

INSPECTION REPORT

AMPORT PRIMARY SCHOOL

Amport, Andover, Hampshire

LEA area: Hampshire

Unique reference number: 116348

Headteacher: Mrs K Grave

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 26th to 28th February 2001

Inspection number: 186963

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Green Amport Andover Hampshire
Postcode:	SP11 8 BA
Telephone number:	01264 772396
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Cowan
Date of previous inspection:	26 th February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Amport School is a Church of England Aided Primary School for children aged between 4 and 11 years. It is situated in the village of Amport, near Andover in northern Hampshire. The school serves the village of Amport and the neighbouring villages of Monxton, East Cholderton and Quarley. About one third of pupils live outside the school's designated catchment area, coming from Andover and other surrounding villages. No children come from minority ethnic groups. Parents are very interested in their children's education. The school has 78 pupils on roll, well below average size. Fourteen per cent of pupils, a below average proportion, are on the register for special educational needs. There are no statemented pupils. No children are eligible for free school meals. There are no travellers' children nor children who speak English as an additional language. Most children have experience of pre-school provision. Attainment on entry covers the full range and matches expected levels, except in language and communication where children have above average skills.

HOW GOOD THE SCHOOL IS

Amport is a very effective school which provides a very good quality of education for all its pupils. Everyone has a shared commitment to include and help all pupils achieve their best whatever their gender, social background or attainment levels. The ethos of the school is warm and caring, and pupils are at the heart of the daily life of the school. The headteacher provides very good leadership and a clear educational direction for the work of the school. The staff and governing body provide very effective support and parents are strong in their praise for the school. All are joint partners in the continuing development of the school. Teaching is good overall, with examples of very good and excellent practice, and enables pupils of all attainment levels to make good progress in their learning and leave the school with well above average standards in English and music and above average standards in mathematics, science and art. The school gives very good value for money.

What the school does well

- By the end of Key Stage 2 when pupils are eleven, standards are well above average in English and music and above average in mathematics, science and art.
- The quality of teaching is good overall and promotes confident learners who achieve well and enjoy their work.
- Leadership and management are very good throughout the school. The headteacher and other staff are well supported by the governing body in self-evaluation and strategic planning, which together promote a very effective school.
- The broad and balanced curriculum is enriched by a very good range of extra-curricular activities which promote pupils' intellectual and personal development very effectively.
- The school takes very good care of its pupils within a strong Christian ethos, resulting in pupils having very good attitudes, behaviour and a genuine love of their work.
- The school has very good links with parents and the community.

What could be improved

- There needs to be a more consistent development of mathematics throughout the whole school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1996. Improvement has been good and at a faster rate than expected. Greater attention has been given to focused role-play activities for children under five. The school continues to refine this provision in response to recent national guidance. More opportunities are provided for pupils to develop their enquiry skills, solve problems and select methods to record their findings. However, further development is needed in this area in mathematics. The accommodation has been significantly improved since the previous inspection, with the completion of two new classrooms and other extensions. Medium and long-term plans are to be included in the new school development plan, together with their costings and this will be an improvement. The roles of subject co-ordinators have been

effectively developed to improve the monitoring and evaluation of standards and strengthen the teamwork throughout the school. All staff are greatly involved in all areas of school life. The good quality of teaching has been maintained, with a higher proportion of very good and excellent teaching observed. In all lessons, teachers have high expectations of what all pupils should achieve and promote an encouraging and industrious atmosphere to which all pupils respond positively. Although more time has been allocated to the teaching of mathematics since the previous inspection, there is still a need to provide challenge and progression, year by year, throughout the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	C
Mathematics	A*	B	B	C
Science	A	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Over the three years since 1998, standards attained by pupils at the end of Key Stage 2 have been consistently high. They are well above national averages in English and science, and above average in mathematics. When compared to similar schools, standards are well above average in science and average in English and mathematics. These results should be treated with due caution owing to the small number of pupils in each year group. The school sets challenging, but realistic, targets for pupils in each year group, based on the tracking of individual performances. Evidence from the inspection confirms that most pupils at Key Stage 2 attain standards in English which are well above expected levels in reading, writing, speaking and listening. In mathematics and science, standards are above expected levels. In addition, standards observed in music are well above average and in art they are above average.

Attainment on entry covers the full range and matches expected levels, except in language and communication where children have above average skills. By the end of Key Stage 1, when pupils are seven, test results in reading and writing are well above the national average but in mathematics are below the national average. The school explains that the lower results in mathematics are due to the lower than usual capabilities within that year group. This is confirmed by the inspection evidence. However, there is a need to improve progression in mathematics throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are keen to come to school, very enthusiastic about their work and greatly involved in school life.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils respond well to the family atmosphere and the clear values that the school promotes. They display courtesy and thoughtfulness to each other and to all adults.
Personal development and relationships	These are very good. The quality of relationships is a significant strength of the school. Pupils show a high degree of respect for each other's opinions and beliefs. They also show willingness to take on a variety of responsibilities.
Attendance	Levels of attendance are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The good quality of teaching has been maintained since the previous inspection, with an increase in the proportion of very good and excellent teaching in lessons observed. All teaching observed was at least good, with 36 per cent being very good or excellent and 64 per cent being good. All lessons are well structured, build upon previous learning and meet the needs of pupils of all attainment levels, within the context of the mixed age groups in each class. Teachers have good knowledge of the pupils and, as a result, pupils are encouraged to develop independent thought and action. Teachers take good care to ensure that all pupils are fully involved in all activities.

Teachers have high expectations of what all pupils should achieve and lessons provide stimulating and challenging learning experiences. Teachers have good knowledge of the subjects they teach. The teaching in the Foundation Stage for the under-fives is good and provides many practical situations for learning and well-structured play activities. At both key stages, the skills of literacy and numeracy are taught well and as a result, pupils gain in confidence, using and applying these skills well in other subjects, such as science and history. Higher attaining pupils and pupils with particular interests are encouraged to develop their talents, particularly in music where every pupil from Year 2 upwards, plays an individual tuned instrument. Pupils with special educational needs are well supported and make good progress in relation to their set targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides a good range of learning experiences, taking into account, the interests and talents of the pupils. It is enriched by a good range of extra-curricular activities which promote pupils' intellectual and personal development very well.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress in relation to their set targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Spirituality is thoughtfully developed within the school's strong Christian ethos. Moral and social development are excellent and contribute to the very good relationships that exist within the school and the local community. Provision for pupils' cultural development is good in relation to their own and western culture but is only satisfactory in relation to wider cultural aspects.
How well the school cares for its pupils	The quality of care is very high. All staff know pupils very well and work together for the good of all. Procedures for child protection and for ensuring pupils' welfare are very good.

Parents are strong in their praise for the school and support staff and children well. They are seen as joint partners in the continuing development of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a clear educational direction for the work of the school. She forms a highly effective partnership with staff and governors. The headteacher has a strong sense of purpose and is deeply committed to effective consultation and delegation.

How well the governors fulfil their responsibilities	Very good. Governors are greatly involved in all aspects of school life and have a clear understanding of the developmental needs of the school.
The school's evaluation of its performance	Very good. There are good systems for monitoring the quality of teaching and learning. There is a shared commitment, to achieve higher standards and further improvements. Plans are in hand to improve the roles of subject co-ordinators in target setting.
The strategic use of resources	The school makes good strategic use of resources and is continually seeking ways to improve provision by applying the principles of best value. The school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

In many aspects that pleased parents most, there was one hundred per cent support for the school.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children are making good progress. • Behaviour is good. • Teaching is good. • Parents feel well informed about how their children are getting on. • Parents feel happy about approaching the school with concerns. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Children should get the right amount of work to do at home.

The inspection team fully agrees with all aspects that please parents most. With regard to homework, the team found clear evidence of regular homework being set for most children. During lessons, homework was regularly referred to and supported class work. The school recently consulted with parents over homework and parents appreciate that their views were considered.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Key Stage 2 when pupils are eleven, standards are well above average in English and music and above average in mathematics, science and art.

1. The school has maintained very good standards over the past three years. Attainment on entry covers the full range and matches expected levels, except in language and communication where children have above average skills. By the end of Key Stage 1 when pupils are seven, test results are well above the national average in reading and writing but are below national averages in mathematics. The school explains that this is due to the lower than usual mathematical capabilities within that particular year group. By the end of Key Stage 2 when pupils are eleven, test results are well above national averages in English and science and above average in mathematics. When compared to similar schools, standards are well above average in science and average in English and mathematics. However, due caution should be applied to the results owing to the small number of pupils taking the tests each year.
2. Inspection evidence confirms that by the age of eleven, most pupils attain standards which are well above expected levels in English and above expected levels in mathematics and science. Whatever the potential of each pupil, all are encouraged to achieve the best possible standards in all areas of the curriculum and in national tests. In other subjects, inspection evidence indicates that standards in music are well above expected levels and standards in art are above expected levels.
3. In English, pupils' written and oral work confirms the high standards that pupils achieve in tests. Pupils' literacy skills are developed very well. Pupils of all ages read, speak and write confidently attaining standards which are above and well above expected levels and indicate the considerable pleasure that they get from literature. For example, one Year 4 pupil wrote a very descriptive story about a 'forest of fear'. The introduction read..."The moon was full. This was definitely a magic night. There was a deadly silence in the forest. I heard an owl screech. It was a doom-filled screech, I froze in terror." Other pupils wrote work of a similar high quality. Older pupils offered very perceptive and thoughtful contributions to discussions about alliteration and metaphoric poems. They adapted their skills to write creatively about exploring the Pyramids in their history work, with such phrases as, "The taste of fear that you will be touched by the deadly fingers of the Pharaohs' curse". Reading standards are well above average. All pupils sustain their reading with real interest to extend their own independent learning, using a wide range of sources including the Internet to research information.
4. In mathematics, inspection evidence confirms that by the age of seven, almost all pupils attain expected levels in numeracy skills, shape and measurement. There was insufficient evidence to show that pupils use and apply their mathematical knowledge effectively. By the age of eleven, pupils develop a wider range of mathematical skills and use and apply their knowledge and understanding well to make quick and accurate mental calculations when solving problems. Pupils have good understanding of mathematical terms and the ability to explain how they approach a problem-solving situation. All pupils in Years 4, 5 and 6 in particular, make good progress in their learning and attain higher levels than expected. This was clearly emphasised in Years 5 and 6 when pupils demonstrated accurate knowledge of square numbers, various multiples, halving and doubling, rounding up and down and long multiplication mentally. Year 6 pupils worked confidently with great concentration when challenged to find areas of complex shapes requiring the identification of several different rectangles within each shape. Most pupils demonstrated skills well above expected levels.
5. In science, pupils at Key Stage 1 show good knowledge and understanding of all aspects of science and show the same confident approach when using and applying their skills to carry out

experiments. Year 3 pupils use opportunities well to test a range of materials for their magnetic qualities. Having identified that metals are attracted to magnets, pupils then discovered that some metals are not attracted and a few used the word 'alloy' in their discussions. Pupils systematically extend their skills across Key Stage 2 in tasks closely linked to the scheme of work. By the age of eleven, most pupils predict outcomes, observe details carefully and present written work of good quality. Completed tasks include, measuring reflections of light at different angles, finding the amount of 'effort' needed to move a weight up different slopes, and gathering information about diet in relation to fitness and personal physical qualities. Most pupils attain above expected levels in their understanding of materials, physical processes and living things.

6. Music has a very high profile within the school. Past traditions have been maintained by the new headteacher, who has high levels of musical knowledge and competence. All pupils enjoy singing, performing and listening to music. They sing tunefully in unison with beautiful tone and in harmony with descant, and develop a broad interest in a range of musical skills. When listening, pupils appraise their own and others' performances, identify different instruments and recognise how sound and changing dynamics may express feelings and mood. From Year 2 onwards, all pupils play a tuned musical instrument and in Years 4, 5 and 6 play instruments such as violins, cellos, flutes, clarinets, trombones and trumpets in the school orchestra. In one session observed, the orchestra played a demanding score very well. They also coped very well with the change of key signature. Their musical skills are further extended to incorporate playing instruments in assemblies, in school productions and in concerts. These performances are much appreciated and enjoyed by parents.
7. Many pupils compose their own musical pieces using intricate notation, as when composing their own fanfares. All pupils strive to make continual improvement to follow in the musical success of the school. Pupils with special educational needs make good or better progress and have equal access to the curriculum, attaining above average standards. Pupils' attitudes and responses to music are excellent at both key stages. They are very keen, receptive and participate in musical activities with enthusiasm and a great sense of enjoyment.
8. Teachers provide a good variety of activities which enable all pupils to achieve their full potential in other areas of the curriculum. Pupils use these opportunities well to develop their academic, personal and social skills to the full. A good range of pupils' art work is displayed throughout the school, demonstrating their many skills and enjoyment of the subject. This was evident in Year 2 in their portrayals of winter scenes and in Years 4, 5 and 6 in their attractive symmetrical patterns, pencil sketches and the quilt made when learning about the Egyptians. In history, pupils make good use a range of resources, such as reference books, local museums and the Internet, to develop their knowledge and understanding about events and characters of the past.

The quality of teaching is good overall and promotes confident learners who achieve well and enjoy their work.

9. The good quality of teaching has been maintained since the previous inspection with an increase in the proportion of very good and excellent teaching in lessons observed. All teaching observed was at least good, with 36 per cent being very good or excellent and 64 per cent being good. All lessons are well structured, build upon previous learning and meet the needs of pupils of all attainment levels, within the context of the mixed age groups in each class. Teachers have high expectations and good knowledge of the pupils and, as a result, pupils are encouraged to develop independent thought and action. Teachers take great care to ensure that all pupils are fully involved in all activities.
10. Teachers have good knowledge of the subjects they teach and provide stimulating and challenging learning experiences. The teaching in the Foundation Stage for the under-fives is good and takes full account of the new national guidance. It provides many practical situations for learning and well-structured play activities. These were identified weaknesses in the previous inspection.

Children benefit from the good provision and make a good start in their learning. Play activities are centred around the 'home influence', building on pupils' pre-school experiences in their home environment. The children themselves were consulted over the provision of the 'bus area' and made several helpful suggestions to its creation.

11. At both key stages, the skills of literacy and numeracy are taught well and as a result, pupils gain in confidence, using and applying these skills well in other subjects, such as science and history. Higher attaining pupils and pupils with particular interests are encouraged to develop their talents, particularly in music where every pupil from Year 2 onwards, is taught to play a recorder. Pupils with special educational needs are well supported and make good progress in relation to their set targets. Boys and girls are keen to succeed and work with high levels of concentration. Good use is also made of learning support staff, parents and governors, who work closely with designated pupils, monitor their learning closely and enable the pupils with learning difficulties to reach expected levels.
12. Teachers form very good relationships with pupils, have good knowledge of their needs and assess work regularly to track progress and plan the next stages in learning. Good subject knowledge is evident in all lessons and teachers make good use of subject vocabulary to add quality to the learning and understanding. These qualities promote confident learners who achieve well and enjoy their work.
13. Literacy skills are taught well. For example, in a Year 2 lesson, the teacher's good use of text and effective strategies, enabled pupils to demonstrate good levels of skills in writing in the style of Michael Rosen. Having discussed his poem 'Don't', they wrote their own phrases such as, "Don't put the bunny in the honey, Don't put jellies in your wellies." In Year 6, the teacher was very demanding of pupils and their use of subject specific vocabulary when discussing the texts of particular authors. The teacher constantly challenged them over identifying alliteration and metaphors, reinforcing the learning points. Pupils read accurately and with good expression demonstrating good skills. Teachers provide a good range of opportunities to use literacy skills in other subject such as science and history.
14. Numeracy skills are taught well. Pupils in both key stages are grouped according to their levels of attainment and their different needs, within the mixed age groups. However, there was insufficient evidence to show that pupils of all attainment levels were set challenging tasks to use and apply their knowledge in investigative work. The new subject co-ordinator has identified this as an area for further improvement, together with the systematic progression of independent thinking across the age range. In Years 5 and 6, the teacher's high expectations, the provision of good learning resources and challenging tasks promote brisk pace. Almost all pupils concentrate very well, listen with great interest to find answers to the challenges, attaining either expected levels or higher levels.
15. Teachers work enthusiastically and imaginatively in their planning and share the learning objectives with the pupils, who respond well accordingly. The good practice developed by teachers in implementing the National Literacy and Numeracy Strategies has been effectively transferred into most other subjects. Teachers' good subject knowledge was also demonstrated in other subject lessons, such as history and music. French is included as an extra subject to the National Curriculum requirements for this age range, which the school chooses to teach, with good effect.
16. As a result of the good and better teaching, all pupils are very interested and involved in their lessons. In many lessons they display high levels of concentration and are keen to play a full part in contributing ideas and answers. Teachers pay particular attention to meet the needs of all attainment levels and all make good progress in their learning. Higher attaining pupils and pupils with particular interests are encouraged to develop their talents, as demonstrated in music and art.

Pupils with special educational needs are well supported and make good progress in relation to their set targets. In this school, boys and girls together are keen to succeed.

Leadership and management are very good throughout the school. The headteacher, and other staff are well supported by the governing body in self-evaluation and strategic planning, which together promote a very effective school.

17. The headteacher, staff and governors share a common purpose, and place pupils, their well-being and their achievement first and foremost. The work of the school is effectively monitored, particularly, in the past term and a half, as is the teaching and its impact on learning. During this same period, there has been very good delegation to staff to take on subject management responsibilities. Governors monitor the school's performance well and they have a good understanding of its strengths and the challenges it faces to ensure the correct priorities for development and improvement. They also apply effectively the best value principles, regularly comparing costs and justifying the use of resources. This is demonstrated well in their decision to appoint an extra temporary teacher to enable the new headteacher to manage new priorities within the school's development. This has proved very effective.
18. The headteacher has a strong sense of purpose and a clear vision for the development of the school. She brings out the very best in the staff team through effective consultation and delegation. As a result, all staff are very clear about their roles and responsibilities and their team work involves them effectively in all areas of school life. They are hard working and are committed to continuous professional development. Systems for monitoring and evaluating the quality of teaching and learning are effective and have contributed to the improvements in staff development and school improvement. The school has responded well to the implementation of the National Strategies for Literacy and Numeracy.
19. Governors provide very effective support and are actively involved in the life of the school. All are joint partners in the continuing development of the school. Governors take their responsibilities towards staff, children and parents very seriously. Plans are in hand to present a new school development plan which sets detailed medium and long-term targets for improvement. This was an identified weakness at the time of the previous report and is something to which the new headteacher has paid particular attention. The school has consulted with parents with its own questionnaires to enable parents to indicate their own views on developmental matters, including homework. Parents have appreciated these actions and feel very much more involved in the work of the school.
20. The school makes effective use of resources and the newly completed extension to the accommodation. Funding for special educational needs is used efficiently and the school is always aware of the needs of all its pupils. All governors and staff have a shared commitment to provide the best for all pupils.

The broad and balanced curriculum is enriched by a very good range of extra-curricular activities which promote pupils' intellectual and personal development very well.

21. Although the school's priorities pay due attention to the continuous development of the basic skills of literacy and numeracy, this has not been at the expense of other subjects. Provision takes account of the needs, interests and talents of all pupils in a wealth of experiences in other subjects such as music, science, art and history, to enable pupils to extend their skills. The curriculum is enriched by a wide range of visitors and visits, including a residential visit to an outdoor activity centre. These extend pupils' knowledge and understanding and offer experiences which support their personal and social development extremely well. The width and variety of extra-curricular activities are good and involve a large number of pupils in Key Stage 2. Activities cover many sports, music, a craft club and country dancing. The school hopes to provide activities for younger pupils in the future.

22. This good provision is the result of very good whole-school planning which is based on the consistent use of its schemes of work. Teachers plan carefully in the mixed age group classes to ensure the proper progression of learning skills across the age range. Good links are created between key subjects such as literacy and numeracy and other subjects. The good provision and planning enables pupils to make connections between past and present learning by applying their knowledge and understanding in meaningful contexts. Nationally recommended guidelines are used effectively and adapted to the school's needs. A new commercial scheme of work has been provided in mathematics to support teachers in their provision for the systematic development of mathematical skills.
23. Overall provision is good and aims to promote young citizens, who are competent and at ease with important academic subjects, computer technology and the arts to prepare them for adult life. Although not a statutory requirement at Key Stage 2, pupils are taught French from Year 5. This provision not only gives them an early insight into the learning of a foreign language but supports their learning of skills in their own language. Strong elements of music and art are also provided in the curriculum and school productions are very much valued and appreciated by parents and the local community.
24. Equality of opportunity and access are very good for boys and girls. All pupils whatever their gender, background or attainment levels are very much cared for to provide for their personal development. Good analysis of their needs takes place and suitable learning targets are set to enable them to make good progress. Parents are kept well-informed and realistic, but challenging, targets are set and monitored closely. This very good support and monitoring enables all pupils to reach the expected national levels in many subjects by the time they leave the school at the age of eleven with many above or well above expected levels.
25. Very good provision is also made for pupils' spiritual, moral, social and cultural development. The school promotes a strong Christian ethos which is developed through assemblies and school life in general. This enables all pupils to reflect on and raise awareness of their own and others' values and beliefs. The school has a strong code of conduct which is consistently reinforced by high expectations. The oldest pupils use good opportunities to take responsibility, including preparing their classroom for its different purposes, such as assemblies, class work, physical education lessons and lunch provision. Citizenship is well promoted through strong links with senior citizens in the local community.
26. There are well developed links for pupils to learn about their own culture and the school has identified the need to improve provision for learning more about other cultures. Improvements have already been identified for this in geography and history. There are also celebrations of many different festivals. Collectively, these provide rich experiences to extend pupils' learning about other religions.

The school takes very good care of its pupils within a strong Christian ethos, resulting in pupils having very good attitudes, behaviour and a genuine love of their work.

27. The strong caring ethos that the school successfully promotes, is effectively cultivated in partnership with parents and the Church. Careful planning ensures that all aspects of the personal development of pupils are very well nurtured. Very good arrangements are in place for handling child protection issues. Very good levels of attendance are promoted by close and regular monitoring and follow up. Very good procedures are in place to ensure support and guidance for all aspects of pupils' welfare. The site is kept clean and safe and regular risk assessment takes place. Pupils' medical needs are well met. Children and their needs are placed at the centre of school life.
28. Pupils are very enthusiastic about coming to school. They delight in talking about what they know

and what they have done. Teachers and support staff show considerable consistency in their expectations of behaviour and the way in which they ensure that pupils develop good self-discipline. An important aspect of many lessons is the respect and appreciation that teachers show for pupils' efforts and contributions. This results in pupils becoming active partners in the learning process. Older pupils are very caring and considerate towards younger pupils and evidence of this is seen at most break-times.

29. The headteacher, new since last September, plays a very important and high profile role in these aspects. Pupils are encouraged to give thought for others and very good relationships are developed. Even when pupils are not able to join in an activity or discussion, they listen to others with great interest. Younger pupils were greatly enthused when looking at the work about the ancient Egyptians presented by the older pupils. In discussions with inspectors, pupils made it very clear that they like their teachers very much. One four-year-old recently wrote in her book, in answer to the prompt, "I am sad when.....", "I am sad when I go home because I like working at school." When pupils leave the school, they are well-rounded individuals. The efforts made by the school are much appreciated and highly valued by parents.

The school has very good links with parents and the community.

30. Parents are strong in their praise for the school and support staff and children well. They are seen as joint partners in the continuing development of the school. The previous report judged the relationships with parents and the local community to be very good and these standards have been maintained. A very high proportion of parents returned their questionnaires and there was overwhelming support in these for almost every aspect. Parents particularly appreciate the fact that they have been consulted by the new headteacher and their views sought on several matters, including the provision of homework. Parents consider that homework is better organised now, with pupils being given more than one night to complete tasks.
31. Communication with parents is very good and they are kept regularly informed about what is being taught to their children. Meetings are held each term to provide clear information about the progress being made. Parents appreciate the quality of written reports and the fact that there are contributions from different teachers. The reports are detailed, constructive and set targets that parents and pupils can understand. There are also opportunities for parents to discuss matters on an informal basis. Staff are considered to be very approachable and always prepared to discuss any concern. On some occasions, when it is felt to be important for a child's own good and welfare, the initiative comes from the teachers themselves.
32. Parents and carers are encouraged to become involved in many aspects of school life and do so willingly. Working in partnership with teachers not only provides them with good insight, but further raises their own expectations of what their children are capable of. In the local community, the school provides much appreciated support for the senior citizens, takes part in Christmas Carol Services and uses every opportunity to participate in local events to enrich pupils' learning. The school orchestra has taken part in national events and has been featured on local television. Pupils at Amport benefit from the very effective partnership between their families, the community and the school and this helps them to thrive and prepares them very effectively for later life.

WHAT COULD BE IMPROVED

There needs to be a more consistent development of mathematics throughout the whole school.

33. Trends in the school's national test results over the past two years show a fall from levels which were well above average. By the end of Key Stage 1, when pupils are seven, test results are

below the national average. Results are well below average when compared to similar schools. The school explains that these results are due to the lower than usual capabilities within that year group. This is confirmed in the inspection evidence but there is also a need to improve progression in mathematics throughout the school.

34. The teaching of key skills in numeracy, shape and measurement are effective and pupils' number work and calculations are accurate and at expected levels. However, there is little evidence of pupils using their knowledge and skills to investigate and solve problems. The new co-ordinator, appointed last October, has rightly identified this as an area for further development. She has already introduced a new commercial scheme of work for the subject and has made significant improvements herself in the provision for Years 4, 5 and 6. These improvements were evident in her own teaching, when she used very good strategies for challenging pupils to achieve high levels of mathematical thinking. Arrangements should be made now, for the co-ordinator to support the teaching and planning in Key Stage 1 and Year 3, to improve the development of mathematics throughout each year group.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to improve the overall development and pupils' progress in mathematics, the school should:
- fully implement and extend the new scheme of work to Key Stage 1 and Year 3, to support the good teaching of numeracy skills already taking place,
 - provide more opportunities for pupils to develop their enquiry skills in investigative work and independent thinking in a mathematical context.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	29	64	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		78
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	97.0
National comparative data	94.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (83)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	3	4	4
	Total	8	9	9
Percentage of pupils at NC level 4 or above	School	80 (75)	90 (75)	90 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	3	4	4
	Total	7	9	9
Percentage of pupils	School	70 (75)	90 (83)	90 (82)

at NC level 4 or above	National	70 (68)	72 (69)	80 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	68
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	16.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	33

Financial information

Financial year	1999/2000
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	£
Total income	208,778
Total expenditure	225,597
Expenditure per pupil	2,893
Balance brought forward from previous year	23,511
Balance carried forward to next year	6,692

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

78

Number of questionnaires returned

65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	54	44	2	0	0
Behaviour in the school is good.	69	29	0	0	2
My child gets the right amount of work to do at home.	34	46	15	3	2
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	45	52	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	45	53	2	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	69	31	0	0	0
The school provides an interesting range of activities outside lessons.	35	55	8	2	0