

# INSPECTION REPORT

**Mayhill County Junior School**  
Odiham

LEA area: Hampshire

Unique Reference Number: 116075

Inspection Number: 188349

Headteacher: Mr. John Gawthorpe

Reporting inspector: Julian M. Sorsby  
14042

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> September 1999

Under OFSTED contract number: 707376

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	The Bury Odiham Hook Hampshire RG29 1NB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. David Scullion
Date of previous inspection:	July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Julian M Sorsby, Rgl		Attainment and progress
		Attitudes, behaviour and personal development
		Teaching
		Provision for spiritual, moral, social and cultural development
	Equal opportunities	Leadership and management
	Special educational needs	Efficiency
Mary Malin, Lay Inspector		Attendance
		Support, guidance and pupil welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Andrew Hicks	Mathematics	
	Science	
	Information technology	
	Art	
	Music	
	Physical education	
Natalie Moss	English	Curriculum and assessment
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	History	
	Religious education	

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## MAIN FINDINGS

### What the school does well

- Teaching in the school is good and all pupils, including those with special educational needs, are enabled to make good progress.
- The staff promote very good relationships between all members of the school community and good behaviour among its pupils.
- Staff, parents and volunteers provide a very good range of extra-curricular activities.
- The school plans and provides well for pupils with special educational needs and for higher attaining pupils.
- The school very effectively integrates the children of service families who join the school part way through the four years of Key Stage 2.
- The efficiency of the school is very good.
- The leadership and management of the school, both lay and professional, are very good.
- The school has a very hard working and united staff team and the school's ethos is very good.
- Development planning, monitoring and evaluation are very good.
- The school provides very well for pupils' well being and their health and safety.
- The school provides very good information to parents and is very effective in promoting parental involvement in their children's learning.
- The school has succeeded well in introducing the National Literacy Strategy.

### Where the school has weaknesses

- I. in the quality of presentation of pupils' work
- II. in the range of information technology software to support the teaching of the broader curriculum and in teachers confidence in teaching information technology
- III. in the quality and consistency of marking
- IV. in consistency in providing for pupils' multicultural development and understanding
- V. in promoting regular attendance by a very small number of pupils who are habitually absent

**This is a good school in which there are few weaknesses and a very clear educational direction. Management and staff work as a strong team and are very well supported and guided by the governing body. Leadership and management and efficiency are all very strong, and the entire team's efforts are directed towards improving pupils' attainment. These factors have contributed to the school improving considerably in recent years and its very good capacity to continue to improve.**

### How the school has improved since the last inspection

There has been improvement in:

- VI. standards achieved by pupils in English and religious education.
- VII. pupils' progress in design technology, geography and history,
- VIII. the quality of teaching.
- IX. the quality of the curriculum and curriculum planning.
- X. provision for elements of pupils' cultural development.

- XI. the monitoring of pupils' personal development.
  - XII. the quality of procedures to monitor attendance.
  - XIII. the quality of procedures for promoting pupils' well being, health and safety.
  - XIV. the school's partnership with parents.
  - XV. the lay and professional leadership and management of the school.
  - XVI. the quality of the school improvement plan and its use as a management tool.
  - XVII. the efficient use of staff and financial resources.
- There has been deterioration in:
- XVIII. the level of unauthorised absence
  - XIX. provision for pupils' multicultural awareness

· **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	C
Mathematics	B	C
Science	B	C

Key
<i>well above average</i> A
<i>above average</i>

Since the 1998 tests, the very successful integration of the National Literacy Strategy has resulted in significant improvements in the standards achieved by pupils in English. Improvements have also occurred in both mathematics and science.

· **Quality of teaching**

Teaching in:	7 - 11 years
English	Good
Mathematics	Good
Science	Satisfactory
Information technology	No teaching observed
Religious education	Good
Other subjects	Good

Teaching is good or better in almost seventy percent of lessons, with very good teaching occurring in one in five lessons. Only one unsatisfactory lesson was observed.

*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	Pupils' behaviour is good in lessons and around the school. However, the behaviour of a small minority deteriorates when their activities are restricted by inclement weather.
Attendance	Overall, attendance rates are satisfactory. Failure to attend school regularly by a very small number of pupils results in unauthorised attendance rates being three times the national average.
Ethos*	The school's ethos is very good. There is a very positive climate for learning, pupils' attitudes to work are good, relationships are very good and the whole school community has a strong commitment to high standards. The ethos is a strength of the school.
Leadership and management	Both the lay and professional leadership and management of the school are very good. The school has a very clear and positive educational direction, which is shared and promoted by all. Leadership and management are strengths of the school.
Curriculum	The curriculum is broad and balanced and meets all the requirements of the National Curriculum.
Pupils with special educational needs	The school plans and provides well for pupils with special educational needs and for higher attaining pupils.
Spiritual, moral, social & cultural development	Provision for the spiritual, moral, social and cultural development of pupils is good.
Staffing, resources and accommodation	The match of the number, qualifications and experience of teachers to the needs of the curriculum is good and of support staff is satisfactory. Accommodation and learning resources are good.
Value for money	The school provides good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
XX. That the school is approachable with problems XXI. That the school enables a good	XXIV. Homework

standard of work XXII. That the school teaches positive attitudes and values XXIII. That their children like coming to school	
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Inspectors examined the nature and frequency of homework set, and judged homework to be appropriate.

## · **KEY ISSUES FOR ACTION**

In order to build on the many strengths of the school and to rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- ◆. Enable pupils to improve their attainment in information technology by broadening the range of software available for other subjects and thus develop the use by pupils of information technology skills across all subjects of the school curriculum.  
(Paragraph: 115)
- ◆. Improve the quality and consistency of marking of pupils' work, and in particular ensure that written comments to pupils clearly identify how they can improve their work.  
(Paragraph: 31)
- ◆. Develop and implement strategies to improve the quality of presentation of pupils' work.  
(Paragraph: 10)
- ◆. Further develop opportunities for pupils to learn about and appreciate the multi-cultural diversity of the wider community.  
(Paragraph: 50)

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

- . Further address the poor attendance rates of a very small number of pupils.  
(Paragraphs: 22-25)

## · **INTRODUCTION**

### · **Characteristics of the school**

1.The school is situated in the small town of Odiham, which lies near Hook in Hampshire. The school serves the town of Odiham, the Parishes of Odiham and Greywell and the nearby RAF base. There are 225 pupils on roll between the ages of 7 and 11, with boys outnumbering girls by 116 to 109. Pupils are taught in eight classes, there being two mixed ability classes for each year group, in which they are taught all subjects. The number of pupils registered at the school is slightly below the national average for junior schools. The average class size is twenty-eight.

2.Pupils come from a wide range of backgrounds and socio-economic circumstances. There is a mix of parental occupations ranging from professional to manual work. The school has a homogeneous population, with only two families not having their origins in the United Kingdom, and no pupils for whom English is a second language. Pupils' attainment on entry to the school is in line with national expectations.

3.Approximately three per cent of pupils are eligible to receive free school meals, this figure being lower than the average for primary schools nationally. It is an important feature of the school which affects many of its aspects, that children of families in the armed services are subject to joining or leaving the school some time during the four years of Key Stage 2, as their families are posted to other locations. For example, of the pupils who sat the 1999 tests at the end of Key Stage 2, 43 percent had not spent four years at the school. None of the pupils has a statement of special educational need, this being well below the national average. A comprehensive Special Educational Needs Policy is in place, in which measures of support for pupils at Stages 1-5 are clearly laid out such that all requirements of the Code of Practice are addressed by the school. Twenty three per cent of pupils are recognised as having special educational needs, which amounts to fifty-eight pupils. This is above the

average for similar schools. The school provides well for academically able pupils.

4.The school, in partnership with the County, has set the following targets for eleven-year-old pupils' attainment by the year 2000. Pupils gaining level four or above: English 71 per cent; mathematics 72 per cent.

5.The school's published statement of aims is as follows:

**Pupils:** We aim to develop children who are secure in all the basic skills, who can cope with change, and are adaptable, innovative, self disciplined and independent. We want to give children the desire to continue learning as a life-long activity, and the commitment to make a contribution to the wider community. They will be taught in a well managed, secure and happy classroom, where they can interact with others. We aim to enhance pupils self esteem and self - confidence, and to give them "self -competence": the knowledge of what they can do well.

**Parents:** We aim to ensure that our partnership with parents is built upon honesty, trust and mutual respect, for it is the foundation upon which we build a successful education for each child.

**The community:** Mayhill serves a varied and unique community, an important part of which is RAF Odiham. We seek to be at the heart of our community. We want our children to appreciate the benefits of living here, and will endeavour to support local enterprises and events.

**Staff:** Through a commitment to the philosophy and practice of Investors In People, Mayhill School aims to support, encourage and develop each member of staff to get the best for and from them on behalf of the children.

6.The governors' policy for admission:

- seeks to admit all children from the Parishes of Odiham and Greywell.
- children with a significant medical condition
- children with a brother or sister already on roll
- children attending Buryfields Infant School
- children who have a parent who works at the school
- children whose family members have previously attended the school

Governors attempt to keep up to four extra spaces in each year group for incoming Service children.

## 1. Key Indicators

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	32	29	61

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	29	30
	Girls	24	20	26
	Total	51	49	56
Percentage at NC Level 4 or above	School	84 (64)	80 (66)	92 (78)
	National	70 (65)	69 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	28	30
	Girls	21	21	25
	Total	48	49	55
Percentage at NC Level 4 or above	School	79 (79)	80 (80)	90 (82)
	National	68 (65)	69 (65)	75 (72)

## Attendance

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

		%
Authorised Absence	School	7.7
	National comparative data	5.7
Unauthorise d Absence	School	2.8
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	19
Satisfactory or better	98
Less than satisfactory	2

## 7. PART A: ASPECTS OF THE SCHOOL

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

#### 7. Attainment and progress

2. Pupils' attainment on entry to the school is average. In 1999 by the end of Key Stage 2, the proportion of pupils achieving level four in the National Curriculum Tests attainment in English, mathematics and science was above national averages. In comparison with schools considered to have pupils' from similar backgrounds, the Mayhill results were average in all three subjects. It is a feature of the school that because of the mobility of Service families, many pupils do not complete four full years of study at the school, either arriving after the start of the four years or leaving before it is completed. For example, in 1999, 11 of the pupils sitting the test had been at the school for two years or less and one had been at Mayhill for less than one term. By the end of the last Year 6, almost half of the pupils were either not from the original cohort, or had left the school. Because of the school's good provision, this high level of turbulence does not effect the school's overall results.

3. The results of the 1999 tests indicate that Mayhill pupils have achieved significant improvement in their results, both at Level 4 and Level 5, in comparison with the school's test results in 1998, particularly in English. Given their attainment on entry, the 1999 National Curriculum test results at the end of Key Stage 2 indicate pupils make good progress. The levels of attainment observed during the inspection similarly indicate pupils make good progress in their learning, particularly in relation to the core subjects of English, mathematics and science and attainment above the national average.

4. In English, pupils speak and listen very well. They enjoy brainstorming exercises, such as how to decorate their classroom. Standards of reading and writing are also good, with most pupils in Year 6 becoming independent readers. They read both in literacy lessons and at home on a regular basis, and are able to discuss the plots or contents of the books they have read. They learn good phonic skills that help them to read with fluency. In writing, pupils are able to adopt different styles dependent on the audience for whom the writing is intended. For example, in writing sketches about fictional characters and writing their own empathetic versions of "Macbeth". Despite well-developed writing skills, pupils' presentation of their work is often unsatisfactory. Progress in almost half of English lessons observed was good and in almost half, it was satisfactory. In one lesson observed, progress was unsatisfactory, due to the class being distracted by the unsatisfactory behaviour of a small number of boys. Overall, pupils make good progress in English. Standards in English are better than those at the time of the last inspection.

5. In mathematics, by the end of the key stage, pupils have a good grasp of numbers up to 1000, and higher attaining pupils are proficient at multiplication and division. Many pupils have a good understanding and knowledge of tables and how to manipulate them and identify patterns to multiply and divide large numbers. Higher attaining pupils understand the relationship between fractions and percentages and can convert from one form to another. Overall, pupils make good progress in mathematics. Standards in mathematics are similar to those at the time of the last inspection.

6. Standards in science are similarly good to the standards identified in the previous inspection. The average level attained in the 1998 national tests was in line with the national average. In 1999, pupils have improved their results, and are now attaining above the national average. In science, pupils have a good understanding of experimental science, and are able to consider all the factors constituting a fair test. They formulate and test hypotheses, and record their results in a variety of ways. They have a good understanding of each element of the National Curriculum for science, including the properties of materials, the human body,

weather and our place in the solar system. Progress in half of science lessons observed was good and in almost half, it was satisfactory. In one lesson observed, progress was unsatisfactory, due to the class becoming distracted by unsatisfactory teaching. Overall, pupils make good progress in science.

7. In information technology attainment is in line with national expectations, and is similar to that at the time of the last inspection. No information technology lessons were seen, although pupils were observed using word-processing in other subject lessons. Examination of the curriculum and subject plans makes clear that pupils cover the requirements of the National Curriculum. A small number of examples of pupils' use of data handling, modelling and control were seen. Examination of work produced, observations in other subject lessons and discussions with pupils indicate that both their attainment and progress are satisfactory.

8. In religious education, pupils' standards are higher than those expected by the local authority's agreed syllabus. Pupils are conversant with a range of symbols and stories from other faiths. They learn about significant people and places and compare and contrast them to people and places in their own lives. They understand that religions involve beliefs and values and that although the fundamentals are the same, the details of beliefs vary between religions. They learn to respect other people's beliefs and values, and learn about the particular traditions associated with the world's main faiths. Pupils' study of religious education instils a spiritual aspect to their learning, and they learn to appreciate the natural world and its wonders. Pupils make good progress.

9. In art, progress is satisfactory. In design technology, geography, history and physical education progress is good. In music, progress is good overall, while those pupils who participate in extra-curricular music, make very good progress.

10. Pupils with special educational needs make similarly good progress to all other pupils. There are no significant differences in the attainment or progress of pupils of different gender, ethnicity or prior attainment.

11. The school, in partnership with the County, has set the following targets for eleven-year-old pupils' attainment by the year 2000. Pupils gaining level four or above: English 71 per cent; mathematics 72 per cent. In 1999 the results achieved were 84 percent and 80 percent respectively. The targets set by the school take account of the attainment of the current Year 6 pupils as they have progressed through the school and are realistic and achievable.

## **17. Attitudes, behaviour and personal development**

12. Pupils have good attitudes to learning. They enjoy their work, listen attentively and concentrate hard. Pupils are confident, enthusiastic and very articulate, they ask interesting and thoughtful questions. Often, pupils were totally engrossed in their activities and strove hard to produce work of high quality, although the presentation of work was less than satisfactory. Pupils usually collaborate well and have positive attitudes both when working in groups and independently. Many pupils work at a good pace and use resources well. When evident, these good attitudes have a positive effect on attainment and progress. However, attainment and progress are often slightly reduced by a lack of attention to presentation of work.

13. Pupils' behaviour both in class and at playtimes is good and they are polite and courteous. Around the school, pupils follow the school rules and show respect for property. There have been no exclusions. It is noticeable that procedures for ensuring good behaviour need only be administered in a very low key fashion, because of the expectation among pupils that they will each behave appropriately. Attitudes and behaviour are similar to that reported at the time of the last inspection.

14. Relationships in the school are very good. There is a very high level of respect between adults and pupils and the school operates as a harmonious community. Support assistants and lunchtime supervisors have very good, caring relationships with children. Pupils, including the very small number from different ethnic groups, relate well to one another and show respect for the feelings and beliefs of others. There are numerous opportunities for pupils to take responsibility, which they accept with pride. For example, some pupils conscientiously run the school office during lunch breaks while others help in the library. Many older pupils have responsibility for looking after younger ones, while a number help in the administration of assembly. Pupil representatives of all ages participate in the school council. Overall, pupils' personal development is very good.

15. Pupils with special educational needs show sustained interest in their work, and develop good independent study skills. Their behaviour, and the quality of their relationships, are equally as good as those of other pupils.

## 21. **Attendance**

16. Overall, levels of attendance during the Summer and Autumn terms of 1999 are satisfactory at 94.36 per cent, which is in line with the national average. However, the level of unauthorised absence of 1.75 per cent is more than three times the national average. Much of this is due to a very small number of pupils. The level of authorised absence is below the national average.

17. Punctuality at the start of the day is satisfactory and punctuality throughout the day is good.

18. The level of unauthorised absence has resulted in attendance rates in the last reporting year (1998) having deteriorated since the previous report, in which attendance was stated as being good with little unauthorised absence. However, the current attendance rates are a significant improvement on those of last year, and the trend is towards improvement.

19. Unsatisfactory attendance has a negative effect on the attainment and progress of the few pupils involved. For the majority, satisfactory attendance promotes their attainment and progress.

## 25. **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

20. Teaching is good overall and often very good, with 98 per cent being satisfactory or better and almost 70 per cent being good or better. Teaching has improved since the last inspection, at which time the school was required to review the range of teaching and learning styles to ensure that pupils were more actively involved in their learning. This has been achieved. The good use of questions and answer sessions, and the sharing of learning objectives with pupils at the start of lessons, has resulted in pupils being highly motivated to participate fully in lessons, and few pupils are slow to raise their hands to answer a question.

21. Where teaching is good or better, lessons are well planned with an appropriate emphasis on literacy, numeracy and on encouraging and supporting the pupils to become independent learners. Teachers have a secure knowledge of their subjects and appropriately high expectations of the pupils. They plan for the needs of all pupils, ensuring that the highest attainers are sufficiently challenged. Pupils' individual education plans are detailed and provide teachers with sufficient information to use effectively in their own planning. Homework is used to reinforce learning in school. Teachers assess pupils' attainment regularly and record

outcomes. Assessment information is effectively used in planning. Pupil management is very good.

22. Where teaching was unsatisfactory the teacher lacked confidence in her subject knowledge. Some information given to pupils was incorrect, such as the reason why stars appear to twinkle. The teacher failed to give clear instructions to pupils and not knowing precisely what they were supposed to be doing during the individual work part of the lesson, pupils became noisy and disenchanted, and the lesson deteriorated. Other lessons taught by the same teacher demonstrated that the problems encountered in the unsatisfactory lesson were not characteristic and did not indicate a lack of ability.

23. There is specialist support for pupils with special educational needs and this enables them to make good progress and to attain well. The teaching of pupils with special educational needs is good and often very good. Teachers plan effectively, bearing in mind the differing needs of all pupils. Teachers and support staff make good use of formative assessment to monitor pupils' progress towards attaining the learning targets. Individual education plans are particularly good, with clear, sensible, agreed and achievable targets, which are known to all teachers and support staff dealing with the individual pupils concerned. The school is conscious of the needs of higher attaining pupils, and extension work and some extra lessons are provided for them.

24. One particularly good characteristic of teaching is a school procedure concerning lesson objectives. Pupils in all lessons are told the learning objectives at the outset, and copies are available in writing. At the end of the lessons, pupils spend a few minutes, sometimes in whole class discussions and at other times in pairs, considering whether they have achieved the objectives. This is a very good discipline for older pupils. Whether younger pupils derive the full benefit of the process is questionable, but regardless, they learn a useful discipline that they use effectively as they get older.

25. One unsatisfactory feature of teaching throughout the school, is the consequence of the implementation of the marking policy. Teachers are often concerned exclusively with the acquisition of knowledge or skills, to the detriment of presentation, writing and spelling. For example, a piece of work by one pupil - the labelling of a diagram of a river system, was marked as excellent, despite three of the six or seven labels being spelled wrongly and no reference being made in the teachers comments to the spelling errors. Untidy work is similarly often marked as very good or excellent. This practice is reinforcing poor practice by pupils.

26. Good planning throughout the school is based very securely in a thorough knowledge of the National Curriculum, except in information technology. Teachers' planning is linked clearly to the medium and long-term plans within a subject and this assists in the planning for continuity and progression. The management of behaviour is generally good and ensures that pupils are redirected to learning. Time in most lessons is used very efficiently. Teachers generally prepare good materials and use resources very well to support learning. The good quality of teaching is a major factor in the overall quality of education provided by the school. Homework is set regularly and this makes a significant contribution to the standards of all pupils. No separate information technology lessons were timetabled during the inspection, but observations of teachers helping pupils to use computers in other lessons indicated a lack of teacher knowledge of information technology and inappropriately low expectations of what pupils were capable of achieving.

27. The quality of teaching in literacy is good or very good in fifty percent of literacy lessons, and satisfactory in the remaining fifty percent. Through the use of technical language, teachers support the teaching of literacy in all other subjects of the curriculum. The quality of teaching of numeracy, the strategy for which had only been introduced a few days before the inspection, is good or very good in eighty percent of numeracy lessons, and satisfactory in the

remaining twenty percent. Teachers support the teaching of numeracy in many subjects of the curriculum.

28. Although parental views on the amount of homework set vary, inspection evidence indicated homework being used appropriately to further pupils' learning.

29. At the time of the last inspection, it was noted that the school should review mixed age classes in Years 3 and 4 to ensure the academic needs of all pupils are fully met. The school has now successfully introduced single age classes.

### **35. The curriculum and assessment**

30. The school's curriculum is good, being suitably broad and balanced in all subjects of the National Curriculum. The curriculum for religious education follows the locally agreed syllabus and is also good, with a programme of carefully planned assemblies as well as religious education lessons. Extra-curricular provision is particularly good in the school.

31. The quality of the curriculum has been enhanced since the last inspection and pupils' rates of progress are positively influenced by the good learning opportunities that arise from the wide range of experiences provided. The national literacy and numeracy strategies are being carefully and constructively implemented throughout the school, with clear signs of resultant acceleration of progress in English, the strategy for which has been in place longer. The school is very effective in offering a balanced curriculum with clear progression through all subjects. There are good policies for each subject and curriculum managers have developed good quality, detailed schemes of work, which provide coverage of all necessary learning intentions and ensure breadth. Learning objectives across the school are now clear and challenge pupils well.

32. Planned teaching time is used to the optimum and statutory requirements are met in full. There is good provision for pupils' personal, social and health education, including sex education and drugs awareness and very good preparation for the next stage of education. The requirement for collective worship is observed in school and class assemblies.

33. There is very good equality of access for all pupils, irrespective of gender, ethnic origin or academic attainment. The school makes very good provision for the differing needs of its pupils, particularly those who have special educational needs. The careful way in which the school's curriculum is planned helps them to make good progress. Individual curriculum requirements as detailed in pupils' individual education plans are well met and all recommendations of the special educational needs code of practice are adhered to. High attaining pupils are offered appropriate additional work and a new initiative is being followed to foster these pupils' learning by providing additional lessons.

34. Planning is consistent and systematic, using strong policies and schemes of work, planned on a yearly, half-termly and weekly basis in the core subjects of English, mathematics, science and religious education. Planning in information technology, a further core subject of the curriculum, is at an early stage and is not yet fully implemented. In foundation subjects such as history and geography, work is planned to a two-year topic programme, which allows for good cross-curricular links between subjects. Plans are organised across parallel classes in the same year group, ensuring that all pupils have access to the same subject content. Upper and lower school leaders, as well as curriculum subject managers, monitor the planning, thus ensuring that the whole school's curriculum is broad and balanced. Weekly plans are also monitored and helpful comments often made. The school's Improving Standards Team also ensures that the curriculum is as effective as possible in raising and maintaining pupil's progress. The very effective implementation of the National Literacy Strategy is providing added structure to teachers' planning which is clearly proving beneficial to pupils. The strategy is fully in place, though constantly under review, and the school has also implemented full

schemes of work for the National Numeracy Strategy, which is now fully integrated into the timetable.

35. Curriculum planning is consistent in building on knowledge in a systematic way throughout the school, especially in literacy and numeracy. Close co-ordination between upper and lower school ensures that there is clear progress in the acquisition of both knowledge and skills and objectives are sharply defined at all levels of planning. The level of challenge for the highest attainers is currently a priority focus of the school, and is improving their rates of progress.

36. Provision for the arts, both in the school curriculum and through extra-curricular activities, is good. Integral to the curriculum is a range of visits that enriches and extends class work, such as a yearly residential visit to Stubbington Study Centre. A number of staff, parents and volunteers help to organise and run a good range of extra-curricular activities, such as recorder groups, chess club, cross-stitch club, football and French and German classes. The school uses its ecological area to good effect in promoting an awareness of nature through activities which fully engage pupils' interest and enthusiasm. This range of activities is much appreciated by pupils and parents alike.

37. The detailed coverage and coherence of the schemes of work outline the progress for pupils in each year group. Topics are carefully planned with continuity of learning in mind and revisiting areas while new learning is taking place consolidates work. The schemes of work also ensure full coverage of attainment targets in all subjects. The satisfactory homework policy increases homework in range and quality as pupils mature.

38. Procedures for assessing pupils' academic attainment and progress are good. The good practice identified in the previous inspection has been built on, and new systems have been recently developed, although they are not yet fully implemented. A regular assessment programme using nationally validated tests provides extensive accurate information for most aspects of English, mathematics and science. Pupil records include levels of attainment reached at the end of each year. These provide good information for teachers which enables them to make reliable assessments of pupils' attainment and progress through the school. A new system based on "Key Objectives" is being introduced for other subjects. At the time of the inspection no assessments had been made with the new system, but once fully implemented this system is designed to provide teachers with sufficient information to enable them to more accurately assess progress in foundation subjects, although with less precision than for English, mathematics and science. "Discrete skills sheets" enable staff to monitor pupils' personal and social development in skills such as the correct use of pens and pencils, and in their ability to work co-operatively in groups.

39. The school makes good use of assessment information, particularly at the beginning of each academic year. Pupil information passed between teachers enables them to establish different ability groups within their classes, so that appropriate work can be set for all pupils from the outset. In October of each year, teachers set targets to be met by the following July for each class in English, mathematics and science. These targets are then incorporated in the whole school targets set by the senior management team and subject managers. The assessment manager analyses the results of the annual tests taken by all pupils, including the national tests taken by Year 6 pupils. This identifies strengths and weaknesses in pupil performance, and helps subject managers to make adjustments to the curriculum. For example, in science, interpretation of experimental data in the form of graphs and tables was identified as a weakness. New curriculum materials were bought to support work in this area, and the increased emphasis on this work was a significant factor in the impressive science results attained by last year's Year 6 pupils in the standard assessment tests taken in July.

40. Pupils with special educational needs follow the National Curriculum. The very well planned provision for this group of pupils is most effective. They are well integrated into the school and have full access to the whole curriculum. All documentation is very well organised and

reviewed systematically. Individual education plans contain targets specifically set for each pupil. All staff, including support staff, make helpful, regular notes concerning, for example, the progress, achievements or difficulties encountered by pupils with individual education plans. Regular termly meetings are held in order that staff and parents can discuss specific situations and targets for pupils with special educational needs, and through these meetings, parents make a valuable contribution to their child's individual education plan.

#### **46. Pupils' spiritual, moral, social and cultural development**

41. The provision for each element of pupils' spiritual, moral, social and cultural development is good. Provision for pupils' cultural development has improved since the last inspection, with a broader involvement in the arts. The staff work hard to ensure that all pupils are fully involved in lessons and in the life of the school, and they value pupils' contributions, regardless of ability or special educational need. This has a positive effect on pupils' moral and social development. The school's aims and policies provide a firm basis for pupils' spiritual and moral development. They promote self-esteem and self-confidence, an awareness of the needs of others and the concept of community and personal responsibility. Many opportunities arise naturally for pupils to express their feelings and reactions to what they are taught. Moments of revelation such as appreciating the significance of prime numbers in mathematics and turning a lump of clay into a pinch-pot, develop pupils' sense of wonder at the world around them. School and class assemblies encourage personal thought and reflection, and meet statutory requirements. Class rules are built on sound personal values of respect for oneself and others, and emphasise the fundamental values by which we should live.

42. The school makes good provision for pupils' moral development. This supports the view held by parents. There is a strong moral code demonstrated by teachers through their actions. Class rules emphasise notions of fairness and justice, right and wrong, and address the consequences of unsatisfactory behaviour or actions. Moral attitudes and behaviour are explored through the curriculum. For example, a display concerning racial tolerance clearly addresses issues of the brotherhood of man, and develops the principles that govern personal behaviour. The consequences of the school's provision for moral development are clearly visible in pupils' good behaviour and attitudes to one another.

43. The school's prospectus explains what is expected of pupils, and with the behaviour policy it forms a firm foundation for social development. Pupils devise their own class rules, developing their sense of responsibility to themselves and others. Pupils have many opportunities to help with tasks around the school. For example, they help set up assemblies, they run the school office during lunch breaks, classes have monitors for a range of tasks such as returning registers, there is a school choir and the whole of year six participates in the annual school drama production. The curriculum provides good opportunities for social development, through activities such as team building games in physical education, and by the residential visits which older pupils make to Stubbington Study Centre. Teaching methods used in the National Literacy and Numeracy Strategies help pupils to develop as independent learners as they get older, and subjects such as science help pupils to develop their initiative, for example in devising their own methods of carrying out a fair test. Pupils participate in the management of the school through a school council. The school provides good opportunities for pupils to join in community life, for example, through its harvest celebrations, and through participation in local musical and sporting events.

44. The school's provision for the development of cultural education is good. Pupils have good opportunities to learn about and participate in art, music and drama. They learn about other cultures, for example through singing and performing music, and through the annual Heartstone Project, based on "The Heartstone Odyssey" by Arvan Kumar. Indian and African dancers visit the school and perform for the pupils. The Seagull Theatre Company performed a play "Strife between brothers" which examines the tensions in a multi-racial family. In religious education, pupils study faiths other than Christianity, for example Judaism and Islam.

There are, however, too few multi-racial images and artefacts on display around the school. Despite the good activities described, this results in development of pupils' multiracial understanding being confined to discrete periods of time rather than being a continuous process of raising pupils' consciousness. This is a particularly important weakness due to the homogeneous nature of the school community.

45. Pupils' own cultural heritage is promoted well in lessons, through visits to places such as a Roman palace and Old Portsmouth, and by working with visiting artists and musical performers. Many pupils learn to play musical instruments, and join in local festivals, while others learn French or German at one of the school's clubs.

46. The school's provision for the development of pupils with special educational needs is good. Some pupils have very specific behavioural or social targets, these being set jointly by the class teacher, the special educational needs co-ordinator (SENCO), the parents and the pupil him or herself. Pupils with special needs are encouraged to be full and active members of the school community. It is of particular merit that a major role in the 1999 school production was given to a pupil with special educational needs, who excelled and earned the admiration of staff and pupils alike.

## **52. Support, guidance and pupils' welfare**

47. The school's procedures for the support, guidance and welfare of pupils are good and make a positive contribution to their progress.

48. Procedures for monitoring pupil's progress and personal development are good. Academic progress is monitored both formally and informally. Staff work hard to update and complete assessments and anecdotal records, and these are effectively summarised in annual reports to parents. Pupils with special educational needs are helped to meet their individual targets by the careful matching of activities and support to their needs, and their progress is regularly monitored and reviewed. Staff give good personal support to pupils. This is an improvement since the last inspection, at which time it was reported that the monitoring of pupils' personal development was variable.

49. As at the time of the last report, procedures for monitoring and promoting good behaviour and discipline are good. The behaviour policy is clear and is built on the positive reinforcement of good behaviour. Staff consistently implement it, and pupils are aware of class and school rules, which are displayed throughout the school and which they themselves have helped to develop. Staff expect good behaviour, and appropriately reward positive attitudes with praise. The school has very good procedures in place to deal with issues of harassment and bullying which appropriately involve parents. Incidents of bullying are rare and those that do occur are dealt with promptly and sensitively. The ethos of the school promotes positive behaviour and a happy orderly community.

50. Procedures for monitoring and promoting good attendance are good although this is not yet reflected in the attendance rate across the school, which is satisfactory. This is an improvement on the previous report that stated that the quality of monitoring of attendance was variable. The school encourages pupils to arrive at school on time at the start of the day and the majority arrives promptly. Authorised and unauthorised rates of absence are published in the school prospectus and the governor's annual report to parents. Registration is taken promptly in every class at the start of each session and the registers are returned to the office after each registration.

51. Appropriate child protection procedures are in place, the headteacher being the named person with responsibility for child protection. Staff are aware of the procedures to follow in the event of any concern. There are good procedures for dealing with minor accidents and there are first aid boxes placed strategically around the school as well as portable kits for games on the field and also to take on trips and visits. There is an appropriately equipped medical room and the accident book is kept up to date.

52. Overall, procedures for promoting pupils' well being and health and safety are very good. This is an improvement since the previous inspection, the report of which stated that health and safety was generally good. All members of staff treat the well being and comfort of all children within the school as a priority. They have successfully promoted a culture of health and safety in all aspects of school life and particularly good practice is observed in science, physical education and design technology. Regular health and safety audits and risk assessments take place and hazards are dealt with immediately. The school complies with all statutory requirements concerning health and safety. Fire drills are carried out at least every half term and fire and electrical equipment is tested regularly. The school is well maintained and cleaning is effectively organised by the school caretaker.

#### **58. Partnership with parents and the community**

53. The school's partnership with parents and the community is very good.

54. The school provides parents with an informative prospectus, numerous letters brought home by pupils, regular news updates and a clear and informative governor's annual report to parents. The school has distributed a well produced booklet for parents on homework, stating the days pupils receive it and how parents can support and encourage their child's work at home. Parents also receive regular curriculum information to enable them to support their children's learning. Partnership with parents is expressed as a priority in the schools aims and mission statement. Parents receive detailed academic reports that are well complemented by informal communications between home and school and two formal consultative meetings (three for parents of pupils with special educational needs). For those parents who collect their children from school, there is a display board that keeps them informed of school news. The school has also developed exceptionally strong links with local military bases and strives to fully involve the service families of pupils in the life of the school. It is of particular note that in order to facilitate such involvement, the headteacher and other members of staff hold parent consultative meetings at the principal local base. Overall, the quality of information for parents is very good.

55. Parents play an active role in their children's learning both at home and at school. A significant number of parents help the school with hearing pupils reading, sharing their skills and experiences and also on educational visits. The school's annual theatrical production is of a very high quality, partly through the active involvement of a dedicated group of parents who help with lighting, sound and costumes. Parents of children with special educational needs participate in regular reviews of their children's progress, and are kept fully involved through formal and informal meetings, review meetings and written reports.

56. Pupils benefit from and contribute to the life of the community. They raise money for several charities such as Barnardo's, Kosovo Relief, Children in Need, Red Nose Day, Harvest Collection and Readathon. Through these activities, which are selected and driven by the pupils, pupils learn about the need to consider and care for others. Pupils benefit from a broad range of school visits, which support the curriculum. There is a range of very good extra curricular clubs that provides pupils with many opportunities to learn different skills and discover new interests. Pupils give musical and dramatic performances at various times of the year for local older residents and for very appreciative parents.

57. A number of visiting performers, including The Puppeteers Company, Quantum Theatre,

Seagull Theatre and Robert May's School Drama Workshop, enrich the life of the school. The local police have played an important role in running the 'Getting It Right' programme throughout the whole school and in citizenship training.

58.The school has very strong links with the infant school from which the majority of pupils transfer and also with the secondary school to which the majority of pupils subsequently go.

#### **64. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

##### **64. Leadership and management**

59.The leadership and management of the school are very good. The headteacher, very ably supported by the deputy headteacher and lower school leader provides very good leadership and all are constantly striving for improvement in every aspect of the school. Together, the three constitute the senior management team. The headteacher and his deputy work particularly well together, and bring to their partnership very strong complementary skills.

60.The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. His commitment to the staff and their involvement in decision making is exemplary. He provides clear and purposeful direction to the school and has the trust and support of the governing body and staff.

61.All members of staff and the governing body enjoy a shared set of aims and a common vision for the future of the school. This has enabled the school to constantly strive for excellence, and to efficiently adopt new requirements in education such as those relating to literacy, numeracy and new National Curriculum requirements. The headteacher 's commitment to consultation is exemplified by his enthusiasm for the work of the Improving Standards Team. Through membership of the team, staff who are not members of the senior management team have the opportunity to put forward ideas for consideration by management and governors, and to genuinely influence how the school deals with new developments.

62.The governing body, which is very ably led by its chairman, has a clear strategic view of the school's development. The governors' support of the headteacher and management team is based on a detailed knowledge of the school and a clear understanding of their role and that of the staff. They competently fulfil their responsibilities for strategic planning and for the quality of education, and through a relationship of mutual respect, they fulfil the role of critical friend to the school. Not only do regular meetings of the governing body as a whole and its key committees take place, but a number of governors also carry additional responsibilities such as linking with curriculum managers about their subject areas, and monitoring activities in the school during the school day. Several governors actively assist with the school's annual drama production, while others partner the headteacher in links with parents and the RAF. It is particularly good practice that a member of the governing body participates as a member of the Improving Standards Team, working alongside teaching staff.

63.The headteacher effectively manages pupils and staff. Job descriptions are clear and realistic, and staff understand their roles and are committed to them. Pupils are involved in the management of the school through the school council.

64.Staff manage their responsibilities effectively in relation to the time and opportunities made available to them. The role of subject managers is very well developed, and encompasses all aspects of planning and monitoring of subject teaching. Teacher appraisal does not follow a recognised local authority scheme, but is never-the-less in place and the link between job descriptions, staff development and the school's decision making structure is very secure. The special educational needs co-ordinator manages her role very well. All pupils' individual education plans are in place and up to date and the agreed targets within each are realistic

and meaningful. The school fulfils all its statutory responsibilities with regard to the Code of Practice for pupils with special educational needs, the Sex Discrimination Act and the Race Relations Act.

65. Support and monitoring of teaching is provided by the headteacher, deputy headteacher, lower school leader and subject managers. The school employs a part time member of staff to enable subject managers to have MAST (monitoring and support time) much of which is spent monitoring and advising other staff on the teaching of their subject speciality. The senior management is aware of the strengths and weaknesses of individual teachers and staff are supported and encouraged to build on good work and remedy any weaknesses. The monitoring of curriculum development is very good.

66. Staff have a shared sense of purpose and are fully involved with governors in formulating the school's aims, values and policies. There are clear, published aims, which receive the full support of parents. Appropriate steps are taken to ensure that all staff, including those new to the school and temporary staff, understand the school's aims and values.

67. The current school improvement plan is well written and clearly expresses the school's short-term objectives, its priorities, a clear plan of action and how it will target resources. The school uses all available information derived from the assessment of pupils' attainment and progress, to monitor and evaluate the outcomes of its work and to plan and implement changes to their practices. The school has dealt effectively with the requirement in the last inspection report, to define more precisely the key tasks within the Development Plan and the process by which these will be achieved.

68. The school's ethos is very good and is a major contributory factor to the calm, friendly and supportive atmosphere enjoyed by pupils and staff. Staff are committed to the high achievement of pupils and the school provides a very effective learning environment. The school takes very seriously the provision of equality of opportunity for all pupils.

69. Overall, the management and leadership of the school are very strong and contribute significantly to pupils' attainment and progress. The leadership and management of the school are much improved since the last inspection.

#### **75. Staffing, accommodation and learning resources**

70. Overall, the school's staffing, accommodation and learning resources are good and well meet the needs of the curriculum.

71. The school has a good number of well-qualified and experienced teachers and an appropriate number of support staff and is well able to meet the demands of the National Curriculum. All staff are conscientious, keen and hard working. There is very effective team working between managers, teachers and support staff, and a member of support staff is present in every literacy lesson. Each member of staff has a job description and all teachers manage one or two curriculum subjects. The staffing for pupils with special educational needs is good. Support staff are clear about their work and responsibilities, and they are greatly valued.

72. The school does not participate in a formally approved appraisal scheme but does have its own scheme to annually establish personal and school development needs. The school is an active participant in Investors in People. Staff development matches the priorities of the school improvement plan. The impact of professional development is good, for example on the quality of teaching of literacy and numeracy. Arrangements for the induction of new teachers

are appropriate as are arrangements for the monitoring of teaching as a means of identifying developmental needs.

73.The school is a stimulating, very well maintained learning environment with many excellent displays covering aspects of the curriculum. The school buildings are spacious, tidy and clean. The accommodation supports the delivery of the curriculum All classrooms are light and airy, and of sufficient size to enable pupils to take part in the full range of activities including practical work. The large hall is used for physical education, assemblies, lunch and visiting speakers. Playgrounds are of a satisfactory size for both the upper and lower school. An excellent playing field and a conservation area with a pond supplement the play area, which is well marked for games including playground chess and draughts. There is a particularly good, separate room for music, a well-stocked library and a separate medical room. The caretaker maintains the school to a high standard. Overall, the quality of the school's accommodation is good.

74.Learning resources throughout the school are good overall, accessible and appropriate to the pupils' ages and needs. They cover all subjects of the curriculum and are of good quality for English, science, history, physical education and religious education, and satisfactory for all other subjects except information technology. In information technology, hardware resources are very good. Software for teaching information technology itself is good, but there is only a limited range of software for pupils to use information technology skills in studying other subjects of the curriculum. There is a well resourced school library that many pupils use with confidence. The books in classrooms and in the library are in good condition and contribute well to teaching and learning throughout the school. Resources for pupils with special needs are good and include a broad range of special computer software.

#### **80. The efficiency of the school**

75.The school has improved upon the positive picture outlined in the previous inspection report with regard to the management of its financial and staff resources, and overall the schools efficiency is now very good. The allocation of the budget continues to be closely linked to educational priorities, supported by efficient systems and prudent planning.

76.The school plans very carefully and thoughtfully for the future. Key governors have high levels of financial expertise and experience, and are closely involved with researching and planning longer-term strategy, and with monitoring ongoing expenditure. Staff are very fully involved, and their views are actively sought. Subject managers work with the deputy headteacher to prepare draft budgets and the school development plan contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to improve pupils' attainment, and the budget is driven by the school improvement plan which also has as its basis the same premise.

77.All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently and appropriately managed and used.

78.The school operates on a very tight budget, but through competent financial planning and strategic management, it does so very effectively. The very well maintained old school building is a constant drain on funds, as is the additional financial burden of integrating pupils who join part way through each academic year. Although the method of funding means that the school receives full funding for pupils who leave during the year, overall the effect of "turbulence" at Mayhill is markedly negative.

79. Finance staff are competent, conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain good value for money when making purchases of supplies and equipment or employing services. The school has dealt appropriately with the few items identified for improvement in the most recent auditor's report.

80. Staff, both teaching and non-teaching are well deployed. Classroom support staff are particularly well utilised in support of pupils who have special educational needs. Caretaking and cleaning staff keep the school well maintained and in good order. Administrative staff ensure that the school runs smoothly and that their activities are supportive to teachers and unobtrusive. All available space is used effectively. The school grounds are used well, and give pupils a variety of activities to enhance the quality of play. Learning resources are used efficiently.

81. Pupils' attainment on entry is average. The quality of teaching is good overall, with many examples of very good teaching. In consequence, pupils make good progress as they move through the school. The pupils also have good attitudes to their work and behave well. The school uses its resources well. The unit cost per pupil is above the national average for similar schools, but spending is strongly influenced by the old school building and the effects of turbulence. Bearing all these factors in mind, in keeping with the findings of the previous inspection report, the school continues to provide good value for money.

## 87. PART B: CURRICULUM AREAS AND SUBJECTS

### 87. ENGLISH, MATHEMATICS AND SCIENCE

#### 87. English

82. Tests administered by the school shortly after entry show that the standard in English at this stage is generally in line with that of national expectation. Taking into account the 1999 test results, as well as pupils' written work, speaking and listening and reading observed during the inspection, the proportion of pupils reaching the expected national standard in English is above the national average by the end of Key Stage 2. In comparison with schools at which pupils have similar backgrounds, results were average. In the 1999 tests, a high proportion attained the higher grades. Over the last three years there has been significant fluctuation in the test results, dictated largely by the nature of each year group and the very high number of pupils who join and leave the school during each academic year. Progress is good throughout the Key Stage.

83. The school recognises the need for emphasis on the skills of speaking and listening and attainment in this area is high. Pupils speak willingly and relevantly; many have the ability to structure their speech well and to illustrate their ideas effectively, as seen in a Year 3 lesson where pupils were 'brainstorming' together a colourful description of their classroom. They listen well and respond to teachers and to each other, usually in a sustained manner, and pupils are able to use this skill ever more readily as they progress through the school. Most acquire a range of styles to cover formal and informal modes of question and answer and by the end of Key Stage 2 have a high degree of development of the skills of clarity of communication. Pupils read with much interest and strong motivation. They attain good phonic skills that enable them to correct their own mistakes and to approach unfamiliar words with ease. With the implementation in the last year of the National Literacy Strategy, pupils are acquiring phonic skills at an even more rapid rate and reading is showing maturity and, sometimes, excellence. Reading aloud is frequently full of expression, and many pupils read with full understanding and are able to reason sensibly from evidence. Library and study skills are now developed well; at the time of the last inspection they were not systematically taught. Pupils write freely, with a desire to communicate their ideas and with a good degree of accuracy in spelling, punctuation, grammar and sentence structure. Most pupils communicate coherently in writing, as seen in a Year 4 class where pupils were writing their own versions of sketches of fictional characters, and they are given much opportunity to develop as independent writers, which was not the case at the time of the last inspection. By the end of Key Stage 2, writing skills are good and cover a good range of styles. Pupils write in a wide variety of genres, including letters, stories, play scripts, creative writing and non-fiction, although, as noted in the last inspection report, writing is not always sustained and extended as far as it might be.

84. Progress is good. By the end of the key stage, pupils show familiarity with all language modes and develop a good sense of appropriate speech patterns. Reading progresses well in fluency and many pupils read beyond what is expected from them at school, such as one pupil in Year 6 who had read 'Jane Eyre'. Reading is also now more focused through the use of the National Literacy Strategy. By the end of Key Stage 2, language skills become very secure, though the presentation of work is not always of a high standard. The pace and quantity of sustained writing is sometimes disappointing, though pupils reach a high level of articulation in writing. They are given many opportunities for redrafting work and they learn to write in an engaging variety of genres, as seen in a Year 6 lesson on empathetic versions of 'Macbeth'. The new subject policy and schemes of work for the National Literacy Strategy are ensuring that progress is becoming even more rapid and that pupils are aspiring to high levels in the necessary skills in English by the end of Key Stage 2.

85. Pupils are very co-operative in their attitudes to their work, their teachers and each other. They behave very well and respond readily, with interest, enthusiasm and energy. Much sustained concentration is evident, as well as self-motivation. A desire to extend themselves by using initiative in their written and spoken work is evident, particularly in Years 5 and 6. Pupils are attentive, show courtesy and respect for others' feelings and work very well and responsibly in groups, even when not directly supervised.

86. All teaching is satisfactory or better. In fifty per cent of lessons observed it was good or better; in one lesson it was very good. At its best, it is characterised by grasp and understanding of the subject, interest, enthusiasm and sound lesson planning which employs an appropriate variety of activities in the classroom. A great strength of the teaching is the consistent, skilful and challenging use of question and answer. Stimulating lessons were seen, especially a Year 6 lesson on 'Macbeth' in which all pupils were challenged to their full potential, and much poetry is read and written. There is now a high degree of emphasis on the technical structures of language through the use of the National Literacy Strategy, which is being well and productively used by teachers to aid work on reading, the use of grammar and punctuation and the study of the structure of a story. The planning of lessons is uniformly very good, and there is a coherent style of classroom method and teaching strategy throughout the school. Work graded in difficulty is used well to suit the needs of pupils of all levels of attainment. Good support and attention is given to pupils with special educational needs by staff, as well as extension activities for the higher attaining pupils. Most teachers possess expertise in the subject and focus well on the four major language modes, as well as presenting a very good example to the pupils and re-enforcing the ethos of the school. Pupils with special educational needs are able to participate fully in lessons.

87. The National Curriculum is fully covered in both planning and delivery of lessons. The subject policy is full and sound, written by the subject manager. There are yearly, half termly and weekly plans, and full schemes of work which ensure the continuous progress of pupils, particularly between the upper and lower school. Plans are written in parallel across year groups, thus ensuring the same coverage of the subject for all pupils. Day-to-day plans set out clear aims and objectives. Lessons are generally full of energy and proceed at a brisk and productive rate. Classroom teachers carefully keep assessment records for each pupil, and there is a particular emphasis on the use of the school/parent reading record and teachers' regular assessments of reading. Day to day monitoring of pupils' progress is used to full advantage by teachers to enable them to plan future progress and use appropriate methods to ensure the optimum progress for each pupil. Marking is encouraging, but comments on children's work sometimes lack critical edge and do not always target areas of development for pupils. Homework is set in a consistent manner, with adherence to regular reading at home and the learning of spellings.

88. Leadership of the subject by the subject manager is very good. She has made strenuous and successful efforts to implement the new schemes of work and to integrate them positively into the National Literacy Strategy, to the benefit of teachers and pupils. The attitude and ethos within lessons are very good, with teachers promoting good social skills in speech and behaviour and acting as good role models for moral and sensitive conduct. There is good liaison between the upper and lower school. There are regular Key Stage meetings and planning between parallel classes, the subject manager monitors written work to assess attainment and progress accurately, and there has been regular monitoring of teaching to ensure the adoption of a firmly cohesive teaching style and a sharing of the best practice. Resources are generally good within the classrooms. The library has a good supply of both fiction and reference books and is well stocked as a resource centre to meet the needs of the curriculum and to encourage pupils to carry out research for themselves. At the time of the last inspection the library was not fully used for research purposes and pupils were not taught study skills; this situation has now been successfully rectified. The integration of information technology into the teaching of the subject is developing rapidly.

## 94. Mathematics

89. Pupils' attainment in mathematics is above the national average, and standards are similar to those reported in the previous inspection. In 1999 the results of the national tests taken at the end of Key Stage 2 were above the average national figures overall, although they were in line with results attained by pupils in similar schools. In the 1999 national tests, four fifths of pupils reached the expected level of attainment for eleven-year-olds, and more than one fifth of pupils reached higher levels, and the average level attained rose significantly from 1998. Progress is good.

90. By the end of the Key Stage 2, most pupils have a secure grasp of number. They calculate confidently and accurately with numbers up to 1000, including decimals. Higher attaining pupils use their knowledge of decimals and place value to convert metric measurements from one form to another. They know, for example, that 1.2 km is the same as 1200 m. Most current year six pupils have a good knowledge of multiplication tables, which they combine with skills in estimation and the use of decimals for example when multiplying £2.73 by 8, to get £21.84. Pupils are beginning to learn efficient mental methods for calculations such as multiplying by 25, by first multiplying by 100 and then dividing the answer by 4. In work on shape and space, pupils calculate the area and perimeter of simple shapes, and they understand line and rotational symmetry. Higher attaining pupils use protractors to draw and measure angles accurately, and they construct triangles to given criteria. Other pupils attempt the same work, but achieve less accuracy. In work on using and applying mathematics, pupils have insufficient opportunities to develop their problem solving skills and to develop their own ways of recording and their skill in explaining patterns is under-developed.

91. Pupils make satisfactory use of numeracy in other areas of the curriculum. For example, in design and technology, they measure materials such as wood strip when making structures, and they weigh ingredients for recipes. They interpret graphs of experimental data in science. In geography, pupils use their knowledge of co-ordinates and scale in map work, and in history they use time lines to develop a sense of chronology.

92. Pupils make good progress in mathematics, both in lessons and over the longer term. For example in a lesson on addition to 100, the accuracy of pupils' work improved over the course of the lesson through undertaking well planned work which was carefully matched to their ability. This in turn raised their confidence and pupils were justifiably pleased with their efforts. Pupils with special educational needs also make good progress in lessons through the effective support that they receive from classroom assistants. As they get older, all pupils systematically build on earlier knowledge, skills and understanding. For example, pupils work with increasing confidence with larger numbers, and they extend their knowledge of the number system through work on decimals and percentages as they move up through the school.

93. Overall, pupils have good attitudes to mathematics and they work hard, although many pupils' written work is untidy and drawings are often inaccurate. Pupils are keen to take part in the mental mathematics sessions at the beginning of each lesson, and they enthusiastically put up hands to answer questions. Many pupils sustain good concentration, often for considerable lengths of time. For example, in a Year 3 lesson, pupils worked quietly with very little support from the teacher for as much as 40 minutes. Nearly all pupils behave well, and work with consideration for those around them. However, a very small minority of older pupils acts immaturely. For example, one pupil persistently made unnecessary noises throughout much of one lesson, although this did not affect the rest of the class, who behaved impeccably. Where class management is good, pupils respect the disciplined approach to work, and maintain good concentration. This contributes to the purposeful atmosphere seen in most lessons, and enables pupils to make satisfactory, and in some cases, good progress in lessons. Pupils work

well in groups, they share and use equipment sensibly, and they help clear up efficiently at the ends of lessons.

94. The quality of mathematics teaching is good. More than three-quarters of lessons seen were good or very good, and no unsatisfactory lessons were observed. Teachers have a secure knowledge of the subject. Skilful questioning develops pupils' understanding well in mental mathematics sessions. Teachers ask questions which are appropriate to different ability levels, distinguishing for example between 37 multiplied by 10 for a lower ability pupil and 37 multiplied by 30 for a more able pupil in a lesson on multiplication. All teachers have a good understanding of the structure of lessons for the National Numeracy Project, and follow it closely. Weekly and daily lesson plans are well prepared. Teachers set work at three general levels of ability, helping to ensure that all pupils are suitably challenged. They prepare interesting work that builds logically on what has gone before. For example, in one lesson, the work revised and extended pupils' existing knowledge of tables in a series of activities involving the use of factors and the development of division. Although the National Numeracy Project is new, some teachers are confident enough to change their plans when necessary, for example when marking pupils' work that shows they have not fully understood what was taught in the previous lesson. Teachers generally manage their classes well and ensure good behaviour, which contributes well to the good relationships evident throughout the school and the productive lessons typically seen. Most lessons proceed at a brisk pace, and teachers share time appropriately between whole class teaching and individual or group work, again following the guidance of the National Numeracy Project. Teachers make good use of learning resources, and very good use of classroom assistants, who are well informed and contribute effectively to the progress of low attaining pupils, and particularly those with special educational needs.

95. The mathematics manager is well qualified and provides good leadership. She is well supported by other members of the staff, several of whom either hold specialist mathematics qualifications or have experience as mathematics co-ordinators. The subject manager has a clear view of the place of mathematics in the curriculum, and has overseen the smooth implementation of the National Numeracy Project, for which all staff have received appropriate training. A good mixture of standardised and school-based mathematics tests is regularly administered as part of the whole school approach to assessment. These provide teachers with high quality information regarding pupils' attainment and progress in mathematics. The school has good resources for mathematics, which are well deployed around the school where they are needed, and which are generally used well.

#### 101. **Science**

96. Pupils' attainment in science is above national averages and reflects the good standards identified in the previous inspection. In the national tests in 1999, more than nine tenths of pupils attained the expected level for eleven-year-olds, and two fifths achieved level 5, above the national expectation. The average level attained by all pupils has risen steadily since 1996, except for a dip in 1998, and has been consistently above the average level attained by all pupils nationally. In 1999, the average level attained was in above the national average level overall, but was in line with the average attained by pupils in similar schools. Pupils make good progress in science.

97. The high level of attainment seen in the national tests is not reflected in the quality of work seen, especially in work from last year. Pupils' files contain insufficient work at the higher levels of attainment, and many files are badly organised. Work consists chiefly of loose-leaf collections of worksheets, many with poorly completed diagrams. However, the use of loose-leaf files has been discontinued this year, and pupils now use a large book to record all their work. This has already improved the appearance and presentation of pupils' work.

98. Experimental and investigative science permeates much of the work pupils do. and pupils

have a good understanding of a “fair” test. For example, in a lesson on dissolving, pupils tested how well a range of substances such as flour, salt and chalk dissolve in water, by using equal amounts of water and equal amounts of powder in each trial, and by stirring for equal amounts of time. Pupils make and test predictions, and complete results tables to show what they have discovered. However, insufficient use is made of mathematical and graphic skills to display and analyse data. In further work on materials, pupils describe in simple terms the different properties of solids, liquids and gases, and are beginning to learn about changes such as freezing and thawing. In work on living organisms, pupils complete or draw diagrams to illustrate the structure of plants and correctly label petals, the stigma, and other parts of flowers. They understand methods of seed dispersal. Human health and reproduction is studied as part of sex education, and pupils describe the functions of major systems of the body such as the digestive tract, the skeleton and male and female reproductive systems. Pupils identify a variety of forces such as gravity and friction, and correctly label forces in diagrams as pushes, pulls and twists. They know that unbalanced forces cause motion, and know for example that friction can be both useful, as in operating brakes on a bicycle, and undesirable, when a cyclist encounters air resistance.

99. Pupils make good progress in science overall, since they reach high levels of attainment by the end of the key stage. However, examination of work files for pupils in years 3, 4 and 5 again reveals much untidy presentation and disorganisation. Pupils make satisfactory progress in lessons overall, and in half of lessons seen progress was good. In one lesson, pupils made unsatisfactory progress through a lack of challenge in the work and poor productivity caused by ineffective class management. Pupils’ knowledge and understanding across all aspects of science gradually develops as they progress through the school. For example in work on habitats in year 3, pupils match animals to places where they live. In later work, pupils describe differences between different plant and animal habitats, and older pupils develop this by explaining, for example, how plants such as the cactus have evolved to cope with desert conditions. All pupils develop an understanding of a “fair” test, which they refine as they get older. Older pupils know that it is necessary to keep as many factors as possible the same, such as the way in which materials cover the container in insulation experiments, or to maintain the same angle of slope when pouring liquids over a plate to test their viscosity. Pupils work in mixed ability groups, with effective support from classroom assistants in lessons, which helps ensure that pupils with special educational needs make equally good progress to other pupils.

100. Pupils enjoy science, and overall they have good attitudes to their work. Where teaching is good or very good, pupils respond particularly well. The practical nature of most lessons requires pupils to work in groups, which most do very sensibly. Pupils concentrate well, and they work with increasing independence from the teacher as they get older. Pupils are keen to show what they know, and join in well with class discussions. They use and share equipment responsibly, and they help clear up efficiently at the ends of lessons. Most pupils have good relationships with each other and with teachers and behave well. However, in one lesson seen a small number of pupils were rude and ignored the teacher’s instructions, and in another behaviour became unsatisfactory with a lot of noise and time wasting.

101. The quality of teaching in almost half of lessons seen was good or very good. One lesson was unsatisfactory. Most teachers have good subject knowledge, and give good explanations. For example in a year six lesson on dissolving, the teacher explained that the dissolved substance has not disappeared, but showed with a simple diagram how the molecules had been broken apart and distributed through the water. Teachers use scientific vocabulary well, for example in explaining work on electrical circuits. Occasionally, teachers’ subject knowledge is faulty; the explanation that stars twinkle as a result of explosions is incorrect. In practical lessons, teachers pay good attention to health and safety at all times. They revise and develop pupils’ understanding of a fair test through regular discussion before undertaking experiments. Resources for practical work are well prepared and used effectively, and classroom assistants take a full and active part in lessons. Teachers plan lessons well,

although lesson objectives such as “to learn about equipment used in circuits” occasionally lack precision, and as a result some pupils are unsure what they are trying to achieve. In contrast, clear lesson objectives and well-focused activities enabled pupils in a lesson on similarities and differences to hypothesise about differences between people, which they investigated by measuring pupils’ heights, head circumference and other measurements.

102. Most classes are well managed, and pupils behave well as a result. However, ineffective class management contributed to the unsatisfactory behaviour and progress in the one unsatisfactory lesson seen. In some classes management of pupils seems effortless, and good relationships with pupils are the norm. Most lessons proceed briskly, with sufficient time for practical work, which helps maintain interest and promotes good progress. Teachers assess pupils’ work in class well. They test pupils’ understanding, asking questions such as “why do we have to prevent the crocodile clips touching?” when teaching younger pupils about electrical circuits. In one lesson, the teacher focussed her attention on the contribution of the lower attaining pupils during the practical work, by completing an observation form while they were working, having first marked their work from the previous lesson. This was a particularly effective way to assess their progress over the week’s work. Teachers make satisfactory use of homework. It is set regularly, and consolidates what pupils learn in lessons.

103. The curriculum provides a good balance between all aspects of the subject. The scheme of work is under development, and completed units provide teachers with a good planning framework. The subject manager is well qualified and experienced and assists teachers well in developing teaching plans from the scheme of work. Resources for science are good. A wide range of apparatus is available to support practical work, and there are good book and audio visual reference materials. There is a good range of reference books available to pupils in the school library.

## 109. **OTHER SUBJECTS OR COURSES**

### 109. **Information technology**

104. As at the time of the previous inspection, pupils’ attainment and progress in information technology is in line with national expectations.

105. Pupils use computers confidently. Many load, save and print work unaided and they understand the basic features of the window-based operating system, using the mouse correctly. Pupils are introduced to all aspects of the subject, and work is developed to the level expected for eleven-year-olds. Because no teaching of information technology was observed during the inspection, much of the evidence seen is simple word processing, although examples of data handling, modelling and control technology were also provided.

106. In word processing, pupils produce work on a wide range of topics, supporting many subjects in the school curriculum. For example Year 3 pupils write short play scripts on the “loaves and fishes” miracle, pupils in Year 4 complete stories from given starting points, and older pupils write about the effects of global warming as part of their work in the Heartstone Project. Pupils develop satisfactory skills in editing work, using a spell checker to help eliminate spelling mistakes, and they learn to apply simple formatting techniques such as centring text on the page, and selecting different font styles. A few examples were seen of pupils combining text and pictures, for example posters to illustrate “God” and to “stop polluting the Coral Reef”, but not all pupils develop these higher order skills.

107. In work on data handling, pupils use computers to draw bar graphs and pie charts to illustrate data such as "favourite pets" in Year 3. Older pupils use a database application well to develop questionnaires on a range of environmental issues such as congestion in Odiham. They collect data and enter it into the computer, and draw graphs of the results to illustrate their work. In Year 6, pupils apply searching and sorting skills to data collections as part of their analysis of results, and some pupils are beginning to learn how to search for information using the school's Internet connection. Pupils who volunteer to assist in the library also use a computer database and retrieval system that enhances their skills.

108. Pupils use mobile floor robots and screen based programs to develop their ability in the area of control. Younger pupils control devices by giving a series of commands and observing the result. Additionally, older pupils understand and use simple PC programming techniques, for example when drawing repeated shapes based on squares or circles. These skills are subsequently utilised in mathematics.

109. Besides word processing, pupils use a range of programs to support work in subjects such as history and science. For example, they investigate Tudor life using a simulation program, and they find out how different systems of the human body function using a computer based information system. Where the school has appropriate programs available, these are effectively integrated into other curriculum subjects. However, overall, insufficient programs are available, and there are, therefore, gaps in the use of information technology across the curriculum.

110. When given opportunities to use computers, pupils respond with enthusiasm. They work well in small groups, discussing what they are doing, seen, for example, in an English lesson, where they were compiling lists of objects to be found in a garden. They concentrate well and treat equipment with care. Discussion with a group of older pupils revealed great enthusiasm, and a willingness to demonstrate what they know.

111. No information technology teaching was observed during the inspection, and it is, therefore, not possible to judge the quality of teaching. The school improvement plan highlights information technology teaching as a weakness. The inability to observe pupils being taught information technology makes any judgement on the progress or attainment of pupils with special educational needs insecure, although work sampling indicated that their attainment and progress is also satisfactory.

112. The subject manager for information technology is well qualified and experienced. She understands well what has to be done to raise standards in the school, and the newly developed scheme of work, subject planning and long term subject map all indicate a concerted effort to further raise the profile of information technology in the school and its integration across the curriculum. The curriculum policy statement gives clear indications of the required standards in all years, and priority is given in the school improvement plan to improvements in teaching and in the curriculum. The curriculum documentation addresses all aspects of the subject, and the needs of higher attaining pupils and those with special educational needs. The school has very good hardware resources to support information technology, with a favourable pupil to computer ratio, and a range of high quality software to cover the needs of the subject, but the resources to support other subjects in the curriculum are limited.

## 118. Religious education

113. By the end of Year 6, pupils are attaining standards which are higher than those expected of pupils of their age in relation to the demands of the Hampshire Agreed Syllabus. This shows an improvement since the last inspection, when standards attained by eleven year olds were judged to be sound in the subject. The school follows the Hampshire Agreed Syllabus effectively and links with themes in assemblies are well planned. A daily collective act of worship contributes to religious education and to the pupils' spiritual, moral and cultural development. The majority of pupils are making good progress.

114. Pupils gain a secure understanding of the main practices of religions, for example, worship and prayer. They can retell the Easter story, with details and understanding of the Last Supper. Following on from the Ten Commandments, they are taught to think deeply and with purpose about the relevance of rules in their own lives. They hear many religious stories from the Christian tradition, both New and Old Testament and know that the Bible is a special book. They learn about the lifestyles and practices of other faiths, such as Islam and Judaism. Year 3 pupils demonstrated a clear understanding of symbols of Christianity to be found in a Christian home. By Year 5 a large proportion make good progress in understanding the purpose of prayer. In written work observed, pupils used personal experiences to write prayers for themselves. They celebrate the wonder of the world and natural things, with enthusiasm and sincere appreciation. Younger pupils make good progress in understanding the development of religious traditions. Pupils in Year 4, for example, know that rules are important for people to be able to live harmoniously as a community. Through Key Stage 2 many pupils make good progress in deepening their understanding of the symbols of religion and of famous people, such as Mohammed and Moses. They know the importance of festivals such as Passover, Christmas and Ramadan, as well as demonstrating a secure knowledge of the main features of Islam. They are familiar with the furnishings and sacred objects in a Christian church and with the part played in the community by a vicar. Year 6 had examined Judaism in detail as a topic. Pupils show respect for a range of cultural and religious ideas and begin to question stereotypes and prejudice. Links with visits to local churches and synagogues support the teaching of both faiths. There is limited extended writing in religious education but the good use of drama, imagination and display adds to the pupils' religious and spiritual development.

115. Pupils' attitudes are good. They frequently become enthralled by the content of lessons and assemblies, as seen in a Year 6 lesson on the building of the Tabernacle, where they empathised openly and feelingly with the plight of the wandering tribes of Israel. They listen intently and adopt a mature approach to group discussions. They become appropriately reflective when asked to consider the impact of religious beliefs on their own lives and on the lives of others. Behaviour is good in lessons and many pupils become deeply engrossed in the current topic. Older pupils show respect for a range of cultural and religious ideas and can reflect on how intolerance and prejudice can affect relationships. Across the school, pupils' good behaviour sets a positive climate for learning in the lessons. Pupils with special educational needs also have full access to learning in the subject and clearly enjoy it. They make similarly good progress to other pupils and their attainment is of a similarly high level.

116. The quality of teaching seen in all but one lesson was good, and in the one exception, it was very good. Teachers have a secure knowledge of the practices and beliefs of different religions. Skilful questioning and religious artefacts are used effectively to stimulate a high level of interest. Good opportunities are provided for pupils to reflect on aspects of their own lives, for example, when they are asked to explore their feelings about objects in their homes which hold a symbolic meaning for them or their families. Religious events and stories are related with a high sense of drama, for example, in a Year 6 lesson where dialogue between God, Moses and the people was effectively read in parts. This approach successfully engages and sustains pupils' rapt attention. The management of pupils' behaviour is good and teachers gauge their reactions intuitively, using flexibility and ingenuity in their methods.

117.The subject is well managed. Planning shows that the curriculum is relevant, broad and balanced. Planned themes cover the elements and skills to be taught and there is clear progression in learning. The subject manager's role is clearly defined as manager of quality and standards and she does much of the specialist teaching of the subject herself, as well as monitoring and supporting it in the rest of the school. Assessment is built into planning and clearly informs the next stages in learning. There is an impressive portfolio of work in the subject, which demonstrates the breadth and scope of the schemes of work. Resources, especially the boxes of artefacts used, are good and support teaching well.

### 123. **Art**

118.All pupils, including those with special educational needs, make satisfactory progress overall. They work with a variety of media, such as paint, pastels, pencil and charcoal, clay and other materials, focussing on a different medium in each term on a two-yearly cycle. Examples of observational drawings, painting, papier-mâché and work in clay were available for inspection, although limited work from older pupils was seen except in sketchbooks and in one observed lesson.

119.Pupils in all years experiment with texture, tone and shading. Pictures painted by year three pupils show satisfactory attention to detail and use of colour, for example, in showing the gradations of pink in a picture of a flower. Older pupils paint pictures in an impressionistic style, and they apply different brush styles to represent texture well. In the second of a series of lessons to explore colour mixing, tinting and shading, pupils applied their knowledge of primary and secondary colours to make a green spectrum by mixing blue and yellow in different proportions to make a range of shades of green. Pupils use a sketchbook to record observational drawings. Charcoal and pastel drawings of a cube by year four pupils show good use of shading to represent depth and texture. In further drawing work in year six, pupils sketch an assortment of still life pictures such as a shoe and a mantel clock. Pupils have a satisfactory understanding of proportion and perspective, although pictures generally lack the sharp detail of close observation. Pupils explore three dimensional media such as clay and papier-mâché, for example making "pinch-pots" and an assortment of masks to support their work on the Ancient Greeks, and they explore texture and pattern through simple collage, such as a "stained glass window" created in paper.

120.In the two lessons seen, pupils had good attitudes to the subject. The younger class, making clay pots, were completely absorbed in their work, and as a result behaviour was excellent. There was total concentration and a great determination to succeed, equally evident among those pupils with special educational needs. In the other lesson some pupils began to fidget during the introduction when revising their knowledge of primary and secondary colours, but once settled to the practical work they worked well.

121.It is not possible to judge the overall quality of teaching on the evidence of just two lessons and the small amount of work available for inspection. However, both lessons seen were at least satisfactory. The teachers explained the work well, for example using classroom objects effectively to illustrate different green hues. The activities were appropriate for the age and prior experiences of the pupils, and presented a satisfactory challenge. Both lessons were well organised and well managed, ensuring good behaviour and establishing a quiet working atmosphere where pupils made progress.

122.The scheme of work, although not yet complete for all areas, is very detailed, and provides a sound framework for lesson planning. The school improvement plan includes satisfactory arrangements for staff development in art, for example through developing teachers' expertise and raising their expectations of what pupils can achieve. Resources for art are satisfactory, and they are easily available where needed around the school.

## 128. **Design and technology**

123.Evidence gained from observation of lessons and from work seen indicates that the progress of all pupils, including those with special educational needs, is good, and is better than expected for their age.

124.In Year 3 pupils design wheeled toys, which they construct from wood and card. They can measure accurately and ensure that their materials are suitably accurate and effective. They choose appropriate resources and solve simple problems for themselves as they arise, as seen in a Year 4 class where pupils were faced with the task of making the framework of a wooden box into a perfect cube when using glue to form the basic structure. In Years 5 and 6, pupils design and build lighthouses and traffic lights, adapting their plans as the projects proceed. They select and identify appropriate resources and handle glue and a range of tools safely and competently, finishing their products well with paint and paper. They use technical vocabulary confidently and in context.

125.Pupils make good progress in the subject. There are good examples of the construction of items, which engage their interest, from felt wallets to devices operated by electrical circuits. They are encouraged to design their own motifs to appliqué, to shoe bags they make and some creative cooking is included in the scheme of work. They learn control and command of various techniques for joining materials, cutting shapes accurately, use handsaws safely and pay attention to finish.

126.Pupils' attitudes to the subject are good. They are very enthusiastic in drawing up their designs in technology lessons and those lessons observed produced a quiet hum of concentrated endeavour. Pupils behave sensibly and safely, pay close attention to their teachers and collaborate well and responsibly when working in pairs or groups. They are very industrious, concentrating on achieving success in the task in hand and many show good initiative. Older pupils challenge each other over the suitability and effectiveness of designs and alternative materials.

127.Because of time-table constraints, it was only possible to observe three lessons during the inspection, but in the lessons seen, teaching was good or better and teachers showed good subject knowledge. Lessons were planned and prepared with care and thought, all necessary resources were to hand and learning intentions were made clear to pupils. Teachers have high expectations of the quality of work, of pupils' ability to think for themselves and of safety issues. Management of pupils is good, with teachers using a firm and calm approach, good lesson organisation and making positive relationships with pupils. Tasks are generally stimulating and well chosen to match and extend pupils' abilities.

128.The new and enthusiastic subject manager has worked hard to devise new schemes of work which give sufficient challenge to pupils and she gives much support and confidence to the rest of the staff. Schemes of work are in the process of developing the range of activities covered. Resources are satisfactory and there are plans to develop them further. Accommodation is suitable to the needs of the subject.

## 134. **Geography**

129.Pupils' progress in geography is good, which is an improvement since the time of the last inspection, when it was judged it to be satisfactory.

130.By the end of the Key Stage pupils can discuss the major effects of weather, rainfall, clouds and rivers across the world. They can compare towns and villages, as seen in the comparative study of their own town with Portsmouth. They can describe the places that they study and look closely at their own environment, complete simple land use maps and gather

information. Pupils can study through enquiry skilfully. They can use a range of information sources to research questions they have posed. They can collate this information and use it to describe the contrast between towns, in natural and other features. Mapping skills are strong in the use of local maps, local routes and land use. In Year 4, a most impressive project on weather and climate was seen. Year 5 study the topic of settlement and the topography of water, looking at rivers and examining phenomena such as floods. A very good cross-curricular link is made in the study of Old Portsmouth with a historical study of the Victorians. Pupils can present thoughtful reasons why developments have evolved in their present form. They can use graphs and diagrams to present information and compare rainfalls and temperatures.

131. All pupils, including those with special educational needs, make good progress because topics are carefully matched to their maturity and experience. Schemes of work ensure steady progress throughout the key stage and the topic work covers all relevant geographical skills with equal emphasis. Knowledge and skills of human and physical geography are well promoted. Pupils make good progress in mapping skills through carefully structured activities, as in a Year 3 lesson, where pupils were learning to use the points of the compass and a Year 4 lesson where pupils learned the necessity of a key for the understanding of symbols on a map.

132. Pupils have positive attitudes to their work and consistently try hard. They are attentive to their teachers and each other. The presentation of their work is generally good and shows much care. Most pupils find the subject absorbing, concentrate well and are keen to learn more. Pupils with special educational needs achieve as well as others because of clearly differentiated tasks.

133. Because of time-table constraints, it was only possible to observe three lessons during the inspection, but in the lessons seen, teaching was consistently good or better. In general, lessons are thoroughly planned and include practical and stimulating activities that engage pupils' interest, such as a lesson in Year 3 where pupils were following the story of 'Katie Morag Delivers the Mail', using maps to follow her route. Teachers understand the subject well and are skilful in communicating their knowledge to pupils. Lessons often end with whole class discussions of work done where teachers carefully check pupils' achievements and understanding.

134. The curriculum includes a good breadth and balance of activities. Good links are made between subjects, so that new learning in one consolidates and uses existing knowledge in another, such as the links between mapping and orienteering and the historical study of Odiham. Too little information technology is used to support the work done in the subject. Teachers regularly and constructively assess pupils' progress and teaching and learning is effectively monitored, in the classroom and through a scrutiny of pupils' work. The local area and visits further afield are used well to extend learning in school.

135. A range of resources is provided, carefully chosen to support topics and skills such as mapping. They are readily accessible in classrooms in the form of atlases and maps and good quality reference books in the library gives pupils the opportunity to develop their study and library skills through personal and independent research. Classroom resources, however, are in need of updating.

#### 141. **History**

136. Pupils make good progress in history, which was judged as satisfactory in the last inspection report. They move from simple observations to learning to note and describe objects and features of earlier ways of life. They learn to draw on an increasing range of contemporary sources and writers, and to develop an appreciation of historical methodology.

Coverage of the learning of skills is well promoted, particularly the use of historical resources and it is clear that pupils now have a good grasp of the use of both primary and secondary sources. By the time they leave school, they have acquired a well-balanced insight into the ways in which historical studies can illuminate the present.

137. In Years 3 and 4 pupils learn from evidence of their own past and that of their families. They begin to grasp the concepts of growing and changing and to identify differences between everyday objects and their earlier equivalents. Throughout the school pupils study a range of historical periods, including Ancient Greece and the Tudor and Victorian periods in England. They describe the way of life of rich and poor people in each period, their leisure habits and their beliefs and interests. They study the history of their own and other localities. They begin to learn how historians present each period. During the inspection, a class studying the Tudors showed impressive knowledge of the timeline of the Tudor dynasty and the ability to form their own impression of Henry VIII, using source material.

138. Pupils enjoy history. They particularly welcome opportunities to investigate historical artefacts and sites at first hand, such as a visit to Old Portsmouth. They also enjoy handling real and replica artefacts.

139. The teaching in all lessons observed was at least satisfactory and in almost half it was good. Scrutiny of written work, shows that thorough and carefully thought out planning ensures that pupils cover a balance of background information, investigation of first hand sources and tasks of interpretation in each lesson. This was particularly clear in the units of work on the Ancient Greeks and the Egyptians. Resources are selected so as to help bring alive the periods studied. Teachers clearly provide for a range of abilities, to ensure that pupils with special educational needs make similar progress to all other pupils. Teachers mark pupils' work conscientiously though not always with clear advice on how they can improve their work.

140. The policy and schemes of work for history are well developed, as at the time of the last inspection. They offer a broad and balanced introduction to the subject and a good level of challenge. Good use is made of visits, artefacts and other resources to ensure that pupils are intrigued by and enjoy their studies. There is a good system for recording pupils' coverage of topics and aspects of the National Curriculum. Assessment activities are highlighted in the schemes of work and teachers regularly record individual pupils' strengths and weaknesses in the subject in order to aid future planning and progress.

141. Curriculum management of history is good. It has been energetically developed and there is a good expectation of the way in which the quality of studies can be sustained through future changes in the National Curriculum. Schemes of work are regularly reviewed and pupils' work monitored by the subject manager. The school has a good supply of sets of replica artefacts and resource packs for each period studied. Reference books purchased have helped to make history more interesting and accessible to pupils, as well as helping them to acquire the skills of research in the subject.

#### 147. **Music**

142. For all pupils, including those with special educational needs, standards of music are sound and pupils' performance is in line with expectations for their age. This accords with similar findings reported in the last inspection. Pupils make satisfactory progress overall. About one quarter of pupils play instruments, and a larger number sing in the school choir, joining with other national primary school pupils for a "Festival of Voices" and other events. These pupils make good progress.

143. In assemblies and whole school singing practice, pupils sing a variety of songs such as "Colours of Day". The quality of singing varies from satisfactory to good. For example, in a whole school assembly the singing was satisfactory but lacked attention to fine detail. However, in the singing practice, which started with "The Pizza Hut!" - with actions - pupils sang well, and confidently held the line when singing in a two part round. Diction is generally good, and pitch satisfactory. In one of the two upper school lessons seen, pupils made satisfactory progress, and very good progress in the other. In the first lesson, pupils revised

their knowledge of the instruments of the orchestra. They know the basic characteristics of each family, for example that percussion instruments are struck or shaken, and over the lesson they developed their ability to recognise different groups of instruments from a recording of "Carnival of the Animals". In the first of a series of lessons on composition, the other class worked in small groups to devise and develop a short "rhythm composition" to represent the different ingredients of "The Picnic". By the end of the lesson they had developed a number of imaginative phrases, they had rehearsed their composition in groups, performed it confidently to the class, and had begun to develop a graphic score to write it down.

144.About one quarter of pupils are learning to play a wide range of string and woodwind instruments, and keyboards, taking lessons from visiting peripatetic teachers, and there are several school recorder groups. The school choir performs regularly, including at the annual carol service, a choir concert at the Anvil Centre in Basingstoke and other events further afield. Those pupils who participate in extra-curricular music make particularly good progress.

145.Pupils respond well to music, both in lessons and in assemblies. The school play "Trolls" performed at the end of the previous term had a large and enthusiastic cast, and was very well produced and performed. Pupils pay good attention in singing practice, and follow instructions well, for example when learning new songs, which they do quickly. In one lesson seen, pupils worked well, and concentrated on their work despite the distractions of other groups working round them. However, in the other, a few pupils took little part and never settled properly to work. This caused some minor disturbances and reduced the amount of progress that could have been made by the whole class.

146.Only two lessons were seen and it is not therefore possible to judge the quality of teaching overall. Both lessons were well planned, and the activities were appropriate for the class. However, differences in teachers' confidence and expertise resulted in one lesson being overall of a better quality than the other. In the better lesson, a brisk pace and a series of increasingly challenging tasks caught the pupils' imagination, and they made very good progress. In the other lesson, which was satisfactory overall, the teacher missed opportunities for developing pupils' knowledge and understanding of the instruments of the orchestra. The overall pace of the lesson was slower, which contributed to some pupils fidgeting and losing concentration during the lesson.

147.The music manager is very well qualified and works hard to promote the subject. She assists colleagues in developing teaching plans. This helps develop staff confidence and assists her in monitoring standards. The separate music room and the school hall are both well equipped. There is a satisfactory selection of recorded music of all types from a wide range of musical traditions, which provides good support for pupils' cultural development.

### 153. **Physical education**

148.The school has maintained the high standards reported in the previous inspection, and pupils perform in physical education at levels appropriate for their age and ability. Some pupils perform at higher levels. Due to timetable and weather constraints, it was only possible to see gymnastics lessons with Year 6 pupils during the inspection, but discussions with staff and informal discussions with pupils form the basis of judgements made. For other years, both gymnastics and games were observed.

149.In the lessons seen, pupils designed and practised linked sequences of low, medium and high level balances, working with apparatus such as low beams and benches. They learnt and applied new skills and showed a growing awareness of possible "body shapes" over the course of the lesson. Pupils with special educational needs perform at the same level of proficiency as other pupils. Towards the end of the key stage, pupils are taught to swim, and

nearly all can swim at least 25 metres. School teams take part in a number of local tournaments. The cross-country team is particularly successful, and qualified last year for the Hampshire finals.

150. Pupils of all abilities, including those with special educational needs, make good progress in physical education throughout the school. They work purposefully, and the quality of their performance improves noticeably over the course of a lesson. For example in a Year 4 gymnastics lesson similar to those seen in year 6, pupils developed sequences of slides, stretches and step movements. They showed a degree of control and balance appropriate for their age, and by the end of the lesson were performing their sequences with increasing self-assurance. Due to the weather, no outdoor games lessons were seen, but indoor lessons were seen with younger pupils. They learn catching and throwing skills, and they play games such as "stuck in the mud" which develop their awareness of space and marking tactics, in preparation for team games such as netball. In both lessons pupils made good progress. In one they learnt two new passing techniques, the "high" pass and the "chest" pass. In the other they developed their ability to work independently and to use space effectively to evade a marker. All pupils join in with energetic activity, and no discernible differences in performance were seen in pupils of differing ability.

151. Pupils enjoy physical education and respond well to the challenge provided in lessons. They work safely, for example by reacting quickly to instructions to "freeze", when warming up or taking part in games. Pupils co-operate well with each other, and wait patiently to take turns using apparatus. Pupils' behaviour is good. The good relationships evident between pupils and with their teachers contribute well to the happy and purposeful lessons seen, enabling all pupils to make progress. Pupils show initiative, for example when devising their own sequences of movements in gymnastics activities. They are helpful and responsible, for example helping set up and to clear apparatus away. This they do with meticulous attention to safety requirements.

152. The quality of physical education teaching is good. Lessons are well prepared, and teachers have a good understanding and knowledge of the requirements of the curriculum. Teachers manage classes well, they maintain a high level of health and safety awareness at all times, ensuring that pupils are appropriately dressed for lessons. Teachers give good explanations and they promote high standards through the quality of their own demonstrations. They set challenging work, which demands effort and concentration in order for pupils to succeed. Lessons proceed at a brisk pace, helping to maintain high levels of pupil interest and motivation. Teachers know their pupils well, and use praise effectively in motivating pupils of all abilities, so that they produce their best efforts.

153. The physical education curriculum is well balanced, and activities such as dance, team games and outdoor education provide good support for pupils' social and personal development. The subject managers are well qualified and very experienced. They assist less experienced colleagues well in developing lesson plans, and promote high standards by their own example and through observing occasional lessons. Facilities for physical education are good. The hall is well equipped with a wide range of gymnastics apparatus, and good quality collections of equipment such as beanbags, bats and balls, support all areas of the curriculum. The school has good access to a large playing field, and utilises the swimming pool at the local leisure centre.

## 159. **PART C: INSPECTION DATA**

### 159. **SUMMARY OF INSPECTION EVIDENCE**

154. The inspection was carried out by four inspectors, including a lay inspector, who were in school for a total of 14 inspector days. During the inspection, 57 lessons or parts of lessons were observed. Inspectors listened to pupils read and talked to them about their work. Samples of pupils' work were inspected in all classes. A wide range of documentation was scrutinised, including teachers' planning and policy documents, development plans, budget figures, pupils' reports, attendance registers and the minutes of governors' meetings. Discussions were also held with the headteacher, deputy headteacher (upper school leader), lower school leader, subject managers, teachers, administrative staff, governors, parents and others. Sixteen parents attended a meeting with an inspector and gave their views on aspects of the school's work and achievements. Seventy-three questionnaires, representing thirty per cent of pupils, were returned and analysed by the inspection team, together with letters from fourteen parents who wrote on an individual basis to the registered inspector.

## 155.DATA AND INDICATORS

### 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
Y3 – Y6	225	0	58	8

### Teachers and classes

#### Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	9.7
Number of pupils per qualified teacher	23.2

#### Education support staff (Y3 – Y6)

Total number of education support staff	9
Total aggregate hours worked each week	62.5

Average class size:	28.1
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### Financial data

Financial year:	1997/1998
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	£
Total Income	420 359
Total Expenditure	421 183
Expenditure per pupil	1 726
Balance brought forward from previous year	12 972
Balance carried forward to next year	12 148

## PARENTAL SURVEY

Number of questionnaires sent out:  
Number of questionnaires returned:

244
73

### 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	26	47	14	12	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	45	7	5	0
The school handles complaints from parents well	11	58	22	3	3
The school gives me a clear understanding of what is taught	25	48	21	4	1
The school keeps me well informed about my child(ren)'s progress	25	49	14	7	4
The school enables my child(ren) to achieve a good standard of work	15	71	11	0	1
The school encourages children to get involved in more than just their daily lessons	27	45	21	5	1
I am satisfied with the work that my child(ren) is/are expected to do at home	18	59	10	11	3
The school's values and attitudes have a positive effect on my child(ren)	19	60	16	4	0
The school achieves high standards of good behaviour	18	52	18	5	4
My child(ren) like(s) school	42	37	7	8	4

### Other issues raised by parents

Inspectors saw strong evidence of parents being encouraged to play an active part in the life of the school. Inspection evidence confirmed appropriate use of homework. There were no other specific issues raised by significant numbers of parents.