 1999 national assessments, for pupils who have since left the school, show fewer pupils reaching the expected levels or above for reading, writing and mathematics than in the previous year. Results for science, based on teacher assessment, were similar to those of 1998. However, over half the pupils in the cohort assessed were on the register of special educational needs. There are currently no figures available to allow comparison to be made with other schools.

7. When they joined the school, nearly three-quarters of pupils currently in Year 2 had levels in English below that expected for their age. This included nearly a third who were well below expectations. In mathematical understanding, over half were assessed as having attainment below expectations for their age, and a quarter were well below that expected for those of a similar age. Inspection evidence shows that the majority of pupils now attain standards in line with those expected for their age in English, mathematics and science. However, this number remains below the national average.

8. In English, pupils make good progress in speaking and listening, and achieve standards in line with expectations. By the age of seven, most pupils show confidence in asking and answering questions. By the time they leave the school, they use a satisfactory breadth of vocabulary and have confidence to speak in assembly.

9. In reading, all pupils, including those with special educational needs, together with those with speech and language disorders, make good progress over time. Most pupils reach the level expected for their age, but a significant minority does not. As a result, overall attainment in reading is just below the national average. Pupils read simple fiction with reasonable accuracy and fluency. They discuss aspects of the story including character and plot, and use alphabetical knowledge to locate information in reference books.

10. Whilst pupils make sound progress overall in their writing skills, standards of punctuation and the quality of content in writing are below average. Higher attaining pupils write in a lively and imaginative style, and use dictionaries and thesauruses to support their writing. Most pupils write simple, appropriately sequenced sentences. Pupils make good progress in learning spellings and in handwriting. Evidence from the work of those who left school last year, confirms that the majority write in a neat, cursive style by the end of Year 2.

11. Overall progress in mathematics is good over time. Pupils make good progress in concepts of number; the majority attain standards expected for their age. Mental arithmetic is developed well within the daily mathematics lesson. However, insufficient planned opportunities for pupils to use and apply mathematics result in insufficient progress, and pupils' attainment is below that expected of their age for this element of the curriculum.

12. Pupils make effective use of their developing literacy skills in other subjects. In history, they research and produce interesting work on famous people and events. In geography, they record what they have seen on their way to school, and write about hurricanes and life in other countries. As part of religious education, pupils write prayers for harvest, and recipes as part of their food technology. Numeracy skills are used to good advantage in geography to represent in graph format the information gathered in their work on Andover's shops. In history, pupils refer to dates and time-lines; their measuring skills are put to good use in science and design and technology.

13. In science, pupils make satisfactory, and, on occasions good progress. The majority achieves levels in line with those expected for their age in most elements of the curriculum, but overall attainment is below national expectations. Insufficient planned opportunities for experimental and investigative science results in attainment for this attainment target to be below national expectations. The majority of pupils demonstrate an appropriate knowledge and understanding of the remaining aspects of the curriculum, and use an increasing range of scientific language with confidence.

14. Pupils make sound progress in information technology. By the end of Year 2, attainment meets national expectations. There are strong links with other subjects, particularly literacy, aspects of mathematics, art and history. In religious education, pupils make satisfactory progress and attain standards in line with requirements of the locally agreed syllabus. Pupils have a sound knowledge of Christian beliefs, and of other world faiths.

15. Pupils make good progress in art and attain standards higher than those expected for pupils of their age. They make satisfactory progress in design and technology, geography, history, music and physical education.

16. Across the school, all pupils have equal access to the curriculum and to learning resources. Pupils on the school's register of special educational needs, including those receiving support for speech and language, have individual education plans that clearly identify realistic but challenging targets. Pupils make good progress in relation to their prior attainment and to targets set in their education plans. Higher attaining pupils are provided with suitably challenging work, and make satisfactory progress.

17. To raise standards further, the school now sets targets for improving literacy and numeracy. The school makes effective use of its 'individual pupil tracking grids' in order to monitor each pupil's progress, and to set individual targets. The school has a positive attitude to raising standards, and the headteacher, staff and governors work together with this common aim in view.

23. Attitudes, behaviour and personal development

18. Pupils' attitudes to learning are good; their behaviour is very good. There are very good relationships between pupils and teachers. These have a positive effect on both the quality of learning and standards of attainment in the school. Pupils make satisfactory progress in their personal development.

19. Children under five settle quickly into the life of the school. They adapt happily to the day-to-day routines and make good progress in their personal and social development. They are encouraged to form effective relationships, to help each other, and to treat each other with respect. Children amicably share resources, such as table-top games and construction equipment, and take turns without fuss. They show good levels of independence when using

the computer and the audio equipment to listen to stories. They show good levels of concentration when working on tasks that they choose themselves and those selected for them by the teacher. They are keen to join in and look eagerly to see which activities have been planned for them.

20. Pupils in Key Stage 1 enjoy coming to school. In 80 per cent of lessons observed pupils made a good response. They settle down quickly, and many join in lessons with enthusiasm. They bring items from home to support their lessons, and hands frequently shoot up in reply to teachers' questioning. In the best lessons, where there are well-paced and imaginative activities, pupils display a real enjoyment of their tasks. For example, in a Year 1 numeracy lesson, pupils were keen and enthusiastic contributors to the mental arithmetic session. In a Year 2 literacy lesson, pupils were very willing to join in and made perceptive responses, confident that their contributions would be accepted. All pupils make a good response in assemblies.

21. The vast majority of pupils are able to work co-operatively and listen attentively when other classmates are speaking. Many take pride in their work and persevere to finish tasks. In some lessons, pupils are encouraged to take responsibility for their work and to make independent use of relevant information resources, such as dictionaries. In the literacy hour, some pupils work well on set tasks without a teacher's direct support. However, opportunities for pupils to extend their independent learning skills are limited. The good practice in promoting pupils' personal development that begins in the reception classes is not carried through with the same rigour in Years 1 and 2.

22. Pupils with special education needs, and those with speech and language disorders, have good attitudes to their work and respond well to the support they receive. They have very good relationships with the teachers and other adults who work with them. They are well integrated into the day-to-day life of the school and receive help and encouragement from their classmates.

23. Standards of behaviour in lessons, in assemblies and around the school are very good. Teachers are consistent in their approach to discipline and have high expectations of pupil behaviour. When anyone misbehaves, the situation is well managed, so that the learning opportunities of other pupils are not affected. Pupils respond very well to this positive approach and are clear about what constitutes acceptable behaviour. This very good behaviour helps their learning. In the playground, pupils are lively and energetic. They know that any incident of rough and aggressive behaviour must be reported to an adult, and there were no signs of bullying during the inspection. Exclusions are very rare, and there has been one temporary exclusion in the last year. Exclusions are correctly documented and notified to the governing body.

24. Relationships throughout the school are very good; all adults are warm and friendly, without their authority being undermined. Pupils are very polite to staff and visitors and to each other. Many pupils offer to help adults around the school. In assemblies and in 'circle time', pupils are encouraged to look after each other and to respect each other's views, and they do this sensitively. In several lessons, pupils spontaneously clapped the good efforts of

less able classmates. They show respect for the school's property and treat displays, resources and other people's belongings with care. Pupils respond well to teachers' encouragement to show initiative and to contribute to the life of the school community. All pupils become involved in the daily routines of the school by tidying up after lessons, running errands and taking the registers to the office.

25. Inspection evidence confirms parents' views that the school achieves high standards of good behaviour. The good standards of behaviour and discipline found in the previous report have been maintained.

31. Attendance

26. Attendance levels are satisfactory at 93.2 per cent. This is just below the national average. Whilst the rate of unauthorised absence is high at 1.3 per cent, there is clear evidence that steps taken by the school have resulted in fewer unauthorised absences this term.

27. Registration is carried out effectively, and the school ensures that parents provide an explanation of any absence. Pupils are keen to come to school, but a few pupils are late. The school deals well with latecomers, and lessons normally achieve a prompt and effective start.

33. QUALITY OF EDUCATION PROVIDED

33. Teaching

28. Good teaching is a strong feature of this school. Teaching is judged to be satisfactory or better in all lessons observed. It is good in 63 per cent, including nine per cent that are judged to be very good. This is a significant improvement on the last inspection, when a third of lessons were judged unsatisfactory. All teachers and classroom support assistants work very well as a team, sharing good knowledge and expertise. The good quality of teaching has a positive effect on pupils' responses and the progress they make.

29. The teaching of children under five is good or better in 66 per cent of lessons observed, including nine per cent judged to be very good. The remainder were satisfactory. Planning is based on the official Desirable Learning Outcomes, and covers all areas of learning for children of this age, linking well with the early stages of the National Curriculum. Children are provided with a range of relevant and interesting experiences. Knowledge and understanding of the educational needs of this age group are reflected in the preparation and delivery of lessons, and in the careful and detailed monitoring of children's work. Staff co-operate well in providing children with an appropriate balance between teacher-directed activities and those that children choose for themselves. The many opportunities created to develop and extend children's language ability are a marked feature of the good practice observed.

30.The quality of teaching at Key Stage 1 is good or better in 63 per cent of lessons observed, including nine per cent that are very good. The remainder are satisfactory. Pupils with special educational needs and those with speech and language disorders receive very good support. Teaching for all pupils with special educational needs, whether provided through in-class support or in withdrawal groups, is consistently good. Individual educational plans, including those linked to statements of special educational needs, relate well to the needs of pupils for whom they are written. Staff use the plans well, so as to meet specific needs. Relationships between staff and these pupils are good. Teachers give clear instructions, and use praise constructively. The school provides well for its higher attaining pupils. In each class, pupils are set suitably challenging work, well matched to their ability. A clear and helpful policy is in place to support staff in the identification and monitoring of 'more able pupils'.

31.Across the school, classrooms are well organised to promote learning in all areas of the curriculum. Effective use is made of classroom assistants and volunteer adults to support pupils' learning. Teachers ensure that those working with them have a thorough understanding of the objectives of lessons, of methods and resources to be used, and appropriate levels of expectation for pupils with whom they work.

32.Teachers have a good level of expertise and are secure in their knowledge and understanding of the subjects taught. They use their knowledge and understanding effectively in their work with pupils. Staff have built good relationships, and discipline is good. Inspection evidence confirms parents' views that staff know pupils and their individual needs well, and that teachers plan for them accordingly.

33.Across the school, teachers are very well organised and prepared. They make good use of time and available resources to advance pupils' learning. Lessons are carefully planned, with clear learning objectives that build on previous experience. For example, nearly all literacy and numeracy lessons start with a recap of what pupils have learnt earlier, and pupils are told how this is to be developed in the lesson.

34.Teachers are enthusiastic, and this contributes to positive, very well-managed classes. Pupils' understanding is, on many occasions, significantly enhanced by teachers' clear explanations and effective demonstrations. For instance, in food technology, pupils in Year 2 were given a clear step-by-step guide on how to make bread. In the most successful lessons, teachers communicate the lessons' objectives clearly, ensuring pupils fully understand what is expected of them. Teachers have suitably high expectations of pupils' attainment, and give good support and re-assurance.

35.Teachers were observed using an appropriate range of teaching strategies to good advantage, including individual, group and class teaching. Their use of questioning techniques is very effective, and has a positive influence on the development of pupils' learning, particularly speaking and listening skills. The same is true of teachers' encouragement of pupils to use the correct vocabulary within subjects. Good examples of both these practices occur regularly at the end of lessons, when pupils discuss what they have learnt, and through the effective practice of teachers writing the subject-specific key words for each lesson on the board for pupils to see, learn and use.

36.Teaching of the daily literacy hour is judged to be good in 80 per cent of lessons observed.

This includes 17 per cent judged as very good. The remainder are satisfactory. Sessions are well planned, with clear objectives. Challenging and interesting activities are provided for pupils, and good use is made of the review sessions at the end of lessons. Lessons are characterised by the enthusiasm of teachers, expressive reading and leading of stories, and skilled questioning to ensure pupils understand texts. The quality of daily mathematics lessons is judged as good in 76 per cent of lessons observed, including 12 per cent very good. The remainder are satisfactory. All lessons are well planned, with suitable activities to reinforce pupils' understanding of concepts being taught.

37. Day-to-day planning is effective. Teachers make good use of ongoing assessment to help plan what is to be taught next. Clear policies, together with schemes of work for each subject, help teachers plan for the systematic development of pupils' skills, knowledge and understanding as they move through the school. However, there is no policy to support the provision of children under five, to ensure the good practice already taking place is maintained. Teachers make appropriate use of homework throughout the school, ensuring that the amount and challenge of homework given, is suitably matched to the age and capabilities of the pupils concerned.

43. The curriculum and assessment

38. The school provides a broad, balanced and relevant curriculum that includes all subjects of the National Curriculum and religious education. Appropriate emphasis is given to English, mathematics, science, information technology and religious education. However, the use and application of mathematics and experimental and investigative science are under-developed.

39. There is a good programme of studies for those under five in the reception classes, which covers all the officially recommended areas of learning, and links very well with the early requirements of the National Curriculum. The curriculum provides a good framework for pupils' spiritual, moral, intellectual, physical and personal development, although there are insufficient planned opportunities for pupils in Years 1 and 2, to develop strategies to work independently. The personal and social education programme takes full account of statutory requirements in relation to healthy living. Provision for cultural education is satisfactory in terms of developing an awareness of national heritage. However, overall there is insufficient emphasis on the wider diversity and richness of cultures, other than British, in this country. The curriculum provides a good preparation for the next stage of pupils' education.

40. Since the last inspection, the school has made very good progress in a number of areas, and has successfully addressed all issues raised. Provision for religious education and design and technology, where weaknesses were found, has been enhanced. All subjects now have specific schemes of work, or the most recent nationally-agreed guidelines, to ensure systematic progression of knowledge, skills and understanding. Curriculum planning for the long, medium and short-term has been completely redesigned, under the leadership of the

deputy head. It is now good, and is managed well. All plans are now carefully monitored to ensure they fully cover the requirements and, therefore, will help to raise standards. Medium-term plans, which are written by subject managers, ensure that new learning is based on previous knowledge and skills. Short-term planning clearly details what pupils will learn, and provides appropriate and challenging activities for all abilities within the class.

41. All pupils have equal access to the curriculum. The school's unit for pupils with speech and language disorders is fully integrated into the school. This unit gives very good provision for its pupils and is very well managed. The staff work together as a highly effective team that ensures their pupils make good progress, in relation to their individual education plans and their prior attainment. The school successfully identifies and provides for pupils of higher ability; a further improvement since the previous inspection report. Appropriate support is given to the pupil with English as an additional language. Very good provision is made for the many pupils with special educational needs, whereas the previous report judged provision to be 'sound with good features'. This very good provision, supported by the good quality work from the special needs assistants, enables pupils to make good progress in relation to their individual plans and their prior attainment. The school has a clear special needs policy statement that meets the requirements of the Code of Practice for special needs. Documentation for these pupils is clear and very well organised. Individual education plans provide detailed targets appropriate to the needs of each pupil. These plans are reviewed regularly by the special needs co-ordinator and the teacher, together with parents and special needs assistants. Parents sign the individual education plan, and are given a copy so that they can provide help at home. Annual reviews for all pupils with statements of educational need are appropriately carried out, and parents are fully involved in the process.

42. The curriculum is enriched by a good range of visiting artists, musicians and storytellers, and by visits to places of interest such as Windsor Castle, Portsmouth, and the parish church. There is also the regular extra-curricular activity during lunchtimes of the 'Better Reading Partnership', which gives pupils extra help with their reading. A school choir is formed at certain times of the year to provide for school concert performances.

43. Parents are rightly pleased with the curriculum offered by the school, and appreciate the way the school keeps them informed of new initiatives. Special information sessions for parents have been held, to explain what happens in the literacy hour. Pupils regularly take home reading and library books, and have spellings to learn. This has a positive impact on standards. The home/school link book, which is used to record the books taken home, is used well.

44. The school has a useful assessment policy, together with a very good range of procedures for assessing and recording pupils' attainment and progress. The school successfully implements the locally agreed baseline assessment for children under five, soon after they start school. This gives a full picture of their strengths and of areas where they need extra help. This information is then used to plan an appropriate programme of work, which will ensure systematic development in all areas of learning. The very good range of assessment procedures ensures a consistent approach throughout the school, and is a good improvement since the last inspection report when records, particularly for reading, were judged as satisfactory. The school has developed sophisticated individual pupil tracking grids that give an 'at-a-glance' picture of progress for that pupil. These record all assessments on each pupil in the school. In addition, information technology is used to provide detailed information on

pupils, by individual classes and in yearly cohorts. This information, which includes analysis of all statutory tests and assessments, is used to ensure that the progress of each pupil is regularly reviewed and appropriate work provided. Targets are set as a result of these assessments and are shared with pupils. This is a good improvement on the use of assessment information since the previous inspection report.

45. Teachers make good use of day-to-day assessment of pupils' attainment and progress to inform teaching, and are very effective in ensuring that previously learned skills are reinforced. Teachers know their pupils well, and skilfully adjust their teaching to take account of individual differences. There is particularly sensitive assessment of the needs of pupils with special education needs, and those with speech and language disorders, to ensure they play a full part in the work of the class, and that their views are heard. Marking of work is used well to set targets for improvement and to provide real encouragement to pupils. Special needs assistants are used well to assess the progress of the pupils with whom they work. Both they and the class teachers adjust their planning to take account of any difficulties pupils have experienced in the previous day's work.

51. Pupils' spiritual, moral, social and cultural development

46. Provision for pupil's spiritual, moral, social, and cultural development is good overall. This is a similar situation to that found in the last report. Spiritual development is good. Whole school assemblies are Christian with an insight into other religions, and they promote a good sense of spirituality. When the school comes together for these assemblies, there is a sense of occasion and reverence. Time is given in assembly for personal reflection, using prayers, which is an improvement on the situation previously reported. Nevertheless, a spiritual response to rich experience is not fully developed in other subjects such as English, especially literature, the wonders of science, and the cultural enrichment of art and music appreciation.

47. As was found previously, provision for pupils' moral development is very good. The school successfully promotes self-awareness and attitudes of caring, sharing, respect, kindness, and tolerance. This is very evident in the relationships that pupils have with their teachers and their peers. Pupils with special educational needs are well integrated into a caring and supportive environment where they are encouraged to participate alongside their peers. Pupils understand and respect the school's behaviour code, which helps encourage a sense of right and wrong. Teachers use praise consistently and appropriately. Problems are dealt with quickly at the earliest stages, sometimes with the active support of parents. Moral values are evident in all aspects of the school's work. Pupils celebrate this in their 'something to celebrate' box. Moral development in the school allows pupils to take full responsibility for their own actions as they develop. This is well exemplified when pupils are using computers, where they willingly take turns, use them without supervision, and treat them with respect.

48. Provision for social development has improved since the last inspection. At that time it was good, but now it is a very good feature of the school. Very good working relationships and keen social awareness are apparent in the school, and pupils are encouraged to take responsibility for themselves and others. This was well illustrated in assembly, where 'Edd the Duck' was used to promote social behaviour through the issuing of certificates. There is a family ethos promoted very well in school. Appreciation of those who work in school is shown in a photographic display. Teachers are very good role models and they satisfactorily

promote and encourage collaboration in lessons. Pupils are given responsibility roles, which they fulfil successfully and with genuine pleasure. These include the collecting and returning of registers. Pupils respond well when encouraged to help each other, either in groups or pairs. They do so effectively and with care. Pupils are respectful and listen attentively to each other in class. They are helpful and courteous to visitors. Personal and social education successfully promotes social skills in a constructive and supportive way. Pupils are involved in charity fund raising. As part of their studies they visit Andover market and a local supermarket. These and other activities, such as the contact with the local librarian, not only provide good links with the larger community but develop pupils' sense of citizenship. Pupils have a good understanding of citizenship, but this could be further developed through giving them more responsibility for their learning within school. This is a similar situation to that found in the previous report.

49. There is a varied but not extensive range of school visits and cultural activities to support learning. The development of an understanding of pupil's own culture is satisfactory. There have been visits to the school during a focus week for the promotion of literacy, with authors, theatre companies and puppeteers involved. The teaching of art, music, history, and geography does not fully enhance this by making a beneficial contribution to pupils' experience of cultural wealth. Multi-cultural education is not promoted well because there is an inadequate range of multicultural books and few supportive artefacts in school. There is a scheme that is still to be implemented. Overall provision for cultural development is therefore unsatisfactory, as it was in the previous report. Celebration of their own culture, but not that of other cultures, has improved to a limited extent since the last inspection, with the development of school visits to enhance the curriculum. This area now needs further development.

55. Support, guidance and pupils' welfare

50. The school is a very warm and caring community, which makes very good provision for the support, guidance and welfare of all pupils. There are very good relationships throughout the school, and all staff respond readily to pupils' needs. Pupils are made to feel valued, and know they can get help from any member of staff. They cope very well with everyday life in the school and are clearly happy there. Their confidence in the security and support that the school provides helps them to concentrate on their learning and has a very good impact on the progress they make. The support and guidance pupils are given is a major strength of the school.

51. There are very good procedures to monitor pupils' academic progress. Teachers and support staff regularly assess pupils' work, and use the information to plan and target their lessons very effectively. There are very good systems to identify pupils who have special education needs, and these pupils are given very good support to meet the targets in their individual education plans. Learning support staff know these pupils well and are patient and encouraging. The school makes very good use of outside agencies to support pupils with special educational needs and those with speech and language disorders. There are excellent induction arrangements for the under-fives. There are very good practices to promote pupils' personal development in the reception classes, but these are not carried through effectively in Years 1 and 2, where opportunities to encourage independent learning skills are often missed.

52.The school creates a climate for very good behaviour by giving pupils positive praise and through a sensible system of rewards, which is understood and valued by pupils. There are clear procedures for dealing with any incidents of poor behaviour, and the school is a very orderly community. There is no evidence of bullying or harassment, and pupils are clear that any rough or aggressive behaviour must always be reported to an adult.

53.There are very good procedures for recording and reporting absences, which all staff follow to the letter. Attendance and punctuality are well monitored by administrative staff, who check the registers every day and make a note of every latecomer. There is clear evidence that the school has been successful in reducing levels of unauthorised absence this term.

54.Procedures for promoting pupils' well-being, health and safety are very good. The school successfully achieves its aim to be 'a community in which all staff recognise that they have a part to play in the care and welfare of every child'. There are very high levels of mutual respect and support among the staff, each of whom makes a positive contribution to the school's caring ethos.

55.Child protection procedures are very well established, and communicated sensitively and effectively to all staff. There is very close liaison with outside support agencies. The health and safety policy is detailed and very well supervised. There are very good arrangements for first-aid, with a well-kept incident book. Regular fire drills are organised efficiently. The school makes good provision for school meals, and mealtime staff show a kindly concern for pupils and have positive relationships with them.

56.The last report highlighted the lack of a formalised personal, health and social education policy, and noted that the sex education policy would benefit from review. Since then, the school has produced a personal, social and health education (PSHE) policy, though this has yet to be fully implemented in all classes. The school's sex education policy is to answer pupils' questions honestly and openly as they arise. Overall, the school's provision for support, guidance and welfare compares very favourably with the last inspection; the school's good provision has been enhanced further and is now very good.

57.Parents are pleased with the support and guidance their children receive, and they are justified in holding these views.

63. Partnership with parents and the community

58.The school is committed to providing a close partnership with parents and the community. This makes a good contribution to pupils' learning and the quality of life within the school. In their responses to the inspection questionnaire, parents registered their strong support for the school and expressed no significant concerns. The last report said that links with parents and the community were good and this is still the case.

59.The school has put considerable thought and effort into the way it communicates with parents. The quality of information it provides is very good. The governors' annual report, prospectus, letters and newsletters are written in accessible language and are attractively

presented. There is a wide range of helpful booklets on such subjects as helping children read and writing targets, as well as an excellent induction package to introduce new parents to the work their children will be doing in the reception classes. There are regular curriculum meetings on such subjects as SATs and the Literacy Hour, and each year the school runs a Focus Week during which parents can see samples of the work that all the classes have been covering. The school runs regular 'Meet the Teacher' evenings, and an individual parent/teacher interview is arranged twice a year. Annual reports on children's progress are helpful and informative, and suggest ways in which parents can support their children's learning at home. Parents of children with special education needs are kept very well informed of their progress.

60. The school actively encourages parents to be involved in their children's education and provides a welcoming environment for them. Results of the pre-inspection questionnaire show that parents feel the school encourages them to play an active part, and find the school easy to approach with questions. School policies encourage teachers to involve parents, and a few parents make a regular commitment to help in classrooms and to accompany pupils on outside trips. Parents are asked to enter into the home/school partnership to help their children with reading, spelling and mathematics. In spite of this, some parents are not fully involved in supporting their children's learning, for example, by listening to them read at home. Whilst there is no parents' association, parents are very supportive of school functions and several offer to help at fund-raising events.

61. Links with the community make a good contribution to the life of the school; they help to support parts of the curriculum and give pupils an understanding of the community in which they live. There are links with the local church where the school holds its carol services, with a local garden nursery which pupils visit, and with a local baker who attends the annual harvest festival. The Army Air Corps comes to school at Christmas and the community policeman gives regular talks to pupils and parents on road safety and 'stranger danger'. The local librarian is a welcomed regular visitor.

62. Close links have been established with neighbouring schools and with many pre-school provider groups. Children in the reception classes benefit from the local secondary school pupils' listening to them read, and parents benefit from a talk from the headteacher of the nearby secondary school on the importance of early years' education.

68. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

68. Leadership and management

63. The previous inspection found leadership and management to be poor. There was insufficient monitoring of teaching, the school development plan was considered an ineffective tool for management, and the role of the co-ordinators was underdeveloped. The school has successfully addressed these issues, and the leadership and management of the school are now very good.

64. 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 very positive and caring ethos

that supports and promotes pupils' learning.

65. The headteacher, now in her third year in post, provides very strong and effective leadership. She sets a clear direction for the work of the school, based on her vision for the school's future development and on a good understanding of the needs of its pupils. She receives good support from an able deputy headteacher, and a committed, hard-working staff. Together with the governing body, the headteacher manages the school very well. Written communication, regarding all aspects of school life is regular and very informative; this aspect of management has a positive effect on pupils' achievement and is appreciated by parents. Day-to-day management and organisation of the school are good. Responsibilities are defined well. Staff have specific management responsibilities which support the work of the school well.

66. Management of the curriculum is undertaken by the teaching staff, who take on responsibility for co-ordinating a number of subjects or aspects of school life. The role of the co-ordinators has been developed since the last inspection, so that they are now fully involved in planning and resourcing, together with evaluating the outcomes of the subjects which they manage. With the exception of literacy, co-ordinators do not yet monitor the quality of teaching in the subject for which they are responsible. However, regular monitoring of teaching across the school is now undertaken to good effect by the headteacher.

67. There is regular and productive communication between the headteacher and chair of governors. Committees covering a range of management areas have been set up, each with appropriate terms of reference. The governing body is supportive and committed to raising standards. In addition to discussing subject policies and documents, governors receive presentations and reports from subject co-ordinators. Through visiting, observing and working alongside pupils, governors have, collectively, a good understanding of the school's provision for the National Curriculum and the standards that pupils achieve.

68. The preparation of the school development plan is well managed. The governing body and staff are fully involved. The resulting document is of excellent quality, being very clear and very well structured. It establishes relevant priorities, responsibilities and resource requirements, and criteria that will be used to evaluate success. It has been used very well to bring about significant improvements since the last inspection. There is well managed provision of in-service training associated with the plan's targets, together with those resulting from appraisal and agreed personal development.

69. The governing body meets its statutory obligations in full, including those relating to a daily act of collective worship. The school complies with the requirements relating to the Code of Practice for the identification of pupils having special educational needs, and ensures equality of opportunity for pupils' access to the curriculum and its associated resources. The school has a helpful special educational needs policy that conforms with the requirements of the Code of Practice, and informs the management of special educational needs provision. All pupils identified as having such needs are recorded in the school's special needs register, and parents are appropriately informed in such matters. Provision is very well managed by the special needs co-ordinator, who assists teachers with writing pupils' individual education

plans. Provision for pupils with speech and language disorders is very well co-ordinated by the language unit manager. Both the unit manager and special educational needs co-ordinator liaise effectively with teachers and staff regarding the needs of these pupils. The school takes full advantage of the expert services available, and has a nominated governor with oversight of its special educational needs provision.

75. Staffing, accommodation and learning resources

70. The school has a good number of sufficiently well qualified teachers to meet the requirements of the National Curriculum, of children under five, and for pupils with special educational needs and speech and language disorders. Although there has been a number of recent changes in staff, the school has been successful in not letting this interfere with pupils' progress. Teachers with responsibility for managing subjects are either suitably qualified through their initial training or have undergone in-service training.

71. There is a very good number of experienced non-teaching staff in the school. Class assistants are allocated to each class, and, along with the special needs support staff, they have a very positive effect on pupils' progress. The administrative staff carry out their duties very effectively and act as a welcoming first point of contact for parents and visitors.

72. Arrangements for the induction of new teachers are very good. Both newly qualified teachers have a mentor and regular non-contact time to consider issues of planning or for observation in classes. Their teaching is observed as part of their development programme, and they receive clear and constructive feedback. Appraisal is carried out regularly and is viewed positively by teachers. However, the main thrust of staff development comes from twice yearly development interviews carried out by the headteacher and deputy head. The first focuses on the development of the subject that the teachers' manage, whilst the second focuses on their job descriptions and the setting of personal targets. The range and quality of in-service training is very good. It is carried out to meet national initiatives, the needs of the school development plan and the personal needs of the staff. Again, this is an improvement on the previously reported situation. Non-teaching staff receive their own training and are often part of whole-school initiatives, such as the numeracy hour. In this way they are much more effective in the classroom.

73. Accommodation for the delivery of the curriculum is very good. There is a large grass area that is shared with an adjacent school. Although the school's own hard play area is adequate, a further shared area is available. The newly marked and equipped playground very effectively supports the physical and social development of the pupils. Provision for children under five is good; the school has responded well to the criticism of the last report, which found there was insufficient equipment for outside activities. The 'secret garden' has recently been developed, providing pupils with a quiet area in the very heart of the school. The internal developments and refurbishment of the school have created spacious areas of good quality accommodation. The good-sized hall and libraries provide areas where a variety of different activities can be carried out. The school benefits from several rooms that provide good accommodation for special needs and language work. Classrooms are light and spacious and good display work abounds. The school is very clean and well cared for.

74.The level of provision, deployment and condition of books and resources is good overall. The wide range of art materials is very good. The library has a good range and very good quantity of books. The school extends its resources well through outside visits, its use of local facilities and community links.

80. The efficiency of the school

75.The previous inspection found financial planning to be weak, with no procedures in place to monitor expenditure or evaluate the cost-effectiveness of spending decisions. Serious weaknesses in the management of resources led to inefficient use of staff, time and learning resources. This resulted in the judgement that the school gave unsatisfactory value for money. The school has successfully addressed these shortcomings.

76.The standard of financial planning and management is now very good. The school's excellent development plan shows clear links between the school's budget and priorities for development. Action plans clearly indicate responsibilities, costs and time-scales to implement targets, together with criteria to measure the success of spending decisions.

77.The governors' finance committee meets regularly, and governors are closely involved in budgetary matters. They are provided with good quality financial information that gives a clear indication and analysis of the school's current financial situation. Arrangements for financial control are very good. The few recommendations raised by the last audit of the school's management systems, undertaken on behalf of the local authority, have been addressed.

78.Spending is monitored closely on a regular basis. Expenditure for the year, including sums made available to support pupils with special educational needs, those with speech and language disorders, and funds for in-service training, have been carefully targeted and used appropriately. The governors have made suitable provision for a contingency fund. All expenditure is evaluated for its cost-effectiveness in a systematic and on-going manner.

79.Teachers and support staff are deployed effectively. Good use is made in lessons of classroom assistants and volunteer adults. Staff working with pupils with special educational needs, together with those having speech and language disorders, are used to good advantage, and make a significant contribution to the progress and attitudes of these pupils.

80.The school makes efficient use of time, money, accommodation and educational resources.
When taking into account:

- *.attainment on entry that is below that expected for children of their age;
- *.the high number of pupils on the register of special educational needs;
- *.standards achieved by pupils that are below average in English, mathematics and science, and in line with expectations for information technology and religious education;
- *.the high quality of the school as a community, and the education it provides;
- *.the very high unit cost per pupil.

1.Vigo Infant School gives sound value for money.

87.

PART B: CURRICULUM AREAS AND SUBJECTS

87. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

2.Children start school in the September following their fourth birthday. Those with birthdays in the spring term attend part-time until the October half-term and those whose birthday falls in the summer term attend part-time until January. At the time of the inspection, 65 children under five were in the three reception classes. Of these, 53 attend mornings only. Assessment on entry shows over half to have levels of attainment below that expected nationally for children of their age. The school makes very good provision for its young children. Although they make good progress, a significant minority do not achieve the officially recommended learning outcomes for language and literacy by the time they are five. Nearly all children achieve the recommended outcomes for the other areas of learning.

3.Children's progress in personal and social development is good. All staff are extremely sensitive to the needs of children in their first year of schooling. They have successfully created a happy, purposeful atmosphere where children settle quickly and comfortably into the routine of school. Children work together in a friendly and supportive manner. They show respect for each other, adults and visitors. Children take an active part in a variety of self-chosen and adult-led activities, and handle resources sensibly. They are well behaved, and sustain their concentration well when working. Children make sensible choices from a range of activities available; they play well with others, share and take turns. For example, they work well with each other in role-play activities and outdoor play areas. Children respond well to adults; they follow instructions, listen carefully to what they are told, and begin activities eagerly. They are sensitive to the needs of others, and show obvious pleasure in friends' successes as well as their own. Children change by themselves for physical education lessons with increasing speed and ability, leaving their clothes tidily; they then line up sensibly to leave their class area.

4.Children make good progress with language and literacy. Most develop sound book skills; they handle books well, knowing that text conveys a message and that it is read from left to right. Children enjoy sharing books, often following stories and illustrations as they listen to story tapes. Most listen attentively to stories read by their teacher, and demonstrate growing confidence when taking part in discussions and answering questions. They learn the importance of taking turns and listening to others. Children come to recognise and read their names through a variety of activities. They show pride when, having read or written their name, they place an appropriately coloured apple or leaf on the 'name tree'. Several older children successfully read a number of common words. They carry out 'pretend' writing as part of their activities within their 'baker's shops'; such writing includes lists and telephone messages. They write out the recipe for Teddy's birthday cake and copy examples of writing with increasing control.

5. Progress in mathematical understanding is satisfactory. Children recognise and count numbers to ten. They sort and organise objects in a variety of ways, for example, by their colour and shape, by threading objects and repeating patterns. Children use correct mathematical language for simple shapes and compare measurements, such as more than / less than. Having made eight pretend cakes for Teddy's tea party, children knew that when two are taken away, six are left. They correctly match several differently sized teddies with a range of clothes and utensils, before arranging them in height order.

6. Children make sound, and, on occasions, good progress in developing knowledge and understanding of the world. They observe and discuss the weather, and understand why we wear different types of clothes for each season. Children know and name parts of the body and conduct simple activities related to the senses. They investigate the properties of a range of man-made materials, using hand lenses to closely observe leaves, fruit and bark on their impressive autumnal displays. They carefully monitor the growth of several growing plants. Children handle computers with growing confidence, using the keyboard and mouse to control and move items on screen. They make effective use of commercial programs to draw and paint pictures on screen, to dress Teddy, and to enjoy interactive 'talking stories'.

7. Progress in physical development is satisfactory. Children make sound progress in fine motor skills, handling construction kits, tools and malleable materials safely and with increasing control. In indoor activity lessons, they show a growing awareness and use of space, as they run, walk, hop and skip with increasing control. They throw and catch beanbags with increasing accuracy. In outdoor structured play activities, children make thoughtful use of a range of equipment to ride, balance, climb and explore. In so doing, they demonstrate growing confidence, together with a willingness to share and take turns.

8. Children make satisfactory progress in creative development. They use a range of media to draw, paint, print and make models. They create small imaginary environments, and act out scenes in them, exploring ideas and feelings. Children have good opportunities for structured role-play. They were observed developing language skills when enacting the roles of shopkeeper and customer in their 'bakeries'. Children enjoy singing simple songs from memory; they sing enthusiastically, tunefully, and develop a sense of rhythm.

9. The quality of teaching of children under five is judged to be good in 66 per cent of lessons observed, including nine per cent very good. The remainder are satisfactory. All activities are carefully planned, and focus clearly on learning outcomes. Adults use conversation and questions effectively to draw out children's ideas and develop their confidence. All adults understand the content and the desired outcomes of the activities they supervise. This clarity of purpose makes a significant contribution to children's progress and the standards they achieve. Expectations of children's performance are suitably high, and a positive classroom ethos creates an environment in which children are encouraged to make progress. Children under five have access to a good range of resources, which are used well.

10. Whilst the provision for children under five is well managed, there is no overall policy to ensure that the good practice already taking place is maintained. There are very good procedures to support children's induction into school. Thorough baseline assessment is carried out during their first half term at school, and this information is carefully used to inform subsequent planning and teaching. Children's systematic development in learning is aided by detailed record keeping, careful observations and ongoing assessment.

96. ENGLISH, MATHEMATICS AND SCIENCE

96. English

11. Results of the 1998 National Curriculum assessments at the end of Key Stage 1 showed the proportion of pupils attaining the expected level (Level 2) to be below average in reading and well below in writing. The proportion of pupils attaining the higher level (Level 3) was close to the national average in reading, but below in writing. When compared with schools from similar backgrounds, results were well below the national average. Results from the 1999 end of Key Stage 1 national assessments, for pupils who have since left the school, indicate that attainment is, overall, slightly below that of the previous year. Figures are not yet available to allow comparison with other schools. In writing, however, there was an improvement in the number of pupils attaining the higher level (Level 3). Whilst the school has a very high level of pupils with special educational needs in all year groups, in this particular year group it was exceptionally high, in that over half the pupils were on the special educational needs register at the time of assessment. Until the 1999 results, the trend of attainments had shown a rise in standards, particularly in the attainment of boys.

12. Inspection findings show that standards in English of pupils in the current Year 2 are just below average. An important factor in this level of attainment is the very high percentage of pupils (55 per cent) who are on the school's register of special educational needs. Further to this, when this year group entered the school in 1997, in assessments made just after entry, almost three-quarters had levels of attainment in language and literacy below that expected for their age. Nevertheless, a significant minority of higher attaining pupils is attaining standards above that expected for their age. All this bears testimony to the very good work put in by the school, since the appointment of the current head teacher, in raising attainment through assessment and target setting, and in planning for more able pupils. A significant percentage of the pupils found to be below the level expected when they entered the school is now achieving standards broadly in line with national averages. Pupils make good progress over their three years in the school. They also make good progress in many lessons because of the detailed planning that provides for all ability levels. Progress was always at least satisfactory in all lessons observed.

13. Good progress is made in speaking and listening, and, by the end of the key stage, pupils' attainment is in line with that expected of their age. This reflects the findings of the last inspection report. Throughout the school, pupils listen attentively both to teachers and other adults, and to each other's contributions in lessons. They readily take part in oral work, knowing that their contributions will be accepted, even if they are not accurate. This applies to pupils with special educational needs and to those with speech and language disorders. By

the age of seven, most pupils show confidence in asking and answering questions. Many are able to read aloud, to an audience, examples of what they have just read or written. For example, a group of Year 2 pupils enjoyed sharing with the rest of the class the work they had just written on 'feelings'. By the time pupils leave the school, they use a satisfactory breadth of vocabulary and have the confidence to speak out in assembly. For example, speech and drama were used to good effect by a Year 2 class, to encourage pupils to be aware of the needs of those who have no one to play with at playtime. As part of the drama, a pupil very clearly explained how to play the game 'Traffic Lights', to encourage all pupils to look for those on the sidelines and include them in a game. The opening session of the literacy hour, when the text is being shared and discussed, is used well to improve pupils' speaking and listening skills. The plenary session is used equally well for pupils to speak in front of the rest of the class and talk about what they have learned.

14. Pupils make good progress in their reading skills over time. The school has made a particular emphasis on improving reading skills, which is having a positive effect. Progress is very carefully recorded and monitored through the regular assessments made. The improvement of phonic skills has been central to the work to raise standards, as has the improvements to the library. Statistics show good, and sometimes very good, improvement in attainment. For example, in the period between September 1998 and July 1999, the following significant results were achieved: whereas in September, 67 per cent of Year 2 pupils had a reading age lower than their actual age, by the July, only 33 per cent were achieving at a level below their actual age. These pupils left the school last July, but the same strategies are being used with pupils currently in the school. The 'Better Reading Partnership', held during lunchtimes, is used to support pupils who lack confidence and fluency in reading. Very recently, the school has introduced a 'Reading Development Record', for each pupil, which lists skills needed to attain each level of the national expectations.

15. Pupils make a sound start to their reading in the reception year and develop a love for books. Most understand that print conveys meaning and begin to develop their knowledge of letter sounds to build new words. Teachers in Years 1 and 2 reinforce and build upon these phonic skills and, by the time they are seven, the majority are able to read simple fiction with reasonable accuracy and fluency. They discuss aspects of the story such as character and plot. Pupils use a variety of strategies when reading unfamiliar words, including clues provided by pictures, the context of the text, and phonic strategies. The majority of pupils also use alphabetical knowledge to locate information in reference books, and a significant proportion can, after reading the text, put it into their own words. Whilst the majority of pupils reach or exceed the level expected for their age, there is, however, a significant proportion of pupils who do not reach the level expected. As a result of this significant number, all of whom are on the special needs register, the overall attainment for reading is just below national averages. By the time they are seven, those pupils not reaching the level expected still rely very heavily on phonic skills and need support when reading unfamiliar texts. Many of them are, however, aware of how to locate information in reference books, but need help in reading and interpreting the text.

16. Pupils make sound progress in their writing skills overall, but good progress in handwriting and knowledge of spelling. The 'steady progress' indicated in the previous inspection report has, therefore, been improved upon. A factor in this is the emphasis the school has placed, over the past two years, on improving handwriting and spelling. This has had a positive effect, and standards in these two aspects of writing are now satisfactory and match national

expectations. However, standards of punctuation and the quality of writing are below expectations. This, together with the high number of pupils on the special needs register, is why writing overall fails to meet national expectations. More-able pupils write in a lively and imaginative style, using adjectives and adverbs to make the text more interesting. The majority of pupils, however, do not reach this standard. Many write simple, appropriately sequenced sentences, but about a third of pupils rely heavily on adult support. Pupils use word lists and word banks to support their written work, and those with higher attainment use a dictionary or thesaurus to add interest to their work. A substantial proportion of pupils are still at the early stages of writing when they enter Year 1. Correct formation of letters is taught from the onset and, in Year 2, pupils begin to join their handwriting. Specific handwriting sessions have a positive effect, and, even after less than half a term in Year 2, several pupils write in a neat cursive style. Evidence from the books of pupils who left the school last July, indicates that by the end of the key stage, the majority join their handwriting. Pupils develop their knowledge of grammatical conventions and the ability to use them in their written work. The use of the full stop and capital letters is satisfactory, but very few pupils accurately use other forms of punctuation, such as the question mark or exclamation mark.

17. Pupils' literacy skills are used and developed well in other subjects. For example, in history, pupils write accounts of famous people, such as Admiral Nelson and Louis Braille, and begin to use their research skills to find out about events, for example, the Battle of Trafalgar. In geography, pupils record what they see on the way to school, write about hurricanes, and about life in other countries. As part of their religious education, pupils write prayers about the meaning of harvest. In food technology, pupils write down recipes and the instructions for making Shrewsbury biscuits. Information technology is used well to write word lists, to read stories from 'Talking Books', and to enhance the quality of presentation of stories and poems. There are further good links with other areas of the curriculum in that non-fiction material is used as the stimulus in the literacy hour; for example, a book on 'Festival Food' was used in a guided reading activity.

18. Pupils have positive attitudes towards English, which are carefully nurtured in lessons. They respond well to challenging work and to searching questions posed by teachers. They sustain concentration well, even when working in groups that are not the immediate focus of an adult's attention. Throughout the school, pupils are enthusiastic learners who show interest in lessons and pay close attention to teachers and other adults working in the room. They respond eagerly to questions and readily volunteer opinions in discussions. They listen considerately to each other's contributions to lessons. Unusual viewpoint and even incorrect answers are treated with respect. When asked, pupils are always able to explain, willingly and clearly, what they are doing.

19. The quality of teaching is judged to be good in 80 per cent of lessons observed, including 17 per cent that were very good. The remainder were satisfactory. This is a good improvement on the previous inspection, when there was no very good teaching, and twenty per cent of lessons were unsatisfactory. The school's good scheme of work is based on the National Literacy Strategy. Teachers plan thoroughly for the daily literacy hour, relating their plans to the sections of the framework which are appropriate for pupils' ages. Skilful use of this framework, to select suitable content for lessons, ensures that all pupils are appropriately challenged. Lessons are well managed, with smooth transitions between the whole class phases and group and independent work. Time is very well managed. This is crucial to the smooth running of the lesson, as pupils with special educational needs work with a special

needs assistant for the second phase of the lesson, in the shared area outside the classroom. This works very well and has a positive impact on standards, as all pupils are given phonic, spelling and word activities appropriate to their levels. Teachers make their expectations clear to pupils and give them constructive feedback about their work, through marking and verbal comment, which helps them to improve. Very good use is made of support staff in lessons, especially to help the group work and to support those with special educational needs and those with speech and language disorders. They are consistently well briefed about their roles in lessons and make a valuable contribution to the raising of standards. The most effective lessons are characterised by thorough planning, which specifies clear objectives, and by secure subject knowledge. Effective recapping of previous knowledge and skills, and building upon this foundation using well-judged sequences of questions, is a further characteristic of good lessons. In such lessons, teachers' high expectations of pupils are evident in their voice and manner. Resources for the literacy hour are good, and they are used well.

20. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural education through well-chosen stories that encourage pupils to reflect on their own experiences and those of others. There is also some use of non-fiction books; for example, in a Year 2 class, literature used in the guided reading groups reflected the rich diversity of foods from other cultures. The literature used as the stimulus for the literacy hour ranges from traditional tales to modern day works. This is used well to encourage pupils to explore and share their inner feelings. In addition, collaborative group work encourages good social skills.

21. The English subject co-ordinator gives a very good lead in the subject. She plays a leading role in providing in-service training in literacy teaching and efficiently manages resources for English. She observes and monitors teaching of the literacy hour, and also monitors the weekly literacy planning in all classes, to ensure that new learning is based on previous knowledge, skills and understanding, and that all ability levels are suitably challenged. This has a positive effect on raising standards. Since the last inspection report, good improvements have been made to assessment in English. Teachers maintain good, individual, reading records, as well as the home/school book shared with parents. There is a very good range of assessment procedures throughout the school, including very effective procedures for identifying those with special educational needs. All tests and assessments are analysed and entered on an 'Individual Pupil Tracking Grid', which shows, at a glance, the progress made over time. This information is then used well to set individual targets for pupils. These targets are shared with the pupils and put onto the inside cover of their English book. The subject manager has very recently devised a 'Reading Development Record', which lists the skills required at each level of attainment in reading. This has been introduced, for all pupils, since September and will be used to set reading targets for pupils, and help to raise standards further.

22. The school has good resources for English. A substantial amount of money has recently been spent on books and other material and equipment for the literacy hour. The quality and ready availability of resources such as 'big books' and multiple copies of fiction and non-fiction books, again makes a positive contribution to the raising of standards. The subject fully meets the requirements of the National Curriculum. Good improvements have

recently been made to the library area, which is now well arranged, presenting an inviting place in which to work. Shelves are clearly labeled, and the locating of books is made easier by informative notices on the walls to explain the Dewey system in use; supplemented by colour coding, to help younger pupils. A good range of good quality books is available, together with facilities for accessing the Internet. All pupils use the library and take home at least one book a week, in addition to their reading book.

23. All issues raised in the last inspection report have been addressed, and the subject has shown good overall improvement since that report.

109. Mathematics

24. Results of the 1998 National Curriculum assessments for pupils in Year 2 were well below the national average for the number achieving the expected level (Level 2). However, the number achieving the higher level (Level 3) was close to the national average. Taking the three years from 1996 to 1998, the school's results showed a steady improvement year on year. Results of the 1999 National Curriculum tests, for which there are currently no comparative figures, show that the percentage of pupils achieving the higher level (Level 3) fell, whilst the percentage of pupils achieving the expected level (Level 2) rose very slightly. The number of pupils receiving support for their special educational needs was very high in this particular cohort of pupils. For pupils currently in Year 2, inspection evidence confirms that whilst the majority of pupils make good progress over time, their attainment overall is below average.

25. There are not enough planned opportunities for pupils to use and apply their mathematics in problem solving and investigations. As a result, attainment for this aspect of mathematics is below that expected for their age. Whilst some are confident in using mathematical vocabulary, pupils are not asked enough to use their new vocabulary to explain their work or the strategies they have been using. In the final part of lessons, pupils are often asked to state what they have been doing and not what they have learnt. Most pupils are becoming more confident in explaining how they find their answers in the mental and oral arithmetic at the start of lessons. This feature of the work has improved since the school has adopted the National Numeracy Strategy.

26. Pupils make good progress in number work, so that the majority attain standards expected for their age in this aspect. By the end of Year 2, pupils understand the place value of numbers to one hundred, and can set out both addition and subtraction sums in the standard way. They recognise when shapes have a half or a quarter of their area shaded. They understand how to count on and back in jumps of ten, starting at any two-digit number. Once again, work associated with the numeracy hour is providing pupils with good opportunities to learn, understand and practise these activities.

27. In work on shape, space and measure, pupils make sound progress. They know there are seven days in a week, 24 hours in a day, and can tell the time by the hour without difficulty. Pupils measure objects and distances, using parts of their body and standard units of measure, such as centimeters. Many use everyday language to describe three-dimensional shapes, and make use of construction kits to construct these shapes.

28. In relation to their work in number, pupils make good progress in representing information

through pictures and graphs. In their work on Andover shops, pupils use tally sheets and turn their information about the type of shops that they see into graphs.

29. Pupils apply their numeracy skills satisfactorily across the curriculum. The above work illustrates well the use of numeracy in a geography project, while dates and time lines are often discussed in history. Pupils put their measuring skills to good use in science. However, too often these opportunities are not planned for overall, but emerge from the work and are not necessarily developed by all teachers.

30. Pupils enjoy their mathematics. In lesson introductions especially, pupils listen attentively, and the vast majority participate enthusiastically in question and answer sessions, which include mental arithmetic. Once they have been given their tasks, they settle quickly and work hard during lessons. Most pupils take pride in their work and try to present it neatly. They relate well to each other, sharing apparatus and work sheets. They relate very well to their teachers and their support adults.

31. The quality of teaching is good in 76 per cent of lessons, including 12 per cent very good. The remainder are satisfactory. The overall quality of teaching makes a strong contribution to the improving standards in the subject. Teachers plan effectively for the numeracy hour. Within this planning, teachers provide well for pupils of all abilities. In most cases, the work is matched well to pupils' learning needs, with the result that they make good progress. For example, in a Year 2 lesson where pupils are beginning to use the vocabulary of length, higher attaining pupils choose units of measure and have good practical experiences of measuring different lengths. Lower attaining pupils compare objects and note whether they are shorter, longer or the same as a given object, thus increasing their use of the basic vocabulary of length. Very good use is made of all adult support staff. The support given to pupils with special educational needs is targeted well to the requirements of their individual education programs, while class assistants are often seen working well with lower attaining pupils. This work is carried out partly in the classroom and partly in the shared activity areas. Wherever it is carried out, it has a significant impact on the progress these pupils make in their mathematics.

32. The subject manager has not been in post for very long, but has already made a positive impact on the subject, especially in relation to the introduction of the National Numeracy Strategy. Although she has had an opportunity to look at pupils' finished work, she has not yet been able to focus her observations of the quality of teaching in the school; the school has already made plans for this to begin in the near future.

118. **Science**

33. Results of the end of Key Stage 1 National Curriculum teacher assessments for 1998 showed the proportion of pupils attaining the expected level (Level 2) to be in line with the national average. The proportion reaching the higher level (Level 3) was well above average. When compared with schools whose pupils are from similar backgrounds, the results were

average for the number reaching the expected level, and well above average for the number gaining the higher level. The end of key stage assessments for 1999, for pupils who have since left the school, show that the proportion of pupils reaching Level 2 or above was similar to the previous year, but the proportion gaining the higher level increased. National figures are not yet available to allow these results to be compared with those of other schools.

34. Inspection findings based on evidence across all attainment targets of the science curriculum, confirm that the majority of pupils currently in Year 2 make satisfactory, and on occasions good progress over time. Whilst the majority reach standards expected for their age, attainment overall is below average. An important factor relating to this cohort's level of attainment, is the very high proportion of pupils (55 per cent) who are on the register of special educational needs. Further to this, when assessed on entry, nearly three-quarters had levels of attainment below that expected for their age.

35. As in the last report, in work relating to 'experimental and investigative science', pupils attain a level below national expectations. This is because there are insufficient planned opportunities for pupils to develop this aspect of the curriculum. Pupils observe and measure with a degree of accuracy, but they are unable to change their experiments in order to find a solution to problems. At a basic level, they interpret their findings and evidence in order to draw conclusions. Pupils' ability to predict and form their own theories is underdeveloped. There was no evidence of pupils carrying out investigations in the lessons observed. Scrutiny of pupils' work indicates that, although pupils carry out several experiments, these are led by the teacher, with pupils given little opportunity to show initiative when obtaining results.

36. The majority of pupils demonstrate satisfactory knowledge and understanding of 'life processes and living things', 'materials and their properties', and 'physical properties'. This improvement on the previous report is well illustrated in pupils' past and present work, and in teachers' planning. The majority of pupils successfully use their knowledge skills and understanding to help explain their ideas in class discussions. However, most pupils do not understand the practical applications of science and how it affects their daily lives. A majority of pupils use relevant terminology correctly to communicate their ideas and findings. When required, they use mathematical skills to display and analyse their results, sometimes using the computer to represent data. This was observed in Year 1 classes, where pupils were recording their eye colours. With teacher assistance, they then constructed a class graph. Finally, they discussed the results that the graph indicated.

37. Pupils make satisfactory, and on occasions, good progress throughout the key stage. They gradually increase their scientific knowledge as they progress through the school. The work sample shows that pupils' vocabulary improves, and most are able to write satisfactorily about scientific features and processes. Pupils with special educational needs are very well supported and make good progress.

38. Pupils' attitudes towards science are good throughout the school. In the last inspection, attitudes were reported as being sound. Pupils' response was good in the lessons observed. Pupils enjoy their lessons and are interested and enthusiastic when carrying out the set tasks. Most pupils listen attentively, sustain concentration, and work hard to complete their tasks. They behave well and are courteous towards adults and each other. All pupils work effectively on their own, in pairs or small groups. This was well illustrated when pupils were helping each other construct posters related to feelings, in health lessons in Year 2. However,

opportunities for pupils to show initiative in their work and to carry out personal study are very limited. When pupils write in their books, their presentation is satisfactory. In the main, displays are of good quality, and they relate well to other areas of the curriculum. In Year 2, pupils use information technology skills to present graphs about health and growth, and construct three-dimensional representations of their favourite meals.

39. The quality of teaching was satisfactory in all lessons observed. This is an improvement on the last inspection, which found several lessons to be unsatisfactory. Teachers are secure in their knowledge and understanding of science for the age range they teach. Classroom management and the pace of work is good, and teachers' expectations are satisfactory. Teachers use questioning and demonstrations effectively to support pupils in their learning. Teachers are enthusiastic about the subject and conscientious in their preparation. An extensive new scheme of work has recently been implemented, which sufficiently covers all elements of the programmes of study for science. Teachers' planning is satisfactory in the medium and long term. However, it does not consistently use assessment information to indicate the appropriate activities for those pupils of differing levels of attainment and ages. This issue is recognised by the co-ordinator and is being addressed.

40. The last report stated that the range of resources needed extending, and this has been achieved. Resources are sufficient, and well organised in topic boxes to meet the requirements of the new scheme. There are adequate materials and equipment available for investigative work. Not enough use is made of computers to provide information and display results from investigations. The recently appointed co-ordinator for science provides enthusiastic and supportive leadership. Whilst she monitors teacher's planning and pupils' work on a regular basis, she does not yet monitor teaching in the subject.

126. OTHER SUBJECTS OR COURSES

126. Information technology

41. Standards in information technology are in line with national expectations by the end of Year 2. In this respect, the subject has maintained its position since the last inspection.

42. Pupils write about what the world might be like without information technology, and have a growing understanding of its everyday uses. They develop sound keyboard and mouse skills. Some, but not all, type letters and numbers with more than one finger. Many click on icons, use menus, and 'drag' items to new positions on screen. Those in reception use this technique to put imaginary clothes on to a bear. By using an art program, pupils in Year 2 'paint' a picture of one of the characters from 'Rumpelstiltskin', then add text to say how the character feels. Currently, pupils do not show enough ability in the use of spellcheckers or use different layouts for text. However, the subject co-ordinator has evidence of this being done by previous cohorts of pupils.

43. Whilst some pupils have experience of entering information into a program in order to create a graph or pie chart in mathematics, not all have had opportunities to use their results to ask questions and compare information. Pupils were observed entering information regarding eye colours of their classmates, in order to create a class graph for science.

44. Pupils recognise that many everyday devices respond to signals, and have had opportunities to give instructions to a programmable toy and to a screen robot. They do this well. Higher attaining pupils then amend their instructions in order to draw particular shapes, or make the robot travel over a particular course. Pupils in Year 2 have good access to modelling with the computer through a 'Dragon' based program. They explore and investigate options within the game, draw maps of the dragon's home, and write stories about his adventures. Throughout the school, pupils have access to other forms of information technology, such as a concept keyboard, tape recorder and language master machine. They operate these well, and are almost independent when using them.

45. Pupils make sound progress overall. They make gains in skills, using the keyboard and mouse more adeptly. Pupils make steady progress in printing their work, although do not always know how to save and retrieve it. Progress in control technology is good and that for modelling is sound; pupils make gains in predicting outcomes and exploring patterns and relationships within the simulations.

46. Although no full class work was seen during the inspection, pupils responded well to the challenges when working in pairs. They enjoy the excitement of working at the computer and have positive attitudes to the work. They work equally well with all supporting adults and treat equipment with care.

47. It was not possible to observe any direct teaching of information technology during the inspection, but reviews of teachers' planning, together with discussions with pupils, confirm a sound level of direct teaching by class teachers and support staff. This is supported by the confident expertise demonstrated when pupils require support.

48. The school's planning shows that information technology supports work in other subjects. English is supported through the use of word-processing programs, some of which are linked to art programs, allowing pupils to present text and graphics together. Numeracy is supported through the use of programs of dominoes and other counting and matching programs. Pupils use graphics to display their findings in mathematics, while some pupils access information through CD-ROMs. Recently, opportunities have arisen for pupils to access information from the Internet, as when in history, they research the life of Lord Nelson and his flagship HMS Victory. Whilst this is still in its early stages in the school, the subject manager is aware of the need for teachers to be further trained to make best use of the school's connection to this source of information.

49. Since the last inspection, the school has upgraded both its hardware and software. Several thousand pounds has been spent in order to improve the pupil-computer ratio. This has improved, but pupils still do not have enough regular access to computers in order to develop, practice and extend their skills. The newly written scheme of work will provide staff with further support for planning. Staff have recently completed in-service training to develop their confidence.

135. **Religious education**

50.No lessons could be observed during the inspection. However, review of a limited amount of pupils' work, together with displays and teachers' planning, confirms that attainment is in line with the expectations of the locally agreed syllabus by the end of the key stage. All pupils, including those with special educational needs and those with speech and language disorders, make satisfactory progress in their knowledge and skills. In addition to being taught as a separate subject by all classes, it is included in collective worship and personal and social education lessons. Appropriate time is allocated to the subject.

51.By the end of Year 2, most pupils have a developing knowledge of Christianity and Judaism. They are taught significant similarities between these religions as well as the more obvious differences. Pupils across the key stage have a developing knowledge about the festivals of Christianity and other faiths and their significance. They have a limited understanding of the use and the concept of prayer. In assemblies, pupils are introduced to Christian prayers. Moral and social issues such as friendship are taught in assemblies with the assistance of 'Edd the duck'. Pupils' factual knowledge of Christianity and other major religions is satisfactory. The limited number of displays around the school are satisfactory in content, and pupils in Year 1 produce good Sukkoth models to support their work.

52.Although no lessons were observed, pupils show interest and enthusiasm when talking about what they have learnt in class. During assembly, pupils listen attentively, respond to questions willingly, and participate in the drama elements with enthusiasm.

53.The co-ordinator, a recent temporary appointment, provides support and guidance effectively. She has time to monitor the planning, but not the teaching of the subject in school. Further to this, she fully recognises the areas that need development in the subject.

54.There is a policy for the subject and the school scheme is based on the locally agreed syllabus. The statutory requirements of the agreed syllabus are met in the planning. The level of resourcing is satisfactory, with an adequate amount of books, primarily for teacher use, and an appropriate range of artefacts to support teaching. This is an improvement on the last inspection when there were no resources. Whilst pupils visit the local church, the subject does not yet benefit from a range of visitors to classes or assemblies to support its development.

140. **Art**

55.Evidence from observation of lessons, displays around the school, photographs and teachers' planning, indicates that the progress of all pupils, including those with special educational needs and those with speech and language difficulties, is good. Their standards are better than those generally found for pupils of a similar age.

56.By the end of Key Stage 1, pupils have experience of working in a range of media, including wax crayon, pencil, pastels, watercolours, clay, chalk and various collage materials. They develop good skills in drawing, painting, modelling and collage work. This is well illustrated in the high quality models on display and work undertaken this year with a visiting artist. A wide variety of the work is linked to other subject areas. In the reception class,

pupils have constructed three-dimensional African animals as part of their literacy work. Pupils in Year 1 have constructed Sukkoth models in their religious education lessons. Year 2 pupils have constructed three-dimensional models of their favourite meals as part of their science topic. These models are of good quality and show a good progression of skills. Pupils develop good observational skills. Those in Year 1 use these skills to draw dried leaves. They do not consistently undertake tasks that involve their using the styles of famous artists. Despite this, pupils study pictures by such artists to reinforce lessons. This was evident in Year 2, where the music of Vivaldi was used as a stimulus for developing autumn pictures. In a reception class, the work of Henri Rousseau was used as a stimulus for the making of African animals.

57. A wide range of pupils' work from all ages within the school has been exhibited around the county in the past year, as part of a mobile exhibition. Work is also to be displayed in the local library and as part of the town's millennium celebrations. Pupils have a good attitude to art and their response in all lessons is generally good. Teachers have high expectations, and pupils respond by producing good standards of work. This is reflected in the good quality displays of art throughout the school, which contribute to the quality of the learning environment.

58. In lessons, the standard of teaching is good overall, with one lesson satisfactory and another very good. Teachers have good subject knowledge and plan and prepare their lessons well. Teachers have effective management techniques and good relationships with pupils. Pupils with special educational needs are well integrated.

59. The co-ordinator is effective, enthusiastic and supports colleagues throughout the school. Accommodation is good. Resources, including books, materials and artefacts, are of good quality and quantity, and are appropriately used. There are beneficial links with a local artist who comes into school each year and carries out a highly successful workshop with the pupils. This connection enhances the quality of the curriculum.

145.

145. **Design and technology**

60. Observations of lessons and scrutiny of planning for all classes confirm that by the end of Key Stage 1, pupils have made satisfactory progress in design and technology. Their performance is in line with that expected from pupils of their age, which is a significant improvement since the last inspection.

61. Pupils make satisfactory progress because they are given well planned opportunities to make a range of items. They cut and join materials when making Christmas cards, and follow instructions and use a range of materials when making puppets. Here, pupils add moving parts to their puppets using butterfly pins. In Year 2, when making different puppets, pupils first look at commercially produced ones in order to see how they are constructed. They then use their measuring and marking skills to help cut and join materials. Pupils make good use of a design sheet on which they write a list of materials they will need; they label their drawings, and some note how they might improve their puppets.

62. Pupils make good use of construction kits to make models, for instance of scenes from the town, tractors from Mr. Blakes' Garden Centre and equipment on a playground. However,

whilst this encourages pupils to gain fine motor skills and allows them to experiment with their placing of the pieces, it does not add to their experience of using a design sheet tailored to their needs. Each year group carries out work related to food technology. Pupils in Year 1 follow instructions and take account of hygiene needs as they make cakes and Shrewsbury biscuits. In Year 2, pupils were observed making bread, then writing out the ingredients and methods; several pupils made good use of the computer to do this.

63. Pupils enjoy their design and technology work, and, in the lessons observed, they behave well, concentrate on their tasks and are happy working in pairs, sharing equipment as in the bread making.

64. The quality of teaching is judged to be satisfactory in all lessons observed. Teachers plan work well and organise pupils so that all are fully involved in the activities. However, not all teachers build an evaluation stage into their planning. As a result, pupils are not always asked to evaluate their work as it is in process, nor are they always asked to evaluate the end products in order to check them against their original designs. Appropriate emphasis is placed on both health and safety.

65. The very recently appointed subject manager has not yet had an opportunity to gain an overview of the subject's strengths and weaknesses. The school has not yet come to a decision on how it intends to plan the overall work so that knowledge, understanding and skills are developed in a systematic way. At present, some planning is carried out by individual teachers while other plans are used from the nationally recommended scheme, and this results in some inconsistencies in the work. Equally, the lack of clearly defined design sheets, appropriate for pupils with different needs and levels of attainment, is a further weakness in the current planning. Resources for design and technology have improved since the last inspection and are now satisfactory.

151.

151. **Geography**

66. Although no lessons could be observed during the inspection, discussions with pupils, together with a review of work, confirms that all pupils, including those with special educational needs, and speech and language disorders, make sound progress as they move through the school. Pupils' performance is in line with that expected for their age. This marks an improvement on the last inspection, which found progress to be insufficient and pupils' performance to be below that expected for their age.

67. By the end of Year 2, pupils demonstrate a clear knowledge of their immediate locality, together with the features of the nearby area. They know, name and draw different kinds of housing, together with the uses of different buildings, such as the police station and hospital. Their visit to a nearby village enables them to compare and contrast the urban features of Andover with those of a rural village. Pupils have a clear understanding of seasonal changes in weather, and the effect this has on life in general; they have a sound knowledge of the power and devastating effect of climatic features through following the course and effects of Hurricane Floyd. In addition to drawing maps of routes to school and to the High Street,

pupils successfully use a computer program to plan a small community with housing, roads and other environmental features. They study a range of hot and cold climates; learn about the life and culture of a village in India, comparing it with that of Great Britain. Pupils are successfully introduced to concepts of change and improvement when they undertake a survey of shoppers' and traders' views in the High Street and market place in Andover. They elicit views regarding improvements, including parking needs, and turn their findings into graphs that are then used to answer questions relating to shoppers' and traders' views.

68. Skills in other areas of the curriculum are developed soundly through geography. They make observations and sketch when on their village visit; literacy skills are used when they write accounts of activities, observations and ways of life in other localities and countries. Pupils' work with seasons and climatic conditions links well with their science work on forces. The subject contributes to pupils' cultural development when they learn about ways of life in other localities and countries other than their own. Pupils' growing awareness of environmental issues enhances their moral and social development.

69. Although no lessons were observed, pupils have positive attitudes to geography and talk with enthusiasm about work they have carried out, and visits they have made. The school has good documentation for geography to guide teachers effectively in their planning. The good use made of visits within the local community and further afield, provides pupils with practical experience in applying their developing geographical knowledge and skills.

155. **History**

70. Only two lessons could be observed during the inspection. However, evidence from pupils' work in books and displays around the school, from teachers' planning and discussions with pupils and staff, confirms that all pupils, including those with special educational needs, make satisfactory progress in their development of historical knowledge and skills. The subject has maintained its position since the last inspection, in that pupils' performance is similar to that expected of their age.

71. By the end of Year 2, pupils have a clear sense of chronology and change, by studying artefacts and familiar features of their environment. For example, pupils in Year 1 bring photographs of themselves at different ages from babyhood to present day. Several also bring photos of parents and grandparents. Pupils then sequence the photographs to make a time-line of their family and their life to date. They use the time-lines to discuss changes that can be noted. Pupils contrast what they were like, could do and eat when they were younger, with their present capabilities, preferences and stature. Work on comparing seaside holidays past and present promotes pupils' awareness of the importance of artefacts as sources of historical evidence. Pupils note what has changed, as well as noting items that have changed little, if at all.

72. Pupils in Year 2 study the life and works of famous people, including Louis Braille and our present Queen. A visit to HMS Victory, in the Royal Navy Museum, Portsmouth, not only enabled pupils to learn about Lord Nelson and the battle of Trafalgar, but gave them a clear understanding of living conditions aboard a warship at the start of the nineteenth century. Pupils made good use of their developing information technology skills when searching for and downloading information regarding HMS Victory and Lord Nelson from the Internet.

Photographs taken with digital cameras were successfully incorporated into pupils' written work on the topic. Work in history links well to art, literacy and information technology. It makes a sound contribution to pupils' social and cultural development when they learn about conditions in previous times.

73. Pupils demonstrate positive attitudes to history. They respond well to their teachers and their work, and enjoy their lessons. Pupils are attentive during the introduction and listen carefully to others, as when they talk about events they remember earlier in their childhood, or when they first joined the school. Standards of behaviour were good in both lessons observed.

74. The quality of teaching was judged to be good in each of the lessons observed. Teachers demonstrate a good knowledge of and enthusiasm for the subject. Lessons are well planned, with a good balance of teacher input, pupil discussion and individual work. Questioning is used well to direct pupils' attention and prompt them to think clearly about the work in hand.

75. A teaching and learning policy, together with a scheme of work, supports teachers' planning for the development of pupils' learning as they move through the school. The history curriculum is enhanced by a satisfactory range of resources, which, along with visits, has a positive effect on pupils' progress.

161. **Music**

76. Only two music lessons could be observed during the inspection, but because the school has strong cross-curricular links, it was possible to observe two lessons where music was used as the stimulus for art activities. The evidence from lessons, together with music in assemblies, confirms that all pupils, including those with special educational needs and speech and language disorders, make sound progress overall, and good progress in singing. At the end of Year 2, pupils' musical skills are in line with those expected for their age, and the singing is above average.

77. By the age of seven, pupils sing a variety of songs with enthusiasm; their sense of rhythm, their use of dynamics, and their diction are good. They play instruments with control when accompanying singing. They devise their own symbols to represent the sound of paper when it is used to make a variety of sounds, and then follow the 'conductor' who points to the different symbols. Pupils take their own turn at being the 'conductor' and enjoy using the 'stop' signal; in his enthusiasm one pupil almost hit the teacher! Pupils develop their ability to listen carefully to music and to talk about the pictures it conjures in their minds. After listening to 'Autumn' from Vivaldi's 'The Four Seasons', pupils interpreted their thoughts, through the media of paint and pastel, and created an Autumn picture. It is evident from the planning that pupils are being given opportunities to compose their own musical compositions, which was a missing element criticised in the last report.

78. Pupils listen attentively in lessons, and show good levels of concentration. They make very thoughtful comments when listening to music. For example, after listening to 'Autumn', one pupil commented that it made her think of leaves swirling around; as a result she produced a delightful picture, full of movement and colour. Those pupils with special educational needs and speech and language disorders show particular enjoyment in singing activities and in listening to music.

79. The teaching of music is good. Planning is clear, and the pace of the lessons sufficiently brisk and challenging to keep all the pupils active and interested. Teachers are very careful to ensure pupils with special education needs and those with speech and language disorders play a full part in lessons. Clear explanations are given so pupils know exactly what is expected of them. Where the lessons are good, it is either through the lively personality of the teacher which enthuses and motivates pupils to give of their best, or it is characterised by good cross-curricular links and thoughtful, incisive questioning which help pupils to get a real feel for the music.

80. Following the previous inspection report, there have been several improvements to the music curriculum. There are now nationally agreed guidelines in place, to ensure that there is systematic progression in skills, knowledge and understanding. The range and quality of musical instruments has been improved, and purchases of music for listening and appraising have been made. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural education of the pupils through the behaviour expected in lessons and through the songs that they learn. For example, the nursery rhyme 'Rap', performed by pupils in Year R, was very well received at the whole-school singing session. Multicultural work within the school would be greatly enhanced by an increased use of songs and music from different times and cultures to demonstrate the rich diversity within the world. The school continues to take part in music festivals and to give concert performances to parents and friends.

81. Currently, this curriculum area is without a subject manager, as the previous post-holder recently left the school. However, it is very well overseen by a teacher with good musical knowledge and, in the near future, it will be managed by a newly qualified teacher with a background in music.

167. **Physical education**

82. Evidence from lessons observed, together with discussions with teachers and a review of planned work, shows pupils make satisfactory progress as they move through the school. Their attainment is consistent with that generally found for their ages. Pupils with special educational needs or other impairment play a full part in all activities and make sound progress.

83. Pupils make good use of space in the hall, and show an awareness of those around them as they move quickly then slowly in different directions. Pupils demonstrate good curled and stretched body positions; they successfully devise sequences of curled-stretched-curved positions, with good transition from one element to the next. Pupils show and hold a good range of balanced positions in which they show sound control and body extension. They work well in pairs to carefully copy the movement sequences of their partner. The theme

'Travelling' is developed with pupils' use of apparatus as they explore ways to move along, over and under equipment. Pupils show good control when mounting and dismounting equipment; they perform a range of jumps and successfully incorporate turns within their movements on the equipment. Pupils were observed bouncing a ball with two hands, then with one hand with satisfactory control. Review of planning confirms that dance and games activities are planned for other times of the year.

84. Pupils have positive attitudes to physical education and demonstrate good behaviour in lessons. They enjoy the physical activity, and co-operate well within groups and pairs. Pupils listen carefully to instructions, concentrate well, and work sensibly. They take pride in demonstrating to the rest of the class and are appreciative of the efforts of others.

85. Teaching is judged to be good in half the lessons observed and satisfactory in the remainder. Lessons are well planned, showing a clear development of skills and activities. A strength is the importance placed on drawing attention to good or praiseworthy efforts. All teachers have high expectations, both in performance and behaviour. However, an omission in nearly all lessons was the provision of a warm-up activity at the start of the lesson, and a cool-down session at the end. Support staff make a positive contribution in their support of pupils who require assistance to acquire and develop new skills.

86. The subject is well managed. A comprehensive scheme of work supports teachers' planning for the development of pupils' skills across each element of the physical education curriculum. Resources are good. The school benefits from a large hall that provides ample space for all required activities. The playgrounds and field are augmented by a very good activity play area, which enables pupils to practise a variety of skills, including climbing and balancing, and to engage in imaginative role-play.

172. PART C: INSPECTION DATA

172. SUMMARY OF INSPECTION EVIDENCE

87. The team consisted of five inspectors, including a lay inspector. The inspection was carried out during the week commencing Monday 18th October 1999, and covered four days of observations and interviews. Before the inspection, members of the inspection team attended a meeting of parents to discuss issues and to hear the views of the 20 parents who attended.

88. During the inspection, the team observed 79 lessons or parts of lessons, and attended daily assemblies and registration periods. Nearly 93 hours were spent gathering evidence during the inspection. A sample of pupils from each year group was heard reading, and pupils' behaviour in the playground and around the school was observed. Discussions were held with members of staff, governors and parents. Inspectors spoke to pupils about their work. The team scrutinised policy documents, financial statements, teachers' planning, samples of work in each year group, pupils' records, and attendance registers. Inspectors examined the resources provided by the school, and reviewed the quality of accommodation.

174.

175. DATA AND INDICATORS

175. 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 – Y2	214	10	133	27

175. Teachers and classes

175. Qualified teachers (YR - Y2)

Total number of qualified teachers (full-time equivalent):	11.4
Number of pupils per qualified teacher:	21

175. Education support staff (YR - Y2)

Total number of education support staff:	13
Total aggregate hours worked each week:	250

175. Education support staff for Speech and Language Facility

Total number of education support staff:	3
Total aggregate hours worked each week:	75
Average class size:	27

175. **Financial data**

Financial year:

1998 / 1999

	£
Total Income	508893.00
Total Expenditure	516235.00
Expenditure per pupil	2124.00
Balance brought forward from previous year	39069.00
Balance carried forward to next year	31727.00

PARENTAL SURVEY

Number of questionnaires sent out: 342

Number of questionnaires returned: 53

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	32.1	64.2	0	3.8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47.2	47.2	3.8	1.9	0
The school handles complaints from parents well	22.9	54.2	14.6	2.1	6.3
The school gives me a clear understanding of what is taught	34	56.6	1.9	5.7	1.9
The school keeps me well informed about my child(ren)'s progress	34	52.8	5.7	5.7	1.9
The school enables my child(ren) to achieve a good standard of work	32.1	66	1.9	0	0
The school encourages children to get involved in more than just their daily lessons	40.4	50	3.8	5.8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32.1	60.4	3.8	3.8	0
The school's values and attitudes have a positive effect on my child(ren)	43.4	52.8	1.9	1.9	0
The school achieves high standards of good behaviour	34.6	57.7	5.8	0	1.9
My child(ren) like(s) school	53.8	46.2	0	0	0

No other issues were raised by the parents. Several parents wrote comments in support of the school. Together with those who attended the parents' meeting with the Registered Inspector, they remarked on how well teachers know pupils and their needs. Parents commented on the good quality of care and support provided.