

# **INSPECTION REPORT**

**North Baddesley Infant School**

Southampton

LEA area: Hampshire LEA

Unique reference number: 115875

Headteacher: Miss C R Sabine

Reporting inspector: Mr R Crompton  
7230

Dates of inspection: 31<sup>st</sup> January – 4<sup>th</sup> February 2000

Inspection number: 187459

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Botley Road North Baddesley Southampton Hampshire
Postcode:	SO52 9EE
Telephone number:	0238 041 2412
Fax number:	0238 041 2413
Appropriate authority:	Hampshire Education Authority
Name of chair of governors:	Mrs S Whitehouse
Date of previous inspection:	29 <sup>th</sup> January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R Crompton	Registered inspector	Mathematics Science Information technology Physical education Special educational needs	What sort of school is it? How high are standards? - the school's results and achievements. How well are pupils taught? How well is the school led and managed?
Mrs G Hoggard	Lay inspector	Equal opportunities	How high are standards? – pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs I Wakefield	Team inspector	English Art Design and technology Geography History Music Religious education The education of the under fives	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This school is a community infant school for boys and girls 4 – 7 years old. It has 176 full-time pupils, most of whom live in the immediate neighbourhood. Almost all pupils are from white families. As they start school, pupils' attainment is typical of that found nationally. Forty pupils have special educational needs; slightly higher than the national average. Three pupils receive support from outside specialists, including one who has a statement of special educational need. The number of pupils known to be eligible for free school meals is below average.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school which achieves high standards. The quality of teaching is very good. Teachers and support staff and helpers work in close partnership; lessons are made very interesting and pupils of all abilities are catered for well. The head provides excellent leadership and is strongly supported by the governors. Staff work closely with parents and carers and share a common desire to provide the best possible education for all pupils. There is an excellent ethos and the school successfully meets its aim for pupils to achieve high standards and to enjoy school life. The school gives good value for money.

#### **What the school does well**

- Under the excellent leadership of the headteacher, the school is very well managed.
- Highly effective teaching means that pupils make very good progress and achieve high standards.
- Assessment systems are excellent and are used to ensure that work is matched to individual pupils
- Assessment results are carefully analysed to monitor standards and to set targets for improvement.
- The school's ethos is excellent; it successfully meets its aims to achieve high standards and enable pupils to enjoy their experiences.
- The governors fully meet their responsibilities; development planning is excellent and there is a continuous drive for improvement.

#### **What could be improved**

- More emphasis could be given to raise pupils' awareness of other cultures and life beyond the school community.

*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 last inspected in January 1996. Since then all the key issues have been successfully addressed. In addition, any minor weaknesses have been put right. Standards of attainment have improved very well, rising from broadly average to well above average in English, mathematics and science. The school is better at monitoring the quality of teaching. Accommodation is much improved and resources are now plentiful.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	B	A	A	A
Writing	C	A	A	A
Mathematics	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Attainment has risen from being broadly average in 1996 to well above average in 1999. The work seen during the inspection reflected these high standards. Pupils speak confidently, listen carefully, and read and write very well. They have a very good grasp of number and have a good understanding of mathematical and scientific concepts. They use computers with confidence. This broad range of basic skills enables them to make good progress in most other subjects. They achieve well in art, design and technology, history and music .

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy all aspects of school life and are enthusiastic in lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in class and when not directly supervised.
Personal development and relationships	Very good. Relationships throughout the school are consistently positive and contribute to the excellent ethos.
Attendance	Above average.

Pupils' attitudes and values have a positive impact on their achievements.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall: 37	Very good	Very 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 quality of teaching is a strength of the school. In 46 per cent of the lessons observed the teaching was very good or better and there was no unsatisfactory teaching. The teaching of numeracy and literacy is very good and there are strengths in science, art, history and music. Teachers cater for the needs of all pupils exceptionally well. They set work at the right level of challenge for different groups of pupils and are skilful at using questions, building on what pupils already know and extending their understanding. Teaching in the reception classes is consistently effective and provides the under fives with a very good induction to school life.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. Planning is excellent which ensures all subjects are thoroughly covered at the appropriate depth.
Provision for pupils with special educational needs	Very good. Provision is highly organised and pupils are supported very well in the classroom and though the very effective work of learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. Provision for spiritual development is sound.  Provision for cultural development is satisfactory, but the multicultural dimension is not given sufficient emphasis.
How well the school cares for its pupils	Very well. Pupils' welfare is given a high priority.

The school has developed a very good partnership with parents. They hold the school in high regard and appreciate the quality of information that it provides. Pupils benefit from the rich variety of work; there is a very good balance between the teaching of basic skills and creative activities. The emphasis on practical experience and play is highly appropriate and effective.

## **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent leadership is given by the headteacher who is very strongly supported by the senior management team and curriculum co-ordinators.
How well the appropriate authority fulfils its responsibilities	Under the highly effective leadership of the chair, the governing body fulfils its responsibilities very well. Development planning is exemplary. Governors consult widely to establish priorities.
The school's evaluation of its performance	This is a major strength. Drawing on a wide range of information, the school carefully evaluates its work and constantly strives to improve.

The strategic use of resources	Development planning is excellent. Priorities are established and resources allocated accordingly.
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The headteacher has a clear vision of the educational direction of the school and plays a pivotal role in helping the school meet its aim to achieve high standards within a pleasant environment. The school is well staffed by teachers, learning assistants and support staff. The accommodation is very good and used effectively. Resources are plentiful. The school successfully applies the principles of best value.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school; they make good progress and are well behaved.</li> <li>• The quality of teaching is good.</li> <li>• The school is very well managed and is open and welcoming.</li> <li>• There is a close partnership with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents raised individual issues but there were no common concerns.</li> </ul>

The inspection endorsed the parents' positive views.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1 The overall picture is one of high standards. The achievements of most pupils are well above the national average and much better than those found in similar schools. When the school was last inspected in 1996, standards were broadly average. The very good progress since then is due to highly effective leadership and management and very significant improvements in the quality of teaching. Parents acknowledge the hard work of all concerned and are happy with the standards that their children achieve.

2 Most children have attended a nursery or playgroup before starting school and their attainment on entry is broadly average. They make good progress in the reception classes and are on course to meet or exceed the **early learning goals** recommended for pupils in the foundation year. They have a very good grounding in literacy and numeracy and are well prepared for subsequent work in all subjects of the National Curriculum.

3 Very good standards are achieved in **English**. Results of the 1999 National Curriculum tests for seven-year-olds were well above the national average and also well above those achieved by similar schools. Similar results were achieved in the previous two years, with pupils doing equally well in reading and writing. This represents a considerable improvement since the previous inspection, when results were found to be broadly average.

4 Standards in **mathematics** are very good. Results of the National Curriculum tests for seven-year-olds in 1999 were well above those found in most schools. The proportion of pupils achieving the higher Level 3 was in the top five per cent nationally. These outstanding results applied to each area of mathematics. When compared with similar schools, results were also well above average. Similar standards were achieved in the previous year. Since the last inspection in 1996, when attainment was broadly average, there has been a marked upward trend in results. The inspection reflected the good results.

5 In **science**, attainment is very high. In the National Curriculum teacher assessments in 1999, all pupils attained the expected Level 2 and 59 per cent achieved the higher Level 3. These results placed the school in the top five per cent when compared with all schools and also when compared with similar schools. This represents remarkable progress since the previous inspection when attainment in science was about average. The inspection reflected these results.

6 Standards in **information technology** are broadly in line with national expectations. Most pupils have good general computer skills and the rate of progress is increasing rapidly since new computers and software have been acquired. Attainment in **religious education** matches the expectation of older infants outlined in the locally agreed syllabus.

7. Good standards are evident in **art, design and technology**, and **history**, and pupils make good progress and attain very well in **music**. Although few lessons were observed in **geography** and **physical education**, there was sufficient evidence of work in these subjects to judge that standards are at least satisfactory or better.

8 The school is successful in enabling most pupils to make progress and classroom teachers cater very well for the wide range of children. Pupils with **special educational needs** make good progress because of the early identification of individual needs, and the quality of the subsequent teaching, assessment and monitoring.

9 There has been a steady upward trend in National Curriculum results over the past four years. The school is keen to maintain and, where possible, improve current standards. Through very careful analysis of test results and other assessments, targets have been set for the next two years; detailed records have enabled individual progress to be tracked and this information has fed into the process. The targets are ambitious but, given the school's positive characteristics and shared determination, it is well on course to achieve them.

### **Pupils' attitudes, values and personal development**

10 Pupils generally have very positive attitudes to the school and show great enthusiasm for learning.

11 Behaviour in and around school is largely good - pupils are courteous and thoughtful, often helping each other if someone is hurt or distressed in some way. Behaviour in lessons is never less than satisfactory and often very good: for example in a mathematics lesson in reception all the children listened attentively and concentrated throughout. Parents feel strongly that teachers work consistently to promote good behaviour, and the headteacher plays an important role in this. She knows all the pupils, and they like and respect her. On the rare occasions where behaviour becomes loud and boisterous, it is usually because pupils' enormous enthusiasm for learning gets out of hand. There were no exclusions in the last school year.

12 Pupils work together well and have constructive relationships with one another and their teachers. Circle time encourages children to listen to each others' contributions and respect their point of view. Pupils showed respect for and appreciation of others in hymn practice, listening attentively to a small group playing instruments and in a mathematics lesson, applauding classmates who got stickers for good work.

13 Teachers frequently remind pupils how important it is to consider the feelings of others, and encourage them to work together sensibly. Pupils with special needs are well integrated with their peers; for example an autistic child in one class is fully accepted by his classmates. Boys and girls work and play happily together.

14 Where opportunities exist, pupils enjoy taking responsibility, even in reception classes - for example organising work folders, datestamping their own work or taking registers to the office. In a Year 2 science lesson pupils showed a high level of independence in measuring and recording information.

15 Attendance is above average and unauthorised absence well below average; this is a happy school and both parents and children enjoy coming to it. Punctuality is very good. Pupils enter the building quickly and efficiently in the mornings, hang up their own coats and settle quickly into classrooms.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16 The overall quality of teaching is very good throughout the school. There are strengths in all year groups and in most subjects. Three-quarters of the teaching is good or better, with 41 per cent

being very good or better. There is no unsatisfactory teaching. This represents a notable improvement since the previous inspection when about a third of teaching was unsatisfactory. Consistently effective teaching has a positive impact on pupils' learning and progress.

17 The quality of teaching is very good across all the areas of learning for the under fives and the range of well planned activities results in the children making good progress. Both reception class teachers have a good understanding of how young children learn; they have established stimulating classrooms and adopt a lively approach. The nursery assistants make a valuable contribution to the work of the reception classes. As a result of effective teamwork, the children soon adapt to the routine of school life, developing a good degree of independence and very positive attitudes to learning.

18 Across the school teachers have very good relationships with the pupils. They greet each other warmly at the beginning of the day. Registration provides a calm start to the day and the time is often used to reinforce numeracy, for example reception children count the number present and older pupils are given small tasks to do. Lessons are planned in great detail; they are well structured with good balance between whole class, small group and individual teaching. Teachers take great care to match work to pupils' individual needs and they are especially skilled at pitching questions at the right level. As a result, pupils are well motivated and make good progress in most lessons. Time is set aside at the end of many lessons, particularly in literacy and numeracy, for teachers to summarise and for pupils to reflect on what they have learned. Frequently, rather than simply introducing the activities, teachers make clear to the pupils what they are supposed to learn while carrying them out. This helps pupils to understand that they can take some responsibility for their own progress – an important factor in later years.

19 Teachers are gaining expertise through in-service training. This is especially evident in the teaching of literacy and numeracy where excellent lessons were observed in each subject. Science teaching is very effective and exceptional lessons were seen in art and music. Good teaching of information technology means most pupils meet expectations in the subject and progress is generally accelerating. History and geography are taught successfully through a series of topics built around pupils' interests. In physical education, teaching is at least satisfactory.

20 Pupils with special educational needs are very well supported in the classroom; they work towards the clearly defined targets in their individual education plans. Pupils are given excellent support by the learning assistants. They are very well briefed and know exactly how to help individual pupils. For example, they spend some time each day with pupils who need extra help to develop an awareness of letter sounds. The support programme is systematic and the learning assistants keep accurate records of progress. The school also caters well for very able or talented pupils. Pupils are identified early and special provision is made, for example, one pupil who is far ahead in English is given suitably challenging work during literacy lessons.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

21 The curriculum is broad and balanced and all pupils have access to it. All aspects of the National Curriculum are taught and religious education is based on the locally agreed syllabus. The curriculum for the under fives is centred on the recommended areas of learning for children of this age. The national initiatives for literacy and numeracy have been implemented thoughtfully; teachers are adapting the strategies to fit in with their already successful methods. The school fulfils its aim to provide for pupils' all-round development. Pupils enjoy a rich learning experience. Their school life is enhanced by art, music, local visits and educational outings further away.

22 Policies on sex education and drugs awareness are appropriate to the age of the pupils. An example of this approach was the recent work towards the 'Healthy Schools' award. Assessment of personal and social skills is included in the pupils' records of achievement, and reported to parents and carers. Pupils with special educational needs are catered for well and play a full part in the life of the school.

23 In addition to day-to-day lessons, the extra-curricular activities provided are appropriate for an infant school. Pupils in Year 2 were recently offered recorder tuition as an extra-curricular opportunity. More than half the pupils are now involved and all members of staff enthusiastically participate in the teaching.

24 Pupils' personal development is fostered well. Spiritual development is promoted in assemblies and during lessons, when teachers draw attention to the wonders of life and nature – for example, pupils in reception listened to a story and identified with the sadness of one of the characters.

25 There is a strong moral ethic, which is evident in the high expectations of behaviour, positive relationships between pupils, and between pupils and adults. Pupils' social development is catered for very well. The regular circle time in all classes reinforces teaching about values, and is beneficial to all, including pupils with special educational needs. The currently planned activities and focus for cultural development need to be extended to provide more opportunities for pupils to learn about the diversity of human life.

26 The school has effective links with the community. Displays of art work are regularly set up in, for example, the local library and the Health Centre. The local policewoman talks to the pupils in assembly, and the fire brigade training crew, together with a fire engine, visit from the nearby station. These visits are followed up well and contribute both to the formal curriculum and to pupils' general knowledge.

27 The school is eager to add to its success in developing the curriculum. Successful initiatives include liaison with local playgroups to discuss a common approach to the recently published Foundation Curriculum. In Years 1 and 2, further links between subjects are being identified, for example history with art, and music with science.

28 The rich curriculum is well resourced and provides pupils with the opportunity to develop into well adjusted members of the community as they grow up. Continuing review and refinement of the curriculum, together with meticulous planning contribute to the very effective teaching and learning throughout the school.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29 The school is a warm, caring community where each child is known individually. Close relationships between teachers, support staff, voluntary helpers and the children with whom they deal ensure that individual needs and requirements are fully met. Pupils' welfare is given a high priority.

30 Comprehensive and effective child protection procedures are in place. The headteacher ensures that all staff are fully inducted into procedures on joining the school and informed of concerns as appropriate. Day-to-day health and safety matters are efficiently handled by the caretaker; the building is warm, light and welcoming, with plenty of small areas for children to play and learn in small groups. All staff are trained in first aid and there are small first aid sections stationed in the newly refurbished lavatories, which are themselves exceptionally clean and pleasant. The school recently



gained a Healthy Schools Award and the portfolio submitted for this indicates a substantial commitment to improving the school's role in support and guidance.

31 The school administration officer provides a warm welcome and is extremely efficient in managing the school's day-to-day routines, including monitoring attendance. The school has a range of consistently good and straightforward policies including behaviour management, equal opportunities, attendance and supervision, and these are fully implemented in its work.

32 Staff have consistently high expectations of behaviour and intervene when necessary to gently remind pupils of the importance of considering others. In a reception science lesson which became too noisy, children instantly quietened when reminded that a hearing-impaired classmate was having difficulty using her hearing aid.

33 Assessment of pupils is thorough and meticulously detailed. The core subjects of English, mathematics and science have six assessments each year; other subjects have a similar but less detailed procedure. In addition, targets for pupil improvement in any area are discussed and negotiated with parents at the termly consultation meetings. Teachers' detailed knowledge of pupils' needs and abilities, strengthened by regular moderation across year groups, means that planning is very carefully focused. This results in work which very closely matches the needs of each child, producing consistently good progress, particularly for those children with special educational needs. This was seen in a Year 2 mathematics lesson where work in groups was exactly tailored to the abilities of the children, including those with well above average attainment. Stickers, reward cards and plentiful praise all make children feel valued and secure.

34 Comfortable, caring relationships with a variety of adults means that all aspects of a child's life in school are closely monitored and effectively supported. The attention to each child as an individual ensures good progress in personal development and academic achievement.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

35 Parents' views of the school are very positive. They appreciate the high standards of work and the good support for all abilities of children. Parents are pleased with the attitudes and values promoted and with pupils' behaviour in school and on visits. The headteacher is singled out for particular praise as being extremely approachable and helpful. The inspection evidence confirms these views.

36 The school has developed very strong links with parents and carers. It produces an informative, high-quality prospectus and regular newsletters, as well as very detailed annual reports, which are praised by parents.

37 Parents also commented favourably on the openness and approachability of the staff. Teachers and support assistants come out into the playground at the beginning and end of each day so it is easy to talk to them informally about an individual child. The home-school agreement is detailed and sensible, and displayed prominently around the school. Parents of children with special educational needs, including very able children, are fully involved in discussing and monitoring their children's progress through individual education plans.

38 The headteacher believes that good links with parents are the key to successful learning and this attitude permeates the school. Questionnaires are sent to parents annually and occasionally on a specific issue. Parents often help out on school trips and a number regularly come into school to help out with work in classrooms such as games and group work. They are well used and fit in seamlessly

because of very good planning and briefing by class teachers. Teachers give a good deal of attention to providing challenging and interesting homework, with detailed suggestions for parents to help. This is very largely valued and supported by parents, as detailed comments in pupils' reading diaries show. The school association is very active in organising events and raising money for the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

39 The headteacher has a clear vision of the educational direction of the school and plays a pivotal role in helping the school meet its aim to achieve high standards within a pleasant environment. She is very strongly supported by the senior management team and curriculum leaders. Parents have every confidence in the way that the school is managed. Teaching is monitored effectively; the headteacher and curriculum leaders observe colleagues in classrooms and provide good feedback. An excellent example of this was seen following the headteacher's observation of a mathematics lesson. Her feedback notes clearly identified strengths and areas for improvement and contained suggestions which the teacher could immediately take up. This monitoring process has enabled the school to share good practice and to identify training needs. Consequently, improvements in teaching have had a positive impact on pupils' learning and the standards attained.

40 Under the highly effective leadership of the chair, the governing body fulfils its responsibilities very well. Development planning is exemplary. The headteacher and governors consult widely to establish priorities. These are set out very clearly in a well produced, colour coded plan. This is displayed prominently in the staff room and is referred to frequently during governors' meetings and staff meetings. Resources are allocated according to the schools' targets and progress towards them is carefully monitored. Specific grants are used wisely, such as the school's allocation for special educational needs and the recent central funding for the *National Grid for Learning*. This is already having an impact on the standard of teaching, as the Internet is being used as a source of information and teachers are increasingly using the new computers for preparing lessons and resources. Pupils are benefiting from increased access to multimedia machines. When considering major purchases, the principles of best value are applied. An example of this is the recent spending on furniture and resources for the new classroom and library. Governors evaluate the impact of initiatives both formally in meetings informally during their frequent visits to the school. Each governor takes a special interest in one class – changing each term - and this helps them keep in touch with the day-to-day life of the school.

41 The school is well staffed by teachers, learning assistants and support staff. They are managed effectively and work together purposefully and successfully in maintaining standards. Following the recent extension and conversion of existing areas, the school now has very good accommodation. Staff work hard to ensure that the working environment is as stimulating and attractive as possible. Displays celebrate pupils' work and add to the positive ethos. Resources are plentiful. For example, the high standards in science is in part achieved by the variety and accessibility of good quality equipment. Funding is available for teachers to acquire stimulating resources as they are required – such as the excellent range of fruits and vegetables which were used for still life drawing in a Year 2 lesson. The overall quality of accommodation and learning materials enables teachers to work confidently in the knowledge that the lessons planned will be suitably resourced. This is a further factor in the promotion of high standards.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

42 There are no key issues for the school to address but, in the context of its many strengths, the following minor point for improvement should be considered as the basis for an action plan:

- Give more emphasis to raising pupils' awareness of other cultures and life beyond the school community by widening their experiences inside and outside the classroom.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	24

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14%	32%	30%	24%	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**

	No of pupils
Number of pupils on the school's roll	176
Number of full-time pupils eligible for free school meals	11

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y2
Number of pupils with statements of special educational needs	-
Number of pupils on the school's special educational needs register	46

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	2

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

### *Attendance*

#### **Authorised absence**

	%
School data	4.4

#### **Unauthorised absence**

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*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	1999	33	33	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	29	32
	Girls	33	33	33
	Total	62	62	65
Percentage of pupils at NC level 2 or above	School	94 (83)	94 (84)	98 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	33
	Girls	33	33	33
	Total	62	65	66
Percentage of pupils at NC level 2 or above	School	94 (86)	98 (88)	100 (90)
	National	82 (81)	86 (85)	87 (86)

*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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	0

### *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, which may be different from the number of pupils excluded.*

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25

#### **Education support staff: YR – Y2**

Total number of education support staff	5
Total aggregate hours worked per week	111

*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999
	£
Total income	327669
Total expenditure	344331
Expenditure per pupil	1832
Balance brought forward from previous year	34653
Balance carried forward to next year	17991

## *Results of the survey of parents and carer*

### Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	62

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	77	21	2	0	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	60	37	2	0	2
My child gets the right amount of work to do at home.	44	52	5	0	0
The teaching is good.	63	32	0	0	5
I am kept well informed about how my child is getting on.	35	53	6	3	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	58	39	3	0	0
The school works closely with parents.	39	53	8	0	0
The school is well led and managed.	69	27	0	0	3
The school is helping my child become mature and responsible.	53	44	2	2	0
The school provides an interesting range of activities outside lessons.	24	31	24	8	13



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

43 The children in the foundation stage achieve a high standard in all the areas of learning. They all start school in September of the school year in which they will become five-years-old. Most children have attended a nursery or playgroup before starting school. At the time of the inspection more than fifty per cent of children were under five. Baseline assessments are carried out early in the term, and the results are collated by the local education authority. These indicate that children's attainment on entry to the school are broadly typical of the age group. They make good progress in the reception classes and are on course to meet or exceed the Early Learning Goals recommended for pupils in the foundation year. They have a very good grounding in literacy and numeracy and are well prepared for subsequent work in all subjects of the National Curriculum.

44 The curriculum is structured into topics and covers all the recommended areas of learning. The focus of learning at the time of the inspection was toys. This gave opportunity for the children to have a range of experiences. They made teddy bears from play-dough, and built models, using a variety of construction toys. All topics are planned to include many practical activities. Children use paint, pencils and crayons to make pictures. They sing songs and play circle games. Comparisons are made between old and new artifacts, prompting interesting discussion about similarities and differences.

45 Teachers have very good relationships with the children. They are highly organised, and use time well. They create an excellent working atmosphere, in which maximum learning takes place. Children with special educational needs are given relevant activities, and receive strong support. The well planned activities give practice in the skills needed to achieve high standards in the areas of learning. The high quality of teaching in the reception classes means children soon develop a very mature attitude to learning. They are enthusiastic, and keen to participate in activities. Some are capable of long periods of concentration. This helps them to make very good progress. It is noticeable in story time, for example, that the children are totally absorbed, even spellbound, by the skilful manner in which the teachers tell stories.

46 The majority of children are on course to surpass the Early Learning Goals in language and literacy by the end of the foundation year. Observation and analysis of the work produced by children in reception classes suggest that, given that the intake is broadly average, substantial progress is made. Children are willing to talk about what they are doing, and why. They are very familiar with the structure of books, being able to identify the author and illustrator and most have made a very good start in learning to read. Many children are beginning to write independently, using their increasing knowledge of initial letter sounds.

47 Rapid progress is also made in mathematics due to consistently effective teaching. For example, in the introduction to a numeracy lesson, the teacher drew on her knowledge of the children to pitch questions at the right level so that most children moved forward. She asked children to find quicker ways of adding and they came up with many suggestions. In the other reception class, the teacher skilfully helped children extend their ability to count in twos and followed this up with highly effective group work. The standards achieved by most children were better than usual for this age group. Overall attainment in mathematics is good.

48 Children gain a good knowledge and understanding of the world through the sequence of topics throughout the year. In sorting and classifying things – such as shiny objects or things that use electricity – children are well prepared for subsequent work in science. They gain a solid foundation for later work in history when thinking about how everyday objects have changed over time, and they begin to acquire geographical skills when learning about the local neighbourhood and discussing holiday destinations.

49 Creative and physical development is promoted very well through art, music and physical education. For example, children were making observational drawings of old toys; the teacher's supervision of this, with some starting points, encouraged the children to make their best efforts. In music, children enjoy the rhythm of the words as they recite 'red teddy, yellow teddy, blue teddy'. In singing and circle games they are aware of when to sing or speak quietly. They try hard to learn and remember the words of a new song. Children displayed a good level of body awareness and physical control during a physical education lesson. As the teacher played various musical instruments, they interpreted the sounds extremely well – first as 'robots' and then as 'teddy bears'. Their reaction was delightful to watch; they were very keen to move. Towards the end of the lesson there were cries of 'Let's have robots again!'

50 The reception curriculum is now planned very specifically; it is centred on the early learning goals but is also in line with the curriculum for Years 1 and 2. This impacts favourably on children's learning and standards of achievement.

51 Resources for the foundation stage are excellent. Space in one classroom is at a premium, but effective use is made of corridor areas. Although the timetable does not specify an afternoon break, teachers sensibly allow the children to have a short playtime where they can freely use the wheeled vehicles in the secure outdoor area.

## **ENGLISH**

52 Very good standards are achieved in English. Results of the 1999 National Curriculum tests for seven-year-olds were well above the national average and also well above those achieved by similar school. Similar results were achieved in the previous two years, with pupils doing equally well in reading and writing. This represents a considerable improvement since the previous inspection, when results were found to be broadly average. The school has specific targets for further improvement, for example in spelling and writing, and is making very good progress towards them.

53 The pupils are at ease and confident when talking to adults. They explain their work and discuss their activities in a lively manner. When listening to stories they become absorbed and concentrate very well. They listen carefully to what their teachers are saying and are attentive, for example in assemblies. When performing in assembly, Year 2 pupils speak clearly individually and in unison. In talking about the stories they have written, pupils explain how they will redraft and improve their work. An impressive example of pupils' confidence in speaking and listening was seen in a Year 1 class. When interacting with the teacher, pupils made interesting comments, judged the time well, and remained focused. Four pupils left the classroom to work together to act the story of '*Where's Teddy?*' They returned twenty minutes later and performed to the class. As a result of such activities, pupils throughout the school make very good progress in developing their speaking and listening skills.

54 Pupils in Year 2 read at least competently, and many read fluently, with expression. They are able to talk about authors, fiction and non-fiction, and to express preferences.

55 In Year 1 pupils are able to write a few sentences independently. In one lesson, pupils wrote sentences on the whiteboard, in question form, remembering to put the question mark at the end. This was new work, which demonstrated excellent progress from previous learning. The strong emphasis on topic work, together with meticulous planning, ensures a common focus in each year group, which helps the pupils to develop ideas for writing. Teachers motivate pupils by providing appropriate resources, for example good quality paper with a decorative border, and handwriting pens, which are added incentives.

56 Year 2 pupils write at length with a high degree of accuracy in terms of spelling and punctuation. They display high standards in tackling a wide range of writing in different genres, for example story, poetry, letters and lists. Higher attaining pupils punctuate their work with full stops and capital letters, although this lapses as the writing progresses. In one class pupils became excited as they produced, orally, typically descriptive sentences. Their written work, when completed, showed that they were beginning to use adjectives and adverbs, and simple connectives, for example *but*, *so*, *because*. These are features of Level 3. Spelling of common words is very good. Handwriting is not generally joined; pupils are making an attempt to join some letters, but handwriting needs further emphasis.

57 All teachers have successfully adopted the National Literacy Strategy, and their planning and teaching shows that they are covering the recommended work. They recognise the importance of play, and language activities are to some extent structured into a play situation, particularly in younger classes. Teachers have high expectations and organise lessons well; introductory sessions in the literacy hour are almost always of a very high quality so that teachers are able to focus on the target group in the second session. Resources are prepared carefully in advance of lessons so no time is wasted. Learning objectives are very clear in the planning, and teachers carefully explain the pupils' tasks. Most pupils are suitably challenged with work well matched to their stage of development, which means that they sustain concentration.

58 Teachers' subject knowledge is very good, and they use a range of appropriate, sometimes sophisticated vocabulary when talking to the class. This influences pupils in their own use of language. Time and pupil management are generally of a high order, although a few instances of boisterous behaviour were seen, inhibiting learning.

59 Pupils take books home daily and parents provide strong support. This is evident in pupils' reading diaries in which parents or carers, as well as teachers and other adults in school, monitor and comment on reading. There is an important emphasis on reading in the school. Books are everywhere, in classrooms and corridors and in the recently new library. Pupils are encouraged to read a range of books in addition to their designated reading book. They are often to be seen changing their books, unsupervised, in a sensible and mature way. This emphasis, and the co-operation between adults in school and at home, is effective in securing pupils' interest in reading, and their continuing achievement. Teachers encourage pupils to make progress through the work planned and set, and through consistent marking, with comments which help pupils to move their learning forward. They recognise and praise pupils' achievements.

60 Pupils with special educational needs have equal access to the English curriculum. They have individualised plans and receive good support from learning support assistants. Teachers are at pains to include them in all activities whilst being sensitive to their needs.

61 Information technology is a feature of most lessons. Relevant activities are planned. For example in Year 1, the focus in word level work was on consonant letter blends 'scr, str' and computer tasks containing these sounds were integrated into lessons..

62 The co-ordinator leads the subject well; she has clear ideas about the strategies for improvement and how effective they are. The current high standards in English reflect the success of recent initiatives, such as the implementation of the National Literacy Strategy.

## MATHEMATICS

63 Standards in mathematics are very good. Results of the National Curriculum tests for seven-year-olds in 1999 were well above those found in most schools. The proportion of pupils achieving the higher Level 3 was in the top five per cent. These outstanding results applied to each area of mathematics. When compared with similar schools, results were also well above average. Similar standards were achieved in the previous year. Since the last inspection in 1996, when attainment was broadly average, there has been a marked upward trend in results. The inspection reflected recent results.

64 As they start school, pupils are about average in their mathematical knowledge and understanding. The very good progress they make through the school is due to a number of factors. Teaching is consistently very effective, planning and assessment are excellent, and pupils respond with enthusiasm to the variety of activities and stimulating resources.

65 The work in pupils' mathematics folders and topic books shows how well they progress from year to year. Building on the good foundation in reception, pupils in Year 1 develop a good level of numeracy through a variety of activities; they tackle 'speed sums' to increase their rate of instant recall of number facts. 'Shopping' and measuring activities help to reinforce important concepts; thinking about the school day introduces pupils naturally to telling the time. Simple tallying activities provide a good foundation for work on data handling.

66 Year 2 pupils cover a wide range of topics and a large majority work at a level well above that usually found at this age. They confidently count in 2s, 3s, 5s and 10s, with the higher attaining pupils having good recall of the relative multiplication tables. Most pupils have a very good grasp of place value and can apply this understanding to work in money and length. By rolling dice, tallying and making graphs of the results, they learn to interpret bar charts and pie-diagrams. Drawing shapes and using mirrors, they learn about symmetry and extend this by plotting shapes across a line of reflection; some pupils extending this to making patterns with two lines of symmetry. Pupils' very good knowledge of the properties of shapes is clearly indicated in the tables they construct showing the number of faces, vertices and edges of three-dimensional shapes such as a cuboid, pyramid or cylinder.

67 The quality and range of work in pupils' books indicates highly effective teaching and this was clearly evident in the lessons observed. All teachers are skilful at asking questions which build on pupils' existing understanding. This was a common feature of the mental warm-up sessions at the beginning of numeracy lessons. Sometimes pupils find it difficult to contain their enthusiasm and are eager to demonstrate their growing confidence. Teachers assess progress systematically and know the pupils very well. This enables them to provide tasks at the right level for all pupils in the class. In this way, pupils with special educational needs and the potentially higher attaining pupils are sufficiently challenged; because they are interested, they concentrate well. Examples of this approach were seen across the school. In a Year 1 lesson, while some pupils were practising early number bonds, others were learning to double numbers or discovering that addition sums can be reversed with the same result. During an excellent lesson in Year 2 the teacher generated questions using two large sponge dice; she used the random numbers generated to pose questions for the different ability groups; pupils used number cards to show their answers, allowing the teacher to quickly check the whole class. This was followed by extremely well-planned group activities on *partitioning* and *re-combining*. Pupils were familiar with these terms and participated well throughout, as a result of the teacher's skill in generating enthusiasm and a sense of urgency.

68 Although planning is very detailed, teachers are able to adapt them quickly during lessons if necessary. This happened during some work on 'near doubles' in Year 1, when teachers re-focused the lessons when pupils found it too difficult.

69 The school has successfully implemented the National Numeracy Strategy. All teachers have benefited from recent training led by the co-ordinator and the result of this can be seen in structure of lessons, the brisk pace adopted and the range of practical equipment for both the teachers to use in classwork and for pupils to use when investigating mathematical ideas or practising basic skills. Curriculum evenings have kept parents in touch with new developments. Most parents take full advantage of the school's excellent arrangements for homework. This partnership between teachers and parents is a further factor in the school's success in teaching mathematics.

## SCIENCE

70 Standards in science are very high. In the National Curriculum teacher assessments in 1999, all pupils attained the expected Level 2 and 59 per cent achieved the higher Level 3. These results meant the school was in the top five per cent when compared with all schools and also when compared with similar schools. This represents remarkable progress since the previous inspection when attainment in science was about average. The inspection reflected these results.

71 As pupils start school, their knowledge and understanding of the world – which includes ideas and skills which are relevant to future work in science – is broadly average. Very good teaching and support during the key stage builds extremely well on this initial attainment. Following work in reception, where pupils are encouraged to look at things closely and to identify common features, such as 'shiny' and 'smooth', pupils in Year 1 begin to classify materials and record their observations systematically in tables. They have good opportunities to develop skills of investigation. By growing plants in their designated plot and going on 'nature walks' during the different seasons, they learn about life processes and begin to think carefully about the similarities and differences between animals and plants.

72 There are further opportunities for pupils to extend their knowledge in Year 2, where most work is approached through practical investigations. For example, when learning about solids, liquids and gases, pupils see how water can occur in different forms. They record the changes in temperature in five minute intervals as ice melts. Pupils watch as heat is applied to bread, dough and chocolate, predicting what changes will happen and carefully recording observations. Accounts of this work in science folders and topic books indicate that most pupils have a very good understanding of scientific concepts. Their work on electricity is of a high standard. After making circuits with batteries, bulbs and switches, pupils were asked to show the level of their understanding by designing burglar alarms. The resulting diagrams show how well they were able to apply what they had learned to a real life situation.

73 The breadth and variety of work in pupils books provides evidence of very good teaching, and this was borne out in the lessons observed. Teachers have good subject knowledge, which enables them to explain complex processes in simple terms. This happened in a Year 1 lesson on sound and hearing, when the teacher referred to a complex diagram of the different sections of the ear but provided pupils with a much simpler version. This was followed by practical work where pupils took turns to have their eyes and ears covered and tried to identify the source and direction of sounds made by their classmates. Pupils were absorbed and enthusiastic throughout these activities. Occasionally their enthusiasm brims over – such as when another Year 1 class extended work on sound by making telephones using string and tubing. However, teachers are very adept at calming things down with a brief word and the pupils quickly responded by reducing the level of noise.

74 High quality teaching was also observed in Year 2. During a lesson about forces, pupils were finding out about friction by experimenting with toy cars, running them down slopes over different materials. The teacher encouraged pupils to predict what would happen and to think about how to ensure the testing was fair. All pupils were very attentive and became fully involved in the activities. The teacher had written the key objectives for the lesson on the board and reminded pupils occasionally during the activities. Pupils demonstrated a very good understanding of the scientific process and a high level of independence. Drawing on their mathematical skills, they carefully measured the distance travelled by each car and noted it down in a booklet the teacher had prepared. Some pupils were considering how to find the average of three distances by finding the total and dividing by three. Towards the end of the lesson, the teacher drew the pupils together and led a discussion focused on the key objectives. This strategy is a common feature of science lessons and enables teachers to build up a clear picture of pupils' levels of understanding.

75 The subject is well managed. Although the school's main emphasis recently has been on literacy and numeracy, the co-ordinator has successfully maintained the profile of science. Teachers are kept up-to-date through feedback on meetings the co-ordinator attends and they are well supported by the wide range of resources. The excellent system of assessment is a key factor in the very good progress pupils make. Teachers are able to pitch work at the right level, which means most pupils, including those with special educational needs, move forward and do not 'mark time'. The 100 per cent success rate in last year's National Curriculum assessments bears this out.

## **ART**

76 Throughout the school standards are at least sound and often good or very good. In all classes teachers provide a range of good quality materials to encourage high standards, for example cartridge paper and a variety of pencils for observational drawing. There is currently an emphasis on colour mixing, work building on that of previous lessons. In Year 1 pupils were gradually learning the effect of putting two or three colours together. In Year 2 pupils were mixing colours for observational painting of fruit and vegetables, some achieving good results.

77 Teachers are skilled in gauging when to intervene in activities to benefit the pupils. They often allow pupils to show their work at the end of the lesson, and they point out the strengths of it. This evaluation reinforces previous learning and encourages all pupils to improve. Links with other subjects are often made. For example, in Year 2, art is successfully linked to literacy, when, following close observation of pictures, pupils produce descriptive sentences.

78 The school's policy and careful planning ensure consistent coverage of important elements of art, giving the pupils a range of experiences, and allowing them to develop their artistic ability. Assessment is built into the planning and teachers note individual progress towards the intended outcomes. The pupils' work is to be seen around the school, showing the range of media used, including clay for three-dimensional models. Artists' work is also featured in display. All the work displayed is attractive and effective in enhancing the look of the school and the learning environment. Resources are of a very high standard and readily accessible.

79 The subject manager is very enthusiastic and anxious to help teachers and pupils to advance their learning. She has attended several courses, and followed these by giving school based in-service training, which teachers have found most helpful. Portfolios of drawing, colour mixing and printing, contain examples of work which have been given levels. These help teachers to set high standards. There is a comprehensive photographic record of special events which the school has taken part in. A promising initiative is to link art with literacy, history and mathematics.

## **DESIGN AND TECHNOLOGY**

80 There was no direct observation of teaching of design and technology. However, discussions with pupils about their current work indicated that pupils achieve appropriate or better standards. The policy and teachers' planning are thorough. Medium term planning shows that appropriate challenges are given to pupils. Photographs and displays indicate that a range of work is executed according to the plans. In a class assembly, pupils' evaluation of the wheeled vehicles and pulleys which they were making was sensible and demonstrated understanding.

81 A nationally recommended scheme of work has been adapted to fit in with the school's existing plans. This provides good guidance for teachers. An assessment element is incorporated into the planning, and meaningful records are kept. Pupils have good opportunities to develop language skills when explaining their designs and modifications; similarly they use their measuring skills for real purposes when designing and constructing models.

## **GEOGRAPHY AND HISTORY**

82 Observation of geography and history was very limited, offering little direct evidence of standards. Both subjects are contained within topic work and are covered comprehensively in this context. Evidence of good standards in history was found in pupils' books and in the various displays in classrooms and around the school. For example, a comprehensive display of recent work by Year 2 pupils included a thorough historical investigation of the years between 1920 and 2000. The Year 1 classrooms contained evidence of map work and there were some opportunities to see how pupils understood maps when they were programming a floor robot to 'visit' places to find the hidden 'treasure'. Pupils had no difficulty in recognising conventional map symbols and had a good understanding of direction. Overall, the evidence available indicated that standards in geography were at least in line with those typical of the age group.

83 Evidence of effective coverage and teaching of geography lies in the comprehensive planning and monitoring of the subject. Teachers' files show that pupils are given appropriate challenges, and learning objectives are clearly stated. Assessment criteria have been established for all year groups and teachers are increasingly using them to judge attainment and record progress. The use of 'big books' is calculated to link geography with literacy. Pupils in Year 2 study the contrasting locality of Winchester, and this is used for a key assessment in that year group.

84 Leadership in history is very good. The subject manager maintains an overview and is conscious of the requirements of each year group. Use is made of the 'Hampshire Wardrobe', an organisation supplying historical artefacts on loan. All year groups benefit from this. Planning is exemplary, assessment being built into it. There are increasing links with literacy and role play is used to help pupils gain an appreciation of what living conditions were like in the past for various groups of people.

85 The geography co-ordinator is new to teaching and to the responsibility. She is becoming familiar with the requirements of the subject, and with the nationally recommended guidelines which are replacing the existing scheme of work. A questionnaire issued to all teachers is proving helpful in monitoring the effectiveness of the new documents.

## **INFORMATION TECHNOLOGY**



86 Standards in information technology are broadly in line with national expectations. Most pupils have good general computer skills; they are confident in using the mouse to *point*, *click* and *drag* when working with educational programs and CD ROM material. Many pupils are confident enough to open programs themselves, using screen icons or inserting floppy discs. In reception, children have lots of practice using programs to develop early number, language and spatial concepts, and this provides a good foundation for subsequent work.

87 The oldest pupils use a word processing program to enter text and they can locate and correct mistakes using the editing keys. Having looked at the work of Mondrian and Pollock, pupils made excellent attempts at using similar techniques to create their own images using a graphics program; they used the *autoshape*, *fill* and *spray* facilities to good effect. Most pupils understand how a computer can be used to store data. They collected information about birthdays and produced bar charts and pie diagrams to illustrate their findings. Good work was seen in control. Pupils in Year 2 were entering a sequence of commands into a programmable floor robot, instructing it to move forward and back and to turn through 90 degrees.

88 Most work in information technology is integrated into current topics. For example, during a literacy lesson pupils in Year 1 were using a program to extend their skill in reading words with various initial consonant clusters. In Year 2, they were using a template prepared by the teacher to insert 'exciting' sentences. They demonstrated very good editing skills – locating mistakes and inserting speech and exclamation marks. Numeracy lessons frequently include work on the computer. Year 1 pupils were matching sets of objects, doing addition and subtraction sums, and moving pictures around the screen to create a town. Throughout the school, pupils respond well to all activities and were eager to discuss their work.

89 The teaching of information technology is good. Teachers and learning assistants are enthusiastic about information technology; they are familiar with most of the available resources and are increasing in confidence. Teachers ensure that the computers are in use most of the time and learning assistants provide very good support for individuals and small groups of pupils. Volunteer parents also make a valuable contribution. They are well briefed by teachers, who often provide very clear written guidelines. A good example of this partnership was the work going on in control. Parents were working with small groups in the library and corridors, helping pupils to program the floor robot to 'search for treasure' by visiting various places on a map. A record is kept of the time pupils spend on the computers and this enables teachers to ensure that they all cover a range of activities. Pupils have an individual record of achievement booklet in which, together with the teacher, they record their progress towards the requirements of the National Curriculum.

90 The school is connected to the *National Grid for Learning* and teachers are increasingly using this as a source of information. More modern computers have been acquired using central grants and teachers are adapting quickly to the new systems. Teachers provide good role models for pupils by their own use of information technology for making notices, labels and worksheets.

91 The subject is very well managed. Training for teachers and learning assistants has been effective and there has been a successful drive to improve resources. Parents were invited to a curriculum day where all the computers and other devices were set out in the hall so that they could explore the various programs. A comprehensive system of assessment has been devised which will augment the current record of achievement system.

## MUSIC

92 Standards in music are very good. Pupils are adept at clapping rhythms of varying pattern and length. They are beginning to know and understand and use the terms *minim*, *crotchet* and *quaver*. They are able to maintain a steady beat when accompanying singing on unpitched percussion instruments. They hold and play these correctly. Pupils sing in tune and maintain the correct tempo. Throughout all these activities they sustain concentration. They clearly enjoy their music lessons and handle and exchange instruments with care.

93 In Year 1 pupils are able to clap a simple two beat rhythm. They know the difference between beating and shaking instruments. They have a disciplined approach, and they make progress as they listen carefully to instructions. Away from the formal situation, they are able very quickly to form themselves into groups for tapping and shaking, and to accompany a song, with varying degrees of accuracy, by tapping the beat. Work in Year 2 successfully builds on this foundation and pupils achieve high standards in performing, composing and in listening to and appraising a broad range of music. In assembly and hymn practice, all pupils sing confidently and with enjoyment.

94 Teachers and classes join together in year groups to make best use of hall time. Teachers manage the pupils very well, generally enjoying an easy, relaxed relationship with them. They have strategies for encouraging good singing, the success of these being evident in hymn practice. They are always well prepared, so no time is wasted, which keeps pupils attentive and interested. They make sure that all pupils participate. The firm, consistent discipline throughout the school in the way in which instruments are used enables pupils to cope with the challenging content of most lessons. In all year groups, work is pitched at the appropriate level and pupils achieve well.

95 The subject manager is enthusiastic and excited about the development of the subject. Music enriches the curriculum and there are good links with other subjects such as science, physical education and literacy. Music makes an important contribution to the school's positive ethos and sense of community.

## **PHYSICAL EDUCATION**

96 There were limited opportunities to observe lessons during the inspection. No lessons were observed in Year 2 so it is not possible to judge the standards reached by the oldest pupils. However, during the two lessons observed in Year 1, most pupils were successfully trying out different ways of moving by pushing or pulling themselves along. When they extended this to work on the apparatus, many found imaginative ways of propelling themselves along, over and under the equipment.

97 The teaching was satisfactory overall in these lessons; they were well structured and included a warm-up and cool-down period. Teachers circulated well, pointing out specific ways in which pupils could improve their movement sequences and helping individuals. Pupils responded positively when they were active, but the pace of both lessons slackened considerably when the apparatus was being set up, and pupils became restless. It is important that pupils learn to set up apparatus themselves, but this part of the lesson needs to be reviewed so that the momentum is maintained throughout.

98 The co-ordinator successfully supports her colleagues. Demonstration lessons have been organised and the school's involvement in the local 'Top Play' scheme means resource collections are available for specific activities such as shinty and cricket. Parents support the annual sports day very well and the May Fayre event includes a gymnastics display and country dancing. There is suitable provision for all aspects of physical education. The large hall provides spacious indoor facilities and the soft play areas around the school provide good areas for outdoor games activities.

## **RELIGIOUS EDUCATION**

99 Teaching of religious education was not seen, since the timing of these lessons in all year groups was outside the inspection period. However, the comprehensive planning, with explicit objectives, including the new study units, indicates that religious education takes its proper place in the curriculum and that pupils' attainment is in line with that expected. Evidence in pupils' books and around the school also suggests that the level of work is satisfactory. For example, in their recent study of Hinduism pupils made a display recording the visit of Trishul dancers as part of Diwali celebrations. This aspect of Hinduism has links with other areas of the curriculum, notably art and science, and is the other religion studied alongside Christianity. Pupils had written their own versions of the story of the Good Samaritan, but were unclear about its origins; they were unsure what the Bible was. There is insufficient explicit reference to aspects of Christianity and Hinduism, so that the pupils learn *about* religion, and begin to recognise its significance to the lives of many people. The current emphasis on circle time and personal, social and health education is appropriate, but these sessions should supplement, rather than replace, religious education lessons.

100 Resources for Christian and Hindu religious education are plentiful and accessible. Books and artefacts are readily available. Pupils' awareness is developed through visits to Romsey Abbey and Winchester Cathedral.