

INSPECTION REPORT

Manor Field Infant School

Basingstoke

LEA area: Hampshire

Unique Reference Number: 116055

Headteacher: Mrs R Verschoren

Reporting inspector: Carole Skinner, RgI

Dates of inspection: 1st to 4th November 1999

Under OFSTED contract number: 707374

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Manor Field Infant School
Name of Chair of Governors:	Mrs A Scriven
Date of previous inspection:	5 th to 9 th February, 1996

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Brian Jones, Lay Inspector		
Val Emery	English Religious education Art	
Alan Britton	Geography Mathematics History Physical education	Children under five Spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- The behaviour and personal development of the pupils are very good.
- The school's provision for the pupils' spiritual, moral, social and cultural development is very good overall and this contributes well to its good ethos and excellent relationships.
- The support and guidance provided for pupils are very good.
- The quality of teaching is good overall and there is a significant proportion of very good teaching.
- The school has very good links with parents and the community.
- The quality of the leadership and management of the school is very good.
- The school makes very good provision for the high number of pupils who have special educational needs.

Where the school has weaknesses

- I. Standards in English and mathematics, although improving, are still not high enough, and some pupils are not achieving the standards of which they are capable.
- II. Teachers' expectations of some pupils are not always high enough in some subjects.
- III. The procedures for assessing and recording pupils' attainment and progress at Key Stage 1 are unsatisfactory.
- IV. The use of assessment information to inform curricular planning and to track individual pupils' progress is insufficiently developed.

The weaknesses are outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

- The school has made a good improvement since its last inspection took place in February 1996. At that time, a number of weaknesses were identified. The present headteacher was appointed in April 1997. Together with inspectors from the Local Education Authority, she identified that those issues still needed to be addressed, along with a number of others. The headteacher, staff and governors have worked with energy, determination and commitment to raise standards in many areas. The quality of teaching has improved overall. There has been a significant improvement in the management of time during the school day and the pace of learning in lessons, as a result of a rigorous programme of monitoring and staff training by the headteacher. She has devised excellent procedures for monitoring the quality of teaching, which have proved to be very effective in bringing about improvement. The continued development of schemes of work has ensured that curricular planning now provides progression in the pupils' learning. The school has made a significant investment in restructuring the classrooms to enable more effective direct teaching of whole-class groups. The school has improved its provision for the pupils' spiritual, moral, social and cultural development, and this has resulted in very good behaviour and excellent relationships throughout the school. As a result of these improvements, and the effective implementation of the national strategies for literacy and numeracy, standards of attainment are beginning to rise. Teachers have raised their expectations of what pupils are able to achieve, but these are not always high enough in some subjects. At the time of the last inspection, assessment procedures were being introduced, which later proved to be unmanageable. Although this is identified as a priority for improvement in the school development plan, current procedures for assessment are unsatisfactory. The school's capacity to continue to improve is good.

Standards in subjects

This table shows the standards achieved by seven year olds in 1999 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
Reading	E	E	<i>below average</i> D
Writing	E	E	<i>well below average</i> E
Mathematics	E	E*	

The information shows that the pupils' results in reading and writing are well below average when compared with all schools and with similar schools. In mathematics, the pupils' results are well below average when compared with all schools, and very low when compared with similar schools. The findings of the inspection show some improvement on these figures, which, in turn, are better than the previous year's results. Standards are still below average in reading, writing and mathematics in terms of the percentage of pupils who are on course to reach the national expectation for seven year olds by the end of the key stage. However, pupils are making good progress overall, as many enter the school with very low standards in these areas of learning, and the school has a much higher than average proportion of pupils with special educational needs. Improvements in the quality of teaching and the successful implementation of the national strategies for literacy and numeracy are having a positive impact on the pupils' rate of progress. In other subjects, pupils achieve expected standards for their ages. However, in music and art, attainment is above average. There was not enough evidence to judge standards in design and technology. Pupils with special educational needs make good progress and achieve good standards for their capabilities. Some pupils of average and above average ability are still not achieving high enough standards in some subjects. Children aged under five make good progress in all areas of learning, and very good progress in personal and social development.

Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science	N/a	Good
Information technology	N/a	Good
Religious education	N/a	Good
Other subjects	Good	Good

The quality of teaching is good overall. It ranges from unsatisfactory to very good. Of the 47 lessons observed, two were unsatisfactory, six were satisfactory, 25 were good and 14 were very good. The quality of teaching is consistently good for pupils with special educational needs. Teachers and learning support assistants work very well together to provide very good levels of support for all pupils in the classroom.

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	Very good. The pupils are polite and considerate and show respect for each other, for adults and for property.
Attendance	Satisfactory.
Ethos*	Good. The pupils have good attitudes towards their work. Relationships are excellent, sensitive, caring, and mutually respectful. There is a good commitment to improving pupils' attainment, although this is not yet fully realised. All staff work very well together as a team to create a happy and stimulating learning environment for the pupils.
Leadership and management	Very good overall. The headteacher provides enthusiastic and determined leadership and is ably supported by her deputy and staff. The governors make a very good contribution to the drive to raise standards. The monitoring of the quality of teaching is excellent, and subject managers are developing clear strategies for monitoring pupils' work and the curriculum. The school strategic plan is a useful management tool, but it does not contain specific targets for improvement in English and mathematics or clear strategies for achieving them.
Curriculum	Good. The curriculum is broad, balanced and well planned. It meets all statutory requirements and provides pupils with a good range of experiences and practical activities. Curricular plans show how pupils will progress in their learning from year to year. The school's procedures for assessing pupils' attainment and progress are unsatisfactory. There is insufficient use of assessment information to set targets for individual pupils, and to plan future learning.
Pupils with special educational needs	Curricular provision is very good. Experienced and well-trained assistants work alongside teachers to provide very good levels of support in the classroom. Pupils' work is carefully planned, matched very well to their needs and assessed regularly.
Spiritual, moral, social & cultural development	Very good overall. Spiritual and cultural development are good. Moral and social development are excellent.
Staffing, resources and accommodation	Good overall. Staff are appropriately qualified and experienced. The provision of support staff is well above average. Arrangements for the professional development of all staff are very good. The accommodation is very attractive, well maintained and has a positive impact on pupils' learning. Learning resources are adequate overall, and good in some areas. There is a shortage of appropriate artefacts to support learning in religious education.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school

- V. The school keeps them well informed about their children's progress and about what is being taught.
- VI. Their children like school.
- VII. The staff are very approachable if problems arise and parents are made to feel welcome in the school.
- VIII. Parents feel that the school promotes positive values and attitudes.
- IX. The school has a very caring ethos.

What some parents are not happy about

- X. A few parents were not satisfied with the
- XI. A few parents feel that the school does not

The inspection findings support the largely positive views of the 19 parents who responded to the questionnaire. The findings of the inspection show that the school makes appropriate provision for homework for pupils of this age. Standards of behaviour were found to be very good throughout the school.

KEY ISSUES FOR ACTION

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

i. raise the standards achieved by the pupils in English and mathematics by:

- ensuring that teachers have realistically high expectations of all pupils, and that they provide suitably challenging work for pupils of all abilities;
- making and recording regular assessments of the pupils' attainment and progress;
- using the information gained from assessment activities to set targets for improvement and to plan future learning experiences for individuals and groups of pupils;
- continuing to refine and improve the present system of tracking the progress of individual pupils throughout the school;
- ensuring that the school development plan contains the school's targets for raising standards of attainment and sufficient detail about how these are to be achieved;
- analysing the pupils' results in standardised tests and using the information gained to inform curricular planning.

(Paragraph numbers 5-7, 9, 10, 17, 20, 23, 28, 29, 43-45, 47, 65-70, 72, 74-77, 79, 80)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

1. Improve the range of artefacts and resources in religious education to support the teaching of the new locally Agreed Syllabus.

(Paragraph numbers 51, 97)

130. INTRODUCTION

130. Characteristics of the school

1. Manor Field Infant School is situated in the residential area of Brighton Hill, a suburb of Basingstoke. It was built in 1977 in the grounds of a primary school, which then became a junior school. Most of the pupils come from a large council and housing association estate. There is also a small area of low cost private housing. There are 134 full-time pupils, and 22 children aged under five who attend part-time in the Reception classes. Fifty-two children (36 per cent) are identified as having special educational needs. This is well above the national average. There is a great deal of movement in and out of the area, which results in a high turnover of pupils during each school year. In the previous school year, this amounted to just under 20 per cent of the pupils on roll. There are a number of social problems in the area, including vandalism. Two windows were broken in the school during the week of the inspection. Seven pupils (five per cent) come from ethnic minority backgrounds. This is above the national average. Two pupils (one per cent) come from homes where English is not the first language. Thirteen pupils (9 per cent) are known to be entitled to free school meals. This is lower than the national average. The school has two more girls than boys on roll. Children under five are admitted to school in the autumn term of the year in which they reach their fifth birthday. They attend school part-time initially, and become full-time according to each child's age or need. During the summer term of the year before starting school, children are invited to join 'The Wagtails Club', which is held on two afternoons each week. It provides opportunities for parents and children to experience play activities together, to meet the school staff and to become familiar with the school surroundings. Members of staff also visit families in their homes. About half of the pupils regularly attend playgroups before starting school. Teachers' assessments of children's ability soon after entry to the school show that standards are well below the county average, especially in language, literacy and mathematics. Many pupils have poor social skills and are unfamiliar with boundaries of acceptable and unacceptable behaviour.

2. There have been a number of changes since the school's last OFSTED inspection took place in 1996. A new headteacher was appointed in April 1997, and a new deputy headteacher the following January. There has been a fall in the number of pupils on roll and the staffing level has been reduced from seven to six full-time teachers. The proportion of pupils with special educational needs has risen steadily over the past three years to its current level of 36 per cent. There have been significant changes to the internal structure of the school, which include alterations to classrooms, the provision of a new cookery room and a medical room. There is now one empty classroom, which is used for music, group or individual work and watching video recordings.

3. The school aims to provide a caring, safe environment that nurtures and develops pupils' self-esteem, confidence and enthusiasm. It aims to work towards excellence by encouraging each member of the school community to participate in high quality, positive learning experiences, and by valuing and respecting the contributions of all. Other aims include preparing each child for the opportunities and responsibilities of adult life, promoting a sense of responsibility for the school environment and the wider community, and developing and maintaining an open partnership with parents and members of the local community. The school also aims to maintain an ordered and well-resourced environment for teaching and learning. The school's strategic plan gives a broad overview of the developments planned over a three year period, with specific action plans that give details of planned improvements over a shorter period, which is usually a year. Its main priority is to raise pupils' standards of achievement, particularly in English and mathematics. Within this all-embracing aim, priorities include improving assessment procedures and the use of assessment information to inform curricular planning. Other priorities are the systematic monitoring of the quality of teaching and learning throughout the school, developing the role of the subject manager, and the development of procedures for tracking the progress of individual pupils throughout the school.

4.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
	98/99	25	29	54

4. National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or Above	Boys	13	13	18
	Girls	23	25	23
	Total	36	38	41
Percentage at NC Level 2 or above	School	67 (60)	70 (65)	76 (63)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	10	17	21
	Girls	25	26	28
	Total	35	43	49
Percentage at NC Level 2 or above	School	65 (58)	80 (80)	91 (93)
	National	82 (81)	86 (85)	87 (86)

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

1

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1998/99			%
	Authorised	School	5.3
	Absence	National comparative data	5.7
	Unauthorised	School	1.1
	Absence	National comparative data	0.5

1

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

1

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	30
	Satisfactory or better	96
	Less than satisfactory	4

1 PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

5. Analysis of the national end of Key Stage 1 tests for 1999 shows that the proportion of pupils who attained Level 2 and above in reading, writing and mathematics was well below the national average. The percentage of pupils who achieved Level 3 was below average in reading and writing, and well below average in mathematics. When the averages of the school's data are compared with those of all schools, they show that the pupils' results are well below average in reading, writing and mathematics. When compared with similar schools, the school's test data show that the pupils' results are well below average in reading and writing and very low in mathematics. Since 1996, there has been an upward trend in standards in reading, and a slight improvement in standards in writing. However, standards in mathematics have shown no improvement overall, and the proportion of pupils who achieve higher than average standards has declined from 11 per cent in 1997 to two per cent in 1999. Over the three years from 1996 to 1998, girls performed better than boys in reading, writing and mathematics. The findings of the inspection indicate that this is still the case, and this has been identified as an issue by the school.

Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that the proportion of pupils who attain Level 2 in science is average, whilst at Level 3, it is above average. The findings of the inspection differ from these assessments at Level 3, and there are significant discrepancies between the teachers' assessments in mathematics and the pupils' test results. The school has identified the need to improve assessment procedures in its current development plan.

6. The inspection findings show that, by the end of Key Stage 1, the proportion of pupils who are on course to achieve, or exceed, national expectations is below the national average in reading, writing and mathematics, and in line with the national average in science. In information technology, pupils achieve standards that are in line with national expectations. In religious education, pupils are on course to meet the expectations of the locally Agreed Syllabus by the end of the key stage. Standards are above average for the pupils' ages in art and music, and average for their ages in geography, history and physical education. There was insufficient evidence to make a judgement about standards in design and technology. Standards in literacy and numeracy are below average, but improving, due to the effective implementation of the national strategies for literacy and numeracy and significant improvements to the quality of teaching throughout the school. The findings of this inspection are comparable with those of the last inspection in science, information technology, music and physical education. In history and religious education, no judgements were made in the previous inspection. In art, standards are judged to have improved, whilst in geography, standards are now average rather than above average. In English and mathematics, at the time of the previous inspection, standards were judged to be in line with national expectations, which indicates that they have since declined. The results of the national end of key stage tests in 1996 show that the pupils' performance was below the national average. The current inspection findings are in keeping with these results. Although standards are improving, and even allowing for the high percentage of pupils with special educational needs, a significant proportion of pupils are still underachieving. The school has acknowledged this to be an issue and is putting strategies in place to address it.

7. In English, by the age of seven, pupils achieve below average standards in speaking and listening. Although they listen carefully to teachers and to each other, many have a limited vocabulary and experience difficulty in finding appropriate words to express what they mean. Standards in reading are below average. Most pupils recognise familiar words out of context and answer simple questions about a story. Higher attaining pupils read fluently and accurately and work out unknown words independently. Lower attaining pupils have very few strategies to help them decipher unknown words. Pupils attain below average standards in writing. They use a limited range of vocabulary and write for a limited range of purposes. Pupils' handwriting varies in legibility and consistency, and many do not have a sound grasp of spelling and grammatical rules. There is very little evidence of above average attainment. By the end of Key Stage 1, in mathematics, pupils identify odd and even numbers and add

numbers to 20. They sometimes use this knowledge to solve simple problems, but their capacity to explain their mental strategies is limited. They have a sound knowledge of metric measures and can sort two and three-dimensional shapes according to the number of sides and corners. By the end of the key stage, in science, pupils have an early understanding of how to carry out a fair test, can describe the differences between living and non-living things, know how some materials change by heating or cooling, and understand how forces make objects move. In information technology, pupils show good control skills with the mouse and use a CD-ROM to find information about a topic. In religious education, pupils understand why Christmas and Easter are important times in the Christian calendar and recall details of the life of Jesus. Pupils practise sewing techniques in design and technology as they design and make a bookmark, and, in art, they observe and draw pictures of a pineapple skilfully and with great attention to detail. In music, pupils sing songs in two parts as a round and respond to music imaginatively. In physical education, they combine different methods of travelling into a simple sequence of movements. In history, pupils find out about the past from examining artefacts, and in geography, they are able to locate features of the local area on a map.

8. The attainment of children aged under five is well below average for their ages when they enter the school, especially in language and literacy, mathematics and personal and social development. Although attainment is still below average by the age of five in language and literacy and mathematics, the children make good progress in these areas of learning. This is because teachers place a significant emphasis on developing children's listening and speaking skills, and in providing them with a solid grounding in numeracy and literacy. In language and literacy, pupils enjoy sharing books and are beginning to recognise some letters and sounds. In mathematics, they recognise and order numbers up to ten. The children make very good progress in their personal and social development, and achieve average standards by the time they are five years old. Teachers encourage them to become independent and to take responsibility for some aspects of their learning. They also provide many opportunities for children to work and play together, and make clear to them the boundaries of acceptable behaviour, to which children respond quickly. Children make good progress in their knowledge and understanding of the world, creative development and physical development and achieve average standards in these areas of learning by the time they are five. They talk about where they live, enjoy investigating materials and make good use of the computer to support their learning. They are developing sound control and co-ordination of their movements and express their ideas well in making pictures and models.

9. Pupils continue to make good progress throughout Key Stage 1 in reading, speaking and listening, science, information technology, religious education, art, music and physical education. Progress in writing, geography and history is satisfactory. There was insufficient evidence to make judgements about progress in design and technology. In English and mathematics, pupils were observed to make good progress in 80 per cent of the lessons observed during the inspection, and satisfactory progress in 20 per cent. Most of this is due to the effective and successful implementation of the national strategies for literacy and numeracy. Pupils' national end of key stage test results show that, in the past, many pupils have not made sufficient progress because teachers' expectations have not been high enough. Significant improvements to the quality of teaching over the past two years are having a very positive impact on the rate of progress now being made by the majority of pupils. Pupils with special educational needs make good progress in their learning and attain good standards for their capabilities. They have clear targets for improvement in their individual education plans, which are frequently reviewed and updated. Work is planned very carefully to meet the needs of each pupil. Very good support is provided for these pupils in the classroom by experienced and well-trained learning support assistants, which also has a significant impact on their rate of progress. Pupils who are of average or higher attainment are making good progress overall. This is accelerating as teachers raise their expectations of what these pupils are able to achieve. Although teachers' expectations have risen, they are not always high enough for all pupils in all areas of the curriculum, especially in writing and mathematics.

10. The school has set challenging but realistic targets for the improvement of standards in reading and writing, and for narrowing the gap between the performance of boys and girls. Targets have been set for each year up to 2002. The school came very close to achieving its overall targets for 1999, but girls still performed significantly better than boys. The school has also introduced a system of tracking

pupils' progress throughout the school, which is in the early stages of development. It is particularly effective in the Reception year, where pupils are re-tested each term and their scores are recorded on a grid. This gives a clear picture of how pupils have improved during the year. Plans are in place to extend this system into Key Stage 1, but assessment and recording procedures are not yet sufficiently developed to enable teachers to track pupils effectively. This is identified as a priority in the school development plan.

10. Attitudes, behaviour and personal development

1. The pupils have good attitudes to their learning. The previous report said that the high standard of pupils' behaviour had a positive effect on the quality of their education, and that they had a good sense of their own worth. The pupils continue to take a keen interest in their lessons and enjoy learning. The school has placed emphasis on the importance of listening well, and the pupils now listen very well indeed. They maintain a good level of concentration throughout the day. Their response was good or better in 91 per cent of lessons seen, and very good in 26 per cent of the lessons. There was no unsatisfactory response to any lesson. Children aged under five make a very positive start in their learning at school. The Reception classes show the highest rate of good and very good response. All pupils show a caring and sensitive attitude towards pupils with special educational needs, who are fully integrated into the life and work of the school.

2. Pupils achieve very good standards of behaviour and this has a very positive impact on their learning. They respond very well to the incentives and encouragement that the school gives to them. They enjoy winning 'privilege time', and make great efforts to do so. The school is a very orderly community in lessons, at breaks and at lunchtime. Pupils are very courteous and welcoming to visitors. There is little bullying in the course of a year, and no examples of aggressive behaviour were observed in the playground. The school has not excluded any pupil at any time in the past three years.

3. Relationships at the school are excellent. Parents say there is "a warmth about the school". Pupils show excellent co-operation and friendships with one another. A typical example occurred when a pupil went to the library to fetch a "grown-up dictionary" for another pupil who could not find a word in the class dictionaries. Pupils take turns when answering questions and share equipment fairly. They have very strong respect for one another and go out of their way to help pupils with severe physical difficulties to participate fully in learning and play. The whole school applauded warmly when a pupil with previous behavioural difficulties won the top award at a good work and good behaviour assembly. Pupils from different ethnic groups relate very well to each other. All the adults show clearly that they really care for the children.

4. Pupils' personal development is very good. Right from the start of their time at school, children aged under five take responsibility for keeping the classroom tidy. They put their name tags on the correct hook when they arrive. At Key Stage 1, pupils enjoy taking their turn as class helpers. They collect and return the registers twice a day, and give out books and resources. Pupils meticulously maintain the school's link with the Antarctic exploration ship, HMS Endurance, by regularly sending letters and pictures to the crew. They support local and national charities, and collect food for harvest festival. Year 2 pupils sing for groups of senior citizens. Twenty Year 2 pupils sang in a large choir made up of pupils from several primary schools in front of a large audience at Basingstoke's Anvil Theatre.

14. Attendance

5. Attendance is satisfactory at 93.6 per cent in 1998/99. This is close to the national average, and above the 93 per cent reported by the previous inspection. Unauthorised absence at 1.1 per cent is relatively high because a few parents do not send in the reason when a child is away. By making determined efforts to contact them, the school has reduced unauthorised absences during the past year. Virtually all pupils arrive before the bell rings at 9.00 a.m. Teachers call the register quickly and start the lessons promptly. Since the previous inspection, there has been a significant improvement in the arrangements for registration at the beginning of the school day. Lessons begin punctually throughout the day.

15. QUALITY OF EDUCATION PROVIDED

15. Teaching

6. Overall, the quality of teaching is good. This is broadly in line with the judgement of the previous inspection. However, in this inspection, there was a smaller percentage of unsatisfactory teaching and a much higher percentage of good and very good teaching. Throughout the school, 47 lessons were observed during the inspection. Of these, 14 were very good, 25 were good, six were satisfactory and two were unsatisfactory. The quality of teaching in literacy and numeracy is good throughout the school. Both are taught daily, and the time is used effectively. The national strategies for literacy and numeracy are being implemented well. A key issue from the previous inspection was to improve the management of time within the school day. Also, in some lessons, too wide a range of activities was planned for too many groups, and, in some subjects, higher attaining pupils were not given sufficiently challenging work. When the present headteacher took up her post in 1997, the Local Education Authority carried out a comprehensive review of the quality of teaching throughout the school. This showed that there was a high proportion of unsatisfactory and poor teaching. Teachers were not using a consistent framework for planning, the skills and knowledge that pupils were expected to learn in each lesson were unclear, and assessment did not inform or influence planning. Low level activities were provided for many pupils who were capable of more challenging work, expectations were too low and there was insufficient direct teaching of knowledge and understanding. This review also identified the need to improve the pace of lessons and the use of time for purposeful activity within lessons.

7. The headteacher rightly identified as her first major priority the need to improve the quality of teaching throughout the school, with particular emphasis on raising teachers' expectations of what pupils are able to achieve, and making better use of time within each lesson and throughout the day. She implemented a very effective programme of staff development and monitoring the quality of teaching. As a result of the receptiveness of all staff, and their willingness to work together to raise standards, the quality of teaching has improved significantly and now makes an important contribution to the good progress made by the pupils and the quality of education the school provides. All teachers show dedication and commitment to the pupils, and share the headteacher's vision for the future development of the school. Lessons start promptly and time is used effectively to promote learning. There is now a consistent framework for planning, which states clearly the skills and knowledge to be taught in each lesson. The range of activities provided for pupils in each lesson is appropriate, and is managed well by the teachers and assistants to ensure that all pupils receive adequate direct teaching and support with their learning. Teachers' expectations of what pupils are able to achieve are not now limited by their perceptions of pupils' lower than average attainment on entry to the school. However, because teachers' expectations have improved from a low starting point, they are still not high enough for all pupils in all subjects. This applies particularly to pupils of average and higher attainment in writing and mathematics. Overall, there has been good progress in addressing the issues identified by the last inspection, and those identified more recently.

8. Overall, the quality of teaching for children aged under five is good. Fifteen lessons were observed during the inspection, of which four were very good, ten were good and one was satisfactory. The quality of teaching in language and literacy is good. There is a very good emphasis on developing the children's listening and speaking skills, which are weak when they enter the school. The introduction of 'Jolly Phonics' has proved to be a successful means of developing children's knowledge and understanding of sounds and letters. The quality of teaching in numeracy is also good. Teachers provide children with many opportunities to count and order numbers through everyday routines, counting songs, rhymes and practical activities. In knowledge and understanding of the world, teachers organise a wide range of activities and first-hand experiences, such as exploring the local environment, working with computers and construction equipment, and learning through carefully structured play activities. In the area of creative development, the teaching of musical and artistic skills is good. Teachers provide numerous opportunities for children to explore colour, pattern and texture, to engage in imaginative play and to respond to music, stories, poems and pictures. Carefully planned outdoor activities and physical education lessons contribute to the good quality of teaching in the area of physical development. In personal and social development, the quality of teaching is very good. Teachers and assistants work very closely together to provide sensitive and caring support for pupils

when they are new to the school, which enables them to settle very quickly into school routines. They are particularly good at developing pupils' self-esteem, independence and awareness of the difference between right and wrong. In all areas of learning, teachers have high expectations of children's behaviour and attainment, and provide suitably challenging tasks and activities for them. Teachers and assistants have a very good understanding of the needs of very young children and of the early years curriculum.

9. At Key Stage 1, the quality of teaching is good. At this key stage, 32 lessons were observed during the inspection. Of these, ten were very good, 15 were good and five were satisfactory. There were two unsatisfactory lessons. The quality of teaching is good in English, mathematics, science, information technology, religious education, art, music and physical education. It is satisfactory in history. There was insufficient evidence to make a judgement about the quality of teaching in geography and in design and technology. The quality of teachers' planning is very good. Teachers in each year group plan their lessons in collaboration, based on good quality half-termly and weekly plans, which not only makes for efficient use of time and expertise, but also ensures that all pupils in the year group receive consistent provision. Another strength of the teaching at this key stage is the teachers' management of pupils and their excellent relationships with them. They set clear boundaries and very high expectations of behaviour, which are reinforced quietly and unobtrusively when the need arises. Teachers motivate pupils to learn and do well by recognising, praising and celebrating their achievements. They value pupils' contributions and build up their self-esteem and confidence. Lessons are well paced, time is used efficiently and effectively, and teachers make good use of a wide range of interesting resources, such as stimulating computer programs and artefacts. For example, in a very good history lesson in Year 2, the teacher developed pupils' knowledge and understanding of Florence Nightingale's life and work by unwrapping a series of artefacts from a hamper, and challenging pupils to think about what they might be and when they might have been used. Tension and excitement mounted as each article was revealed and the teacher made effective links with the previous day's science lesson, in which the school nurse talked to the pupils about the role and dangers of drugs and medicines.

10. One of the school's most valuable resources is its team of learning support assistants, who are knowledgeable and well trained and have high levels of expertise. Teachers work closely with assistants to plan, support and assess pupils' work, and their close collaboration and teamwork are a strength of the school. Teachers have high expectations of pupils in many areas of the curriculum, such as science, information technology, art and music. Their expectations of what pupils are able to achieve in English and mathematics have risen, and, in some cases, are appropriately high. However, in some aspects of English and mathematics, expectations are not high enough for all pupils, especially those of average and higher attainment. Where expectations are very high, pupils respond to the challenge and progress at a rapid pace. For example, in a very good Year 1 music lesson, the pupils learned to sing 'London's Burning' as a round within a very short time. The teacher's own expertise in the subject was very good, and this enabled her to teach the song effectively, with due emphasis on pitch and pulse, and to communicate her own enthusiasm to the class. Teachers make effective use of homework to support and extend pupils' learning. As well as regular reading and spelling activities, pupils are sometimes asked to carry out other tasks, such as searching for information about Florence Nightingale or conducting a survey of their meals over the course of a week. Parents are involved well in their children's learning and are given clear guidelines about how best to help them at home.

11. The quality of teaching for pupils with special educational needs is good. Pupils have individual education plans, which contain appropriate targets to improve their skills, knowledge and understanding, especially in literacy, but also, in some cases, in mathematics and personal and social development. Teachers and assistants plan work together and discuss the pupils' progress each week. The school has invested considerable funds in providing a good level of additional support in each classroom, so that pupils are helped to make good progress in their learning. Teachers make careful assessments of pupils' progress towards achieving their targets, which are reviewed and updated regularly.

21. **The curriculum and assessment**

1. Overall, the curriculum provided by the school is good. A well-balanced, interesting and exciting curriculum, based on a good range of practical activities, has been maintained since the last inspection. It provides access to all the subjects of the National Curriculum and religious education and caters very well for the spiritual, moral, social, cultural and personal development of the pupils. Statutory requirements are met for all subjects of the National Curriculum, where these apply, and the school also meets the requirements of the locally Agreed Syllabus for religious education. There is a suitable policy for sex education, which is taught within the context of family life. Health education is covered in the school's personal, social and health education programme, as well as through the science curriculum. At present, there are no policies for drugs or health education, but these are planned for the spring of next year. Overall, the organisation of the curriculum contributes well to pupils' attainment and progress and prepares them well for the next stage of their education.

2. Curricular planning has been reviewed and improved since the last inspection. Schemes of work and relevant planning documents have been drawn up for all subjects, and a good new system of long, medium and short-term planning is consistently carried out. Planning clearly identifies the skills and knowledge to be taught, and these translate meaningfully into lesson activities. Formal and informal meetings take place to discuss schemes of work and medium and short-term plans. A good feature is the regular meetings of the two teachers in each year group, to discuss the planning and assess how learning objectives have been met, in order to plan the next week's work together. Subject managers usefully monitor medium-term plans for balance and coverage in their subjects. The school's strategy for literacy is good and each class includes literacy in its work each day. A well-devised plan of implementation and review is in operation, which has resulted in consistent practice by teachers in all classes in literacy lessons. The effectiveness of the school's strategy for numeracy is good. The overall attainment of all age groups in numeracy shows a rise in standards during the last academic year. The National Numeracy Strategy format has been introduced into all classrooms and all staff, including support staff, have been trained accordingly. Time is allocated appropriately to the teaching of numeracy each day. This is being monitored and evaluated carefully by the headteacher, the co-ordinator and governors. The previous inspection identified the need to develop progression in pupils' learning through improvements to the schemes of work, and this is now good. A further issue was to provide activities to challenge and extend the higher attaining pupils. This has partly been addressed by planning different activities for the higher attaining pupils, but the level of challenge is not always high enough in every area of the curriculum.

3. There are no after-school clubs, but the curriculum is greatly enhanced by a wide range of activities. There are sound links with the local cluster of schools and the community, which provide a variety of opportunities, such as singing in the community or taking part in concerts. A satisfactory range of visits and visitors is organised, such as live music groups, the school nurse, local police officers and the vicar. Pupils visit a country park, a museum and the nearby church. A particularly strong feature is the good link with H.M.S. Endurance and a local ice hockey team, which enrich pupils' lives and extend their experiences.

4. The curriculum for children aged under five is broad and balanced and is based on the nationally agreed Desirable Learning Outcomes for children of this age. It takes good account of children's developing intellectual, physical, emotional and social abilities and links smoothly with the early stages of the National Curriculum. There is appropriate provision for purposeful play in classroom home corners and in the outdoor walled patio areas.

5. A significant strength of the school is its very good provision for pupils with special educational needs, as a much larger than average number of pupils have been identified in this category. Individual education plans are carefully written by the teacher and learning support assistants, and there is valuable input from the special educational needs co-ordinator, when needed. They contain broad details, which are then broken down into relevant and more specific targets. These are very regularly monitored and reviewed by all staff involved. Parents are made aware of their children's targets, and are asked to help their children in meeting them. Pupils with special educational needs are rigorously identified from the assessments which are made soon after their entry to the school, and a personal programme of target-setting and review is operating in all the relevant identified areas for children aged under five. This provides a very good means of tracking the progress of pupils through the Reception year. It is particularly useful as many children are identified as having very low language, literacy and

numeracy skills on entry to the school.

6.The curriculum provides equality of access and opportunity for pupils to learn and make progress, regardless of their age, gender, ethnicity and special educational need. This is achieved through the provision of appropriate teaching methods and resources. The school has identified that girls generally perform better than boys, and has implemented strategies to address this situation. For example, teachers have reviewed the choice of reading books to ensure that there is a good balance of books that appeal to both sexes. Teachers have also raised their expectations of boys' performance and are paying more attention to building their confidence and self-esteem.

7.Overall, the school's procedures for assessing pupils' attainment and progress are unsatisfactory. Although the last inspection identified that the foundations of a comprehensive system of assessment were in place, the school subsequently implemented systems that were found to be unmanageable and teachers are currently reviewing assessment procedures. An identified area of current good practice is the tracking of individual pupils in the Reception classes, which the school rightly identifies as a priority to be developed throughout the school. The assessment and recording of pupils' attainment in English through the school are developing well, but there are weaknesses in tracking pupils' attainment and progress in mathematics, science and religious education. Assessment opportunities are identified well in planning, but there are no coherent class and individual records to support the progress that pupils make through the National Curriculum. Target setting has recently been introduced for literacy, and the school has carefully set challenging and realistic targets, which are closely allied to its aim to raise standards.

8.Teachers make good use of assessment information to identify needs on an individual basis, for example, the targets that are set in the individual education plans for pupils with special educational needs. Teachers also evaluate their lesson plans each week to identify how well the objectives for each lesson have been met. Assessment information is not used sufficiently to set targets for individual pupils or to inform curricular planning. The analysis of the results of standardised assessment tests is not well developed. Teachers use this information to identify broad weaknesses, but there is no sharp focus on how to use this information in raising standards in a whole-school plan. Overall, the use of assessment information is unsatisfactory. This was also an issue at the time of the last inspection.

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

9.The school's provision for pupils' spiritual development is good. This judgement is an improvement on the findings of the last OFSTED inspection, where it was considered satisfactory. Pupils of all age groups are given opportunities to reflect on their own and other people's lives in assemblies and religious education lessons. A particular example is in whole-school collective worship, where a lighted candle helps pupils to think and reflect. Music is played as pupils enter the hall to introduce a reflective mood. On one occasion, pupils left the hall humming quietly a song about 'peace', which also enhanced the spiritual atmosphere. Collective worship makes a significant contribution to the pupils' spiritual development. Themes and topics for assemblies are planned well to provide an opportunity for pupils to reflect on their own and other people's lives, for example, in the assembly that related the story of Moses and the bulrushes to families and the way they care for one another. In lessons across the curriculum, teachers receive and value pupils' ideas, particularly in art, mathematics, literacy and history, when pupils are encouraged to put forward their own ideas and opinions. The school takes full advantage of visitors to enhance spiritual provision, including the local vicar who visits regularly to lead and participate in collective worship with the pupils. There is a strong link with moral and social development, and the school encourages pupils to relate well to each other and their teachers and helpers throughout the school day.

10.Provision for moral development is excellent. All staff have very high expectations of good behaviour, to which the vast majority of pupils respond very positively. The school has established an appropriate framework of values that regulate personal behaviour, originating from a behaviour code agreed between staff, governors, parents and pupils. The school has a clear system of values that regulate personal behaviour. There is a very good range of rewards, such as jars of marbles and shells in every classroom, which pupils are able to add to as a result of good work or behaviour. There is also

a system of 'leaf on the tree' and 'scale on the fish' awards for individual pupils. These awards are collected in order to earn a 'brick' in the achievement wall in the school hall. 'Bricks' are awarded by the headteacher during collective worship in the middle of the week. All pupils, from the very youngest, are encouraged to demonstrate that they know the difference between right and wrong in their lessons and their collective worship and this is illustrated by the quiet working atmosphere in the school. The very few instances of misbehaviour observed during the inspection were dealt with quietly and sensitively by various members of the teaching and support staff. Pupils demonstrate a good awareness of moral issues, for example, in the Year 2 class session with the school nurse on drugs education. The school also participates in the 'Getting It Right' programme with the local community police officers. They visit at regular intervals to build up a very good moral and social dimension with the pupils. The excellent moral aims and code apparent in the school are used very well as a basis for the promotion of very good behaviour by all pupils.

11. Social skills, such as sharing, taking turns and participating in group activities, are very strongly promoted in the Reception classes and provide a firm basis for excellent social development as pupils move through the school. The school is successful in promoting excellent, mutually respectful relationships between all staff, pupils and visiting adults. All the staff of the school and members of the governing body are very good role models for pupils' social skills. There is plentiful evidence of pupils working co-operatively in shared tasks and activities, especially in physical education and history where research skills are encouraged. All pupils are given opportunities to assume personal responsibility during the day, by carrying out classroom duties, such as the collection and return of registers. Pupils of all age groups help to tidy up classrooms and distribute books and materials. This independence is especially noticeable in the Reception classes where a system of tallies has been introduced for children to record their arrival at school, their dinner preferences and their participation in outside activities. The older Reception children were praised during a whole-school assembly for helping and assisting their younger classmates to settle in to school.

12. Provision for the pupils' cultural development is good. Opportunities for pupils to appreciate their own cultural traditions are strong in most areas of the curriculum, particularly in history, music and art. Pupils use and discuss costume from the 'Hampshire Wardrobe', in connection with their work on Florence Nightingale, and seaside dress at the turn of the century. They listen to and participate in music, both classical and popular, in assemblies and lessons, and are given the opportunity to use musical instruments not only from their own culture, but also from the East and the West Indies. Some classes have visited the local museum and town walk in their geography and history studies. Some Year 2 pupils participate in a biennial evening concert performed by local school choirs at the Anvil Theatre in Basingstoke, and they are the only infant school to take part. Other opportunities provided for the development of cultural appreciation include work in religious education, which enables pupils to compare Christianity with other religions, such as Hinduism. This opportunity for the appreciation of other cultures is limited by the shortage of artefacts for religious education. The introductory music used for whole-school collective worship also covers a wide range of cultures, including music from Ireland, France, China, the Andes, India and Africa. The school's provision for cultural appreciation is greatly strengthened by its link with H.M.S. 'Endurance' and the crew's tour of duty to and from the Antarctic. The school also has strong links with the local ice hockey team, whose Canadian members help to enhance provision for the pupils' awareness of the diversity and richness of other cultures. This judgement indicates a good improvement from the findings of the last OFSTED inspection, where the development of cultural appreciation was found to be unsatisfactory.

33. Support, guidance and pupils' welfare

13. The school makes very good provision for the support, guidance and welfare of its pupils. The previous inspection reported that the school extended its high level of care beyond the pupils to their families. Parents say that the school has a very strong, caring ethos, and the findings of the inspection confirm this view. The school has successfully introduced an innovative policy to promote good work and behaviour. It makes very full use of a wide range of external specialist agencies to support pupils where this is required.

14. Provision for monitoring pupils' progress and personal development is good. The school's written

assessment procedures are still in the process of evolution. However, the teachers and assistants know the pupils very well, and understand how to help them develop their knowledge and skills. The school makes very good provision for pupils with special educational needs. It sets up good opportunities for parents to participate in reviewing their children's individual education plans. It obtains advice from a bilingual support teacher when pupils with English as an additional language require extra help. The school is developing provision for higher attaining pupils, focusing on writing and numeracy. It extends pupils' personal development by sensitive personal and social education.

15. The school developed its excellent behaviour management plan in the course of last year. It tested the plan in one class, and introduced it for the whole school at the start of this term. It features very high expectations of good behaviour and positive procedures to encourage it. All adults at school participate in the plan and mid-day supervisors can, and do, give out rewards and sanctions. The system of rewards is clear and consistent. Pupils gain different rewards according to the level of achievement. Pupils receive three warnings before they get a 'dot' for bad behaviour. They try hard to avoid getting a 'dot'. Pupils celebrate successes each week at a good work and good behaviour assembly. When a pupil has achieved consistent effort for good work, he or she receives a certificate and adds a 'brick' to the school 'wall of achievement'. There is very good provision within the behaviour management plan for deterring bullying.

16. The school's very good procedures promote regular attendance and punctuality. The 'Every day Elephant' goes to stay for a week with a class that has done well in avoiding absences. The 'On-Time Tiger' visits the class that has been especially punctual. These ideas capture the pupils' imagination. The school has encouraged parents to notify the reason if a child has to be away, and has reduced the level of unauthorised absence. It follows up promptly if parents do not notify the reason for absence, and makes good use of reminders to maintain punctuality. Teachers complete the registers quickly and correctly. The administrative officer and her assistant monitor the situation very reliably.

17. The school takes very good care of its pupils' welfare. It has two trained first aiders with current certificates, and the mid-day supervisors have basic training in first aid. There is a dedicated medical room. The school has developed very good health and safety procedures, and has a helpful and detailed health and safety policy. Two years ago, staff and governors instigated an intensive programme to resolve some health and safety concerns, carrying out checks each half term. A committee of governors now monitors the situation each term and the staff representative gives good support. The caretaker checks each day and attends to minor repairs as the need arises. There are no health and safety concerns at present. The school closely follows Local Authority procedures for child protection, and works closely with local agencies. All staff are aware of the requirements, and the co-ordinator for special educational needs is the designated teacher.

38. Partnership with parents and the community

18. The school's very good partnership with parents and the community supports and extends pupils' learning effectively. The previous inspection reported very good links with parents, starting with playgroup and pre-school activities. The school provided good annual reports about the children. It made excellent use of visitors. These strengths continue, and school has developed them further. Parents at the pre-inspection meeting, reported that the school is very welcoming, and that it provides a good supply of information about what their children are learning. The findings of the inspection confirm these views.

19. The school communicates very well with parents. It is an open school, where parents are able to meet the teachers informally each day. It maintains very good links with pre-school playgroups and nurseries. At 'The Wagtails Club' in the summer term, a teacher and learning support assistants provide games, stories, songs and refreshments for children who are due to start school in the following September. Parents are also welcomed to these sessions. Teachers and learning support assistants also make home visits at this stage. Parents have consultation meetings with the class teacher every term to review their child's progress and have a "meet the teacher" session at the start of each school year. The school holds good meetings on curricular matters, including the literacy hour, and issues frequent informative newsletters and an information sheet at the start of each half term that shows what the

pupils will be learning. The prospectus, the governors' Annual Report to parents, and the end-of-year reports on the pupils' attainment and progress are of high quality. All three documents cover the statutory requirements. A good feature of the end-of-year reports is that each has four sections where the pupils, sometimes with help, write four things about their life at school. This includes "What I am proud of" and "What I need to work harder at".

20. Parents are involved very well in their children's learning. Eight parents regularly help with reading and in the library. This group provides expert help to introduce Year 2 pupils to e-mail and the Internet and other parents help with reading, poetry and art. Parents accompany the learning visits out of school. Most parents provide good support for their children's homework. The main focus is on home reading, and homework includes reading, spelling and English and mathematics challenges. At the pre-inspection meeting, some parents said that they were unsure about homework, in particular, they were not prepared for project homework in Year 2. However, parents participated enthusiastically in a recent science survey, and helped their children complete record sheets showing the diet they were eating. The parent teacher association raises funds and organises social events. It supports events with interest for the pupils, such as a school disco and Santa's Grotto, and provides refreshments on many occasions.

21. The school has very good links with the community. For over eight years, it has maintained a link with HMS Endurance, the Royal Navy's only Antarctic patrol ship. Pupils of all ages write to the ship's crew. Crew members visit the school at least once a year, sometimes arriving by Lynx helicopter. From their experience of the South Atlantic and their journeys there, they add greatly to pupils' knowledge and understanding of the world. The Basingstoke Bison ice hockey team also comes to school. Several players qualified as teachers in Canada, and often work with the pupils. These visits create huge enthusiasm amongst the pupils, and the visitors are very good role models. The local vicar helps with assemblies in school. A woman police officer presents the "Getting it right" programme to enhance pupils' awareness of staying safe. The school gains valuable extra help from secondary school students on work experience and student teachers. Very good links with the local playgroups and the junior school enhance the quality and continuity of the pupils' education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

42. Leadership and management

22. The quality of the school's leadership and management is very good. This reflects the findings of the school's last inspection. At that time, a number of issues were identified, which were addressed in a reasonably effective action plan. However, the former headteacher left the school shortly after the previous inspection, and, when the present headteacher was appointed in April 1997, most of the issues in the action plan were still outstanding. Later that year, the Local Education Authority carried out a detailed review of the school in order to support the new headteacher in identifying both effective practice and areas for development, and to consider strategies to manage and implement the required change. This review showed that the issues identified in the OFSTED inspection still needed to be addressed, and that there were additional issues relating to standards of attainment, the quality of teaching, curricular planning, assessment procedures and a number of concerns about health and safety matters. A separate review of the school's provision for pupils with special educational needs also identified a number of areas for improvement. The headteacher, governors and staff have addressed all of these issues with energy, enthusiasm and determination. There has been very good progress in many of the identified areas. There has been a significant improvement in the quality of teaching, particularly with regard to the management of time within the school day. The headteacher has introduced an excellent system for monitoring the quality of teaching, which has played an important part in bringing about the required change. Curricular planning is now good, and many improvements have been made to the internal structure of the school to provide better teaching facilities and storage space. The school's provision for the pupils' spiritual, moral, social and cultural development is better than it was at the time of the last inspection, and there have also been improvements to the welfare and safety of the pupils. As a result of these improvements in the quality of education provided by the school, standards are rising, albeit slowly. Although teachers provide more difficult and challenging work for higher attaining pupils in reading, writing and mathematics, their expectations of average and higher attaining pupils are not always high enough. The school's procedures for assessing and tracking pupils' attainment and progress, and the subsequent use of assessment information for curricular planning, are unsatisfactory. They are identified as priorities for development in the school's strategic plan, and new initiatives are at an early stage of implementation. Overall, the school has made good improvement since the previous inspection. The governors, headteacher and staff are all committed to raising standards, are aware of what needs to be done to bring about improvement and are all involved in evaluating the progress being made. The school's capacity to continue to improve is good.

23. The school's strategic plan is a useful management tool, which outlines developments over a three-year period. It is regularly reviewed, updated and evaluated by staff and governors. Its all-embracing priority is to raise standards of attainment, which it addresses through more detailed short-term action plans. For example, the plan sets out clearly how improvements in assessment and tracking procedures will contribute to raising standards. There is a detailed section on improving assessment procedures, which sets out clearly what is to be achieved each term over a two-year period. However, the targets for raising standards in reading, writing and mathematics are not made explicit, and there is insufficient detail of how these are to be achieved. Staff and governors all have the opportunity to contribute to the strategic plan, and all are appropriately involved in reviewing its implementation and evaluating the success of its initiatives. The previous inspection report stated that the strategic management of the school "should be further developed by linking the school development plan more firmly to the long-term aims of the school". There are now very clear links between the school's strategic plan and its long-term aims.

24. The headteacher provides determined and enthusiastic leadership and has a clear vision for the future development of the school, which is shared by staff and governors. She is ably supported by the deputy headteacher, who works in partnership with her, exchanging ideas and planning initiatives. The management team meets regularly to co-ordinate the implementation of the strategic plan and to address issues relating to pupils, staffing and school organisation. There is clear and effective delegation of responsibilities within the management team. The headteacher's monitoring of the curriculum and the

quality of teaching is focused and rigorous. It has made an important contribution to the improvements that have been made since she was appointed. There is an established and agreed programme of classroom observations throughout the year, which enables the headteacher to identify good practice, address areas for development, and share these with staff. This shows very good improvement since the last inspection. The role of teachers who have responsibility for different subjects continues to be a focus for development. Subject managers monitor colleagues' planning and pupils' work, and some have monitored assessment practice in their subject as part of the school's drive to improve this aspect. They are not yet fully involved in analysing assessment data or tracking pupils' progress in their subjects. The co-ordinator for special educational needs manages effectively the very good provision that the school makes for pupils with special educational needs and has a clear vision for its development. The previous inspection report stated that she was given insufficient time to carry out her management responsibilities. This has been rectified. The co-ordinator is very well informed and fully committed to providing high quality support through regular communication with teachers and assistants, and through the frequent monitoring and review of pupils' individual education plans. The school complies fully with the statutory requirements relating to the Code of Practice for pupils with special educational needs.

25. The governors make a very good contribution to the management and leadership of the school. They act successfully as critical friends to the school and discuss in depth the reports received from the school's attached inspectors and issues relating to the standards achieved by the pupils. They have a range of strategies to gain a clear view of the strategic development of the school, including monitoring visits, liaison with the headteacher and subject managers, and presentations by members of staff at committee meetings. The previous inspection report stated that governors should be given more opportunities to increase their knowledge of the standards achieved by the pupils. This has been addressed successfully. The minutes of governors' meetings reveal that they are well informed, aware of the school's strengths and weaknesses, and committed to improving the quality of education it provides and the pupils' standards of attainment. The governing body is fulfilling all of its statutory obligations.

26. The school has a positive, caring ethos, in which the quality of relationships between pupils, and between pupils and adults, is excellent. Its recently agreed vision statement, 'Living, Learning and Growing Together' underpins and is reflected throughout all aspects of school life. The school's aim to provide a caring, safe environment that nurtures and develops self-esteem, confidence and enthusiasm is met very effectively. Its commitment to work towards excellence is not yet fully realised or reflected in the expectations of teachers in all subjects, but, nonetheless, has an obvious impact on the determination of staff and governors to raise standards of achievement. All other aims are met very well. Most of the school's policies are implemented effectively, but its recently agreed assessment policy is still in the early stages of implementation. Realistic whole-school targets for improvement have been set in reading and writing, and the school is making consistent progress towards achieving them. Targets for improvement have not been set in other subjects. The analysis of assessment data is not sufficiently developed to identify curricular weaknesses. One of the great strengths of the school is that all staff work together as a team to develop and maintain the school's ethos and values, and to create an attractive and stimulating learning environment for the pupils.

47.

47. **Staffing, accommodation and learning resources**

27. The number, qualifications and expertise of the teaching staff are appropriately matched to the demands of the Key Stage 1 curriculum. Most teachers, including the headteacher, are trained in the infant or primary phase. Two teachers have been appointed over the last two years and two teachers have left the school. The range of subject qualifications is satisfactory, and all teaching staff, except the newly qualified teacher, have responsibility for one or more areas of the curriculum. Both Reception classes have a full time learning support assistant, one of whom is a trained nursery nurse, and there are six other learning support assistants. Their combined working hours are well above the national average for primary schools. The support staff are well qualified and appropriately skilled and experienced. They all work well alongside teachers in planning, teaching and recording pupils' progress. All classes have an allotted learning support assistant for all of the week and this very good provision has helped to achieve good progress, response and behaviour by pupils of all abilities. Good use is made of parent helpers in nearly all classrooms, in all areas of the curriculum, and in outside visits and field work. The quality and appropriateness of other staffing resources are also good, and the school has good relationships and liaison with outside agencies, such as speech therapists and welfare officers. All judgements from the previous OFSTED inspection concerning staffing have been maintained.

28. Arrangements for the professional development of staff are very good. There are appropriate mentoring arrangements for new staff and newly qualified teachers. All teaching and support staff have received training in the National Literacy Strategy and the National Numeracy Strategy and this has had a positive effect on pupils' attainment in literacy and numeracy. Procedures for the appraisal of teachers are in line with requirements, although the school does not follow the Local Education Authority's guidelines at present but uses its own appraisal system. All teachers have been appraised and monitored in the classroom by the headteacher, to assist them to evaluate their own teaching. All members of staff have a job description, which also contains details of their curricular responsibilities. Informal appraisal is also carried out fully for support staff who are interviewed individually and as a group at frequent intervals by the headteacher. There is a comprehensive staff development programme, and advisors from the Local Education Authority work closely with the school to identify and improve areas for development, and to support the introduction of new national strategies. The success and effect of the school's very good staff development programme are reflected in the many examples of good and very good teaching in the school. The staff development and in-service training programme is very effective in motivating all staff and in identifying and meeting individual and corporate needs.

29. The school accommodation is very good, and is more than adequate for the age range of pupils and the numbers on roll. All classrooms are large and roomy, after the recent building alterations, and there are useful activity areas outside all classrooms. Storage facilities and the available classroom space have been improved since the last inspection and there is now a central resources store, and specialised teaching space for music and cookery. The Reception class area is particularly good and includes activity areas that are used well by both classes. The indoor and outdoor accommodation allows the curriculum to be taught effectively for the whole age range of pupils. It provides a stimulating and well-maintained learning environment, due in part to the very good work of the caretaker and her staff. A large hall with an immaculate polished surface is available for music, physical education and collective worship. Attractive and colourful displays in the classrooms and corridors also help to provide a stimulating learning environment, although the wall space for displays is limited in most classrooms. The school grounds and surroundings are good for an urban infant school, with a hard surfaced playground and colourful markings that are somewhat faded. There are also grassy areas but these are only available during fine weather. Plans are about to be implemented to develop these areas in order to enhance the outdoor environment and the pupils' learning in science and geography. A wildlife area and small pond are available for use at the adjoining junior school. The issues involved with accommodation in the previous OFSTED inspection, concerning the overcrowded classrooms, shortage of storage facilities and specialised teaching space for music and cookery have been successfully addressed.

30. The curricular resources of the school are generally satisfactory. The level of provision, deployment

and condition of the resources enhances the quality of work in nearly all curriculum subjects. However, the limited range of books and artefacts for religious education, mentioned in the last OFSTED inspection, has not been improved. The range of resources is appropriate to the infant age range and to pupils of different abilities. This includes provision for the children under five who have a good range of resources for both indoor and outdoor activities. This enables the areas of learning for this age group to be fully covered. The library is well resourced and normally plays a central role in the support of learning, although it was not often used during the inspection week. The provision and use of resources for information technology across the curriculum are good. There is a good range of computer software, which is used well to support all areas of learning. Resources from outside the school are also used well. Pupils make visits to the locality and further afield for history, science and geography, to compare and contrast environments and buildings and to visit a farm. The school also makes very good use of the 'Hampshire Wardrobe' collections of artefacts to bolster its resources in history. The links with 'H.M.S. Endurance' and the Basingstoke Bison ice hockey team also enhance pupils' learning. Visitors to the school include parents who talk about their babies in conjunction with the pupils' "Growing Up" topic. The issue concerning the inadequacies in resources for science has now largely been resolved. However, there are still shortages of information technology software and artefacts in history.

51. The efficiency of the school

31. Overall, the management of the school's resources is very good and makes a positive contribution to the quality of education provided for the pupils. The quality of financial planning is very good. Governors and staff with management responsibilities consider the priorities identified within the school's strategic plan when setting the budget, and there is rigorous and thorough consideration of spending options. This is an improvement since the previous inspection. The school makes very good use of the funds that are allocated for pupils with special educational needs to ensure that they receive very good levels of support from adults in the classroom. All expenditure is clearly related to improving educational outcomes. For example, there has been considerable expenditure on books to improve pupils' standards in reading, and on restructuring the classrooms so that teachers can make more effective use of the literacy and numeracy hours. The strategic plan shows that the proposed expenditure on improving the school grounds is carefully linked to ways of enhancing the pupils' learning. The funding which is received for staff training is used very well to increase teachers' expertise across the curriculum. Governors evaluate spending by considering its impact on the quality of education provided and the standards achieved by the pupils in all areas of school life. This is an improvement since the previous inspection.

32. The school's budget share has fallen significantly in real terms since the last inspection, as a result of a reduction in the number of pupils on roll. This has arisen because of changes to school catchment areas and the opening of a new school close by. The school budget has been subject to a number of pressures as a result both of these changes and the long-term absence of a member of staff. The headteacher, administrative officer and governors have been diligent in monitoring and reviewing the impact of these factors on financial planning, and have also planned capital projects in the long term through careful use of investment funds each year. The school's larger than average budget surplus at the end of the last financial year, which amounted to approximately 13 per cent of its income, has been used to make considerable improvements to classrooms, the school grounds and storage facilities. The proposed underspend for the current financial year amounts to approximately six per cent of the school's income, and is held as a contingency fund to maintain staffing levels and to finance future capital projects.

33. The procedures for monitoring the school's spending are excellent. This is an improvement since the previous inspection. The administrative officer is very experienced and efficient. She works closely with the headteacher and the Chair of the Governors' finance committee to monitor spending each month. She attends meetings of the finance committee and ensures that governors are provided with regular financial reports, highlighting problem areas or issues that need further explanation. The school received a full financial audit in December 1997. This showed that financial systems, internal controls and accounting records were of a high standard. The report identified a few areas for improvement,

which have all been addressed satisfactorily. Overall, the school's administrative procedures are excellent. Office staff work efficiently and unobtrusively to support the smooth day-to-day running of the school.

34. The school's teaching and support staff are used very well to maximise pupils' learning. Teachers are appropriately deployed as class teachers and in suitable management roles, which have clearly defined responsibilities. Classroom assistants are used very effectively and make a significant contribution to the progress made by the pupils, especially those with special educational needs. Administrative staff and midday supervisors are deployed efficiently to support the smooth running of all aspects of school life. All staff make very good use of the school's accommodation. All available space is utilised to enhance teaching. The school has a spare classroom, which is used well for a number of purposes, including music, drama and special educational needs. Teachers make good use of the food technology room, the library and the school grounds to enhance pupils' learning. Teachers also make very good use of all available resources, including visitors to school, visits to places of interest and collections of artefacts.

35. When pupils enter the school, their attainment is well below average overall, but particularly in language and literacy, mathematics and personal and social development. Although attainment is still below average in reading, writing and mathematics, there is clear added value when pupils leave the school at the end of Year 2. Average and higher attaining pupils still do not reach the highest standards of which they are capable by the end of Key Stage 1, but pupils with special educational needs attain good standards for their capabilities. The provision made for these pupils is very good. The school has a good ethos with excellent relationships, and its provision for the pupils' spiritual, moral, social and cultural development is very good. The school has very good links with parents and the community, and provides very good support and guidance for pupils. The quality of teaching is good and makes a positive contribution to the good progress made by the majority of the pupils. The leadership and management of the school are very good, as is the management of the school's resources. The procedures for assessing the pupils' attainment and progress are unsatisfactory. The school makes very good provision for children aged under five. The school's expenditure per pupil is high when compared to national average figures. Overall, the school provides good value for money. This reflects the findings of the last OFSTED inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

56.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

36. On entry to the school, the majority of children demonstrate levels of knowledge and skills that are well below the average for their age. The results of assessments which are administered shortly after the children start school show that many achieve very low standards in language and literacy, mathematics and personal and social development. By the time they are five, they are on course to achieve national expectations in personal and social development, knowledge and understanding of the world, physical development and creative development. In language and literacy and mathematics, the majority of children are not on course to achieve the recommended Desirable Learning Outcomes by the time they are five. The findings of the last OFSTED inspection were that children achieved average attainment in mathematics and language and literacy by the time they were five. However, at that time, the inspection team judged that children entered the school with average standards. At the time of this inspection, the older children had been in school for half a term and had just begun to attend all day, whilst the younger children had just begun to attend school for the morning.

37. Induction procedures in the school for children under five are very good. Teachers and learning support assistants visit all families before children start school and there is very good liaison with the feeder play and nursery schools. The planned curriculum makes satisfactory provision for the transition from early years learning to the requirements of the National Curriculum at Key Stage 1. Overall, the quality of teaching is good for all areas of learning. Class teachers work very closely with learning support assistants in planning and teaching, to set up appropriate experiences and stimulate learning for all children. They all have a good understanding of the needs of young children and of the day-to-day requirements for the Desirable Learning Outcomes. Assessment is used well to inform teachers' planning and to ascertain the progress of individual pupils. It is also used well to identify pupils with special educational needs. All members of staff and the older pupils in the school work together to make the youngest children feel safe and secure. Nearly all the children in the Reception classes were aged under five at the time of the inspection.

Personal and social development

38. Most children make very good progress in their social and personal development during their first year in the school. They show confidence in talking to their teachers and other adults and answer questions willingly. They establish good relationships with other children, teachers and classroom assistants, and most are capable of working quietly and conscientiously, either individually or as part of a group. Children settle down to work relatively quickly, are attentive to their teachers and listen patiently to each other. All are willing to seek help or assistance when necessary. Children aged under five enjoy their learning and most show eagerness and excitement when being introduced to new activities and experiences, as when they were introduced to simple musical instruments in a creative music session. Most are beginning to demonstrate independence when selecting activities or resources, especially when they have to collect and return their tallies to indicate attendance, dinner requirements and outside activities. Nearly all children show independence when changing before and after their physical development lessons, and most demonstrate developing independence in personal hygiene. The majority of them understand the difference between right and wrong, and they soon fit into the school ethos of expected very good behaviour. They move from their classroom to other areas of the school quietly and sensibly displaying an awareness of the needs of other children. They show consideration for their environment and use apparatus and equipment safely and with care. The quality of teaching in this area of learning is very good. Class teachers and assistants work hard to establish excellent relationships between children, and between children and adults. The children are taught to be attentive and to settle down quickly and quietly to their work. They are taught well to show independence in their personal hygiene and in dressing and undressing for physical activities.

Language and literacy

39. Children make good progress in developing their language and literacy skills, but their attainment is still below average by the time they are five. They listen attentively to their teacher, especially during the introductory session at the beginning of the literacy period. Some children talk readily about their

experiences at home and at school and are eager and able to answer any questions. However, most children need to be questioned closely before having the confidence to answer. They are beginning to show a sound development of vocabulary, but most children find difficulty in explaining their thoughts and feelings. Some can recognise their own names and are beginning to build up word and letter recognition from their own reading books and the 'big books' used for the literacy hour. They readily participate in rhymes and songs, and their ability to participate in role-play is developing well. They show some understanding of the organisation of books and the distinction between pictures and words. Most children enjoy sharing books and they handle them very carefully. Their ability to associate sounds with patterns in rhymes, and with words and letters, is still relatively underdeveloped. They are beginning to use pictures and symbols to communicate meaning, for example, in their work linked to nursery rhymes and in their phonic work. A few can write their names with appropriate use of upper and lower case letters by the time they are five. The quality of teaching in this area of learning is good. Teachers provide many opportunities for children to speak and listen. They are encouraged to relate their 'news' after the register in the morning, and there is an appropriate emphasis on learning through talk. Teachers and assistants engage children in both planned and spontaneous conversations throughout the day, which develops children's confidence in speaking and improves their vocabulary. Staff participate in children's role-play and frequently read and share books with groups and individuals to ascertain children's understanding.

Mathematics

40. Standards in mathematics are slightly below that expected for this age group and only a minority of children are on course to achieve fully the Desirable Learning Outcomes by the time they are five. Children make good progress in this area of learning, in view of their low level of attainment on entry to school. Most are able to recognise and order numbers up to ten. Some children are beginning to form and write numbers up to five without assistance. They recognise and recreate patterns well and are beginning to be familiar with various number rhymes and counting games, such as 'Ten Green Bottles'. Most are beginning to show an awareness of addition up to ten, but only a few are able to work with subtraction. They are also familiar with larger numbers from everyday life, for example, in registration, when they know the number of children who should be in the class, how many are absent and the number of children requiring hot dinners. Children of this age group are beginning to show a sound development of mathematical language and can describe shape, size and quantity when sorting and matching two dimensional shapes, including circles, squares, rectangles and triangles. Their ability to use their developing knowledge and understanding of mathematics is limited when solving practical problems. The quality of teaching is good. The teachers and support staff provide an assortment of practical equipment and apparatus for children to sort and make into patterns. They also provide everyday items like place mats, teddy bears and toy cars for children to sort and order. Staff capitalise well on opportunities to develop children's mathematical understanding, when they are using construction kits, and encourage them to discuss and explain such concepts as 'higher than' and 'less than'. Both direct teaching and activities where children are working on their own, or with a partner, are planned well to enable all of them to make good progress in this area of learning.

Knowledge and understanding of the world

41. The majority of children make good progress and are on course to attain average standards in this area of learning by the time they are five years old. Children are able to talk about where they live, their families and their home and school environment. They also have a sound ability to describe past and present events in their lives, as was observed in the history, science and geography lessons on the topic 'Ourselves'. Children react well to the opportunities presented to them to explore and recognise objects and materials, particularly in their artwork and early morning 'free' activities. Nearly all children have a good awareness of some of the features of the area where they live, and they make good use of their walk around the school grounds when exploring features of living things. They use information technology well to reinforce understanding in most areas of learning. All children show good control of the mouse when they are working on the computer. The quality of teaching in this area of learning is good. Teachers use the local environment well to encourage the children to discuss their experiences in the local community, for example in their guided walk around the school grounds at the beginning of term. These experiences are then linked appropriately to literacy, drawing, painting and modelling in the classroom. Children are encouraged to talk about their families, where they live and any notable

events, such as holidays, or the birth of a baby.

Physical development

42. Children attain satisfactory standards and make good progress in their physical development. Most children are likely to achieve the Desirable Learning Outcomes in this area of learning by the time they are five. Children are confident in their movements, and are developing good control and co-ordination, both in body movement and in using apparatus and equipment. They obey their teacher's instructions well and are developing a good awareness of space. In the 'warm up' and 'cool down' sessions of each lesson they are beginning to understand simple health and safety principles. They move quietly and sensibly from their classrooms to the hall for physical education lessons. In their work with clay and construction kits, they show good manual control when making shapes, buildings and community layouts. The quality of teaching is good. A good range of large toys for outside play and two walled patio areas enhance the good provision for planned and spontaneous physical activity with access from both Reception classrooms. Staff provide the children with good support, to enable them to gain confidence, by showing them the correct way to use and handle equipment, tools and apparatus. They also work with the children in activities with sand and water, using these opportunities to assess children's performance. Teachers and assistants are actively involved in all aspects of the children's physical development.

Creative development

43. Children aged under five make good progress and attain average standards in this area of learning. They explore colour, texture, shape and form in two and three dimensions through painting, drawing, cutting and sticking activities, for example, when constructing Joseph's multi-coloured coat. This topic gives them an opportunity to select differently coloured and textured fabrics. Most children are able to explore colour well in their work on colour mixing, and this engenders awe and wonder at the finished product. When using construction kits, and in painting and modelling activities, children react well to the opportunity to express their feelings and communicate their ideas, but they are happier when communicating these non-verbally. In role-play activities in the play areas, children are given the opportunity to link their role-play to various aspects of the curriculum, and most are prepared to use their imagination. The quality of teaching is very good in this area of learning, which early assessments of the children indicate is comparatively weak on entry. Teachers provide a widening range of materials and resources to give all children the opportunity to express ideas and communicate their feelings. Many opportunities are provided for children to respond and represent their ideas through drawing, painting, modelling, imaginative play and music. However, there are fewer opportunities for pupils to develop their creativity through dance.

64. ENGLISH, MATHEMATICS AND SCIENCE

64. English

44. Analysis of the end of Key Stage 1 tests for 1999 shows that the proportion of pupils who attained Level 2 and above in reading and writing was well below the national average. The percentage of pupils reaching Level 3 or above was below average in both reading and writing. When the average of the school's test data is compared with that of all schools and with similar schools, it shows that the pupils' results are well below average in reading and writing. The school's results over the last three years show that the pupils' performance in both reading and writing has been well below the national average. There was a significant rise in standards in 1997, but a fall in 1998. The results of the 1999 end of key stage tests indicate an improvement over the previous year in both reading and writing at Level 2 and in reading at Level 3. Overall, there is a slight upward trend in writing and a more significant upward trend in standards in reading. The end of Key Stage 1 results for 1999 also reflect the poor attainment of boys in that 48 per cent did not reach the nationally expected Level 2 in reading and writing.

45. The findings of the inspection are that, by the end of Key Stage 1, the proportion of pupils who are on course to reach Level 2 or above is below average. This represents an improvement on the 1998 and 1999 results where they were well below average. The consistently well implemented National Literacy Strategy and greatly improved teaching are having a noticeable impact on standards. The school has recognised the need to raise its expectations of pupils since the last inspection, and although these are

not always high enough, standards are rising. The findings of the previous inspection indicated that attainment was in line with the national average. This would suggest a significant fall in standards since that time. The national end of key stage results for the same year, 1996, showed that attainment was well below average. The findings of this inspection show an improvement on those results.

46. Standards in speaking and listening, by the end of Year 2, are below the national average. Pupils listen carefully to their teachers and to each other. They answer questions in lessons appropriately, but use a limited vocabulary, and a considerable number experience difficulty in finding the appropriate words to express what they mean. An example of this is when they are trying to explain a sequence of different directions. Teachers encourage pupils to share opinions and tell each other about their work, but lower attainers need support in order to speak in meaningful sentences. Many pupils' speech is not sufficiently clear and this produces problems when trying to sound out words for reading and spelling, as they are not sure of the initial or final sounds. A great deal of effort by teachers is increasing the clarity of speech and the ability to speak formally in well-constructed sentences.

47. Standards in reading are below average, and a significant number of pupils do not reach the required standard by the end of Year 2. Higher attaining pupils read texts with reasonable fluency and accuracy, and try to work out unknown words from their knowledge of sounds and of the story. Most pupils recognise everyday words out of context, but lower attaining pupils use few strategies other than their knowledge of letter sounds to help them to decipher unknown words. Most pupils know what happens in the stories they read, can answer simple questions about them and are able to predict what might happen next. Few pupils are able to express preferences about authors, but most can name a favourite book that they enjoy.

48. In writing, a significant number of pupils do not reach the expected levels by the end of Key Stage 1 and standards are below average. Although pupils are seen to be enthusiastic about writing tasks, evidence from the scrutiny of work indicates that they do not write frequently enough in other subjects such as science, history, geography and religious education. Even though this is starting to be remedied through such activities as retelling the story of 'Joseph', for example, expectations of the quality and length of the pupils' writing are still not high enough. Pupils write for a small variety of purposes, such as writing letters to their contacts on H.M.S. Endurance, but these are short and limited in context, and vocabulary choices are often ordinary rather than adventurous. Many pupils do not have a sound grasp of spelling and grammatical rules. Although there are examples of good handwriting, its quality varies in legibility and consistency of formation. Punctuation of work is often a focus of lessons and pupils are suitably adept at recognising where capital letters and full stops are needed in whole-class work. However, they do not always use this knowledge sufficiently when writing independently.

49. Pupils enter school with very low standards in speaking and listening, reading and writing. They make good progress throughout the school in speaking and listening and reading. Progress in writing is satisfactory. Teachers provide good support for lower attaining pupils who find difficulty in speaking, with a good focus on drama, role play, answering the register clearly and answering questions in properly formed sentences. Most pupils receive invaluable support from the involvement of their parents through home school reading diaries. A very good system of reading markers is being used, which gives good and clear indications for parents of where improvement is needed in their child's reading. The school's focus is now appropriately on teaching reading through the literacy hour rather than individual reading, but pupils with special educational needs receive very good support from a good number of learning support assistants and make good progress. Progress in writing is satisfactory, but there are insufficient regular opportunities to write at any length, both in literacy lessons and in other areas of the curriculum. Insufficient examples of pupils' writing are displayed and celebrated around the school, although there are some good examples, such as a book of pupils' prayers which is kept in the hall. The progress of the higher attaining pupils has improved since the last inspection, as pupils are grouped and are given different tasks to match their abilities. The level of challenge for these pupils, as well as those who are average attainers, is still not high enough.

50. Pupils continue to make good responses. They are well behaved, want to learn and listen attentively to their teachers. Most pupils, even the youngest, settle quickly to their work, and good examples of pupils working in groups independently are often found in literacy lessons. Pupils have very good relationships with each other and want to help one another. For example, they will volunteer to fetch

word banks and dictionaries for each other when they are stuck with their spelling and writing.

51. The quality of teaching is good overall and sometimes very good. Expectations of lower attaining pupils remain high, as identified in the last inspection, but expectations of higher attaining pupils, although showing improvement, are still not high enough for these pupils or for the average attaining pupils. Particular strengths exist in planning and classroom management. Lessons are very clearly planned with appropriate learning objectives, which are made clear to pupils and reviewed in the end part of the lesson, to see what has been achieved. Resources are very carefully prepared and organised to support a range of well-chosen activities. Behaviour management is particularly strong and very effective, whilst, at the same time, being consistently quiet and unobtrusive. Work is marked regularly; teachers' comments are always encouraging and they often indicate how pupils can improve their work.

52. The school's provision for literacy is good, and includes an appropriate plan for the implementation of the literacy hour. A good process of monitoring and review is in operation, involving the co-ordinator, headteacher, literacy governor and, occasionally, a literacy consultant, which results in the literacy hour being consistently carried out by the teachers. A good range of resources, which are bright, attractive and used well, has been acquired to support literacy. Teachers feel that the implementation of the literacy hour helps them to raise their expectations of the pupils by following the suggested scheme of work.

53. The management of the subject is now good. The co-ordinator works closely with all teachers, both in the discussion and review of practice, in order to improve and raise standards. Assessment in particular has a high focus, and, although a satisfactory system has not yet been agreed, there are notable examples of good practice. These include group reading records and the tracking of individual pupils' progress, which is currently being implemented. Year group teachers meet at the end of the week to evaluate progress, in order to plan the next week's work. This good practice is consistently established and is very useful. Whole-school issues, such as the analysis of standardised assessment tasks, are not sufficiently developed. For example, writing, which has been identified as a weakness, does not have a sufficiently sharply focused school plan to support raising standards. The subject meets the requirements of the National Curriculum.

74. **Mathematics**

54. Analysis of the national end of Key Stage 1 tests for 1999 shows that the proportion of pupils who achieved both Level 2 and Level 3 was well below the national average. When the average of the school's test data is compared with that of all schools, it shows that the pupils' results were well below average. When compared with the average test data of similar schools, the pupils' results were very low. Over the past three years, the performance of the pupils has been consistently well below the national average. There were no significant variations between the performance of boys and girls. In 1999, teachers' assessments were slightly above the test results in Level 2 and well above in Level 3. National test results over the last three years indicate a slight decline in 1998 from 1997, and a sharp rise in the proportion of pupils who attained Level 2 in the current year's tests.

55. The findings of this inspection indicate that, by the end of Key Stage 1, the proportion of pupils who are on course to attain Level 2 or higher is below the national average. This judgement is approximately in line with the 1999 national standardised tests. The findings of this inspection indicate a decline on the judgements of the last OFSTED inspection when most pupils' attainment was in line with national expectations. However, the national test results of that year were below the national average, which is broadly in line with the findings of this inspection. Standards in numeracy, although below average overall, are rising. The effective implementation of the National Numeracy Strategy is already having a positive impact on the development of pupils' mental mathematics strategies.

56. By the end of Year 2, most pupils have a sound knowledge of place value in tens and units and can identify odd and even numbers in or out of sequence. Most recognise and order numbers up to 100 and have a sound knowledge of addition principles with numbers up to 20. Pupils have more difficulty with the subtraction of these numbers. They sometimes use this knowledge to solve simple mental problems but most pupils' capacity to explain their mental strategies is limited. Nearly all pupils can identify and recognise halves and quarters of two dimensional shapes, but some have problems with working out a

quarter of a number. Pupils use small amounts of money to calculate change and the cost of purchases, using lower denominations of coinage. In measurement, they accurately measure classroom objects or larger distances using metric measures, and most understand the expressions, 'longer than' and 'shorter than'. Pupils also have a sound knowledge of metric units relating to weight. In their work on shape and space, most pupils recognise and sort two and three dimensional shapes and recognise the number of sides and corners. They are beginning to develop the correct mathematical vocabulary to describe them. Pupils recognise and identify hour and half past the hour times, but there is little evidence of their ability to tell the time more accurately within five minutes. Most pupils have begun work in data handling by using simple tallying techniques, but the recording and interpretation of the data are insufficiently developed, as is the use of information technology. Pupils use and develop their mathematical knowledge and understanding in other areas of the curriculum, such as science and design and technology, where they collect and organise data and measure quantities.

57. Overall, pupils of all abilities, including those with special educational needs, make good progress in the subject. Pupils in Year 1 show a good recognition of numbers up to 20 and can order these numbers well. Most add single digit numbers mentally, but have problems in counting on in twos. They are beginning to recognise the size and significance of decimal coinage up to ten pence and can give change from ten pence. Pupils recognise halves in relation to two dimensional shapes like circles and squares, but have more difficulty in relating fractions to numbers. They are beginning to develop measuring skills by measuring length and capacity with cubes, and they understand the concept of 'heavier than' and 'lighter than'. Pupils' use of mathematical vocabulary shows good development as they move through the year groups, and they become more proficient at solving simple problems that involve the addition of small numbers. Lesson observations and discussions with pupils indicate that most Year 1 pupils are on course to achieve Level 1 of the National Curriculum in mathematics by the end of the academic year.

58. Pupils in both year groups are keenly interested in mathematics, and their response and attitudes to all aspects of the subject are mostly good. They are attentive, listen to the teachers' instructions and respond well to any questioning. However, a few pupils lose concentration slightly when they move into groups after the initial whole-class session. Nearly all pupils are very well behaved, and they work well in collaboration with other pupils when required. The pupils' ability to participate in independent learning and personal study is less well developed, but they enjoy using any practical resources. Resources and materials are used carefully and safely, and work in books, folders and displays is mostly neat and well presented. Most pupils take a pride in their work and they are willing and eager to describe their work to each other and to adults.

59. The teaching of mathematics throughout the school is good. In using the format of the National Numeracy Strategy, teachers give appropriate whole-class introductions before moving into ability groups. They sum up the lesson well in plenary sessions, and also use this time appropriately to ascertain the pupils' learning outcomes. This judgement is in line with the findings of the last inspection, where the quality of teaching was also found to be good. All teachers have a secure knowledge and understanding of the subject for this age group. This is evident in the skilful questioning, appropriate lesson introductions and the provision and use of practical, everyday resources to encourage pupils' learning. Pupils are managed and organised well, but not all lessons have the pace to challenge pupils and induce good progress, especially when pupils move into groups and are working for a large part of the time without input from an adult. There is a good climate of praise and encouragement in all classrooms, and teachers are beginning to encourage pupils to explain their strategies in mental numeracy sessions. Lessons are well planned, and are based on the National Numeracy Strategy, and this planning is carried out and discussed productively before and after weekly sessions by year group teachers and learning support staff. Teachers also plan well for their support staff, who are used very appropriately in the classroom to support groups of pupils, especially those with special educational needs. They also participate actively with pupils in the introductory whole-class sessions. Although work is planned for pupils of differing levels of ability within each class, expectations for pupils' performance are not always high enough. There is no set homework for pupils, at present, in mathematics. The quality and use of day-to-day assessment by teachers are satisfactory and assessment is linked appropriately to the National Numeracy Strategy.

60. The curriculum for mathematics is broad and balanced and fully covers the requirements of the

National Curriculum. A short subject policy is in place, but this is due to be reviewed and revised in the light of the introduction of the National Numeracy Strategy, which currently forms the basis of the school's scheme of work. A member of the governing body has been assigned responsibility for mathematics and has regular informal meetings with the subject co-ordinator to review progress. All teachers and learning support assistants have received training in the implementation and organisation of the National Numeracy Strategy. The co-ordinator provides good guidance for teachers on a formal and informal basis, and she has monitored the teaching of mathematics in all classes. Resources are satisfactory, both in terms of classroom apparatus and larger equipment, and these resources are used well to interest pupils and to develop their mathematical skills and understanding. Support staff work very closely with teachers in planning, assessment and teaching, and this plays a large part in the good progress achieved by the majority of pupils of all abilities in the subject.

81. Science

82. Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that the proportion of pupils who achieved Level 2 in science was in line with the national average. The percentage of pupils who were judged to have achieved Level 3 was above the national average. The findings of the inspection are that most pupils attain average standards by the end of Key Stage 1, and that the proportion of pupils who attain above average standards is in line with the national average. This agrees with the findings of the school's last OFSTED inspection, but differs from the 1999 end of key stage assessments. Assessment procedures are not yet rigorous enough to ensure accuracy and consistency.

61. By the age of seven, pupils respond to suggestions about how to find things out and make simple predictions about what might happen when they carry out an experiment. They compare and describe objects and living things, and record their observations in simple tables and charts where it is appropriate to do so. Pupils know that animals and plants need air, water and food in order to survive, and they recognise that living things grow and reproduce. Higher attaining pupils explain how diet and exercise affect health. Pupils identify a range of common materials and describe some of their properties. They explain how ice turns into water and how the ingredients of a cake are changed by mixing and heating. Higher attaining pupils know that the properties of some materials, such as the hardness of wood, make them suitable for some purposes and not others. They recognise that some changes, such as the freezing of water, can be reversed, whilst others, such as the baking of a cake, cannot. Pupils know that objects can be made to move by pushing and pulling and understand that sound travels from its source to the ear. There is insufficient development of pupils' literacy skills in science, particularly in Year 2. The development of pupils' numeracy skills is enhanced through recording information in graphs. Discussions with pupils in Year 2 show that they have a broad knowledge and understanding of science across all aspects.

62. Pupils make good progress throughout Key Stage 1 in developing their knowledge and understanding and their skills of scientific enquiry. For example, the pupils' knowledge of materials improves from making simple observations and describing properties such as texture and appearance, to understanding how some materials are changed by processes such as heating. Their knowledge of scientific vocabulary increases, as does their ability to predict what might happen in an experiment. Pupils with special educational needs and those who are higher attaining make good progress because the work is adapted to suit their needs and they receive good levels of support from adults in the classroom. Pupils make good progress in relating their understanding of science to domestic and environmental contexts, and in learning how science is relevant to their personal health. They make insufficient progress in presenting scientific information in a variety of ways, particularly using literacy skills.

63. The pupils' response to the teaching of science is consistently good. They listen carefully to teachers' explanations and questions and are eager to respond and participate in discussions. Pupils enjoy practical work and take part in it with interest and enjoyment. In Year 1, pupils thoroughly enjoyed examining articles in a 'feely bag' and describing them, trying to guess their identity. Pupils handle equipment carefully and safely, and work well collaboratively when required.

64. The quality of teaching is good overall. Only three lessons could be observed during the inspection,

but this judgement also takes into account the quality of teachers' planning and evidence from discussions with teachers and pupils. Two of the three lessons that were observed were good, and one was unsatisfactory. Where teaching is good, teachers have a secure knowledge and understanding of the subject and communicate this effectively to the pupils. They provide pupils with a range of practical activities, which help to develop the pupils' scientific knowledge and understanding. Teachers make effective and safe use of a range of resources for investigations and experiments, and encourage pupils to develop the skills of careful observation. They make good use of visitors, such as the school nurse, who provided a very interesting and informative talk and demonstration for pupils in Year 2 about the role of drugs as medicines and their related dangers. Teachers' planning is very good. Within each year group, teachers plan closely together to ensure a consistent approach. The skills and knowledge to be taught are clearly identified, as are opportunities for assessment in each half term's work. Teachers make very good links with other areas of the curriculum, such as history, design and technology and mathematics. They clearly identify in their planning how information technology will be used to enhance pupils' learning. For example, in Year 1, pupils use a computer program to find out about the human body and record the results of surveys on height and eye colour using a data-handling package.

65. Since the last inspection, a new scheme of work has been introduced. Teachers base their planning for each half term on the scheme of work, and science topics also influence the planning in other subjects, for example, there are close links with design and technology. Opportunities for assessment are identified in each half term's plan, but the procedures and strategies for assessment are currently being reviewed. Assessment information is not used sufficiently to inform curricular planning in the subject or to ensure that individual pupils' progress is tracked throughout the school. Teachers make good use of information technology to support pupils' learning. There is an appropriate range of resources in the subject, and teachers make good use of the school grounds to enhance pupils' knowledge and understanding of life and living processes. This is an improvement since the last inspection. The subject has not been reviewed recently, but the subject manager, who has just returned to school after a long absence, has identified areas for development in the future. There has been no monitoring of standards or the quality of teaching in the subject. The subject meets the requirements of the National Curriculum.

87.

OTHER SUBJECTS OR COURSES

87. Information technology

66. By the end of Key Stage 1, most pupils reach standards at the level of the national expectation. This judgement is in line with the findings of the school's last inspection and is based on the observation of lessons, discussions with pupils and an examination of their work. By the end of the key stage, pupils select appropriate tools, colours and textures to create a picture on the screen. They use the 'flood fill' feature to block in sections of colour, and are able to erase their own mistakes using the backspace key. Pupils use the 'World Explorer' CD-ROM to find out about seashores around the world, and, with support, use 'Favourites' to explore the Internet. They use 'save as' to store their work and know how to retrieve it. Pupils make good use of information technology to support their learning across the curriculum. In Year 1, pupils use a word bank to help them wordprocess letters to the crew of HMS Endurance. They use information collected about each other's height and eye colour to create graphs. Pupils in Year 2 use a computer program to reinforce their understanding of odd and even numbers.

67. Pupils make good progress in information technology. In Year 1, pupils learn to type their own name, and then a simple letter. They begin to combine text and pictures by adding a title to a picture they have drawn. Pupils explore multi-media programs and learn how to program everyday devices. In Year 2, pupils use a greater range of techniques, such as 'spray' and 'fill', when creating pictures. They apply the techniques they have learned to create and print a design with a repeating pattern. Pupils in Year 2 have access to the Internet and learn how to send e-mails to a friend in the other class. Pupils with special educational needs make good progress as a result of well-focused support and carefully planned activities. Teachers and assistants make good use of information technology to support their learning across the curriculum. Higher attaining pupils, some of whom have access to computers at home, also make good progress as they are encouraged to share their knowledge and

expertise with others.

68. The pupils' response to information technology is good. They are eager to use computers and show enjoyment when working on set tasks. Pupils listen and watch carefully when the teacher demonstrates new skills and techniques, and this enables them to make good progress when they have their turn on the computer. Pupils co-operate well with each other when working in pairs and help each other to operate programs correctly.

69. The quality of teaching is good. The teachers' own expertise is good. They plan challenging tasks for pupils, which are frequently linked to work in other curricular areas, such as word-processing in English, handling data in mathematics and finding out information about the human body in science. Teachers demonstrate and explain specific skills and techniques in whole-class lessons, which are effective in preparing pupils to make the most of each opportunity to use computers. They encourage pupils to work independently, but also ensure that good support is provided when needed. Pupils with special educational needs receive good levels of support from assistants and parent helpers. Teachers ensure that they make maximum use of all information technology resources to support pupils' learning. They provide a broad range of experiences for pupils, which include communicating and handling information, controlling and modelling. They place appropriate emphasis on teaching the applications of information technology in everyday life.

70. The subject is very well managed by an enthusiastic and knowledgeable co-ordinator, who has held the post for three years and has a clear vision for the future development of the subject. She has devised a very good action plan for the National Grid for Learning and provides regular in-service training for colleagues. There is a good policy and a new scheme of work for the subject, which is being reviewed each term as it is implemented so that it can be tailored more closely to the school's needs. The co-ordinator monitors colleagues' planning to ensure adequate coverage of the National Curriculum Programmes of Study and progression in the pupils' learning. She has observed pupils working in some classes. Assessment and recording procedures in the subject are in the early stages of development. The school is well resourced with two computers in each of the Key Stage 1 classes and another in the library. Over half of the computers are multi-media machines, five have access to the Internet, and all have a good range of software to meet the requirements of the scheme of work. Plans are in place to replace older computers on a rolling programme. The subject makes a good contribution to the pupils' social and cultural development as they learn to work together and increase their understanding of the role of information technology in everyday life.

92.

Religious education

93. By the end of Key Stage 1, the standards attained are in line with the expectations of the locally Agreed Syllabus for religious education. No judgement of standards was made during the last inspection as there was insufficient evidence. By the end of Year 2, pupils understand that Easter and Christmas are important times in the Christian calendar, and recall details of the life of Jesus. They understand that God is special for Christians, and that prayer is the time set aside to talk to God. They have good experience of saying and writing prayers. For example, prayers are to be found in books and displays in the hall, some about autumn and some thanking God for things that have pleased pupils in school. In some of these, there are moments of quiet reflection, such as 'Thank you God for the helicopter seeds flying under the sun'. Pupils visit the local church and have an appropriate understanding of its being God's special house. They know that it has candles and stained glass windows, which make it different from their own homes.

71. Pupils, including those with special educational needs, make good progress which is well supported by the good teaching. Regular times are set aside for religious education. Teachers enable pupils to make good progress by telling them a good range of stories, which are reinforced by role-play, drama, music, discussion and some writing. Pupils rewrite stories they have been told, such as that of 'Joseph and his coat of many colours', and learn to sing songs about Joseph for a performance. They make good progress in understanding that these stories have meaning in their own lives.

72. Pupils' attitudes to religious education are good. From an early age, pupils listen carefully to their

teacher and to each other, but are also keen to make positive contributions to discussions. Relationships between pupils and adults are excellent and give good support to reflection and talking about personal feelings. A story entitled 'I feel jealous', linked to the story of Joseph, helped pupils to understand, through discussion, their own feelings of jealousy.

73.The quality of teaching of religious education is good. Lessons are well planned and prepared and teachers have a secure understanding of the locally Agreed Syllabus. A good level of questioning is used to help pupils to understand their feelings and to acquire new information. Stories are told imaginatively and activities are carefully chosen to reinforce new knowledge. Teachers are beginning to make more effective use of writing to reinforce pupils' understanding. For example, pupils in Year 2 produce 'Zig Zag' books to retell the story of Joseph.

74.The current priorities of the school have been carefully identified as raising standards in literacy and numeracy, and it is for this reason that the development of a new scheme of work to match the new Agreed Syllabus has been delayed, but is about to be addressed. Nevertheless, the management of the subject is satisfactory. The co-ordinator monitors teachers' planning to check on coverage of the syllabus and progression in pupils' learning, and provides advice and support informally to teachers. Up-to-date in-service training has been undertaken and material has been prepared to support the transition to the new Agreed Syllabus. At present, although the policy has been updated, the scheme of work is not fully matched to the new Agreed Syllabus, nor is there any agreed assessment system in place. As at the last inspection, resources for religious education remain limited, as there is a shortage of appropriate artefacts.

97.

Art

75.Art is an important and valued activity in the school and standards have risen since the last inspection. Although the number of lessons observed during the inspection was limited, a thorough scrutiny of pupils' work, classroom displays and discussions with pupils indicate that standards in art are above average for the pupils' ages. Specific areas of improvement include the focused teaching of art skills. For example, chalking techniques were taught in a Year 1 class when pupils were drawing a large teddy bear in close observational work. This resulted in high quality work for their age, where pupils used their observational skills well, and also used their knowledge of different and effective ways to use chalks with pleasing results. Pupils have good drawing and painting skills and experiment well with a variety of media and techniques.

76.Pupils of all abilities, including those with special educational needs, make good progress in art. This is exemplified by the drawings of fruit in different classes. In Year 1, pupils draw fruit and use their colour mixing skills to illustrate and replicate the colours that they see. In Year 2, pupils draw the fruit very carefully, showing a good level of detail for their age. They photocopy their sketches, and then paint on the photocopy. In this way, they are then able to contrast the techniques used and the effects created.

77.All pupils enjoy their art lessons. They listen carefully to the introduction to the lesson and watch the teaching of skills very carefully. They take great care over their work, for example, when they are printing repeating patterns with small everyday objects. They are very careful to wash the objects before applying a new colour in order to get the desired effect. Pupils choose carefully from selected resources. An example of this is the range of collage materials provided where pupils make well considered decisions.

78.The quality of the teaching of art is good and all teachers have a good knowledge and understanding of the subject. This is apparent from a number of bright and good quality displays seen throughout the school and in the introduction to lessons when the teaching of skills takes place. This judgement is an improvement on the findings of the last inspection, where the standard of teaching was sound.

79.The art curriculum is relevant and broadly balanced and good opportunities are taken to link the subject with other areas of the curriculum, including religious education and geography. It is well used, however, to develop the subject in its own right, such as fantasy painting and the study of the work of contrasting famous artists. The subject manager is enthusiastic and gives good educational direction to the subject by monitoring planning and work completed to ensure that there is coverage within classes

and progression through the school. Resources are good and are used well to develop the pupils' skills and knowledge and their understanding of styles and techniques. Since the last inspection, the lack of development in three dimensional work has been rectified, and planning indicates regular opportunities for pupils to study the work of other artists.

102.

Design and technology

80.No lessons were observed in the subject during the inspection due to timetabling arrangements and there was very little evidence of pupils' work. It was not possible to make overall judgements about the pupils' attainment and progress or the quality of teaching in the subject. In the school's last OFSTED inspection, pupils' attainment was judged to be above average and the quality of teaching was satisfactory. In the previous half term, pupils in Year 2 designed and made a bookmark using fabric and sewing techniques. They explored ways to make a repeating pattern and practised sewing techniques in preparation for work later in the term. In Year 1, pupils planned and made a fruit or vegetable salad as part of their work on healthy eating in science. Pupils in Year 2 are just beginning a new unit of work, which builds on their earlier work with fabrics and sewing techniques. They have heard the story of Joseph from the Old Testament in religious education, and are learning to use a graphics program to design a model of a simple 'coat of many colours'. Pupils describe patterns in fabric and wallpaper and explain how they are repeated.

81.Discussions with pupils show that they enjoy designing and making things and apply themselves well to practical tasks. The photographs and descriptions of pupils making salads in Year 1 show that they were fully involved in the activity and worked well in small groups under supervision.

82.Teachers' planning documents provide a good insight into the quality of the curriculum and indicate that teachers have a secure knowledge and understanding of the subject. Planning is thorough and clearly identifies the knowledge and skills to be taught. Teachers make very effective links with other subjects. For example, the Year 2 topic is interwoven with the pupils' work in religious education, information technology, art, mathematics and English. The Year 1 topic for this term, to design and make a waterproof cape for a teddy, links closely with the pupils' study of materials in science. Planning documents show that teachers provide opportunities for pupils to use an increasing range of materials, tools and techniques as they progress through the school.

83.The teaching of the subject is broad and balanced. There is a suitable policy for the subject, and a new scheme of work is currently being implemented and reviewed. These are used well to guide teachers in their half-termly and weekly planning. The co-ordinator monitors colleagues' planning to ensure that there is progression in pupils' learning and adequate coverage of the subject. The previous inspection report identified that there was "a need to improve progression" across the key stage. This has been addressed successfully through the introduction of a new scheme of work. It also recommended that "more attention should be given to help pupils incorporate freehand drawings" into their work. There is evidence in the teachers' planning that adequate provision is made for this aspect of the subject. There is a good range of resources to support pupils' learning. The subject makes a good contribution to the pupils' social and cultural development as they learn to collaborate on different tasks and are made aware of the implications of technological development.

Geography

84.During the course of the inspection, owing to the nature of the timetable, no lessons were observed in geography. Consequently, it was not possible to make overall judgements about the quality of teaching. Judgements about the pupils' attainment and progress are based on a thorough scrutiny of pupils' previous work, displays of pupils' work, a study of teachers' plans and discussions with pupils. The indications are that pupils achieve average standards for their age. These are judged to be below those of the last inspection, when standards were found to be above the national expectation.

85.Pupils in Year 2 have a broad idea of where they live and where the school is in relation to Basingstoke. They are able to locate key features, such as the shops, their houses and the local church. They know that maps help them to find places both near and far away. Their geographical vocabulary

is limited; for example, pupils confuse the words village and town. Through the very good link with HMS Endurance, they talk confidently about the features of Antarctica in terms of the very cold climate, the warm protective clothing that people wear and special icebreaker ships. Pupils record their work in pictorial form and as maps and plans, but there is insufficient written content, to challenge the average and higher attaining pupils.

86. Progress through the school is satisfactory, although the progress made by some higher attaining and average pupils is not always to the full extent of their capabilities. Progress for pupils with special educational needs is good. Planning indicates that the strengths of teaching are the discussions and practical activities that take place. Discussions with pupils indicate that they enjoy and are enthusiastic about geography. They are particularly enthusiastic about their link with HMS Endurance, which is developed through letters to and visits from the ship's crew.

87. The co-ordinator is knowledgeable and very enthusiastic about the subject, and provides good leadership. Rigorous monitoring is undertaken to try to ensure that geography maintains its valued status within the curriculum and that the good range of activities offered is maintained. The co-ordinator attends meetings of local schools and is knowledgeable about current requirements and developments in the subject. The process of reviewing the school's own scheme of work, in the light of recent government guidance, is under way, and also an appropriate plan to develop assessment procedures.

110.

History

88. The standard of pupils' work in history is as expected for pupils of this age group. This judgement is made from a limited number of lesson observations, and a thorough scrutiny of workbooks, photographs, folders and discussions with pupils. There was no judgement of standards in history in the school's last inspection.

89. Nearly all Year 2 pupils are developing a sound understanding of chronology by recognising the different periods in the past, for example, in their work on Florence Nightingale and seaside holidays at the turn of the century. However, most pupils' sense of chronology over a greater period of time is still relatively underdeveloped. Pupils show a sound factual knowledge of the people and events of these periods and suggest the reasons for some of the consequences and changes at that time, including the differences in other people's lives. Nearly all pupils use artefacts, such as costume, well to locate, question and selectively use information to answer questions and find out about the past. Their use of historical vocabulary is developing slowly, and some pupils find difficulty in explaining or recording their findings.

90. Pupils' progress in history is satisfactory for all ages and abilities. The younger pupils demonstrate their awareness of the difference between past and present by comparing and sequencing toys owned by their parents and grandparents and explaining the reasons for their decisions. They are beginning to use this comparison and sequencing of toy objects to indicate an emerging sense of recent chronology including that of their own lives. Most pupils are beginning to be aware of the importance and use of artefacts in history. Their use of appropriate historical terminology is being developed in all aspects of their work in the subject.

91. The response of nearly all pupils to their history lessons is good. The majority of pupils are attentive to their teachers' introductory talks and eager to answer and ask any questions, particularly when it relates to the use of artefacts. They enjoy assuming the role of 'detectives'. They concentrate well on their tasks and are eager to present their own ideas and theories, although sometimes their ability to explain their findings is limited. Pupils of all age groups are fully prepared to work either individually, with a partner or within a larger group. Very good relationships are evident between pupils and staff whenever they work together in groups or in the introduction to the lesson.

92. The quality of teaching in history is satisfactory. All teachers have a secure knowledge and understanding of the subject, which is evident in their planning, and introductory explanations and is reflected in pupils' work. Teachers plan well for pupils of all abilities and generally organise lessons to achieve a balance between giving pupils information and enabling them to become active and effective enquirers. Pupils are managed and controlled well, especially during whole-class sessions, but,

sometimes, their concentration deteriorates slightly when they move into group work or the introduction to the lesson is over long. Pupils are offered a range of strategies and resources to interest them, including stories, and the examination of artefacts, and outside visits, both locally and further afield.

93. The subject curriculum is broadly based, in line with the latest national recommendations, and is taught as a separate subject from geography, although sometimes they are well linked in planning. The co-ordinator has produced a scheme of work in line with the recommendations of the national Qualifications and Curriculum Authority, and the subject policy is due to be reviewed and revised in the light of these recommendations. This is an improvement on the findings of the last OFSTED inspection where there was no scheme of work. The curriculum caters well for all age groups and abilities and is linked well with other subjects, including geography, art and religious education. Resources for history are satisfactory but there is a limited range of artefacts and information technology software. This was also mentioned in the last inspection report. However, resources are supplemented well by using county loans for books, costumes and other artefacts. The school makes sound use of local sites in the town or further afield in the county to develop and enhance pupils' knowledge and understanding of local history. This provision includes visits to the local church, the Willis Museum in Basingstoke and the local town walk.

Music

94. At Key Stage 1, pupils attain above average standards in music. This judgement is broadly in line with that made in the previous inspection. Pupils sing songs from memory with good control of breathing, pitch and rhythm. They perform short musical patterns by ear, clapping along with songs and repeating melodic phrases. They use untuned percussion instruments to accompany their singing, and change the level of the volume as they play. Pupils rehearse their own projects and perform them to the rest of the school in assembly. They participate in concert performances, both in school and in the local community. For example, older pupils performed songs from 'Joseph and his Technicolor Dreamcoat' at a local schools' concert in a Basingstoke theatre. Pupils listen and respond to the music of a wide range of composers, including Holst, Tchaikovsky and Andrew Lloyd Webber, and discuss how the music makes them feel. They compare extracts of music which create a happy or angry mood and respond to the changing character and mood of a piece of music through the medium of dance. Many pupils find it difficult to express their reactions to music because they have a limited vocabulary to draw upon.

95. Pupils, including those with special educational needs, make good progress throughout the key stage. They develop a greater awareness of pitch and rhythm and become more sensitive to the atmosphere created by certain pieces of music. Pupils grow in confidence as they become more used to performing in front of an audience. Pupils make particularly good progress in singing. For example, in Year 1, pupils learn to sing a new song from the beginning and go on to perform it as a round in a very short time.

96. Pupils enjoy singing and music making and participate in all activities with enthusiasm. They listen and concentrate well when learning a new song or appraising a piece of music, and hum quietly to the music as they are leaving assembly. Their positive attitudes enable pupils to make good progress in the subject.

97. Overall, the quality of teaching in music is good. Some very good teaching was observed in Year 1. Teachers have a good level of expertise in the subject and communicate their own enthusiasm and enjoyment effectively to the pupils. Planning is detailed and thorough. It details the knowledge and skills to be taught and a range of appropriate activities, and makes useful links with other areas of the curriculum. For example, teachers in Year 1 make good links with physical education as pupils respond to music through dance, and teachers in Year 2 combine learning experiences effectively in religious education and music, when teaching pupils the story of Joseph. Teachers' expectations are high, and their management of the pupils is very good. They make sure that all pupils are included in each activity and that all are given the opportunity to perform and listen to others.

98. The co-ordinator for music has high levels of expertise and provides very good direction and leadership for the subject. She monitors colleagues' planning to check for progression in learning skills

and in knowledge from year to year, and to ensure that pupils are receiving a balanced curriculum. She also gains an overview of the pupils' attainment and progress by observing their performances in assemblies and concerts. The co-ordinator has identified the need to review the current policy and scheme of work in the light of changes to the National Curriculum. The curriculum is broad and balanced and is enhanced by a number of additional features. In the previous half term, a visiting musical group performed Latin-American music to the whole school and then conducted a workshop with pupils in Year 2. Pupils also benefited from another visiting musician who demonstrated a range of percussion and wind instruments. The school has a good range of untuned percussion instruments, including several from different cultures, but a more limited range of tuned percussion instruments. Music that is played in assembly is selected carefully to enable pupils to appreciate a variety of styles of music from different cultures. During the week of the inspection, pupils listened to Chinese music. The subject makes a very good contribution to the pupils' spiritual, social and cultural development.

Physical education

99. A limited number of lesson observations indicate that the standard of pupils' performance in physical education, overall, is as would be expected for the age of the pupils. This judgement is in line with the findings of the previous OFSTED inspection. In Year 2, pupils control and co-ordinate various methods of travel, including running, hopping, skipping and jumping on the floor. They are also developing well their ability to combine movements into a simple sequence. Pupils observe and comment on each other's performance when given the opportunity. This is an improvement on the findings of the last OFSTED inspection where it was found that pupils had insufficient opportunities to evaluate their own work and that of others. In games sessions, pupils show a sound ability to control balls of different sizes, either individually or when working with a partner. Most pupils also show a developing ability to improve their performance by practising their ball skills either on their own or with a partner. Pupils understand the effect of exercise on their bodies and, for example, the reason for a 'warm up' at the beginning of a session and a 'cooling down' period at the end. They recognise the need for taking care in a confined space and show a good general awareness of spacing in all their activities in physical education.

100. Pupils of all abilities make good progress in the subject. The younger pupils show good development as they begin to control and co-ordinate their movement in floor work. They are beginning to show some awareness of spacing but usually need a reminder from their teachers. Most pupils are able to plan and perform simple ball skills with a large ball, either individually or in a small group. They are beginning to develop the ability to demonstrate and observe each other's performance. Pupils are beginning to understand the effect of exercise on their bodies, and the parts of their bodies, through a useful link with their work in science.

101. Pupils enjoy physical education lessons and are keen to display their prowess both in gymnastics and games work. They all show a good awareness of safety factors when getting out or replacing equipment, and they move from their classrooms to the hall quietly and sensibly. Pupils listen attentively to teachers' instructions, generally behave well, and are willing and able to work individually or with a partner.

102. The quality of teaching in the subject is good overall, with some examples of very good teaching in games activities. All teachers have a sound knowledge and understanding of the subject and its implications for health and safety, and lessons are planned to have 'warm up' and 'cool down' periods. Expectations for the pupils' performance are appropriate, and sometimes high, and lessons are planned well. Good use is generally made of classroom support, and teachers and learning support assistants actively participate in lessons to demonstrate good practice to the pupils. They also make good use of pupils to demonstrate good achievements, and encourage them to observe and evaluate each other's movements. Pupils are mostly managed well and good use is made of time and resources. The quality of day-to-day assessment is variable, but, in the better lessons, teachers modify their lesson plans in order to give more challenge to pupils' performance.

103. The physical education curriculum is broad and balanced and offers satisfactory equality of access and opportunity to pupils of all abilities. A subject policy is in place, but health and safety aspects are not clearly identified or carried out as a whole school policy. Although there is a scheme of work for

physical education, it is intended to review this document in light of the forthcoming national recommendations for the subject. A useful photograph folder has been produced, which includes guidance for teachers on the safe handling of gymnastics apparatus by pupils. A good range of apparatus and games equipment is available and is well used. Accommodation is good with an appropriately sized school hall and a pleasant playground and grassed area for outdoor activities. However, the working space in the hall is reduced by the storage of items of furniture and apparatus around its perimeter.

126. **PART C: INSPECTION DATA**

127. **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a team of four inspectors who spent a total of 12 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 39 hours 30 minutes: 12 hours 10 minutes at Pre Key Stage 1, and 27 hours 20 minutes at Key Stage. In addition, a further 21 hours 45 minutes were spent on the inspection activities listed below.

- forty-seven lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes and lunchtimes;
- discussions were held with all teaching staff and most non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- six samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the seven parents at this meeting and those of the 19 families who responded to a questionnaire were taken into account.

128. **DATA AND INDICATORS**

128. **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	145	3	52	13

128.

Teachers and classes

128. **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	7.3
Number of pupils per qualified teacher:	20

128. **Education support staff (YR – Y2)**

Total number of education support staff:	8
Total aggregate hours worked each week:	190
Average class size:	24.2

128. **Financial data**

Financial year: 1998/99

	£
Total Income	345982
Total Expenditure	356577
Expenditure per pupil	2026
Balance brought forward from previous year	55316
Balance carried forward to next year	44721

128. **PARENTAL SURVEY**

Number of questionnaires sent out:	156
Number of questionnaires returned:	19

128. **Summary of responses**

Of those who responded to the questionnaire, most were very supportive of the school. A small proportion of parents are not satisfied with the school's provision for homework. A quarter of those who replied feel that the school does not achieve good standards of behaviour. Parents feel that they are encouraged to play a part in the life of the school and in their children's learning. Most feel that they are made welcome, that teachers are approachable and that complaints are handled well. Parents feel that the school keeps them well informed about what is taught, and about their children's progress. Most are happy with the standard of work that their children achieve.