

INSPECTION REPORT

Marlborough Infant School

Aldershot

LEA area: Hampshire

Unique Reference Number: 116143

Acting Headteacher: Mrs C Bird

Reporting inspector: Carole Skinner RgI

Dates of inspection: 6th to 9th December 1999

Under OFSTED contract number: 707383

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Year 3
Type of control:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Marlborough Infant school.
Name of Chair of Governors:	Mr Stewart Gardiner
Date of previous inspection:	18 th to 22 nd March 1996

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Carole Skinner, RgI	Science Information technology Design and technology Music	Attainment and progress Teaching Leadership and management Efficiency Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Curriculum and assessment Special educational needs
Brian Jones, Lay Inspector		
Val Emery	English Religious education Art	
Alan Britton	Geography Mathematics History Physical education	Spiritual, moral, social and cultural development Staffing, accommodation and learning resources Children aged under five

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MAIN FINDINGS

What the school does well

- The quality of teaching is good and enables pupils to make good progress in their learning.
- Pupils attain above average standards in information technology, geography and music.
- The school makes good provision for pupils with special educational needs.
- There are good procedures for assessing pupils' attainment and progress.
- The school makes good provision for the pupils' spiritual, moral, social and cultural development, and this makes a positive contribution to its good ethos.
- Pupils attain very good standards of behaviour and personal development, and relationships in the school are also very good.
- The leadership and management of the school are very good, as is its partnership with parents and the community.

• Where the school has weaknesses

- I. Pupils attain below average standards in writing and there are insufficient opportunities for them to develop writing skills across the curriculum.

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

• How the school has improved since the last inspection

The school has made a good improvement since its last inspection in 1996. There is now a much higher proportion of good and very good teaching, as a result of rigorous monitoring of the quality of teaching throughout the school and appropriate training for all staff. Curricular planning and assessment have improved considerably, and there are now helpful and effective systems for planning in each subject, and for recording pupils' attainment and progress. Although standards in writing are now judged to be below average, and were average at the time of the last inspection, the proportion of pupils who attained national expectations in the end of key stage tests in 1999 is greater than it was in 1996. Nevertheless, the school has identified raising standards in writing as a priority for development. Standards in music have risen from average to above average. On one day each week, the school now employs a music specialist, who has very high expectations of the pupils and challenges them to achieve high standards. Despite a number of bids for additional funding, the school has not yet been able to improve its accommodation by building a downstairs hall or adequate library space. There is a strong determination on the part of staff and governors to improve standards still further, and effective systems and strategies are in place to enable them to do so. The school's capacity to continue to improve is good.

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Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	•	Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
Reading	C	C	<i>below average</i>	<i>D</i>
Writing	D	D	<i>well below average</i>	<i>E</i>
Mathematics	E	D		

The information shows that the pupils' results in reading are average when compared with all schools, and with similar schools. In writing, they are below average when compared with all schools and with similar schools, while in mathematics, the results are well below average compared to schools nationally and below average when compared with similar schools. The 1999 Year 2 class that took the tests had five different teachers during the year, and this inevitably had an adverse effect on their progress. These pupils are now in Year 3 and are making good progress. They are achieving average standards in reading and mathematics, but standards in writing are still below average. Pupils in Year 3 are making particularly good progress in numeracy. Progress in writing is slower.

The proportion of pupils who are on course to attain expected standards by the end of Key Stage 1 is average in reading, mathematics and science, and below average in writing. At Key Stage 1 and in Year 3, pupils attain above average standards in information technology. In geography and music, they achieve above average standards for their ages, and in other subjects they attain average standards for their ages. In religious education, pupils attain standards that are in line with the expectations of the locally Agreed Syllabus.

Children aged under five attain average standards in mathematics, knowledge and understanding of the world, creative development and personal and social development. In language and literacy, they attain below average standards, and in physical development standards are above average.

Throughout the school, pupils with special educational needs attain good standards for their capabilities.

Quality of teaching

Teaching in	Under 5	5 – 8 years
English	Good	Good
Mathematics	Good	Good
Science	N/A	Good
Information technology	N/A	Good
Religious education	N/A	Good
Other subjects	Good	Good

During the inspection, 42 lessons were observed. Of these lessons, two were excellent, ten were very good, 22 were good and eight were satisfactory. There was no unsatisfactory teaching. The quality of teaching for children aged under five was never less than good. There was a very high proportion of good and very good teaching in Year 3.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good. The pupils are polite and friendly, and relate very well to each other and to adults. They cooperate effectively in lessons. Older pupils help to look after younger ones and set a good example for them to follow.
Attendance	Good.
Ethos*	Good. The pupils have a good attitude to their work and the quality of relationships in the school is very good. The school's commitment to high standards is not yet reflected in the pupils' writing.
Leadership and management	Very good. The acting headteacher and her deputy provide very good leadership and clear direction for the work of the school. Teachers provide very good leadership in their subjects. The governors make a very good contribution to the school's management. The school development plan sets out clearly what needs to be done and how it is to be achieved.
Curriculum	Good. The curriculum is broad and balanced for all pupils and prepares them well for the next stage of their education. It is well planned and shows how skills, knowledge and understanding in each subject are to be taught in progression. Assessment procedures are good throughout the school, and assessment information is used well to guide teachers in their planning. The school has introduced good systems of individual target setting for all pupils in English and mathematics.
Pupils with special educational needs	Curricular provision for pupils with special educational needs is good and makes a significant contribution to the good progress they make.
Spiritual, moral, social & cultural development	The school makes good provision for the pupils' spiritual and cultural development, and very good provision for their moral and social development.
Staffing, resources and accommodation	Good. The number, experience and qualifications of teaching and support staff are very good. Arrangements for the professional development of all staff are very good. The accommodation is adequate to meet the needs of the curriculum, but the size and shape of the hall restricts its use for physical education, and the library is inconveniently situated in a corridor. The school has a good range of resources to support pupils in their learning.
Value for money	Good.

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

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The parents' views of the school

What most parents like about the school

- II. Parents are encouraged to play a part in the life of the school.
- III. Teachers are approachable and welcoming.
- IV. The school informs parents about what is being taught and about their children's progress.
- V. It enables their children to achieve a good standard of work.
- VI. Standards of behaviour are high.
- VII. Their children like coming to school.
- VIII. They are satisfied with the work their children are expected to do at home.
- IX. The school promotes positive values and attitudes.

What some parents are not happy about

The findings of the inspection support the very positive views of the parents, except that the standards achieved by most pupils in writing are not considered to be high enough.

· KEY ISSUES FOR ACTION

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

i. raise the standards attained by all pupils in writing by:

- raising teachers' expectations of what pupils are able to achieve;
- disseminating existing good practice throughout the school;
- extending opportunities for pupils to develop writing skills across the curriculum;
- ensuring that appropriately challenging tasks are provided for pupils of differing levels of ability and different age groups in the literacy hour;
- improving standards of handwriting and presentation in pupils' work across the curriculum;
- setting separate targets for individual pupils in reading and writing by the end of Key Stage 1, as is currently done in Year 3.

(Paragraphs 5-9, 11, 20, 21, 24, 28, 42, 46, 63, 64, 66, 69, 70, 71)

INTRODUCTION

• Characteristics of the school

1. Marlborough Infant School is situated in the North Camp area of Aldershot, on the fringe of the army garrison from which 98 per cent of its pupils are drawn. It is one of only two infant schools in Hampshire that take pupils until Year 3. There are 117 full-time pupils on roll, 51 of whom (44 per cent) are identified as having special educational needs. This is well above the national average. No pupils have statements of special educational need. A further 16 pupils attend school part-time in the Reception class. Altogether, there are 71 boys and 62 girls on roll. Three pupils come from ethnic minority backgrounds, which is a bit higher than the average. Four pupils come from homes where English is not the first language, but all speak English fluently. All but a few pupils come from families where a parent is in full-time employment with the armed forces. Consequently, only two per cent of the pupils are eligible for free school meals, which is well below average. The school has a very high turnover of pupils. Approximately 40 per cent of the pupils leave or join the school each year as their parents are posted to different places. Of the 20 pupils in the present Year 3 class, only five have been at Marlborough since the Reception year. In Year 2, 20 of the 31 pupils entered the school mid-term. The average length of stay for a pupil is 14 months. Children aged under five are admitted to the school in September after their 4th birthday. Those whose birthday falls in the autumn term attend school full-time in September. Children whose birthdays fall in the spring term attend part-time in September and become full-time in November. The youngest children, whose birthdays fall in the summer term, do not attend full-time until January. Children have the opportunity to visit the school in the term before they start, and each family is also visited at home. The attainment of children on entry to the school varies considerably, but is broadly below average.

2. Since the school's previous OFSTED inspection took place in March 1996, there have been some significant changes. The former headteacher retired, and a new headteacher was appointed in January 1998. As a result of the long-term illness of the new headteacher, the deputy headteacher was appointed as acting headteacher in October 1998. She is supported by an acting deputy headteacher who was appointed in March 1999. A new Chair of Governors was elected in October 1998. At the time of the last inspection, there were five classes, and there are now six, and the number of pupils on roll has increased by approximately ten per cent. Classes in Years 1 and 2 have been reorganised to form three parallel classes, which contain pupils from both year groups. This resulted from a detailed analysis of the high turnover of pupils and its impact on class sizes, and is intended to achieve more evenly sized classes throughout the year. During the summer holiday in 1999, a fire caused substantial damage to the roof of the school, but repairs were carried out quickly enough to enable the school to reopen in September. Repeated applications for permission and funding to extend the school's accommodation and to build a downstairs hall have so far proved unsuccessful.

3. The school's central aim is to work in partnership with staff, parents, pupils and governors to promote a love of learning in a secure, friendly and caring environment. It aims to develop in pupils a respect for the feelings and needs of others, and to promote high standards of learning for all by providing a challenging and stimulating curriculum. The main priorities identified in the school development plan for the current year include improving the quality of teaching and learning throughout the school and implementing the National Numeracy Strategy. They also include revising the framework for curricular planning and assessment procedures, to ensure that assessment is useful in tracking pupils' progress and informing teachers' planning for the next steps in learning. A major focus for the year is the development of a policy and framework for target setting, and the effective use of data to evaluate the success of the plan and to identify areas for further development. Other priorities include training staff in the use of the Internet and further enhancing the school environment.

3.

4. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:		Year	Boys	Girls	Total
		98/99	17	11	28
4. National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or Above	Boys	13	12	14	
	Girls	9	11	9	
	Total	22	23	23	
Percentage at NC Level 2 or above	School	79 (90)	82 (77)	82 (87)	
	National	82 (80)	83 (81)	87 (84)	
4. Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 2 or Above	Boys	13	14	15	
	Girls	11	8	11	
	Total	24	22	26	
Percentage at NC Level 2 or above	School	86 (83)	80 (93)	93 (83)	
	National	82 (81)	86 (85)	87 (86)	

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

1 Attendance

Percentage of half days (sessions) missed through absence for the latest Complete reporting year: 1998/99			%
	Authorised	School	5.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

1 Exclusions

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

1 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	100
	Less than satisfactory	0

1 PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

4. By the time pupils leave the school, at the end of Year 3, they attain average standards in mathematics and science. In English, standards are below average overall: they are close to the average in speaking and listening and reading, but below average in writing. Standards in information technology are above average. In religious education, pupils attain standards that are in line with the expectations of the locally agreed syllabus. In art, design and technology, history and physical education, pupils attain average standards for their age. In geography and music, standards are above average for the pupils' ages. In literacy, standards are average in reading, but below average in writing. Pupils attain average standards in numeracy. These findings are in line with those of the last inspection in all subjects except writing, geography and music. In writing, standards were average and are now below average, while in music they were average and are now above average. No judgements were made about standards in geography during the previous inspection. The inspection findings show an improvement over the present Year 3 cohort's performance in the 1999 end of Key Stage 1 national assessment tests, when their results were below average at Level 2 and above in reading and writing, and well below average in mathematics. The majority of the pupils who took the tests in 1999 had five different teachers throughout that year, and this had a detrimental effect on their rate of progress. As a result of consistently good teaching in Year 3, these pupils are now making good progress, especially in reading and mathematics, though progress in writing is not yet as marked.

5. In English, by the time they leave the school, pupils speak confidently in class discussions, but their listening skills are less well developed. In reading, pupils demonstrate a sound understanding of what they have read and use reference books to find out information. Pupils write for a variety of purposes but their spelling, punctuation and grammatical knowledge are below average for their age. By the age of eight, in mathematics, pupils calculate mentally addition and subtraction sums using numbers up to 20 and are able to order correctly three digit numbers. Their understanding of multiplication is sound, but they are less sure of division. Pupils understand reflective symmetry and produce a variety of graphs to record information about birthdays and reading results. In science, pupils make simple predictions when carrying out investigative work. They make relevant observations and measure quantities, such as the length of shadows at different times of the day. They record their findings in a variety of ways and explain what they have found out from their work. Pupils recognise that an adequate and varied diet is needed for good health. They sort materials according to whether they are transparent, translucent or opaque. They explain how shadows are formed and predict the position of a shadow in relation to the sun. In information technology, pupils use a range of word-processing skills to write, edit and redraft their work. They use a graphics program to design and make a calendar. Pupils search for information on a CD-ROM, produce graphs to show the results of science experiments and surveys, and use the Internet to find and save pictures. In religious education, by the time they leave the school, pupils explain the significance of Christian symbols and why they are used. In design and technology, linked with their work in science, pupils investigate and evaluate different types of bread and fillings, before designing and making a sandwich as part of a healthy diet. In art, pupils paint detailed pictures of fruit and vegetables using water-colours. In history, pupils compare the clothes, buildings and food of Roman times with those of today. In music, pupils sing confidently and with enthusiasm, demonstrating good control of diction, phrasing and breathing. In physical education, pupils demonstrate sound co-ordination and control when performing dance and gymnastics.

6. Analysis of the national end of Key Stage 1 tests for 1999 shows that the proportion of pupils who attained national expectations (Level 2) or higher in reading and writing was below average, while in mathematics it was well below average. The percentage of pupils who reached the higher Level 3 was in line with the national average in reading, below average in mathematics, and well below average in writing. When the averages of the school's test data are compared with those of all schools, they show

that the pupils' results are average in reading, below average in writing and well below average in mathematics. When the averages of the school's test data are compared with those of similar schools, they show that the pupils' results are average in reading, and below average in writing and mathematics. When the end of key stage test results are compared with those of the previous two years, they show a decline in the proportion of pupils who meet or exceed national expectations in reading and mathematics. The significance of such changes from year to year is limited in this school because of the high number of pupils who enter or leave the school during the course of a year. Over the three years from 1996 to 1998, national test results show that girls did not perform as well as boys in reading, writing and mathematics. The findings of this inspection indicate no current significant variations in attainment between girls and boys. Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that, in science, the proportion of pupils who achieved Level 2 or higher was above the national average, while at Level 3 it was below average.

7.The inspection findings show that, by the end of Key Stage 1, the proportion of pupils who are on course to attain Level 2 or higher is in line with the national average in reading, mathematics and science, and below average in writing. In information technology, pupils attain above average standards and in religious education, they achieve standards that are in line with the expectations of the locally Agreed Syllabus. In art, design and technology, history and physical education, pupils attain average standards for their age. They achieve above average standards in geography and music. These findings are in line with those of the last inspection in all subjects except writing, geography and music. In writing, standards were average and are now below average, while in music they were average and are now above average. No judgements were made about standards in geography in the last inspection. The inspection findings show an improvement on the pupils' results in the end of key stage national tests in 1999 in reading and mathematics at Level 2 and above. This is because a different group of pupils is involved, and the 1999 Year 2 cohort experienced a number of changes of teacher during the year.

8.By the age of seven, pupils speak confidently when talking about topics that interest them, but their listening skills are less well developed and many have a limited concentration span. Pupils use a range of strategies to help them read unfamiliar words, but few are able to express preferences about books or name a favourite author. Pupils write for a range of purposes, but the amount of work completed during the literacy hour is often insufficient to extend pupils' writing skills appropriately. There are insufficient opportunities for them to develop writing skills across the curriculum. Standards in grammar, punctuation and spelling are below average. Although pupils achieve sound standards in handwriting when working on that specifically, these are not maintained in their other work, and standards of presentation are often not high enough. By the end of Key Stage 1, in mathematics, pupils have a sound knowledge of the value of different digits in a number and identify odd and even numbers correctly. They recognise and order numbers up to 100, and have a sound understanding of addition and subtraction. They sometimes use this knowledge to solve simple mental problems, but most pupils have a limited capacity to explain the strategies they use. Pupils measure accurately objects in the classroom and have a sound concept of balance when working with mass. Most pupils recognise and sort correctly two and three-dimensional shapes and count the number of sides and corners. In science, by the age of seven, pupils make observations and compare objects and living things. They describe what they have observed and record their findings in simple tables. Pupils know that humans and animals need food and water in order to survive and sort foods according to whether they are healthy or unhealthy. They construct a simple electrical circuit, draw it and explain how it works. Pupils know that light reflects from shiny objects and explain how shadows are caused. In information technology, pupils make different types of graphs to show how they travel to school, and use a word bank and word-processing skills to assemble text. In religious education, pupils talk about their feelings in relation to light and darkness. In art, they make close observational drawings and prints of leaves and in design and technology they design and make a fruit salad as part of a healthy diet. In history, pupils use appropriate historical vocabulary and sequence events and objects, such as toys, in chronological order. In geography, pupils have a good knowledge of the local area and draw simple maps, plans and routes. In music, pupils sing confidently and tunefully, responding to a conductor's signals to vary the volume of a song. In physical education, pupils practise and refine their skills in dance in order to improve their performance.

9. The attainment of children aged under five is below average overall when they enter the school. They make good progress in mathematics, knowledge and understanding of the world, personal and social development and creative development and attain average standards in these areas of learning by the time they are five. In language and literacy, although pupils make good, and in some instances very good, progress, they do not fully meet the nationally agreed Desirable Learning Outcomes, especially in writing, by the time they are five. Children enter the school with reasonably good physical skills and continue to make good progress in this area of learning, reaching above average standards by the time they are five years old. In all 12 of the lessons observed during the inspection, pupils made good progress or better. Progress was very good in one lesson, and excellent in another. By the age of five, children establish good relationships with each other and with adults, and show confidence when answering questions. They listen attentively to teachers and are willing to talk about their experiences. Some find difficulty in putting their thoughts and feelings into words. Most children recognise their own names and are beginning to recognise some familiar words. They enjoy sharing books and listening to stories. Most children are beginning to use pictures and symbols to communicate their ideas and some are able to write their name. In mathematics, most children recognise and order numbers up to ten and write numbers up to five. They describe shape, size and quantity when sorting and matching two dimensional shapes. Children talk confidently about where they live, their families and homes. They investigate which objects are attracted to a magnet, and discuss different areas of the world that they or their parents have visited. Children show a good awareness of space when engaged in physical activities and demonstrate good control of their movements. They handle small tools and equipment with dexterity when using construction kits, playdough and puzzles. Children express their ideas well in imaginative role play and through painting and making models. They enjoy making music and participating in singing songs and rhymes.

10. Judgements about the progress pupils make are inevitably complicated by the school's very high turnover of pupils. In the present Year 3, for example, 40 per cent of the pupils have attended one previous school, while 30 per cent have attended two other schools. In Year 2, just over half of the pupils have attended another school, while, in Year 1, just under a fifth are already in their second school. In these circumstances, judgements about overall progress through the key stage are difficult to make as few pupils stay in the school for that long. However, taking into account lesson observations, pupils' work that was completed during the autumn term, and evidence from the records kept by teachers, indications are that pupils continue to make good progress throughout Key Stage 1 and in Year 3. This is clearly related to the good quality of teaching throughout the school. In the lessons observed during the inspection, at Key Stage 1, pupils made good progress or better in just over two-thirds, and progress was never less than satisfactory. In Year 3, pupils made good progress or better in 88 per cent of lessons, and there was no unsatisfactory progress. At Key Stage 1 and in Year 3, pupils make good progress in reading, mathematics, science, information technology, religious education, design and technology, geography and music. They make satisfactory progress in writing, art, history and physical education. The implementation of the National Literacy Strategy has had a positive impact on pupils' progress in reading, but its impact on standards and progress in writing is less marked. Teachers are actively seeking ways to address this issue, as, for example, by introducing an additional lesson to develop pupils' skills in extended writing. In mathematics, the National Numeracy Strategy is having a beneficial effect on the rate of progress made by all pupils as they sharpen and refine their skills of mental calculation. In science, pupils make good progress as a result of well planned opportunities for investigation, which involve pupils actively in acquiring new knowledge, skills and understanding. Good progress in information technology results from a commitment by all teachers to integrate information technology effectively as a tool for learning across the whole curriculum. Pupils make good, and often very good, progress in music because of high quality teaching by a specialist teacher who has very high expectations of the pupils.

11. Pupils with special educational needs make good progress and attain good standards for their capabilities. They are supported well by very good numbers of classroom assistants who work very closely with teachers to plan and check their work. They receive good support during the literacy and numeracy hours, when work is planned to meet their specific needs, and they are given good support to enable them to complete the tasks set. Pupils' individual education plans clearly identify what needs to be improved in their attainment and behaviour, and they contain specific, relevant and attainable targets.

Pupils' progress is checked frequently, and their individual education plans are reviewed at regular intervals. More able pupils also make good progress in their learning. Teachers plan work appropriately to meet their needs and monitor their progress closely.

Attitudes, behaviour and personal development

12. Pupils have good attitudes towards learning. The previous inspection reported that pupils arrived ready to work and involved themselves readily in their tasks. Pupils continue to work purposefully through the day. They take a keen interest in lessons and sustain concentration well. Their response is good or better in 90 per cent of the lessons seen, and very good in 25 per cent of lessons, and they show no unsatisfactory response at all. Children aged under five achieve the very high figure of good or better response in 95 per cent of lessons.

13. The inspection findings confirm parents' views that pupils throughout the school behave very well. They really enjoy winning 'smiley faces' for good work or behaviour from the teachers and assistants. The school is a very orderly community in lessons, at breaks and at lunchtime. The eight Year 3 pupils in the "Good Manners Gang" play an important part as models for good behaviour and politeness. Pupils are very courteous; they make a point of holding doors open for one another and for visiting adults. The inspection team saw no aggression in the playground. Bullying is very rare; only one incident requiring a meeting with parents has taken place in the present school year. The school has not excluded any pupil in the recent past. Children aged under five also show high standards of very good behaviour.

14. Relationships between pupils, and between pupils and adults, are very good. Pupils work and play together enthusiastically. They take turns in sharing equipment, and they wait for the teacher to ask them before they answer a question in class. They respect each other's ideas. As a result of families' military commitments, the average length of stay for pupils is only 14 months, so they build their friendships very quickly. Pupils welcome newcomers warmly and are delighted there is someone new to play with.

15. The pupils' very good personal development starts when they are in the Reception classes. Here children actively take responsibility for keeping their classroom tidy. In the week of the inspection, they proudly rehearsed their Nativity play to perform for their parents. Older pupils enjoy taking their turn as class helpers. They return registers, and distribute books and materials. They show a strong sense of responsibility in behaviour and their care for others. Year 3 pupils in "The Good Manners Gang" set examples for other pupils and present their views maturely at meetings once a month. Pupils support local and national charities. Their families' experiences give pupils an extra insight into the needs of underprivileged children. They filled numerous boxes with their own toys to send to Kosovar children for Christmas.

16.

Attendance

16. Attendance is good, being almost two percentage points above the national average. This is still below the very high rate in the previous report. Unauthorised absences are very few, as most parents notify the school of the reason when a child is away. Pupils achieve good punctuality each morning. Teachers take the registers quickly and lessons start promptly throughout the day.

17. QUALITY OF EDUCATION PROVIDED

17. Teaching

17. Overall, the quality of teaching is good and is a significant strength of the school. In the previous inspection, the quality of teaching was also judged to be good. At that time, teaching was judged to be good or very good in almost half of the lessons seen. This has improved, as teaching was at least good in 81 per cent of the lessons observed during this inspection. Forty-two lessons were observed altogether. Of these, two were excellent, ten were very good, 22 were good and eight were satisfactory.

There was no unsatisfactory teaching. This is also an improvement since the last inspection, when there were shortcomings in a small proportion of lessons. The weaknesses identified in the earlier inspection report have been remedied successfully as a result of rigorous monitoring of the quality of teaching and high levels of support and professional development for all staff. The notable strengths of the teaching throughout the school are the teachers' awareness of and sensitivity to the particular needs of service children, and of the difficulties caused by frequent changes of school. The careful tracking of individual pupils' progress and setting of specific targets for improvement for each pupil are strong features of the teaching throughout the school.

18. The quality of teaching for children aged under five is consistently good. In the 12 lessons observed during the inspection, teaching was never less than good, and it was very good or better in half of the lessons. There was one excellent lesson, in which the teacher developed the children's reading skills to a very good level and had very high expectations of their ability to cope with very challenging work. What made the lesson so good was the teacher's inspirational approach, which not only developed the pupils' knowledge, skills and understanding very well, but, more importantly, engendered a sense of delight and enjoyment, and a genuine love of reading. Teachers generally place a very good emphasis on developing children's literacy and numeracy skills during their first year in school. They provide numerous opportunities for children to share books and to learn how to read, developing in them a love of reading and enjoyment in hearing how stories unfold. They also encourage children to write lists, invitations and letters, using symbols and pictures to communicate meaning. Teachers use poems and rhymes to support learning in many areas of the curriculum, especially in mathematics. Children are given the chance to participate in a good range of practical activities, using everyday materials and play equipment to increase their mathematical knowledge and understanding. Teachers provide a wide range of opportunities for children to explore the environment outside the school and to observe the world around them. In the Reception classes, teachers lay very good foundations for the children's future progress in information technology by teaching them how to handle and use computers and tape recorders competently. They provide a broad variety of experiences in art, craft, music, dance and imaginative play to develop the children's ability to express their ideas and feelings creatively. Teachers show children how to use tools, equipment and materials carefully and safely, and develop their confidence in using large apparatus. They place significant emphasis on helping children to work, play and cooperate with others and on developing their confidence, self-esteem and independence. Teachers provide a stimulating, secure and happy environment in which children can make good progress in their learning.

19. At Key Stage 1, and in Year 3, the quality of teaching is good, overall. At Key Stage 1, 22 lessons were observed. Of these, one was excellent, two were very good, 12 were good and seven were satisfactory. In Year 3, eight lessons were observed, of which three were very good, four were good and one was satisfactory. There was no unsatisfactory teaching at Key Stage 1 or in Year 3. At Key Stage 1 and in Year 3, the quality of teaching is good, overall, in English, mathematics, science, information technology, religious education, design and technology, geography and music. It is satisfactory in art, history and physical education. All teachers have good levels of expertise in the subjects of the National Curriculum and religious education, and they plan their lessons thoroughly, clearly identifying the main teaching points in each lesson and how they are to be communicated to the pupils. A particularly good feature of the planning is the teachers' awareness of the needs of pupils of different age groups and levels of ability within each class. In most cases, work is matched appropriately to pupils' needs, but, in the very few instances where teaching could have been better, these distinctions are not made clear enough and some pupils are not given sufficiently challenging work in writing during the literacy hour. In most lessons, teachers have suitably high expectations of both the pupils' behaviour and their

achievements. However, expectations of the pupils' standards in writing and of the neatness and presentation of their work are not always high enough. In information technology and music, teachers' expectations are particularly high, and these are reflected in the above average standards that pupils achieve.

20. All teachers have very good relationships with the pupils and promote good standards of behaviour and discipline in lessons. They establish an industrious working atmosphere in the classroom but also make learning an enjoyable experience for the pupils. For example, in an excellent geography lesson for pupils in Years 1 and 2, the teacher brought the subject to life for the pupils by inviting the parent and child who took 'Barnaby Bear' to Cyprus on holiday to share their experiences with the class. The teacher made very effective use of a range of resources, including a scrapbook, from which she encouraged pupils to make deductions about life in Cyprus. In the lessons that are very good and excellent, teachers motivate and inspire pupils through their own enthusiasm for the subject. Homework is used effectively throughout the school to reinforce and extend pupils' learning. The majority of parents is satisfied with the work that their children are expected to do at home.

21. Teachers make good use of day-to-day assessment to help them plan pupils' future learning experiences. The school's marking policy is implemented consistently well and teachers show pupils clearly what they need to do to improve their work. Every pupil has specific targets for improvement each term in English, mathematics and personal and social development. These are based on careful assessments of their needs and are reviewed regularly by teachers and pupils. Most of the lessons observed were well paced and structured. However, on a few occasions, pupils spent too long sitting on the carpet for the introductory whole class session in the literacy and numeracy hours. Teachers use a wide range of interesting and stimulating resources to advance pupils' learning. Information technology is used very effectively to support pupils' learning in English, mathematics, science, art, design and technology, geography and history. In a very good religious education lesson for pupils in Years 2 and 3, the teacher captured the pupils' interest and imagination by discussing with them an excellent assortment of visual stimuli, including Christmas cards, Holman Hunt's picture entitled 'The Light of the World', and a Christingle. Using these interesting resources, she developed effectively the pupils' knowledge and understanding of the symbolism of light, as well as having a significant impact on their spiritual awareness.

22. The quality of teaching for pupils with special educational needs is good. Teachers, together with classroom assistants and the co-ordinator for special educational needs, write clearly focused targets in pupils' individual education plans, which relate to both attainment and behaviour. These targets are reviewed regularly. When pupils are withdrawn for work in small groups, the quality of teaching is also good. A quiet and firm approach, insistence on careful concentration and high expectations of behaviour are very effective in helping pupils to make good progress in their learning. Teachers assess pupils frequently, and careful records of their attainment and progress are kept, which are used well to inform future planning and set new targets. The quality of teaching for more able pupils is also good and ensures that their needs are met effectively, enabling them to make good progress.

23. The curriculum and assessment

23. The curriculum is broad, balanced and relevant for pupils aged up to eight years old. It provides access to all of the subjects of the National Curriculum and religious education for pupils of statutory school age. The curricular provision also caters well for the spiritual, moral, social, cultural, personal and physical development of the pupils. Statutory requirements are satisfied for all the subjects of the National Curriculum and religious education, which follows the locally Agreed Syllabus. A suitable policy concerning the teaching of sex education is in place, and the parents are consulted and informed of the right to withdraw their children from this aspect of the curriculum. Statutory requirements in connection with drugs and health education are covered appropriately in the school's personal, social and health education programme. There is good liaison with the nearby junior school, to which most pupils go at the end of Year 3, in order to ensure continuity in learning. Overall, the organisation of the curriculum makes a positive contribution to the pupils' attainment and progress and prepares them well for the next stage of their education.

24. Curricular planning and implementation take account of pupils' age and gender, and some

monitoring has taken place to identify differences in test results between boys and girls. The school's own analysis shows that boys have consistently outperformed girls in achieving the higher levels in reading and mathematics. Inspection evidence and an analysis of the current Year 2 indicate that this trend has been reversed and this suggests that it is largely due to the composition of different year groups. The quality of curricular planning has improved since the school's last OFSTED inspection and a wide range of well devised documents have been produced by staff to assist sound progression by pupils at Key Stage 1 and in Year 3. The planning covers all subjects of the National Curriculum and religious education. Long term plans are based on the school's own schemes of work or recent national guidance. Termly plans lead in to weekly plans, which explain clearly what is to be learned and how it is to be taught. All planning is linked well to the requirements of the National Curriculum. Planning takes account of what has gone before and what will follow, and there is a good level of discussion between teachers in classes within the same year groups. The school's strategy for literacy is satisfactory. The pupils write for an appropriate range of purposes; however, although literacy skills are applied in other subjects, they are not used regularly enough. The effectiveness of the school's strategy for numeracy is also satisfactory, and the National Numeracy Strategy is being implemented fully in all classes. All staff, including classroom assistants, have been trained appropriately, and this has led to a secure knowledge and understanding of the subject by teachers and, consequently, higher expectations for their pupils' performance.

25.The provision for extracurricular activities is good. During the inspection, pupils attended a recorder club and a gardening club. In addition, the curriculum is enhanced by a good variety of educational trips to places of interest and frequent involvement from a good range of visitors. Well over half of the parents feel that the school encourages more than daily lessons.

26.Curricular provision for children under five is good. It is broad and balanced, and planned well to cover all areas of learning. It takes good account of the nationally agreed Desirable Learning Outcomes for five year olds and also makes good provision for the transition into the early stages of the National Curriculum.

27.The provision for pupils with special educational needs is good. Pupils are identified at an early stage as a result of assessments made by teachers, and areas of weakness are carefully documented. Using these, teachers, and the co-ordinator for special educational needs, then draw up individual education plans, which contain specific targets to raise pupils' attainment or improve their behaviour. The special educational needs co-ordinator has good oversight of all pupils with special educational needs. She maintains a register which monitors their progress, and maintains close contact with teachers, classroom assistants and parents, in order to meet targets and raise standards.

28.The school has good systems for assessing pupils' attainment. These include comprehensive assessments of pupils soon after they enter the school, continuous assessments by teachers in all subjects, reading, mathematics and spelling tests and the national tests at the end of Year 2. Half-termly assessments are also carried out in English, mathematics, science, information technology and religious education. Teachers keep a good range of pupils' work as evidence of their progress, and regular meetings take place amongst staff to help ensure a common understanding of the National Curriculum levels. Teachers also keep a good range of records, but a relative weakness exists in being able to quickly identify pupils' attainment in writing within the National Curriculum. Although this can be achieved by looking at evidence of the pupils' work, the relative attainment of the pupil within the context of the class and the progress they are making is difficult to ascertain. Good use is made of assessment information to inform planning. A particularly good feature of the planning is the daily evaluation of the outcomes of learning, which is used well to inform the next stage of planning. Target setting is also good for individual pupils in English, mathematics and personal and social development. Clear targets are set for pupils' attainment in reading, writing and mathematics in Year 3, but in Years 1 and 2, there is no differentiation between reading and writing. Many of these assessment systems and target setting procedures are in the early stages of development, but the school has a clear vision of where it wants to go and a determination to use assessment to help raise standards.

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

29.The school's provision for pupils' spiritual development is good. This judgement is an improvement on the findings of the last OFSTED inspection, when it was found that spiritual development could be further enhanced with more opportunities for personal reflection. This shortcoming has been rectified well. Pupils of all age groups are given many opportunities to reflect on their own and other peoples' lives in assemblies, religious education lessons and other areas of the curriculum. A particular example is in whole school collective worship, where a lighted candle helps pupils to think and reflect, and music is played as pupils enter and leave the hall to create a calm and reflective mood. On one occasion, pupils left the hall singing quietly a song about Christmas and gifts, and this contributed well to the spiritual atmosphere. Themes and topics for assemblies are planned well to provide an opportunity for pupils to reflect on their own and other peoples' lives, for example, in assemblies related to Advent with the theme of 'special gifts'. One assembly, in which pupils were asked to open large and small parcels and which taught pupils that the most precious gifts do not cost anything, contributed particularly well to pupils' moral and social development. In lessons, teachers receive and value pupils' ideas, particularly in art, music and literacy, when pupils are encouraged to put forward their own ideas and opinions. The school takes full advantage of visitors to enhance spiritual provision, including the local Army Scripture Reader and a Methodist Lay Reader, who visit regularly to participate in collective worship and talk and work with pupils. A strong link with moral and social development is apparent, as is the school's very good encouragement for pupils to relate well to each other and their teachers and helpers throughout the school day.

30.Provision for pupils' moral development is very good. The school has set up an appropriate framework of values, which regulate personal behaviour, originating from an agreement between staff, governors, parents and pupils. No anti-social behaviour was observed during the inspection, and this indicates that teaching of the difference between right and wrong is very good. This element is particularly effective, considering the relatively short time that most pupils stay at the school. Pupils are expected to be courteous and behave well and they do so accordingly. All pupils, from the very youngest, are encouraged to demonstrate that they know the difference between right and wrong in their lessons and in collective worship, and this is reflected in the quiet working atmosphere in the school. The very few instances of misbehaviour observed during the inspection were dealt with quietly and sensitively by teachers and assistants. Pupils demonstrate a good awareness of moral issues, for example, in their donations to a Kenyan orphanage, the Kosovo Disaster Box and their participation in giving food aid for the United Nations World Food Week. The school also participates in the 'Getting It Right' programme; the local community police officer visits to talk to pupils on various moral and social topics at regular intervals. The very good moral aims and code that are apparent in the school are used very well as a basis for the promotion of very good behaviour by all pupils. This aspect has improved since the last inspection, when it was judged to be good.

31.Social skills, such as sharing, taking turns and participating in group activities are very strongly promoted in the Reception classes and provide a firm basis for very good social development as pupils move through the school. The school is successful in promoting very good, mutually respectful relationships between all staff, pupils and visiting adults. All the staff of the school and members of the governing body provide good role models for developing pupils' social skills. There is plentiful evidence of pupils working co-operatively on tasks and activities in nearly all areas of the curriculum. All pupils are given opportunities to assume personal responsibility during the day, such as carrying out monitor duties in the collection and return of registers. Pupils of all age groups help to tidy up classrooms and distribute books and materials. A particularly good innovation is the introduction of the 'Good Manners Gang'. This group consists of eight Year 3 pupils who demonstrate appropriate behaviour skills to all the younger pupils at break and lunchtime, as well as helping new pupils to adjust well to school routines. The liaison with the local civilian and Army communities is very good. The school has participated in fund raising for the National Society for the Prevention of Cruelty to Children and achieved second prize in a local gardening competition.

32. The provision for pupils' cultural development is good. Opportunities for pupils to appreciate their own cultural traditions are strong in most areas of the curriculum, particularly in history, music and art. Pupils use and discuss artefacts in connection with their work on toys, past and present. They listen to and participate in music, both classical and popular, in assemblies and lessons, and are given the opportunity to use musical instruments from different cultures. Pupils have visited the Roman Villa at Fishbourne, the local Military Museum, Winchester Cathedral and their local church. Other opportunities provided for the development of pupils' cultural awareness include work in religious education, where pupils compare Christianity with other religions such as Judaism. The school has a very wide collection of music and video tapes concerned with many aspects of Western and Eastern cultures. The school makes good use of visitors in promoting cultural development, such as a theatre company and a puppeteer. When pupils visited the Military Museum, they were accompanied by a local author, and they have taken part in World Book Week. Provision for pupils' multicultural development is provided for well in topics on food for celebrations from different religions and societies, festivals of light and dark, and work on Kenya in connection with the pupils' charity collection. The school also takes advantage of listening to pupils and parents from other cultures in the school, including those from Maori and Gurkha cultures.

33. Support, guidance and pupils' welfare

33. The school has very good procedures for the support, guidance and welfare of its pupils. Parents feel that teachers are very sensitive to their children's needs, and are sympathetic when pupils move to or from the school. They respond very well to the children's comments and fears at times of crisis, such as when a parent has a sudden posting to a war zone. The acting headteacher and all staff know the pupils very well. The school has successfully introduced an innovative policy to promote good work, good behaviour and pupils' self esteem.

34. The school makes good provision for monitoring pupils' progress and personal development. Induction procedures for older children, whose families have moved into the area, are very good. Before children aged under five start school, their teacher visits them at home, and they have their own race in the school sports day. Teachers and assistants know children very well. Teachers, learning support and midday assistants and the office staff show they really care, and that the children can rely on them for love, praise and support. The school provides strong support for pupils with special educational needs, and involves their parents in the planning of their individual education plans. Pupils with special educational needs read frequently to an adult at school. The school makes good provision for its more able pupils by ensuring that work is well matched to their needs and by carefully monitoring their progress. Pupils receive effective personal and social education in 'circle time'. Parents feel that the school allows the children to grow at their own pace. It helps the Year 3 pupils make a mature transition to junior school. Year 3 pupils take turns to form the "Good Manners Gang", looking after the younger children in the playground and acting as fine role models.

35. The school's excellent procedures for promoting good behaviour and discipline are innovative and highly effective. The previous report said that pupils found the rules simple and easy to understand, and that the teachers fostered good behaviour by encouragement and praise. The school has improved further on this positive situation. With high expectations of its pupils, it celebrates their good work and behaviour regularly in assemblies. It makes provision within its behaviour policy to deter bullying. There is good monitoring in the playgrounds by teachers and assistants at break times, and by midday supervisors at lunchtime. The "Good Manners Gang" play their part; parents state that the younger children would feel able to talk to these Year 3 pupils if another pupil was making them unhappy.

36. The school has good procedures to promote attendance. It makes good use of reminders to maintain punctuality. Teachers complete the registers quickly and correctly. The administrative officer monitors attendance very reliably, and follows up any absence when the parents have not sent the reason. The educational welfare officer comes to school twice a term and gives good support.

37. The school takes good care for pupils' welfare. Parents feel confident that their children feel safe at school, and that their teacher will look after them. The school monitors accidents and deals with minor injuries swiftly, calmly and professionally. It notifies parents in writing if children receive even a minor bump to the head. The trained first aider has a current first aid certificate. Many teachers, assistants

and midday supervisors have completed a day's first aid training. The school has very good health and safety procedures. It has corrected the health and safety concerns mentioned in the previous report. The governors' premises committee carries out checks regularly, and the local authority has carried out recent risk assessments. The caretaker provides good support by checking for problems each day. The school has plans in place to modify two doors in the Early Years unit to improve the speed of exit in the event of fire. The school has an appropriate child protection policy based on local authority procedures.

It works closely with local agencies and receives good support from the educational welfare officer. The acting headteacher is the designated teacher for child protection and staff are aware of the requirements.

38. Partnership with parents and the community

38. The school has a very good partnership with parents and the community. The previous inspection reported that relationships with parents were good. It said that parents were well informed through letters and newsletters, and that the staff were always willing to see parents. However, it specified as a key issue that the pupils' end of year reports did not set targets for improvement. The school has addressed this key issue fully. It has significantly developed its links with parents and the community, and they now add considerably to the quality of pupils' learning.

39. The school communicates very well with the parents. Before the children start at school, they come in twice for hour-long visits. Parents have a very full meeting with the acting headteacher, and they receive an induction pack. The school has an open door policy, and parents say they can talk to the teachers at any time. There is a "Meet the teacher" session at the start of each school year, and three parents' consultation meetings within the year to set targets and review the child's progress. The school has provided informative meetings on literacy and numeracy for parents. It issues regular newsletters with information about what the children will be learning. The pupils' end of year reports now set targets for each child individually. Parents like the new reports and find them very helpful. Some parents respond in writing to the teachers' comments, offering their support in meeting the targets that have been set. The prospectus and the governors' Annual Report to parents are of high quality. Both documents cover the statutory requirements. The school developed its home/school agreement in consultation with parents last summer. More than 95 per cent of families have signed it.

40. Parents are very well involved in their children's learning. Six parents regularly come into school to hear pupils read. The school draws effectively on the rich store of its families' world-wide experiences. For example, a mother and daughter recently told pupils about the differences they noticed when 'Barnaby Bear' went to Cyprus with them. Another family wore their Maori costumes in school one day. Parents accompany the children on local visits linked with the pupils' work in geography, history and science. They help with the gardening club. Most parents give good support with homework. The main focus is on reading with their children. Homework for Key Stage 1 and Year 3 pupils includes spelling, mathematics and science. Children aged under five start with flash cards to help them recognise letters and words, and hear their parents read stories at home. As many families do not know when they may be posted away, the school has not established a formal friends' association. In addition, the hall is too small for parents to come to social events and assemblies. However, parents organise one-off fund raising events, and they took part in a well supported teddy bears' open air picnic last summer.

41. The school has very good links with the community. The school development plan has targeted links with businesses, the church and the community and is pursuing these successfully. From a local supermarket, pupils received the loan of several laptops to set up their own website. They describe the local shops on the website, and send e-mail messages when their father or mother is serving overseas. Pupils visit local churches and have been to Winchester Cathedral. A local vicar and a Methodist lay preacher extend the pupils' spiritual and moral development with very lively assemblies. Visitors from the community include a local theatre company, representatives of the police and fire service, who build up pupils' awareness of safety, and a dental hygienist. A writer accompanies pupils on visits to the nearby military museum, and a puppeteer gives performances relating to historical and geographical topics. The army provides wide-ranging support. A physical training instructor helped pupils extend their physical skills. An army cook showed them how to bake good bread. A parachute unit remodelled part of the nursery playground. Very good links with local playgroups and the junior school ease the

pupils' transfer in and out of the school.

42. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

42. Leadership and management

43. The quality of the school's leadership and management is very good. In the previous OFSTED inspection, the school was judged to "well managed" and "strongly and positively led". The improvement made by the school since the last inspection is good. Curricular planning and assessment have improved considerably, and there is now a much higher proportion of good and very good teaching. The school development plan has been improved and now contains specific targets and criteria by which to judge its success. Although standards in writing are judged to be below average, and were average at the time of the last inspection, the percentage of pupils who attained national expectations in the end of key stage tests in writing is now greater than it was in 1996. Nevertheless, the school has identified raising standards in writing as a priority for development, and teachers are actively seeking ways to address this issue. Standards in music have risen from average to above average. On one day each week, the school now employs a music specialist, who has very high expectations of the pupils and challenges them to achieve high standards. Despite numerous bids for additional funding, the school has not yet been able to make much needed improvements to the accommodation by building a downstairs hall and a library. There is a strong determination on the part of staff and governors to improve standards still further and effective systems and strategies are in place to enable them to do so. The school's capacity to continue to improve is good.

42. The acting headteacher took up the post in October 1998 as a result of the long-term sickness of the headteacher. The acting deputy headteacher was appointed in March 1999. The acting headteacher has provided strong leadership and clear direction for the school during the headteacher's absence and receives very good support from her deputy. She continued, completed and developed in more depth the work that had been begun in response to the issues raised in the previous inspection, and sustained staff morale and commitment very successfully during a difficult period. As a result, all staff have a shared vision of the school's future development, and the school has moved forward thanks to the hard work and commitment of each member of the team. All teachers have clearly delegated responsibilities for one or more areas of the curriculum, which they lead and manage effectively and with great enthusiasm. The co-ordinator for special educational needs is well informed and very effective in providing good support for class teachers and assistants. She has a good oversight of pupils' individual education plans and a clear vision for the future development of the school's already good provision. The governing body also provides valuable support for staff, and individual governors successfully fulfil their role as critical friends to the school. The governors have a clear view of the strategic development of the school and make a very good contribution to the management and leadership of the school. They are very well informed and maintain a very good overview of the school through discussions in committees, by receiving reports from co-ordinators and by regular visits to the school. The governors are meeting their statutory obligations in full.

43. Throughout the school, there is a shared commitment to monitoring and evaluating the quality of teaching and the curriculum, and then taking action to improve or sustain it. The acting headteacher and her deputy carry out a rigorous programme of checking on the quality of teaching in every classroom. Between them, they observe every teacher twice each term, and provide both verbal and written feedback on what they have observed. Each full-time teacher is released from the classroom on one afternoon every six weeks in order to check on the quality of the curriculum and the standards achieved by the pupils in their subjects. As a result of this, all co-ordinators have a good overview of the development of their subjects throughout the school, and they are able to identify areas that need further improvement. The acting headteacher and her deputy have also carried out a detailed analysis of the effects of the high turnover of pupils on their attainment and progress, and have put in place a comprehensive system of target setting for individual pupils. Although this is a fairly recent initiative, whose effects are not yet able to be evaluated, it does, nevertheless enable teachers to track each pupil's progress more carefully and to ensure that they know where pupils' strengths and weaknesses lie. It was also decided to restructure classes in September 1999 to minimise the impact of pupils leaving and arriving mid-term. The three mixed age group classes in Years 1 and 2 give the school greater

flexibility in maintaining class sizes when pupils move away or arrive. The school has developed very effective links with the nearby junior school in order to ease the transition into Year 4 and ensure greater continuity of teaching and learning for all pupils.

44. Staff and governors are involved productively in the process of school development planning. All contribute to the school development plan and all are involved in reviewing and evaluating it regularly at staff and governors' meetings. The plan itself is a very useful management tool, which has improved in format since the last inspection and which identifies those priorities that are relevant to the school's present circumstances. In addition to the main plan, subject co-ordinators produce a three-year action plan for their subjects, which identify relevant priorities, costings and a timescale for development. They do not, however, contain criteria by which to judge the success of the work undertaken. However, these plans are being implemented successfully and, in most subjects, are having a noticeable impact on the quality of education provided by the school and the standards achieved by the pupils. The school sets targets for achievement in English and mathematics, which are inevitably constrained by its inability to predict the number of pupils who will leave or enter the school each year. However, target setting in writing is not as well developed as in reading and mathematics.

45. The school has agreed and published aims that express high expectations of what pupils can achieve. Its aims, values and policies are implemented well and are reflected in all areas of school life. The school is very successful in meeting its main aim "to work in partnership with parents, pupils and governors to promote a love of learning in a secure, friendly and caring environment". Its aim to promote high standards of learning is well met in most areas, but is not yet fully effective in relation to the standards achieved in writing or in the presentation of pupils' written work. The school has a good ethos, and the quality of relationships between pupils, and between pupils and adults, is very good. All pupils receive equality of opportunity to learn and make progress. All staff work hard to create a stimulating learning environment for the pupils, which contributes effectively to the good progress they make.

47.

Staffing, accommodation and learning resources

46. The number, qualifications and expertise of the teaching staff are very well matched to the demands of the Key Stage 1 and Year 3 curriculum. All teachers are trained in the infant, primary or junior phase. During the previous year, uncertainty about the length of the headteacher's absence led to a situation where it was not possible to make a permanent appointment for the Year 2 class, and, as a result, the class had five different teachers. This situation has now been rectified. Five of the present teaching staff were in the school at the time of the last OFSTED inspection, including the acting headteacher, who was then deputy headteacher. The ratio of pupils to teachers compares very favourably with the national average. The range of teachers' subject qualifications is good, and all full time teaching staff have curricular responsibilities. Both Reception classes have a trained, full time nursery assistant, and there are four other learning support assistants, who, together, work for well above the national average time for primary schools. Most of the support staff are very well qualified and appropriately skilled and experienced. They all work very well alongside teachers, in planning, teaching and recording pupils' progress, especially in the Reception classes. All classes have an assistant for a proportion of the week, and this provision has helped to achieve sound standards of attainment and good progress by pupils of all abilities. Good use is made of parent helpers in classrooms, in all areas of the curriculum, and on visits and to help with fieldwork. A specialist music teacher works with all classes on one day each week, and makes a significant contribution to the good standards they achieve. Another teacher is employed on one afternoon each week to release teachers from the classroom in order to carry out management responsibilities. She is also the art co-ordinator and teaches art to each class in rotation. All judgements from the previous OFSTED inspection concerning staffing have been maintained or improved.

47. Arrangements for the professional development of staff are also very good. Good, well documented procedures are in place to support newly qualified teachers, new members of staff and teachers taking up new curricular responsibilities. All teaching and support staff have received appropriate training in the National Literacy and Numeracy Strategies and this has had a positive effect on pupils' recent

attainment in reading and mathematics. Procedures for the appraisal of teachers are in line with requirements and all teachers have been appraised and monitored in the classroom by a member of the senior management team. All members of staff have a suitable job description, which also contains details of their curricular responsibilities. Appraisal is also carried out for non-teaching staff, and support staff have been monitored in the classroom by the acting headteacher and her deputy. There is a very full staff development programme, and advisors from the Local Education Authority frequently provide training and advice for various areas of the curriculum. The staff development and in-service training programme is very effective in motivating all staff and identifying and meeting individual needs, as well as those of the whole school. This is evident in the high proportion of good and very good teaching during the course of this inspection, and has been recognised by the school's second award in the 'Investors in People' scheme.

48. The school's accommodation is generally satisfactory and is adequate for the age range of pupils and the numbers on roll at present. The school is housed in an old building, and consequently most classrooms, except the Reception classes, are relatively small. The Reception class area, which is detached from the school, is particularly good and includes a large central area, a small classroom at one end and a long activity area at the side. There is access from the Reception classrooms to an enclosed area for outside activities. The indoor and outdoor accommodation mainly meets the needs of the curriculum for the whole age range of pupils. It provides a stimulating and well-maintained learning environment, due in part to the very good work of the site manager and his staff. The school hall is situated on the upper floor of the main building, and its shape and size restrict the pupils' ability to perform more advanced and sophisticated dance and gymnastics in their physical education lessons. The noise level in the classrooms below is excessive whenever any activity is going on in the hall, which is also used as a dining room at lunchtime. The situation concerning the hall remains an issue from the last inspection, but it is difficult to address this issue without some form of capital funding. Bright, colourful class and corridor displays help to give all pupils and staff a stimulating learning environment. Storage space is adequate, with cupboard spaces dotted around the school. The library, which is situated in corridors, is not really large enough or conveniently situated to enable it to be used fully for pupils' research activities. The school grounds and surroundings are good for an urban infant school. They include a hard surfaced playground containing plentiful, colourful markings, including number lines, maps, hopscotch and a numbered lily pond. There is also a covered area containing colourful murals and an outside mathematics area. The area around the Reception unit is pleasant, and contains shrubs and paved areas and an adventure activity area with a bark surface. The school has the use of a large playing field nearby, but this entails staff and pupils crossing a busy road.

49. The resources of the school are mostly good. The level of provision, deployment and condition of the resources enhances the quality of work in most subjects, especially the core subjects of English, mathematics and science. The range of resources is appropriate to the age and abilities of the pupils. The provision of outside play equipment and large toys for children aged under five is also good and appropriate for the number of children. The library, which is small, has few resources and does not normally play a central role in the support of learning. The provision and use of information technology resources across the curriculum are satisfactory and are used to support areas of learning with a good range of computer software, particularly in mathematics, English and art. Resources from outside the school are also used well, including visits to the Roman villa at Fishbourne, Winchester Cathedral and the local Military Museum in connection with pupils' history and geography topics. Visitors to the school include parents and relations to talk about their toys, Army padres and lay readers, the community policeman, a puppeteer, a theatre company and an army cook who made bread with the pupils. The judgement from the last OFSTED inspection that the quality and quantity of resources were generally good has been maintained.

The efficiency of the school

50. Overall, the management of the school's resources is very good. The quality of financial planning is very good, constrained and complicated as it is by the uncertainties caused by the high turnover of pupils. The school receives very little advance warning of troop movements and this causes problems when trying to predict future income. As a result, governors consider a number of alternative strategies and contingency plans to meet all eventualities. At the end of the last financial year, the school had a larger than average budget surplus of just over £60000, representing approximately 20 per cent of its total income. Included in this figure is the money that is set aside for the school's contribution to the building of a new hall and library, should a bid for funding be successful. It also allows for a substantial contingency figure against a possible rise in the number of pupils on roll during the year in order to maintain small class sizes. Forecasts for the current financial year indicate that the budget surplus is likely to be reduced to between seven and ten per cent of the school's annual income, which still allows for a sizeable contingency to meet unforeseen circumstances. This represents an appropriate use of funds and sound financial planning. Subject co-ordinators are involved appropriately in assessing the financial needs of the areas for which they have responsibility, and they include costings in their subject action plans. Expenditure is carefully prioritised according to the needs of the curriculum.

51. The procedures for monitoring the school's spending are very good. The members of the governors' finance committee receive and check details of monthly expenditure and regular financial reports. The administrative officer, who is relatively new to the role, has implemented very efficient systems for financial control and administration, and she receives good support from the acting headteacher and a finance officer from the Local Education Authority. The school had a thorough financial audit in April 1998. The recommendations made by this audit have been addressed appropriately. The funding that is allocated for staff training is used very well to provide high quality professional development for all staff. Money provided for pupils with special educational needs is also very well spent on providing classroom assistants and a co-ordinator for special educational needs, all of whom make an effective contribution to the good progress made by the pupils. The school's administration is efficient and unobtrusive, and provides very good support for the management of the school and the teaching of the curriculum. Governors evaluate the cost effectiveness of spending decisions by gathering information from the headteacher and staff about their impact on standards of attainment and the quality of education provided by the school. In most sections, the school development plan lists criteria to help governors evaluate how successful the action taken has been in achieving its objectives.

52. The school's teaching and support staff are very well used. Teachers are appropriately deployed as class teachers, according to their expertise, and in suitable management roles, which are clearly defined and delegated. Classroom assistants are used particularly well to support pupils in their learning in the literacy and numeracy hours, as well as providing general support in other lessons. They make an important contribution to the progress made by the pupils, particularly those with special educational needs. The school receives additional funding because of its unusually high turnover of pupils, and this is used effectively to keep class sizes small. The average class size is 21, and the largest contains 25 pupils. This, and the generous number of classroom assistants, make it easier for teachers to give adequate attention to individual pupils, especially in literacy and numeracy lessons. The school makes very good use of funds to employ a specialist music teacher for one day each week to teach music to all pupils. This is having a positive impact on the standards achieved by the pupils in music and represents good value for money. In order to develop the role of the subject co-ordinators, money has been allocated to employ another teacher on one afternoon each week to release teachers from the classroom once every six weeks to carry out their management responsibilities. This is working very well and represents good value for money.

53. Although the school's accommodation has a number of shortcomings, it is used very well by all staff. Every available space is utilised efficiently to provide teaching or storage space. There is an additional classroom, which is used both as a music room and for teaching pupils with special educational needs in small groups. However, plans for this room to be refurbished so that it also accommodates the library may have to be abandoned if more pupils arrive from other army bases, as is expected during the next

12 months. If this happens, the room will have to revert to a classroom. Teachers make good use of the outside area to support learning in a number of subjects. For example, a covered mathematics area has been created in the playground. Teachers make very good use of a wide range of interesting and stimulating resources to support pupils' learning across the curriculum. Information technology resources are used particularly well in all areas of the curriculum.

54. Overall, the pupils enter the school at below average standards, make good progress and leave it at average standards, except in writing, where standards are below average, and information technology, geography and music, where they are above average. The provision made for pupils with special educational needs is good and enables them to make good progress. The school has a good ethos with very good relationships, and its provision for the pupils' spiritual, moral, social and cultural development is good. The quality of teaching is good, as is the curriculum. There are good procedures for assessing the pupils' attainment and progress. The support and guidance provided for pupils are very good, as is the school's partnership with parents and the community. The leadership and management of the school are also very good. The school's expenditure per pupil is very high when compared with national average figures. When taking all of these factors into account, as well as the school's high turnover of pupils, it provides good value for money. This reflects the findings of the previous inspection.

56.

PART B: CURRICULUM AREAS AND SUBJECTS

56.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

55. On entry to the school, children generally demonstrate levels of knowledge and skills that are below average for their age. They are on course to achieve most of the recommended Desirable Learning Outcomes for children of this age by the time they are five, with nearly all ready to start on the early stages of the National Curriculum. In personal and social development, mathematics, creative development and knowledge and understanding of the world, most children are on course to achieve expected standards by the time they are five. However, in language and literacy, pupils are not on course to achieve expected standards in writing. In physical development, pupils are on course to exceed expected standards by the time they are five years old. This judgement is approximately in line with the findings of the last OFSTED inspection, which was carried out before the introduction of the nationally recommended Desirable Learning Outcomes. At that time, it was judged that children in Pre-Key Stage 1 achieved sound, and sometimes good, standards in all areas of learning. At the time of the current inspection, only five children had reached the age of five and some children had been attending school full-time for just over half a term. The curriculum for children aged under five is broad and well balanced and is based appropriately on the areas of learning for children of this age. The planned curriculum also makes good provision for the transition from the Early Years to the requirements of the National Curriculum at Key Stage 1.

56. The quality of teaching in both Reception classes is good, overall, for all the areas of learning, and there are instances of very good and excellent teaching in some lessons. Class teachers work very closely with classroom assistants in planning and teaching, to set up appropriate experiences and stimulate children's interest. The assistants are experienced and well qualified and act as good role models for the children. All staff have a very good understanding of the needs of young children and of the day to day requirements of the curriculum for the Early Years. The accommodation for children aged under five is good, comprising a separate unit away from the main school building with a large shared classroom, a small room used for whole class and group work, and a long activity area. Both classes have direct access to an outside, fenced area for outdoor activities, which is well used in fine weather throughout the year. Resources are also good, and there is a good assortment of large wheeled toys for outdoor activities. Assessment, including the baseline assessment that is administered soon after pupils start school, is used very well to inform teachers' planning and ascertain the progress of individual pupils. It is also used well to identify pupils with special educational needs, including more able children. There are very good induction procedures in place and all members of staff and the older pupils in the school work together to make the youngest children feel safe and secure in school.

Personal and social development

57. Most children make good progress in their personal and social development during their first year in school. They show confidence in talking to their teachers and other adults, and answer questions well, indicating a good degree of self-esteem. They establish good relationships with each other, and with teachers and classroom assistants, and most are capable of working quietly and conscientiously, either individually or as part of a large or small group. Children settle down to work relatively quickly, are attentive to their teachers and listen patiently to each other. All are willing to seek help or assistance when necessary. Children enjoy their learning and show eagerness and excitement when being introduced to new activities and experiences. This was particularly noticeable when they were introduced to magnets and their properties and when they all tested different magnetic objects around the classroom. Some children are beginning to demonstrate independence when selecting activities or resources, for example, when changing for physical development lessons, and when selecting materials and costumes for role play activities, such as acting out the Nativity story. The vast majority of children understand the difference between right and wrong, and they soon fit into the school's ethos and expectations of very good behaviour. They move from their classroom to the main building quietly and sensibly, showing an awareness of the need for quiet when other classes are working. They show consideration for the classroom and school environment, and use apparatus and equipment safely and

with care. The quality of teaching in this area of learning is very good. Class teachers and assistants work hard to establish the children's relationships with each other and with adults. The children are taught to be attentive and to settle down quickly and quietly to their work. They are taught well to show independence in personal hygiene and in dressing and undressing for physical activities. The majority of children are on course to achieve expected standards in this area of learning by the time they are five.

59. Language and literacy

58.Children of all abilities make satisfactory progress in developing their language and literacy skills, and some are on course to achieve expected standards in this area of learning by the time they are five. However, the majority of children are not on course to achieve expected standards in writing. Children listen attentively to their teachers, especially during the introductory session at the beginning of a lesson, and at the beginning of morning and afternoon sessions. Nearly all children are willing and able to talk about their experiences at home and at school, and are eager to answer any questions, but some find difficulty in putting their feelings and thoughts into words. They are beginning to develop a sound range of vocabulary, and most recognise their own names. Children are beginning to recognise familiar words in their own reading books and in the 'Big Books' that they share as a class. They participate readily in rhymes and songs, such as "Little Miss Muffet" and the "Rocking Carol". Their ability to take part in role play, either that which is directed by the teacher or initiated by themselves, is well developed, particularly in the play corner, which is currently adapted to be a stable for the Nativity story. Children show a good understanding of how books are organised, and of the distinction between pictures and words. Most children enjoy sharing books and they handle them very carefully. Their ability to associate sounds with patterns in rhymes, and syllables with words and letters is slowly being developed. Most children are beginning to use pictures and symbols to communicate meaning, as when they write invitations, lists and letters. Some children are able to write their names with appropriate use of upper and lower case letters. The quality of teaching in this area of learning is good. Teachers present many opportunities for children to speak and listen, for example when they participate in literacy and numeracy sessions. Children are actively encouraged to talk about their experiences, and there is a good emphasis on all children learning through talk in all aspects of their daily activities.

Mathematics

59.Standards in mathematics are in line with those expected for this age group. A significant minority of children are on course to be ready to transfer to the early stages of the National Curriculum before they are five. Children make good progress in this area of learning and most are able to recognise and order numbers up to ten. They form and write numbers up to five without assistance. They recognise and recreate patterns well and are familiar with various number rhymes and counting games. Most children are beginning to show an awareness of how to add numbers up to ten, as seen in whole class numeracy sessions and at odd intervals used by the teacher to sharpen up children's mental strategies. They are also familiar with larger numbers from every day life, for example, in registration, when they calculate the number of pupils who should be in the class and how many are absent. Children of this age group are also beginning to show a sound development of mathematical language and describe shape, size and quantity when sorting and matching two dimensional shapes, such as circles, squares, rectangles and triangles. Most are also able to compare height or size using 'bigger than' and 'smaller than' but they are still developing the ability to recognise number words or ordinal numbers. Nearly all children recognise more complex two dimensional shapes, including octagons, hexagons and pentagons, and can identify triangles and squares around the classroom. The quality of teaching in this area of learning is good. Teachers and support staff provide an assortment of practical equipment and apparatus for children to sort and make into patterns. They also provide everyday items like place mats, teddy bears and toy cars for children to sort and order. Staff capitalise well when children are using construction kits, encouraging them to discuss and explain such concepts as 'higher than' and 'shorter than'. Opportunities for direct teaching, and those activities where children are working on their own or with a partner, are well planned to enable all children to make good progress in this area of learning.

61. Knowledge and understanding of the world

60. The majority of children make good progress in this area of learning and are on course to achieve expected standards by the time they are five. Children are able to talk about where they live, their families and their home and school environment. They also have a sound ability to describe past and present events in their life, although a significant number of children experience difficulty in transferring their thoughts and ideas into words. Children react well to the opportunities presented to them to explore and recognise objects and materials, as when they eagerly investigated which objects would be attracted to a magnet. They have a good awareness of some of the features of the area where they live, in particular the regular arrival of helicopters at the nearby army camp. They are able to discuss some of the features they like and dislike in the school and local environment. Children discuss different areas in the world that they have visited or where their parents have been posted, including Bosnia, Germany and Singapore. They use information technology well, and make good use of the computer to reinforce and extend learning in literacy, mathematics and art. Most children control the mouse well to indicate their preferences on the screen, and pass on this skill to others. The quality of teaching in this area of learning is good. Teachers use the local and school environment well to encourage the children to discuss and relate their experiences. These experiences are then linked well to literacy, drawing, painting and modelling back in the classroom. Children are often encouraged to talk about their families and where they live, for example, their route to school and any outstanding events, such as holidays or the birth of a baby.

62. Physical development

61. Children make good progress and attain above average standards in this area of learning. Although space in the hall is limited, the wide availability of outdoor play areas and facilities enables most children to make good progress in their physical development. Children are confident in their movements, and are developing good control and co-ordination, both in body movements and when using small apparatus and equipment. They obey the teacher's instructions well, and are developing a good awareness of space. They are also beginning to understand simple health and safety principles and the reason for warm up and cool down sessions. Children move quietly and sensibly from the classroom to the hall for physical education lessons, showing good consideration for pupils working in other classrooms along the route. When working with play dough and construction kits, they show good control when making shapes, towers, bridges and houses. The quality of teaching is good in this area of learning. There is good provision for planned and spontaneous physical activity, which includes a plentiful supply of large wheeled toys in the enclosed playground and opportunities for children to play in the adventure play area. Staff give good support to children, to enable them to gain confidence, by showing them the correct way to use and handle equipment, tools and apparatus. They also work alongside the children in sand and building activities, using these occasions to assess children's performance and progress.

Creative development

62. Children make good progress in this area of learning and attain expected standards by the time they are five years old. They explore colour, texture, shape and form in two and three dimensions through painting, drawing, modelling, cutting and sticking activities. When painting, modelling and using construction kits, they respond well to the opportunity to express their feelings and communicate their ideas. In role play activities, and when playing in the play areas, they are given the opportunity to link their role play to various areas of the curriculum, including religious education, and they react well to this. Children show a good developing ability to use their imagination and to listen and act through dance and drama. This is often linked to stories and rhymes and current seasonal themes, such as the Nativity. When making music, children are able to recognise the difference between wooden and metal instruments and the sounds they make. Most are able to describe these sounds and use long and short clapping movements to accompany the rhythms of familiar songs and rhymes. The quality of teaching is good in this area of learning. Teachers provide a wide range of materials and resources to give all children the opportunity to express their ideas and communicate their feelings through music, dance, drama and stories.

64. ENGLISH, MATHEMATICS AND SCIENCE

64. English

63. By the time they leave the school, at the end of Year 3, pupils attain standards that are below average, overall. Standards in speaking, listening and reading are close to average, but in writing they are below average. A high turnover of teachers affected this year group adversely in Year 2. Although this is being addressed, pupils have still not made sufficient progress to reach average levels in writing. The school has identified this as an area for development. Analysis of the national end of Key Stage 1 tests for 1999 shows that the percentage of pupils attaining Level 2 and above in both reading and writing, was below the national average. The percentage of pupils reaching Level 3 was close to the national average in reading, and well below average in writing. When the averages of the school's test data are compared with those of all schools, they show that the pupils' results in reading were close to the national average, while in writing they were below average. When compared with the average scores attained by similar schools, the pupils' results in reading were average, and in writing they were below average. The school's results over the last three years show that the 1999 results in reading were lower than in the previous three years, while in writing there have been minor fluctuations from year to year. The end of Key Stage 1 results over three years also show that boys consistently outperform girls at Level 3 in reading. This is not reflected in the current Year 2.

64. The findings of the inspection are that, by the end of Key Stage 1, the proportion of pupils who are on course to attain expected standards is average in reading and below average in writing. This is different from the last inspection, when standards were in line with national expectations in both reading and writing. Considerable turnover of pupils and a high proportion of pupils with special educational needs account for the decline in standards, which is particularly noticeable in writing. Standards in speaking and listening are broadly as expected by the end of Key Stage 1. Pupils are very confident speakers when talking about topics that interest them, but listening skills are not as well developed. In lessons, pupils are encouraged to share opinions and answer questions, but a significant number of younger pupils have limited concentration skills and teachers have to work hard to get all pupils to concentrate on topics being discussed. A small number of pupils also become passive listeners, particularly in whole class literacy sessions, which involve a lengthy time sitting on the carpet. In Year 3, standards in speaking and listening are mainly in line with what would be expected for pupils of this age. Speaking skills are stronger than listening skills, as they are in Key Stage 1.

65. Standards in reading are mainly in line with that which would be expected by the end of Key Stage 1. During guided reading sessions, teachers focus on one group, but the school ensures that good numbers of other adults regularly hear pupils read. Parents also give very good support by hearing their children read at home. Only a few pupils are able to express preferences about books that they have enjoyed and would recommend to others, and a limited number named their favourite author. Pupils' understanding of texts shows that they are gaining meaning from reading and all have learned to use a range of strategies to help them to read unfamiliar words, for example, splitting words up, using picture clues and contextual meanings. In Year 3, standards in reading are broadly as expected for the age of the pupils. Pupils demonstrate enthusiasm for reading and a good number of pupils go to the town library and learn to be more discerning readers. Pupils read fluently and accurately, and are able to discuss characters and plot. They use simple reference books to find out information and know that contents and index pages will help them to do this.

66. Standards in writing are below average by the end of Key Stage 1 and in Year 3. Pupils' ability to write independently is limited, and teachers' expectations of the quality and amount of work that pupils produce in the literacy hour are not always high enough. A significant number of pupils in the current Year 2 are not on course to reach the expected levels by the end of the year. Analysis of Year 2 pupils indicates that a very small number started in this school in the Reception class, so it is a difficult task to monitor progress. However, opportunities to write across the curriculum are limited, and teachers give a higher priority to the development of reading. Pupils write for a variety of purposes, such as prayers, poetry, factual accounts and stories. Standards in pupils' handwriting books are generally high throughout the school, but these standards are not always maintained when pupils write in other exercise

books. Not all teachers present their own writing, either on the board or in their written comments, as an evenly sized joined handwriting style that presents a good model to pupils. Good examples of extended writing are to be found, written by Year 2 and Year 3 pupils. The 'Scary Castle Stories' are a good example of this.

67. Progress in lessons seen during the inspection was good. Progress over time is good in speaking, listening and reading and satisfactory in writing. Pupils with special educational needs are well supported and make good progress. They have appropriate individual education plans with targets that are sharply focused on their individual improvement. Teachers plan appropriate tasks based on these, and classroom assistants give good quality support during lessons to these pupils.

68. The pupils' responses to English have improved since the last inspection and are now good. Most pupils are well behaved, although a few become passive listeners or fidgety when involved for too long in whole class sessions at the start of the literacy hour. Mostly, they are keen and interested in their work, and are confident and eager to contribute to discussions. Pupils are confident socially and eager to talk about what interests them, but this is not always pertinent to the subject that is being discussed. Pupils have good relationships with the teacher and with each other. They enjoy discussing their work and try to help each other.

69. The quality of teaching is good, overall, for pupils at Key Stage 1 and in Year 3, and has improved since the last inspection. During the inspection, teaching was never less than satisfactory. Planning systems are now good, and the purpose of activities is now shown clearly in planning. Teachers' expectations of pupils' behaviour are high, but in work they are more variable. There is a good emphasis on developing pupils' speaking, listening and reading skills, and teachers have high expectations of what the pupils are able to achieve. In writing, expectations are not always high enough. Teachers' understanding of the National Literacy Strategy is well established. Occasionally, there is a weakness in the planning of group tasks to cater for a wide range of attainment in a class with two age groups. In these lessons, when there is a rotation of tasks, the task set is sometimes not sufficiently challenging to match the ability of all the pupils, particularly higher ability pupils of the older age group. The amount of time spent in whole class activities at the start of the literacy hour is sometimes too long for a number of pupils, resulting in loss of pace to the lesson. Good use is made of classroom assistants to support groups, and they are clearly informed of their role through written instructions and discussions. Questioning is used skilfully to enable teachers to evaluate what pupils have learned and to extend their learning. An example of this is when pupils are studying 'Big Books' in the literacy hour and developing their understanding of author and illustrator. The very good relationships which teachers have with their pupils have a positive impact on the classroom ethos and climate for learning.

70. The school's provision for literacy is satisfactory. The co-ordinator has provided good training for colleagues, and this is supported well by a rigorous programme of monitoring and review. The literacy hour is consistently carried out by all teachers, but there is some inconsistency in the planning of the group work. Most teachers plan tasks which are adjusted to match the ability of the pupils in the group, whilst a few rotate activities with less success, as they are not always appropriate for the ability of the pupils and do not provide sufficient challenge. Whole class sessions at the end of a lesson are used appropriately for sharing work and for reinforcing the key points and skills of the lesson.

71. The policies for reading, writing and speaking and listening are satisfactory, in that they provide clear guidance for the early stages of teaching, but are less clear about activities to extend and challenge pupils. Resources are good. There are a good number and range of books, and these are thoughtfully organised. The library is not in a suitable location, and the school recognises that this needs to be addressed, as it inhibits its use and the development of literacy skills. Much effort has been applied to the development of assessment and this is now good. Good systems of regular assessments are established, together with a developing system for tracking pupils' progress and setting individual targets. At present, these are better developed for reading than writing. Assessment information is starting to be used well to inform planning, but it is too early for this to have a noticeable impact on standards. The co-ordinator has worked hard to implement, monitor and resource the literacy hour and provides good leadership. She has produced a clear plan for the development of the subject, which

includes the aim to raise standards in writing.

73. Mathematics

72. By the time they leave the school at the end of Year 3, pupils are on course to attain average standards in mathematics. Pupils count on from 130 and calculate mentally addition and subtraction sums using numbers up to 20. They are able to order three digit numbers and have a secure knowledge of place value for these numbers. Some have a good knowledge of their multiplication tables to ten, and all know their two, three, five and ten times tables. The pupils' knowledge and understanding of division are less well developed, but they show a secure understanding of fractions beyond halves and quarters, and the relationship between these and division. Most pupils understand reflective symmetry and are developing their knowledge and skills in data handling by producing a birthday graph, and a graph showing their reading results using bar charts and pictograms.

73. In the end of Key Stage 1 national tests for seven year olds in 1999, the proportion of pupils who attained expected standards in mathematics was well below average. The percentage who reached higher than average standards was below average. When the average of the school's test data is compared with that of all schools, it shows that the pupils' results were well below average. When compared with that of similar schools, it shows that the pupils' results were below average. There was little difference between the performance of girls and boys in the tests, but the school's own analysis indicates that boys have done better than girls in recent years. This is not reflected in the current Year 2. National test results over the last three years indicate a slight increase in performance at Level 2 from 1996 to 1998, but a sharp decline in performance at Level 3 over the same period. The 1999 test results show a decline in standards in both Level 2 and Level 3. This is due in part to the large turnover of teachers in the Year 2 class during the 1998/1999 academic year and partly to the high and frequent turnover of pupils.

74. The findings of this inspection indicate that, by the end of Key Stage 1, the proportion of pupils who are on course to attain expected standards is in line with the national average. This judgement shows an improvement on the results of the 1999 national standardised tests and is due partly to consistency of teaching and partly to the recent introduction of the National Numeracy Strategy, which has led to higher expectations on the part of all teachers. These inspection findings are in line with the judgements of the last OFSTED inspection, when most pupils' attainment was in line with national expectations. By the end of Year 2, most pupils have a sound knowledge of place value in tens and units and can identify odd and even numbers in or out of sequence. Most recognise and order numbers up to 100, and have a sound knowledge of addition and subtraction principles with numbers up to ten. Pupils sometimes use this knowledge to solve simple mental problems, but most pupils' capacity to explain their mental strategies is limited. Nearly all pupils identify and recognise halves and quarters of two dimensional shapes, but most have problems with working out a half or a quarter of a number. Pupils use small amounts of money to calculate change and the cost of purchases, using lower denominations of coinage. Pupils accurately measure classroom objects or larger distances using metric measures, and most understand the expressions, 'longer than' and 'shorter than'. They also have a sound knowledge of the concept of balance in measuring mass. Some pupils are able to tell the time in five minute intervals, and most are capable of understanding half and quarter hour times. In their work on shape and space, most pupils recognise and sort two and three dimensional shapes, and are beginning to recognise the number of sides and corners. They are beginning to develop the correct mathematical vocabulary to describe them. Pupils compile simple statistics by tallying, and then convert this information to simple graphs using information technology.

75. Pupils of all abilities, including those with special educational needs, make good progress in the subject overall. Year 1 pupils recognise numbers up to 20, order them accurately and count beyond 20. Most add single digit numbers mentally, but have problems in counting on in twos. They are beginning to recognise the size and significance of decimal coinage up to ten pence and can give change from ten pence. Pupils recognise halves in relation to two dimensional shapes, like circles and squares, but have more difficulty in relating fractions to numbers. They are beginning to develop measuring skills by measuring length and capacity with cubes and understand the concept of 'heavier than' and 'lighter than'.

Pupils in Years 2 and 3 build upon this sound foundation, and continue to develop their mathematical skills, knowledge and understanding at a good rate. Pupils' use of mathematical vocabulary develops well as they move through the year groups and they gradually learn to solve simple problems involving the addition of small numbers.

76. Pupils in all year groups are keen and interested in mathematics, and their response and attitudes to all aspects of the subject are good. They are attentive, listen to the teacher's instructions and respond well to any questioning. This concentration is maintained well when they move into groups after the initial whole class session in the numeracy hour. Pupils are well behaved and they work well together when required. Pupils' ability to participate in independent learning and personal study is less well developed, but they enjoy using practical resources. Resources and materials are used carefully and pupils' work in books, folders and displays is mostly neat and well presented. Most pupils take a pride in their work, and they are willing and eager to describe their work to each other and to adults.

77. The teaching of mathematics is good at Key Stage 1 and in Year 3. This judgement is in line with the findings of the last inspection, where the quality of teaching was also found to be good. During the inspection, the lessons observed ranged from satisfactory to very good. Teachers give appropriate whole class introductions before moving pupils into ability groups, following the format of the National Numeracy Strategy. They sum up the lesson well in plenary sessions, and also use this time appropriately to ascertain their pupils' progress and understanding. All teachers have a good knowledge and understanding of the subject, which are evident in their skilful questioning, appropriate lesson introductions and the provision and use of practical resources to encourage pupils' learning. Pupils are managed and organised well, but not all lessons have the pace to challenge pupils and induce good progress, especially when pupils move to groups and are working for a large part of the time without adult supervision. There is a good climate of praise and encouragement in all classrooms, and teachers encourage pupils to explain their strategies when making mental calculations. Lessons are well planned and based on the National Numeracy Strategy, and this planning is carried out and discussed before and after weekly sessions by year group teachers and learning support staff. Teachers also plan well for their support staff and use them appropriately, in the classroom, to support groups of pupils, especially those with special educational needs. They also participate actively with pupils in the introductory whole class sessions. Homework that is set for pupils is appropriate and relevant to the work being carried out in the classroom. The quality and use of day to day assessment by teachers is also good, is related well to individual pupils' progress and linked to the National Numeracy Strategy.

78. The curriculum for mathematics is broad and balanced and fully covers the requirements of the National Curriculum for pupils of all abilities. A suitable subject policy is in place, which offers good guidance to teachers in the day-to-day implementation of the National Numeracy Strategy, linking this effectively with other commercial schemes used in the school. The mathematics co-ordinator, who is the acting headteacher, is well qualified and enthusiastic, and offers very good direction for the subject. All teachers and learning support assistants have received appropriate training in the implementation and organisation of the Numeracy Strategy. They have all subsequently been observed teaching by the acting headteacher, and targets have been set to improve the results of the end of key stage national tests. Resources are satisfactory, both in terms of classroom apparatus and larger equipment, and these resources are used well to interest pupils and develop their mathematical skills and understanding. These resources include a useful outside mathematics area with colourful murals and playground markings. A meeting was held recently to introduce parents to the National Numeracy Strategy, and this was very well supported. Classroom assistants work very closely with teachers in planning, assessment and teaching, and this plays a large part in the good progress achieved by the majority of pupils of all abilities in the subject.

79. The effectiveness of the school's strategy for numeracy is satisfactory. The overall attainment of all age groups is in line with national averages and shows a big improvement since the 1999 national tests. The National Numeracy Strategy has been introduced into all classes, and all staff, including support assistants, have been trained accordingly. This has led to a more secure knowledge and understanding of the subject by teachers and consequently higher expectations for their pupils' performance.

81. Science

80. By the time the pupils leave the school, at the end of Year 3, they attain average standards in science. This is in line with the findings of the school's previous inspection. Pupils make simple predictions when carrying out investigations, as when they predict whether materials will cast a shadow or not. They make relevant observations, and measure quantities, such as the length of shadows at different times of the day. Pupils record their observations in a variety of ways and make good use of information technology to enter their findings on to a database and create graphs. They provide explanations for their observations and describe what they have found out from their work. Pupils have a sound knowledge of life processes and living things. They know that an adequate and varied diet is needed for good health and they understand the functions of teeth and the importance of dental care. When learning about materials and their properties, pupils compare different types of paper and test them to find out which is the most absorbent. They produce a graph to show their findings. Pupils investigate how shadows are made and know that a shadow is caused by something blocking the light. They identify materials that are transparent, translucent and opaque by investigating how much light they let through. Pupils apply what they have learned about light when predicting whether the same materials will cast a shadow.

81. Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that the proportion of pupils who attained Level 2 or higher in science was broadly in line with the national average. The findings of this inspection are that, by the end of the key stage, the proportion of pupils who are on course to attain Level 2 or higher is broadly in line with the national average. This is in line with the findings of the last inspection, and with the results of the 1999 national tests. By the age of seven, pupils use simple equipment to carry out investigations, as when they construct a circuit using batteries, bulbs and wires. They compare living things and identify the stages of growth of different animals and humans. They know that animals and plants need food and water in order to survive, and group foods according to whether they are healthy or not. Pupils recognise that light comes from many sources, some of which are natural and some man-made, and are able to distinguish between them. They know that light reflects from shiny objects, but that these are not sources of light.

82. The pupils make good progress at Key Stage 1 and in Year 3 as a result of good teaching and a carefully structured curriculum, which emphasises the importance of learning through investigation. Pupils build progressively on previously acquired knowledge and understanding. For example, they learn to identify and name a variety of sources of light. In Year 2, they develop this further by recognising that light is reflected from some surfaces, while in Year 3 they learn how shadows are formed and relate this to their knowledge of the position of the sun during the day and its effect on shadows. Pupils become more adept at using experimental and investigative methods, learning to predict what might happen on the basis of their prior knowledge. They also learn to communicate their findings in increasingly sophisticated ways, progressing from simple drawings and tables to more complex graphs produced on the computer. Pupils with special educational needs also make good progress as work is well matched to their capabilities and they receive good support in the classroom.

83. Throughout the school, pupils respond well to the teaching of science. They show interest in and enthusiasm for their work, and listen carefully in class discussions or when the teacher is explaining a new concept. Pupils work well together on group tasks, sharing equipment fairly and helping each other to carry out investigations. They demonstrate good levels of concentration and perseverance when faced with a difficult task.

84. The quality of teaching is good at Key Stage 1 and in Year 3. This is in line with the findings of the previous inspection. However, that inspection found that more able pupils were underachieving because they were not given sufficiently challenging work. This is no longer the case. For example, in Year 3, more able pupils are able to explain how the apparent position of the sun changes over the course of the day and how this affects the position and length of a shadow. An examination of pupils' work shows that teachers provide different levels of challenge for pupils of differing ability within each class. Pupils of average ability in Year 2 record their findings in simple tables while more able pupils measure quantities and record their findings in the form of graphs. Overall, teachers have good levels of expertise in the subject and have high expectations of what pupils are able to achieve. Their clear explanations enable pupils to develop a good understanding of scientific ideas and concepts, and their

use of questioning challenges and extends pupils' thinking. Teachers' planning is good and shows that great emphasis is placed on experimental and investigative work to develop skills such as predicting, observing, testing and drawing conclusions. Teachers relate science well to everyday applications, as when pupils in Years 1 and 2 dismantle and reassemble a torch when learning how to make a simple circuit. There is good emphasis on developing pupils' scientific vocabulary; for example, more able pupils in Year 2 and those in Year 3 learn the meaning of "transparent", "translucent" and "opaque" by examining different materials and sorting them. Teachers make effective use of a wide range of resources, such as the overhead projector, when teaching pupils about light and shadows, and the school grounds. They make very good use of information technology to support and extend pupils' learning in science, both for research and for recording findings. The previous inspection found that assessment was not always used effectively to establish what pupils already know. This has been rectified, and teachers now make good use of assessments to influence their teaching.

85. The leadership and management of the subject are very good. The experienced co-ordinator is both knowledgeable about the subject and enthusiastic about developing it further. She has put together a comprehensive three-year development plan whose immediate priority is the implementation of the scheme of work produced by the Qualifications and Curriculum Authority, followed by careful monitoring and evaluation of how it is being used and its effect on the standards achieved by the pupils.

The policy and scheme of work for the subject provide a useful framework for planning the curriculum, and teachers are implementing these effectively. For example, they have chosen to use units of work that are specifically designed for pupils in classes that contain both Years 1 and 2. The co-ordinator provides very good support for colleagues. She is released from the classroom regularly to observe teaching and check pupils' work. There is a good range of resources for all aspects of the subject, and the co-ordinator is effectively involved in budget planning to ensure that equipment and materials are renewed as necessary. The subject fully meets the requirements of the National Curriculum.

87. OTHER SUBJECTS OR COURSES

87. Information technology

86. By the time they leave the school, at the end of Year 3, and by the end of Key Stage 1, pupils achieve above average standards. By the end of Year 3, they use computers and software to communicate ideas and information in a variety of forms, such as text, graphs, pictures and sound. Pupils use information technology effectively in the context of work in several different subjects. For example, in design and technology they use a database to record the findings of a survey about favourite sandwich fillings. Pupils are fluent in carrying out basic operations, such as using the keyboard and mouse. They are able to use many of the features of a wordprocessor, such as changing the size and style of the font, deleting and underlining. Pupils use information technology to save data and gain access to stored information. For example, they produce and evaluate three different types of graph to show how the length of shadows changes during the day, and use a CD-ROM to find information about the diet of certain animals. Pupils combine graphics and text when making a calendar and use the Internet to find and print pictures and other information.

87. By the end of Key Stage 1, pupils generate and communicate their ideas in the form of text, pictures, simple graphs and sound. They demonstrate good levels of skill when using the keyboard and mouse and know how to operate a range of programs. Pupils use a data collection program to produce graphs to show their favourite fruits and modes of transport to school. They use a word bank and word-processing skills competently to assemble text when writing a list or expressing likes and dislikes. Pupils draw and save a Christmas picture, and use adventure programs to explore aspects of real and imaginary situations.

88. Throughout the school, pupils make good progress in information technology. At Key Stage 1 and in Year 3, they build systematically on the good foundations that are laid in the Reception classes and continue to expand their knowledge, skills and understanding in the subject. Pupils increase in confidence and independence as they are introduced to progressively more challenging activities. They extend their repertoire of terminology and techniques, and progress from acquiring basic keyboard and

mouse control skills to using the Internet and a CD-ROM for research, and learning to control a programmable toy. At Key Stage 1, pupils learn to present information in simple graphs, such as pictograms, where a picture represents each item. They progress to making block graphs, and then, in Year 3, line graphs. By Year 3, they learn to evaluate the different types of graph and decide which is more appropriate for what they wish to record. Pupils with special educational needs also make good progress in developing their knowledge and skills. Information technology is used well to enhance their progress in other subjects, especially literacy and numeracy.

89. Pupils use information technology confidently and independently, and are clearly accustomed to using computers as an integral part of their work. They are very enthusiastic about using computers and share the equipment well when working co-operatively with others. Behaviour is consistently very good, and pupils handle equipment carefully and sensibly. Pupils enjoy explaining their work and sharing their expertise with others.

90. The quality of teaching is good at Key Stage 1 and in Year 3. Teachers have a good knowledge and understanding of the subject, and the co-ordinator, who teaches in Year 3, has high levels of expertise. Throughout the school, teachers have very high expectations of what the pupils are able to achieve and set challenging tasks for them. Teachers plan a balanced programme of activities for the pupils, which ensures that they learn to use information technology for communicating ideas, handling data, research and control. They make appropriate provision for pupils of different age groups and levels of ability within each class. As well as ensuring that pupils' skills are developed well, teachers provide numerous opportunities for them to use their skills in literacy, numeracy, science, design and technology, geography and history lessons. For example, in geography, pupils visited local shops, carried out a survey of which foods were sold in them and used a data handling program to make graphs of their findings. They then produced an account of their visit and created a file, which became part of a national supermarket chain's 'Millennium Website'. Teachers encourage pupils to save their work in their own personal file, which serves as a record of achievement during the year. Teachers make pupils aware of the applications of information technology in everyday life and its relevance in the context of other subjects.

91. The leadership and management of the subject are very good. The co-ordinator is very experienced and knowledgeable and has formulated a detailed and wide-ranging three-year development plan, whose priorities include training all staff in the use of the Internet and producing a portfolio of pupils' work to give examples of the standards being achieved. The co-ordinator is released from class in order to monitor the implementation of the curriculum, and provides very good support for colleagues. The policy and scheme of work provide a very good framework for planning, which makes for a very broad and balanced curriculum. There is a strong commitment to the ongoing professional development of all staff, including classroom assistants. The current ratio of pupils to computers is in line with the national average, and resources are being systematically upgraded and improved. Two classes already have access to the Internet and plans are in hand to extend this facility throughout the school. The previous inspection report stated that there were no opportunities for pupils to develop their skills in using a CD-ROM or using information technology for control or monitoring. These shortcomings have been addressed and pupils now have the facilities to undertake these aspects of the subject. The subject fully meets statutory requirements.

93.

93.

Religious education

92. By the end of Key Stage 1, and in Year 3, pupils attain standards that are in line with the expectations of the locally Agreed Syllabus. This finding is in agreement with that of the last inspection.

Younger pupils have an appropriate knowledge of the Christmas story and know that Jesus was a special baby who was born at Christmas time. In their topic on 'Light', Year 1 pupils know that candles are used in Advent rings and name other occasions when candles are used. By the end of Year 2, pupils explain why Christians use an Advent ring. They talk about feelings related to light and darkness. For example, pupils in Years 1 and 2 sat in a circle and reflected on their feelings as they watched a candle flicker, recalling feelings of happiness and sadness in finding new friends and losing old ones. By the end of Year 3, pupils are able to explain the significance of symbols and why they are used. They can recall the Christian teaching that Jesus is the light of the world, and that He is a symbol of light to conquer evil and darkness in the world.

93. The progress pupils make, including those pupils who have special educational needs, is good throughout the school. Pupils gain a sound knowledge of a number of stories from the Bible and learn to relate these to their own lives. For example, when they are told the story of the 'Feeding of the Five Thousand', they explore the issue of the importance of bread in our lives and relate this to Harvest Festival celebrations. Pupils gain a broad knowledge of the Christian celebrations of Easter, Whitsun, Harvest and Christmas and learn to compare and contrast these with those in the Jewish faith.

94. Pupils have good attitudes to the subject. They are interested and eager to contribute to discussions, although some tend to call out instead of waiting to be asked. Pupils are confident when reflecting and expressing their own thoughts and feelings. They show a natural sense of wonder when sitting quietly observing a Christingle, for example.

95. The quality of the teaching is good overall at Key Stage 1 and in Year 3. There was some evidence of very good teaching for the oldest pupils. Strengths in teaching relate to good management of pupils, a good level of detail in planning and a good use of resources. Where teaching is very good, there is particularly good development of pupils' spiritual awareness, and the teacher's very good subject knowledge is used effectively to deepen pupils' understanding. A detailed scheme of work is linked closely to the requirements of the locally Agreed Syllabus. Work is allocated appropriately to each year group and for mixed year groups, in a well managed plan, which shows clearly what is to be learned and sequences of activities. Forms of assessment have been agreed and regular assessments are undertaken, with evidence kept in pupils' files where appropriate.

96. The co-ordinator is knowledgeable and confident in the development of religious education. She endeavours to attend courses to develop her expertise and makes good use of advisory services to help with the development within the school. Overall, the curriculum covers the required elements of the locally Agreed Syllabus and provides good opportunities for pupils to gain knowledge and understanding of religious education. Regular time is allocated to the subject, and acts of collective worship support pupils' learning well. The school has regular contact with the Garrison churches and padres visit on a regular basis to lead acts of collective worship. A lay worker from a local church is a familiar and popular figure in the school, who visits once a week, working with the pupils in the classroom and leading collective worship. The locally Agreed Syllabus is used well as a basis for planning. Resources are adequate and money is set aside to increase the number of religious artefacts available. The teaching of religious education makes a good contribution to pupils' spiritual, moral, social and cultural education, when pupils are encouraged to reflect on stories from the Bible and religious celebrations, reflecting how these relate to their own lives.

97. Although the number of lessons observed during the inspection was limited, a thorough scrutiny of pupils' work, classroom displays and discussions with pupils indicate that the standards in art are average for the pupils' ages throughout the school. This judgement is in line with the findings of the school's last OFSTED inspection. At Key Stage 1, pupils show average drawing and painting skills and are competent in using pastels, chalks, clay and textiles. They have gained appropriate skills in collage, printing and using the computer to create pictures and design patterns, and have an appropriate knowledge of the work of well known artists. For example, in studying the style and painting of Van Gogh's 'Wheat field and Cypresses', they can reproduce a similar style in their own work. In year 3, pupils extend their knowledge of different media by using water-colours, for example, reaching appropriate standards for their age. Art is often linked to work in other subjects: pupils in Years 1 and 2 make leaf prints when studying the seasons, and pupils in Years 2 and 3 paint pictures of Boudicca. Pupils produce smudged chalk pictures of a candle, which make an effective link with Advent in religious education studies. Examples of above average work are to be found around the school. For example, there are good examples of close observational drawing and leaves etched out of polystyrene tiles.

98. Pupils of all abilities, including those with special educational needs, make satisfactory progress in art. They begin in the youngest class, drawing their homes and using the computer for picture making. Good progress is made when the knowledge and understanding of the teacher is good. Pupils in Years 2 and 3 made good progress when observing and discussing published art in the form of Christmas cards and pictures. They used this understanding well to make paper batik pictures of their own, reaching above average standards.

99. All pupils enjoy art lessons. They listen carefully to instructions and settle to tasks quickly and quietly. Behaviour is good and pupils concentrate well and handle resources carefully. From limited evidence of lessons observed during the inspection, but combined with other evidence from planning and work samples, the quality of teaching is judged to be satisfactory overall. There are also examples of good teaching. Overall, teachers have a sound knowledge and understanding of the subject, which is evident from the way skills are taught in progression throughout the school. Planning has a good level of detail and explains clearly what pupils are to learn and the skills they are to acquire. Resources are well prepared, so that no time is wasted. Both the teacher and the classroom assistant, when present, give good support to pupils as the lesson develops. A feature of the good teaching is the teacher's good knowledge and understanding of art, which provides opportunities for pupils to experiment with resources and the effects they make.

100. The art curriculum has recently been reviewed, and a new scheme of work now provides a suitable framework for the progressive teaching of skills. This is an improvement since the last inspection. Every opportunity is taken to link art with other subjects, including science, religious education, history and geography. A sound art policy is in place, which gives appropriate guidance in planning, teaching and learning, and clearly sets out the standards to be achieved in relation to the National Curriculum. The subject co-ordinator is newly in post, well qualified and enthusiastic.

Design and technology

101. Pupils throughout the school attain standards that are average for their ages in design and technology. This is broadly in line with the findings of the previous inspection. Pupils in Year 1 design and build a house for 'Barnaby Bear' using a range of construction equipment. They select from a given range of materials and find ways of joining them together to make a house. In Year 2, pupils select from a variety of different fruits to make a fruit salad. They manipulate a knife carefully and cut the fruit into appropriately sized pieces, before combining them. They make simple judgements about the finished product and answer questions such as 'How could you make it better?' Pupils in Year 3 investigate, disassemble and evaluate greetings cards with moving parts. They draw and label diagrams of the cards, showing how they move, and list the materials that have been used to make them. They then use this as a model for creating their own design for a Christmas card, listing the materials and tools to be used.

102. Pupils, including those with special educational needs, make good progress throughout the school in acquiring and developing the skills and knowledge required to design and make products. They undertake a variety of assignments as they move through the school, which build on their earlier learning experiences. For example, pupils in Years 1 and 2 learn how to combine different types of fruit in a fruit salad and evaluate their work in terms of its taste and whether or not they like it. In Year 3, pupils investigate different kinds of bread and fillings in the context of their work in science relating to the components of a healthy diet. Drawing on their research into 'takeaway' prepared sandwiches and their own knowledge of the content of different foods, they design and make a 'healthy' sandwich. This concept is modified further by designing a sandwich for a particular purpose, such as a Jewish festival, which the pupils are studying in religious education. Pupils use information technology effectively to record their evaluations of what they have made and create graphs to show each other's favourite sandwich.

103. Pupils have positive attitudes towards their work and enjoy the processes of designing and making different products. They listen attentively to teachers' explanations and settle to work quickly when given a practical task to complete. For example, pupils in Years 2 and 3 concentrate well on examining how 'pop-up' mechanisms work. Pupils handle equipment and tools carefully and safely, as when pupils in Year 2 cut up fruit to make a fruit salad. They co-operate well on shared tasks and behaviour is good.

104. The quality of teaching is good, overall, at Key Stage 1 and in Year 3. In the lessons observed, teaching ranged from satisfactory to very good. Where it is satisfactory, the task is well planned and links effectively with other areas of the curriculum, but the teacher's involvement with the group that is engaged in the activity is limited because other activities are going at the same time. Where teaching is very good, the teacher's input at the beginning of the lesson is particularly good. For example, in one lesson, pupils are reminded about a recent visitor who designs aeroplanes, emphasising the importance of good planning and labelling. In this lesson, the teacher provided a very good range of greetings cards and books with moving parts and mechanisms, so that the pupils could investigate how they work and use the knowledge gained to design and make their own Christmas card. There is also very good development of appropriate vocabulary. Overall, teachers have good knowledge and understanding of the subject and generate enthusiasm in their pupils for designing and making a variety of different products. Lessons are planned well to ensure that pupils combine their knowledge and understanding with designing and making skills. Teachers make very good links with other subjects, particularly science, geography and history. Literacy and numeracy skills are developed well as pupils record and evaluate what they have done, take measurements and carry out surveys. Teachers provide very good opportunities for pupils to use information technology to carry out research and record findings. They have high expectations of what pupils are able to achieve and encourage them to evaluate and improve their work as it progresses.

105. The subject is very well managed by an experienced co-ordinator who has put together a detailed plan for its development over three years. An updated policy and a new scheme of work are being implemented well, ensuring that pupils have access to a broad and balanced curriculum with good procedures for assessment. There is a good range of resources to support teaching. The previous inspection report stated that there were few opportunities for pupils to experiment with and investigate materials to test ideas. This has been remedied. At the time of the last inspection, planning did not "sufficiently address progression through the key stages, particularly in relation to designing skills and technological understanding". The new scheme of work shows that pupils are provided with progressively challenging experiences as they move through the school, which build upon their earlier learning experiences well.

Geography

106. During the course of the inspection, it was only possible to observe one lesson. Judgements are based on this lesson, scrutiny of pupils' work, including work on display, discussions with the co-ordinator and pupils, and an examination of teachers' plans. Indications are that the rich and stimulating curriculum, which was identified in the school's last OFSTED inspection, has been maintained and that pupils achieve above average standards for their ages at Key Stage 1 and in Year 3.

Pupils have good knowledge of their school and local area, and draw simple maps, plans and routes, for example, around the school, or to the local church. In their investigation of food sales in the local shops, they record different types of shops and the food they sell in graphs, and use the computer to put the information on a website. A particularly good feature of the geography curriculum is the use of 'Barnaby Bear' and his trips around the world, which makes particularly good use of pupils' knowledge and enthusiasm as a resource. A good example of this was a lesson concerning Cyprus, where a number of pupils had been stationed. A parent helper who brought in a family scrapbook, worked very successfully with the teacher and the pupils made good progress. Through this work, pupils understand that Cyprus is an island, and that you need a passport to visit it. They make geographical deductions about the climate, what clothes to wear and what will grow there. 'Barnaby' has visited many far off places and is used as a rich resource for investigating such places as Israel and Tunisia. These are widely travelled pupils and their school makes the best use of their first hand knowledge as a resource.

107. Progress is good overall at both Key Stage 1 and in Year 3, for all pupils, including those with special educational needs. Pupils' mapping skills and knowledge grow at an appropriate rate and their knowledge of physical and human features and the location of a good number of places, both in this country and abroad, increases at a good rate.

108. From limited evidence, the pupils' response to geography is good. In the lesson observed using 'Barnaby Bear', the pupils' response was very good. Pupils show real interest and are eager to ask and answer questions. They are confident when it is their turn to present information and enthusiastic about taking 'Barnaby Bear' to other places. For example, one pupil is taking him to the North of England for the Christmas holidays so that he can see snow and be photographed in it.

109. Indications are that the quality of teaching is good at both Key Stage 1 and in Year 3. Teachers have good knowledge and understanding of geography for this age group. Work is planned with a good level of detail and teachers have high expectations of pupils' abilities to be able to understand conditions, make deductions and record their findings both in pictorial, written and graphical form.

110. The co-ordinator is newly in post and is maintaining and improving a well developed subject. She has a clear vision for further development and an expertise and enthusiasm for the development of cross-curricular links with, for example, information technology and design technology as well as art and literacy. The quality and quantity of resources are satisfactory and assessment procedures are sound. The subject makes a good contribution to the pupils' cultural development, through its far reaching and regular use of 'Barnaby Bear' and his travels.

111. At Key Stage 1 and in Year 3, pupils attain average standards for their ages. This judgement is made from a limited number of lesson observations, a thorough scrutiny of classroom displays, workbooks, photographs and folders and discussion with pupils. The judgement is in line with the findings of the last OFSTED inspection, even though national recommendations for the teaching of the subject have changed since that time. In Year 3, pupils have a sound understanding of the difference between past and present by recognising other periods, for example, the Roman period, linked with their visit to the Roman Palace at Fishbourne. They are developing the ability to compare clothes, food and buildings with those of the present time. They use old photographs, pictures and everyday artefacts to compare and contrast people, fashions and household appliances like records, typewriters, irons and sewing machines with their own experiences. Pupils have a sound knowledge and understanding of the history of light in connection with their science work. They show a sound factual knowledge of the people and events of different periods, such as 'The Gunpowder Plot' and Florence Nightingale, the latter being linked to the recent school centenary, when staff and pupils dressed in Victorian costume for the day. In connection with the school's centenary, staff and pupils have produced a Victorian sampler mural and a time capsule to be opened in twenty-five years. Most pupils show a sound ability to use appropriate historical vocabulary and are able to sequence events and objects, such as toys from their parents and grandparents' childhood, to indicate an emerging sense of chronology.

112. Pupils' progress in history is satisfactory for all ages and abilities, including pupils with special educational needs. The younger pupils demonstrate their awareness of the difference between past and present by comparing toys owned by their parents and grandparents with their own. This knowledge is gradually extended by listening to members of their own families and visitors to the school relating their own lifetime experiences. The use of correct historical language is gradually developed as pupils move from year group to year group.

113. The response of nearly all pupils to their history lessons is good. Pupils are attentive to their teachers' introductory talks and eager to answer and ask any questions, particularly when it relates to handling and discussing artefacts. They concentrate well on their tasks for most of the time and are eager to present their own ideas and theories. Sometimes their attention lapses when the introduction to a lesson is over long. They work well independently, with a partner or within a larger group.

114. The quality of teaching is satisfactory at Key Stage 1 and in Year 3. All teachers have a secure knowledge and understanding of the subject, as is seen in their planning and introductory exposition. They plan well for pupils of all abilities and generally organise lessons to achieve a balance between giving pupils information and enabling them to become active and effective enquirers. Learning support assistants are used well to support pupils with special educational needs, which enables them to participate in more practical learning tasks and activities. Pupils are managed and controlled well, especially in whole class introductory sessions. They are offered a range of strategies to interest them, ranging from stories, the examination of artefacts and secondary sources, outside visits, both locally and further afield, and visiting speakers.

115. The subject curriculum is balanced and in line with the latest national recommendations from the Qualifications and Curriculum Authority. It is taught as a separate subject, alternating with geography. The subject co-ordinator is enthusiastic, has an appropriate subject qualification and has produced good medium term plans for the subject. Resources for history are satisfactory and include a collection of textbooks, videotapes, audio tapes and artefacts. The co-ordinator is continuing to supplement the collection of artefacts in the school, usually by receiving donations from pupils' relatives. Curricular planning documents and samples of pupils' work are examined at regular intervals. The school makes good use of local museums and places of interest further afield, including Winchester Cathedral and Fishbourne Roman Palace, to enhance pupils' learning. Visitors are also invited into the school to talk about life in the recent past.

Music

116. During the inspection, the lessons observed were taken by a specialist music teacher, who is employed on one day each week to teach music to each class. At Key Stage 1, and in Year 3, pupils attain above average standards for their ages. This judgement shows an improvement since the previous inspection, when standards were average. At Key Stage 1, pupils sing a variety of songs with confidence and good awareness of pitch and rhythm. They make expressive use of musical elements such as different levels of volume, and have good control of diction and phrasing. When listening to recorded music, pupils respond to a steady beat and distinguish between high and low sounds. They know that 'piano' means quiet and that 'forte' means loud and respond appropriately to the conductor's signals in order to vary the dynamics of a song. They explore different ways of playing musical instruments loud and quietly. Earlier in the term, pupils composed their own fireworks music, using voices and different parts of the body to create the different sounds. Pupils worked together in groups to explore, create, select and organise sounds into simple musical structures. They recorded their compositions using pictorial symbols. In Year 3, pupils sing songs confidently with good control of diction, phrasing and breathing. They vary the dynamics of a song effectively and sing rounds in two parts. Pupils improvise a melody on tuned percussion instruments using five given notes and maintain a melodic and rhythmic repeated musical pattern to accompany a song.

117. Throughout the school, pupils, including those with special educational needs, make good progress in developing their understanding and enjoyment of music, through opportunities to listen and respond to a variety of musical genres. They develop confidence when performing to an audience and improve the quality of their work. As they move through the school, pupils learn an increasing range of musical terminology and develop a knowledge and understanding of musical signs and symbols. They develop the ability to respond to a conductor, and to take on that role, leading the rest of the class in performance. Pupils increase their awareness of different musical styles and composers, both in lessons and in assemblies, where they are introduced to the work of many different composers.

118. Pupils of all ages enjoy singing and making music, and participate in lessons with enthusiasm. They listen attentively to the teacher and respond promptly to signals. Pupils handle musical instruments with care and play them with sensitivity. They listen to each other's performance carefully and make simple judgements about its quality. Pupils are quick to answer questions and concentrate well when composing music.

119. The quality of teaching in the subject is at least good, and sometimes very good. The specialist teacher's high levels of expertise and enthusiasm for the subject are communicated very effectively to the pupils. Her very high expectations are reflected in the good standards achieved by the pupils. Lessons are planned well to build progressively on pupils' earlier learning and they provide a good balance between singing, playing instruments, composing, and listening to and appraising music. Other teachers make a positive contribution to the teaching of music by developing pupils' interest in and awareness of different kinds of music in assemblies and through links with other areas of the curriculum. Sometimes, class teachers sit in on the lesson taken by the music specialist and make assessments of the performance of individual pupils. On other occasions, the music specialist assesses pupils' attainment and progress and passes on the information to the class teacher.

120. The specialist teacher is also the co-ordinator for the subject. She has held the post since April 1999 and has produced a useful long-term development plan for the subject. The co-ordinator is currently putting together a scheme of work and updating the policy, and has already reviewed and increased the range of available resources. There is a good range of tuned and untuned percussion instruments, which are stored so that pupils have easy access to them in the music room. There is good liaison between the specialist teacher and class teachers to ensure continuity and consistency between what is taught in music lessons and in class lessons, and also to build useful links with other areas of the curriculum. Older pupils have the opportunity to learn to play the recorder at a lunchtime club, and they are making good progress.

Physical education

121. At Key Stage 1 and in Year 3, the majority of pupils attain standards that are average for their age groups in physical education. This judgement is approximately in line with the findings of the last OFSTED inspection, when it was found that the majority of pupils were achieving standards in line with the national expectation. Pupils show sound co-ordination and control in gymnastics and dance activities, and pupils of all ages and abilities have a sound awareness of space and the effect of exercise on their bodies. They perform basic gymnastic activities, linking together floor and apparatus work, and they show a developing ability to observe and analyse each other's performance. All pupils are beginning to understand the need for care and discipline in putting out and replacing large apparatus, especially in the confined and narrow space of the school hall. In dance and movement activities, most pupils show a sound ability to practise their dance skills alone in order to improve their performance. Their ability to use their imagination in dance was particularly apparent when pupils were responding to the poem, 'The Night Before Christmas'.

122. Satisfactory progress is made by all pupils, including those with special educational needs. The youngest pupils show an increasing control and co-ordination of bodily movement, on the floor and on apparatus, using various travelling skills. Their awareness of the necessity of using the available, confined space is also gradually developed, alongside their ability to perform safely. They are beginning to learn to improve their gymnastic and dance performance by practice, both individually and with a partner. All age groups move from their classrooms to the hall quietly and sensibly, showing a good awareness of and respect for other pupils working in classrooms.

123. Pupils enjoy their activities in this subject and their response to all its aspects is good. They listen attentively to teachers' instructions and directions and behave well. They show a sound awareness of safety when handling or setting out equipment or apparatus, even though the development of this aspect of physical education is comparatively new. All age groups are able to change quickly and quietly, the vast majority of pupils without adult assistance. They are eager to perform to each other when given the opportunity.

124. The teaching of physical education is generally satisfactory at Key Stage 1 and in Year 3, but some teachers lack confidence in teaching the subject. Most teachers have a secure knowledge and understanding of the subject, which includes a good knowledge of the health and safety factors for pupils. Most act as good role models by wearing appropriate dress for the physical education sessions. Teachers plan their lessons well, in line with the National Curriculum and latest national guidance, enabling pupils to consolidate and refine their practice. They manage and control pupils well, including the process of changing and moving to the working space. Teachers actively participate in lessons, and sometimes use pupils to demonstrate performance.

125. The subject curriculum is broad and balanced, with all the aspects of physical education for Key Stage 1 and the beginning of Key Stage 2 being appropriately covered. The subject co-ordinator is enthusiastic and has only recently taken over responsibility for the subject. A useful physical education policy is in place, with helpful guidance for teachers to ensure safe practice. The policy also contains a programme of study for both key stages in games, gymnastics and dance. A new scheme of work is proposed in the near future, in consultation with a local authority advisor and in conjunction with the new national guidelines. Teachers have recently taken part in in-service training concerned with the safe setting out and replacing of large apparatus in the hall. There have been no opportunities for the subject co-ordinator to monitor the teaching of the subject since this training took place. Resources are generally good. There is fixed climbing apparatus in the hall and a variety of small apparatus and equipment, which is easily accessible to teachers and pupils. The school hall is cramped and of an unusual shape, which limits the scope for more advanced and sophisticated dance and gymnastic activities. Space is further limited due to the storage of chairs, physical education and music equipment around the perimeter. The hall is also used as a dining room and this further limits the time availability for some classes. Outdoor facilities include a hard surfaced playground and a playing field, which entails pupils, and staff crossing a busy road.

127. PART C: INSPECTION DATA

128. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of four inspectors who spent a total of 12 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 41 hours 35 minutes. 8 hours 30 minutes at Pre Key Stage 1, 22 hours 35 minutes at Key Stage 1 and 10 hours 30m in Year 3. In addition, a further 20 hours 45minutes were spent on the inspection activities listed below.

- 42 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents and governors;
 - a parents' meeting was held and the views of the 10 parents at this meeting and those of the 26 families who responded to a questionnaire were taken into account.

129. DATA AND INDICATORS

129. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y3	117	0	51	3

129. Teachers and classes

129. Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	7.05
Number of pupils per qualified teacher:	17.59

129. Education support staff (YR – Y2)

Total number of education support staff:	5
Total aggregate hours worked each week:	125

Average class size:	20.7
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129. Financial data

Financial year:	1998/99
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Total Income	313717
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Total Expenditure	318469
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Expenditure per pupil	2324.59
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Balance brought forward from previous year	66464
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Balance carried forward to next year	61712
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129. PARENTAL SURVEY

Number of questionnaires sent out: 131
 Number of questionnaires returned: 26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	16	76	8	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	31	65	0	4	0
The school handles complaints from parents well	23	55	17	5	0
The school gives me a clear understanding of what is taught	8	77	7	8	0
The school keeps me well informed about my child(ren)'s progress	12	60	16	8	4
The school enables my child(ren) to achieve a good standard of work	21	63	8	8	0
The school encourages children to get involved in more than just their daily lessons	12	48	36	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	65	8	8	0
The school's values and attitudes have a positive effect on my child(ren)	29	63	8	0	0
The school achieves high standards of good behaviour	33	50	17	0	0
My child(ren) like(s) school	50	46	0	4	0