

# INSPECTION REPORT

**ANSTEY JUNIOR SCHOOL**  
ALTON

LEA area: Hampshire

Unique Reference Number: 115851

Headteacher: Mr Mike Holland

Reporting inspector: John H Good  
O1411

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> November 1999

Under OFSTED contract number: 707354

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Eastbrooke Road Alton Hampshire GU34 2DR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Louise Herbert
Date of previous inspection:	April/May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Good, Registered Inspector	Science Art Physical education and swimming Equal opportunities	Attainment and progress Teaching Leadership and management
Clare Lorenz, Lay Inspector		Attitudes, behaviour and personal development. Attendance Support, guidance and pupils' welfare. Partnership with parents and the community. Staffing, accommodation and learning resource.
Don Hughes	English Design and technology Geography History	Curriculum and assessment Efficiency
Morag Thorpe	Special educational needs Mathematics Information technology Music Religious education	Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- The percentage of pupils reaching Level 5 in the end of key stage tests is well above the national average in mathematics and science, and above average in English.
- Thirty-eight per cent of teaching is very good or better, which is well above the national average.
- Pupils are making very good progress in music, and good progress in almost all other subject areas.
- Standards have improved in a number of subjects since the last inspection.
- The provision for supporting pupils who have special educational needs is very good, and this enables them to make good progress in their overall education.
- All staff, teaching and non-teaching, work very effectively as a united team. Relationships throughout the school are very good and there is an excellent ethos for learning.
- Pupils have good attitudes and this is reflected in their very good behaviour and willingness to give of their best.
- The headteacher provides very good leadership for the school and he is well supported by the senior management team and the curriculum consultants.
- There is a very good working relationship with the members of the governing body who are appropriately, and effectively, involved in the management of the school.
- The school provides a high quality educational experience for its pupils and there is an impressive range of extra-curricular activities and clubs.
- The provision for pupils' spiritual, moral, social and cultural education is very good.
- The school has established very positive working relationships with the parents and the local community.
- Day-to-day administrative procedures are very good and they ensure that the school runs smoothly.

### Where the school has weaknesses

The school does not have any significant weaknesses but the following are areas for further monitoring and development.

- I. Ensure that the best practice with regard to the marking of pupils' work is common throughout the school.
- II. Improve the overall standards achieved by some pupils in the presentation of their work.
- III. Set sufficient home study to ensure that pupils' learning is being extended, and that all Year 6 pupils are being adequately prepared for the next stage of education.
- IV. Give more details in pupils' end of year reports with regard to their progress over time.

**This is a good school which provides an appropriate, and high quality, educational experience for its pupils. The staff and governors show a strong commitment to the school and they form a strong and united team. There is a shared vision for the future development of the school which is focused upon improving pupils' levels of attainment and rates of progress. The identified areas for development are far outweighed by the many strengths of the school, but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.**

## How the school has improved since the last inspection

Since the last inspection the school has successfully addressed all of the weaknesses identified in the key issues for action, and standards have been improved in art, geography, information technology and religious education.

The appointment of a new teacher to undertake the role of curriculum consultant for music, together with the redeployment of a part-time peripatetic teacher to assist with the teaching of music in the upper school, has resulted in music being elevated from a weakness to a strength. The arrangements for the teaching of art have been revised and these changes ensure that pupils in parallel classes receive a similar experience and that practice is consistent with policy. Teachers have worked together effectively to revise schemes of work and they all plan tasks which allow pupils greater involvement in their learning. The very positive links with European schools, and the 'buddies' scheme enable pupils to take initiative and exercise responsibility. Pupils' cultural development is now catered for well, with art, English, geography, history, information technology, music and science all making significant contributions. All of these changes have had a positive effect upon pupils' levels of attainment and rates of progress.

The role of the governing body, the senior management team and the curriculum consultants in the management and organisation of the school have been considerably enhanced. Each of these groups is now more actively involved in the decision making processes. In particular, the governing body is now acting as a critical friend and is becoming increasingly involved in monitoring the school's academic performance. The very good working relationship between the school and its governing body make this aspect a strength of the school.

Overall, the school has made good progress since the last inspection and because of the very good leadership of the school the potential for further development is good.

### 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	Key
English	C	C	<i>well above average</i> A
Mathematics	C	C	<i>above average</i> B
Science	B	B	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

During the three-year period from 1996 to 1998 pupils' performances in the end of key stage tests were consistently above the national average in English, mathematics and science. The 1999 results show that pupils' levels of attainment are in line with national expectations in English and mathematics, and above average in science. This reduction in attainment level is due to the ability level of the particular year group rather than a lowering in the quality of education provided by the school. In 1999 the Year 6 group contained a higher percentage of pupils than normal at stages two to five on the special educational needs register, and almost double the percentage of pupils eligible for free school meals. Inspection evidence indicates that pupils in the current Year 6 group are at this stage of the academic year achieving levels of attainment which are above average in science and in line with expectations in English and mathematics.

Throughout the school pupils are making very good progress in music, good progress in art, English, geography, history, information technology, mathematics, physical education, religious education and science. Progress is satisfactory in design and technology.

## Quality of teaching

Teaching in:	7 – 11 years
English	good
Mathematics	good
Science	good
Information Technology	good
Religious education	good
Other subjects	good

Overall, the quality of teaching is good and it has improved since the last inspection and it is now a strength of the school. The percentage of unsatisfactory lessons has been reduced and there has been a significant increase in the percentage of lessons judged to be very good or excellent. Of the 57 lessons, or part lessons, observed during the inspection 55 were satisfactory or better, of which 20 were good, 18 very good and 3 excellent. There were two unsatisfactory lessons. Good teaching occurs in all classrooms and it is enabling pupils to enjoy school life and make good progress in developing personal and educational skills.

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

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### Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour is very good in all areas of the school. They are courteous, polite and keen to be involved in all activities. Their behaviour makes a significant contribution to the ethos of the school.
Attendance	Attendance and punctuality are good. The established systems for monitoring and promoting attendance are very good.
Ethos*	The staff form a very good team and they have created an ethos for learning which is excellent. Relationships are very good, and all members of the school community know that they are valued. Pupils and staff are constantly striving to raise levels of attainment.
Leadership and management	The headteacher provides very good leadership for the school. He is well supported by the governing body, the senior management team and the curriculum consultants. The governors understand their role and they carry out their duties fully and effectively
Curriculum	The school provides a broad and balanced curriculum within which all subjects of the National Curriculum are taught. There is an extensive range of extra-curricular activities and pupils are very well prepared for the next stage of their education. Long and medium-term planning are very good. The procedures for the assessment of pupils' attainment and progress are good.
Pupils with special educational needs	The provision for pupils with special educational needs is very good, especially where pupils have small group or individual support. Pupils' individual education plans contain precise, achievable and manageable targets.
Spiritual, moral, social and cultural development	The provision for pupils' moral and cultural development is excellent, and for social and personal development it is very good.
Staffing, resources and accommodation	Good match of staff to areas of curriculum responsibility. Non-teaching staff provide very good and effective support to class teachers. Accommodation is very good and the school is very well maintained. Overall resources are good.



Value for money	The school gives good value for money.
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*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
V. The school encourages parents to play an active part in its life. VI. The staff are approachable. VII. The school gives clear information about what is being taught. VIII. The school's values and attitudes have a positive effect upon children. IX. The school achieves high standards of good behaviour. X. Their children enjoy coming to school.	XI. The variable use made of homework to extend XII. The way the school handles complaints. XIII. The information provided by the school with

The school sends each new parent or guardian a copy of the Information for Parents Booklet, which contains clear details of how to sort out a problem. At the pre-inspection meeting for parents there was unanimous support for the guidelines printed in the booklet and assurances that the system did work. Conversation with pupils revealed that they feel safe and secure at school and that they can discuss any problems instantly with their class teacher or another adult. Pastoral care is central to the school's ethos and all staff work together as a united team. The inspection team's view is that the school does its best for all pupils and that its published procedures for resolving complaints works effectively and well in practice.

The school introduced a new procedure for home study which is linked to a termly curriculum information sheet. The new policy gives considerable responsibility to parents to support their children's education. It is important that the school monitors this initiative in order to ensure that pupils are receiving sufficient home study particularly in Years 5 and 6.

End of year reports are informative but contain more detail of what children have done rather than how well they have done it and what has been achieved. In written comments, and at the pre-inspection meeting, parents requested more information with regard to pupils' long-term progress. The team's findings are that although end of year reports are generally of a good standard some require clearer statements with regard to pupils' progress.

**KEY ISSUES FOR ACTION**

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

- XIV. Continue to monitor the new procedures for home study in order to ensure that all pupils are having their education extended, and that all Year 6 pupils are being prepared for the demands of secondary education. (Paragraph 33 and 54 )
- XV. Extend the practice of writing comments on pupils' marked work in order to help them to improve its quality, with particular reference to the overall standard of presentation. (Paragraphs 10, 32, 84, 86, 93, 98 and 110)
- XVI. Give more detail of pupils' progress in their end of year reports. (Paragraph 53 )

## INTRODUCTION

### · Characteristics of the school

1. Anstey Junior School is situated in the north-eastern suburbs of the market town of Alton in Hampshire. Almost all of the pupils previously attended the nearby infant school and although the majority are drawn from the community adjacent to the school a significant minority come from a wider catchment area. The intake reflects a socially mixed environment with pupils coming from middle class housing and from houses which are either council owned or have become owner occupied in recent times. Approximately seven per cent of pupils are eligible for free school meals which is below the national average.
2. Pupils are admitted to the school in the September following their seventh birthday. There are 236 pupils on the school roll, 121 boys and 115 girls. The school roll has been fairly consistent for a number of years and this has enabled the school to maintain two parallel classes in each year group. Almost all parents are supportive of the school and have high expectations for their children's education.
3. Analysis of the test results at the end of Key Stage 1 show that although the intake represents the whole ability range the profile does not represent a normal distribution curve. A greater proportion of pupils than average are at either end of the ability curve with fewer pupils in the middle band. The school has identified 28 per cent of the pupils as having special educational needs which is well above the national average. One pupil has a statement of special educational needs and there are a further 65 pupils on the special educational needs register. Three pupils are from ethnic minority communities and homes where English is not the first language.
4. Targets for the year 2000 are set as required nationally. They are based on the prior attainment of pupils in the cohort and reflect the emphasis the school is placing upon raising individual pupils' levels of attainment in English and mathematics. The aim is to raise the percentage of pupils reaching Level 4 or above in English from 65 to 75, and in mathematics from 69 to 80. In addition the school has ongoing targets to improve the standards of writing and mental mathematics throughout the school, and reading by the end of Year 4.
5. The school aims to provide a caring and encouraging environment where pupils are valued as individuals and given opportunities to reach their full potential. They are actively encouraged to be courteous, co-operative and considerate towards others so that they develop the qualities of worthwhile citizens. The school is committed to a policy of striving for excellence and high standards in all areas of activity.

• **Key indicators**

**Attainment at Key Stage 2<sup>2</sup>**

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

Year	Boys	Girls	Total
1999	34	24	58

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	22	25
	Girls	20	17	20
	Total	43	39	45
Percentage at NC Level 4 or above	School	74(65)	67(69)	78(74)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	26	26
	Girls	17	19	20
	Total	40	45	46
Percentage at NC Level 4 or above	School	69(66)	78(75)	79(80)
	National	68(65)	69(65)	75(72)

• **Attendance**

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

		%
Authorised	School	4.6
	National comparative data	5.7
Unauthorised	School	0.0
	National comparative data	0.5

• **Exclusions**

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

	Number
Fixed period	1
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	36.8

Satisfactory or better	96.5
Less than satisfactory	3.5

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

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. Analysis of the national test results at the end of Key 1 show that although pupils on entry to the school represent the whole ability range, the profile does not represent a normal distribution curve. A greater percentage of pupils than average are at either end of the ability curve with fewer pupils in the middle band. Over the three year period from 1996 pupils' performances in terms of reaching Level 4 or above, in the tests at the end of Key Stage 2, were consistently above national averages in English, and well above in mathematics and science. During the three year period the percentage of pupils achieving Level 5 in all three subjects was above the national average.
7. The 1999 results show that the percentage of pupils reaching Level 4 or above is broadly in line with national averages in English, mathematics and science. The percentage of pupils reaching Level 5 is above average in English, and well above in mathematics and science. In comparison with the results for pupils in similar schools they are above average in science and in line with average values in English and mathematics. When these results are compared with the previous three year period it tends to indicate that the school has not maintained its progress in terms of pupils achieving Level 4 in mathematics and science. This apparent reduction in overall standard is not due to a change in the quality of education provided by the school but to the ability profile of the pupils in Year 6 in 1999. This particular year group included a higher percentage of pupils at stages two to five on the special educational needs register and almost double the normal percentage of pupils eligible for free school meals. The results show that by the time they leave the school pupils of all ability levels have made good progress during their four years in the school.
8. Almost three-quarters of the parents who responded to the pre-inspection questionnaire agreed that the school enables pupils to achieve good results, and no parent disagreed with the statement. At the pre-inspection meeting there was very strong support for the academic standard in the school.
9. On the evidence gained from lesson observation, scrutiny of work, and interviewing pupils, levels of attainment for the majority of pupils at the end of the key stage are above national averages in science and in line with those for English and mathematics. In the other core curriculum subjects, levels of attainment are above national expectations in information technology and also above those expected for the agreed syllabus in religious education.
10. Attainment is good in speaking and listening, and satisfactory in spelling, writing, handwriting and reading. Progress in developing these skills is satisfactory in spelling and handwriting, but good in the other areas. These acquired skills are generally used well across the curriculum, but there is a wide variation in the overall standard achieved by individual pupils' in the presentation of their work.
11. Standards in numeracy are satisfactory. The majority of pupils are making good progress in developing numeracy skills and using them effectively in design and technology, geography, history, information technology, physical education and science.
12. Throughout the school the majority of pupils are making very good progress in music, and this represents a major improvement since the last inspection. Pupils sing with accurate pitch and respond correctly to changes in rhythm and beat. They are experiencing styles and types of music from many different cultures and countries, and music is now making an important

contribution to pupils' spiritual, moral, social and cultural education.

13. Progress in art is good and this also represents a significant improvement since the last inspection. Pupils in parallel age classes are now receiving a similar experience, and this is enabling almost all pupils to become more confident as they explore colour, texture, form and shape in developing their own artistic style. The quality of pupils' art work displayed within the school building enhances the educational environment.
14. Across the school, pupils are making good progress in the core subjects of English, mathematics, science, information technology and religious education. In the other foundation subjects progress is good in geography, history and physical education, and satisfactory in design and technology.
15. Overall, the progress of pupils with special educational needs is good. Tasks are carefully planned to meet their needs and they are well supported in both the classroom and the withdrawal groups. The very good quality of the additional support is enabling pupils with special educational needs to make very good progress in achieving their short-term personal targets.
16. Since the last inspection, the school has successfully addressed the majority of issues raised with regard to pupils' involvement in their learning. Within the classroom environment teachers frequently give pupils opportunity to explore, research, experiment and develop their own ideas. In physical education, pupils are given freedom to devise their own sequence of gymnastic movements and comment upon their own and other pupils' performances. In art, and design and technology pupils are able to develop their own ideas whilst developing practical skills. Although teachers' planning shows that in all subjects pupils are being given opportunities to have some responsibility for their own learning, this can be further extended for the highest attaining pupils in science.
17. In written comment, and at the pre-inspection meeting, a few parents raised as an issue the school's provision for the higher attaining children. All teachers plan work which is appropriate for the ability levels within their classes and this is enabling all pupils, irrespective of ability levels, to make good progress in their education. The end of key stage test results show that in comparison with the ability profile of the intake, the school is doing well for the pupils in its care. The school is aware that there is an extremely small number of gifted pupils who require additional provision in certain areas of study. This issue is under discussion with external agencies and the headteacher is exploring possible areas of support. The team's view is that within the bounds of its delegated budget the school is providing a high quality educational experience for its pupils.

· **Attitudes, behaviour and personal development**

18. Throughout the school the pupils' attitudes towards learning are good, as they were at the last inspection. They are eager to learn and settle down quickly in class. They concentrate well in lessons, think hard about what is required and generate good ideas. They persevere and take pride in their work. For example, older pupils are very keen to send and receive packages of work to and from their European twinned schools in Italy, Finland and Spain. Pupils are keen to win house points for good work.
19. Generally pupils behave very well in all aspects of school life. Pupils' very good behaviour was a strength of the school at the time of the last inspection, and continues to be so. There was an isolated instance of restless and inattentive behaviour by some pupils, in one lesson where teaching was insufficiently demanding, but it was quickly resolved. Pupils play energetically, imaginatively and happily together in the delightful playground.

20. The pupils are polite and work together well when asked to do so. In physical education, pupils give good support to one another when work in groups and teams, and comment sensibly and sympathetically on other pupils' performances. In science and art they share apparatus and equipment sensibly and respond maturely when given the freedom to explore and experiment. Pupils share the computers at lunchtime and confidently help each other solve some of the procedures to reach the internet. Relationships between pupils and teachers are very good, with teachers listening to pupils' ideas and suggestions.
21. The school has not permanently excluded any pupil in the past year although one pupil was excluded for a lengthy period. There are no recorded incidents of bullying and the pupils understand the importance of good behaviour. Discussion with pupils showed that they feel secure and safe at the school, with any issues arising being dealt with satisfactorily.
22. The school's special buddies scheme has helped all pupils, but particularly those who are less able, to feel more responsible and confident and this is reflected in their positive approach to work. The pupils show a high degree of interest in taking responsibility by being a special buddy. They also act as captains for house sports teams and help with tasks around the school, such as keeping the sports store areas tidy. Year 6 pupils have additional responsibilities which include peer group mentoring for younger pupils who use the information technology resources during leisure times, and keeping the sports equipment shed and trolley tidy. They are also able to show initiative in responding to the communications from the schools participating in the European link.

· **Attendance**

23. Attendance is above the national average and has risen since the last inspection. Authorised and unauthorised absence are below the national average. A small number of parents take their children on holiday during term time. The majority of pupils are keen to come to school and arrive promptly thus enabling lessons to start on time. The few instances of late arrivals by pupils are followed up effectively.

· **QUALITY OF EDUCATION PROVIDED**

· **Teaching**

24. The quality of teaching has improved since the last inspection and it is now a strength of the school. The percentage of lessons where teaching is judged to be unsatisfactory has fallen whilst there has been a very significant increase in the percentage of lessons where teaching is very good or excellent. The percentage of lessons where teaching is good or better is well above national averages. Of the 57 lessons, or part lessons, observed during the period of the inspection 55 were judged to be satisfactory or better, of which 20 were good, 18 very good and 3 excellent. Overall, the quality of teaching throughout the school is good.
25. Good teaching occurs in all classrooms and in all subjects. Very good teaching was observed in all year groups and in seven different subject areas. Of the 18 lessons where teaching was very good five were in literacy, four in music and instrumental teaching, two in each of art, numeracy, physical education and religious education, and one in science. Of the three lessons judged to be excellent two were in numeracy and the other in music.
26. The quality of teaching reflects the clarity, detail, and thoroughness of the long, medium and short-term planning. All teachers have good subject knowledge and many of them have particular flair and expertise in areas of the curriculum. They work together very effectively

as a team to produce schemes of work which are user friendly and ensure that pupils receive a high quality educational experience with little variation between parallel classes. Teaching styles are friendly, encouraging and supportive. There is a good balance between individual, group and whole class teaching which enables teachers to focus upon the needs of all pupils. Throughout the school, classroom management skills are good, and often very good. All teachers provide a stimulating educational environment in their classrooms and the ethos for learning is excellent.

27. Where teaching is very good it results from a combination of teachers' expertise in the subject and the ability to rouse pupils' enthusiasm for learning. Activities successfully build upon pupils' previous knowledge and experiences and they are given suitable opportunities to explore, experiment or research. The quality of teaching has a real impact upon pupils' rates of progress and overall levels of attainment. The lessons move with quick pace and time, and resources are used very effectively.
28. When teaching is excellent teachers are able to inspire pupils to achieve very high standards and to take pride in their achievements. Teachers' skilful use of questions enable pupils to link new knowledge to previous learning experiences. Lessons are well structured being broken down into small units which build systematically upon each other and present pupils with increasingly demanding challenges. Pupils enjoy the experiences provided for them and eagerly look forward to the next lesson.
29. The quality of teaching in two lessons was unsatisfactory. This unsatisfactory teaching results from a combination of poor match of tasks to pupils' abilities, low teacher expectations of what pupils can achieve, failure to build upon previous knowledge and poor use of time and resources. In such lessons some pupils lose interest and their rates of progress are reduced.
30. The teaching of literacy and numeracy skills is good and often very good. Staff and governors have worked together well during the introduction of the National Literacy Strategy and there are similar plans to support the introduction of the Numeracy Strategy during this academic year. The structure provided by the literacy strategy is already having a positive effect upon the quality of teaching and the development of literacy skills across the curriculum. It is too early to judge the overall effect that the numeracy strategy is having in the school, but it is already having a positive effect upon the standard of teaching and in pupils' ability to calculate by mental methods.
31. The special educational needs co-ordinator, class teachers and support assistants' plan very effectively for the pupils they support. The procedures for assessing pupils, monitoring their progress and revising targets are very good. All staff involved work well as a team and this aspect of teaching is very good. In the literacy sessions observed during the inspection the high quality of the support enabled pupils to make very good progress in achieving their individual targets and good progress in their wider education.
32. All teachers keep extensive records of pupils' levels of attainment, which are used effectively in planning future work and in the setting of targets for improvement. They mark work conscientiously and on a regular basis, but scrutiny of pupils' previous work showed that the quality of marking is variable. The majority of teachers consistently use a positive style with helpful comments which indicate to the pupil how the work can be improve. On occasions a minority of teachers resort to a series of ticks and fail to comment upon the poor presentation of pupils' work.
33. There is a new approach to the setting of homework which is communicated to parents in the termly curriculum information sheet. This new procedure was introduced from the start of this academic year following consultation with the parents. The policy places considerable responsibility upon parents to support their children's reading, spelling and mathematics by



expanding the suggestions written in the information sheet. At their pre-inspection meeting the parents strongly supported this new approach because it struck a sensible balance between home study and time for children to pursue other extra-curricular activities and hobbies. However, of the parents who responded to the pre-inspection questionnaire approximately 14 per cent were unhappy with the extent of work their children were given as homework. They requested that a more consistent approach be adopted to the setting of homework, particularly in the final year of the key stage in order to prepare children more adequately for the demands of secondary education. The inspection teams' view is that although the school has revised its policy for home study there is a need to monitor the new arrangements and ensure that pupils in Year 6 are being suitably prepared for the next stage in their education, by being required to complete home study on a consistent and regular basis.

#### **The curriculum and assessment**

34. The school's curriculum is very good and indicates an improvement since the last inspection. It is very broad, covering all the subjects of the National Curriculum and religious education. There is a comprehensive programme for personal and social education, which includes sex and drugs awareness education. The school makes no concessions to perceived restrictions on curriculum time imposed by the National Literacy and Numeracy Strategies and no time has been sacrificed in the provision for foundation subjects, achieving a remarkable balance and providing a rich experience for the pupils. The programme for personal and social education takes account of all cross-curricular themes, such as environmental issues, citizenship and economic understanding. Religious education is taught in accordance with the Hampshire Agreed Syllabus. The curriculum is greatly enhanced by an impressive range of educational visits to theatres, art galleries, museums and places of historical interest. Pupils are provided with opportunities to work with visiting artists, authors and performers. The discretionary time outside the requirements of the National Curriculum is devoted to effectively circle time and to personal, social and health education. All pupils have full and equal access to all areas of learning provided by the school. Pupils with special educational needs have well-devised individual educational plans which are regularly monitored and revised. The curriculum prepares pupils well for the later stages of education and for adult life. Parents are clearly satisfied with the education their children receive.
35. Long-term and medium-term curriculum planning are very good. Teachers' daily lesson plans identify learning intentions and link these to National Curriculum targets and levels, and consequently learning objectives are precise and clear. Some daily plans include challenging experiences for higher attaining pupils. The school makes good provision for the integration and development of literacy and numeracy skills across the year groups and key stages. The teachers normally indicate areas for development either in their daily lesson planning or as part of a series of lessons on a similar topic or theme.
36. There are comprehensive and detailed schemes of work providing very good guidance for teachers. In most classes and subjects, teachers match work to pupils' needs sufficiently well to ensure no under-achievement or excessive demands at either end of the academic spectrum. The provision for extra-curricular activities is very good and includes a wide variety of clubs, activities and visits to support pupils' personal, physical, cultural and social development.
37. The school's good assessment procedures work very effectively. Pupils' records of achievement show clear progression in all subjects and are well annotated with regular teacher evaluations. The record accompanies the child throughout the school to provide a comprehensive profile and abundant data for forward planning, individual monitoring and reporting to parents. Separate class files provide a clear, at-a-glance, record of progress in the core subjects of English, mathematics and science. They include results of national and standardised tests, internal spelling tests, and a half-termly monitoring by senior staff and consultants. In addition, pupils' progress is checked through work in the literacy groups. The progress of pupils with special educational needs is rigorously monitored. All staff

consistently implement all school policies to ensure that the established good levels of attainment are further raised.

38. Assessment for those pupils with special educational needs is a strength of the school. Individual educational plans are very well reviewed and new targets appropriately set.

· **Pupils' spiritual, moral, social and cultural development**

39. The school's provision for the spiritual, moral, social and cultural education of its pupils is very good with some excellent features. This is a very caring and happy school where the provision has an extremely positive effect on the attitudes and behaviour of the pupils. The school is warmly commended by many parents for promoting tolerance, understanding and harmony. This aspect of the school's work shows significant improvement since the previous inspection.
40. The provision for pupils' spiritual development is very good. The acts of collective worship taken by the headteacher and deputy headteacher are outstanding. During the inspection week the highly relevant theme of interdependence was handled with knowledge and attitudes which all pupils could share and understand. Assemblies, which include prayers, sometimes religious songs, very well selected stories and events take place in a very well ordered, calm and quiet atmosphere. The themes show a broad coverage of religious matters, moral and social aspects and encourage pupils' spiritual development. The opportunities given for reflection and prayer, and through religious education lessons and many other subjects, positively enhance pupils' spiritual development. They are encouraged to make sense of their personal experiences and feelings, and world issues through thoughtful discussions in the classroom. The high quality of lessons and the selection of curriculum content give pupils many opportunities for experiencing the intense pleasure of discovery, achievements and enjoyment in learning. Music, art and many aspects of literacy and information technology are significant areas of the curriculum which contribute towards pupils' spiritual development.
41. The provision for pupils' moral development is excellent. The school encourages a strong moral code through a solid framework of attitudes, genuine care emanating from all teachers, support staff and systems which encourages pupils to distinguish between right and wrong, and to understand the essential aspects of good behaviour. All staff, including support staff, school meals staff, cleaning staff and parent helpers provide excellent role models so that pupils learn to relate very positively to each other and to accept their share of responsibility for others. One outstanding feature of this school is the atmosphere in which a high standard of behaviour and caring is the norm and not necessarily the feature which deserves reward. The attitudes of sharing and support shown by all Year 6 pupils when using the computers at break and lunchtimes is further evidence of the excellent provision for moral development. They respond positively to this freedom by displaying good attitudes and a willingness to share and to help each other.
42. The school's provision for pupils' social development is very good. Positive relationships are successfully promoted throughout the school. Pupils are encouraged to show consideration and sensitivity to the needs of others and are given a range of responsibilities, which assist in the smooth running of the school, for example the buddy system and Year 6 having responsibility for the computers. Pupils relate very well to each other, and are given many opportunities to co-operate in lessons, especially games, information technology, science, music and mathematics. They also have numerous opportunities to work independently and this prepares the older pupils well for the next stage of their education. They learn the important aspects of citizenship in caring for the needs of others in the school and by actively supporting many charity organisations. During the inspection, the older pupils sold poppies and all pupils understood the sacrifices made by many people in both World Wars, and in other wars. The two minutes silence observed on the Thursday was a deep and moving period

of reflection. Opportunities for social contact outside the classroom are further enhanced through the wide-ranging extra-curricular activities particularly music, choir and sporting activities. The school benefits greatly from the strong support of parents and the wider community and this has a significant impact on pupils' social development.

43. The school has recently received the Investor in People Award, and the careful planning and ongoing development of people within the school is one of the many contributions to pupils' social development. An outstanding feature is the carefully chosen range of school visits. These include the annual residential experience in Derbyshire for older pupils, and numerous other day trips in and around Alton for all pupils. These visits increase pupils' understanding of other social settings in Britain. Their awareness of historical changes is enhanced by museum visits and the visit to school of the Hampshire Wardrobe. This gave Year 6 pupils wide insights into life in Victorian Britain and some of them the opportunity to dress in costumes of the period.

44. The school's provision for pupils' cultural development is excellent and an improvement from the previous inspection. Pupils' personal interests are valued and their achievements extended by widening their knowledge of their own, and the cultures and beliefs of other people, in religious education, music, literature, art and in multicultural development. Pupils are given many opportunities to learn about the local culture and the culture of Britain through studies of the Victorians, the Romans and by visits to local places of historical and environmental interest and a museum visit. Links with pupils in other schools in Italy, Spain and Finland and geographical studies provide opportunities for pupils to understand the cultural difference evident in other parts of the world. The music curriculum includes studies of the music and instruments from different periods of history, different countries, and the different cultures of people living in Britain. There are many opportunities to promote pupils' cultural development through art, music and literature. Regular annual visits to the school include authors, a Nigerian storyteller, Indian Kathak dancers and theatrical groups and performers from the Hampshire Music Service. Pupils also have the advantage of appreciating the contributions of other cultures to mathematics and science. The school celebrates Christian festivals and the festivals of other major world religions and enhances pupils' wider multicultural understanding, particularly of the cultures which represent society in Britain. This prepares the pupils exceedingly well for living in Alton and for life in multicultural Britain.

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

45. The provision for the support, guidance and welfare of pupils overall is very good. Procedures for monitoring academic progress and personal development are good and this is a good improvement on the last inspection. Adults in the school provide very good role models for the pupils and work hard to build pupils' confidence. Pastoral care is central to the ethos of the school and staff work well together as a team consistently applying school policies. Staff offer encouragement and give praise for good work and endeavour and pupils are keen to earn certificates and house points.

46. Relationships between pupils and teachers are very good and this is the foundation for the confidence that pupils have in talking to staff should they have concerns. The special buddies system contributes positively towards developing a sense of responsibility for others as pupils move up the school. There is a wide range of popular extra-curricular activities, such as after school netball and football teams, choir and guitar club which allow pupils to show initiative and develop skills. Pupils are very interested in, and gain a great deal from participation in the European Union funded education link between schools in Italy, Spain, Finland and Anstey Junior school.

47. There are effective links with a range of educational, medical and social support services. Pupils and teachers have good contact with Alton Infants school and Anstey Junior school

receives clear records about pupils on their entry to Year 3.

48. Those pupils with special education needs are well looked after at school. They are fully integrated into the life of the school and participate in all that the school has to offer. Their progress is good.
49. The school has very effective procedures for monitoring and promoting discipline and good behaviour. There is a clear anti-bullying policy, but bullying is not an issue in the school. The school is an orderly place where raised voices are unnecessary. The structure of rewards and sanctions is well known to the pupils and is fairly and consistently applied. Teachers have high expectations of pupils' conduct and any unsatisfactory behaviour is dealt with in consultation with parents.
50. Procedures for promoting and monitoring attendance are very good. Monitoring is thorough and consistent and appropriate links are maintained with the education welfare officer. The school stresses the importance of regular attendance and punctuality as good habits. Parents are encouraged to limit the taking of holidays in term time and their response is good.
51. Procedures for identifying and handling child protection issues are very good. The designated person for child protection ensures that all adults in school are aware of child protection procedures. Pupils' health, safety and well-being are secure. Arrangements for pupils who are unwell, or have minor accidents are very good.

· **Partnership with parents and the community**

52. The school's partnership with parents and the community has grown stronger since the last inspection and is now very good. Parents feel there are clear lines of communication and the quality of information they receive is good. Parents receive informative monthly newsletters and a termly outline of what their children will be taught. The school prospectus and governors' annual report to parents are clear and cover matters relevant to the school.
53. Consultation evenings for parents are well attended and teachers provide thorough reports at the end of the year. However, the reports sometimes contain insufficient detail of pupils' progress and their levels of attainment in terms of age related expectations. Parents have been well informed of matters relating to the introduction of the National Literacy and Numeracy Strategies and how it will affect their children's education. Attendance at the information evenings relating to the projects is good.
54. Parental involvement with children's learning is very good. Parents take part readily in the paired reading scheme which encourages reading with reluctant readers. They also support homework, which is set formally in Years 5 and 6. Some parents would like the provision for home study to be extended to a wider range of tasks and be set more frequently. Many parents help in school on a regular basis and also accompany staff and pupils on trips and visits. During the period of the inspection parents helped to supervise Year 3 pupils during their visit to St Lawrence's Church as a part of a religious education project. All parents are automatically members of the Parent Teacher Association which plays an active role in social and fund raising events which include the Christmas Fair.
55. Parents of pupils with special education needs are kept well informed about progress through reviews and the pupils' well detailed individual education plans. They are asked to attend reviews and contribute to their outcomes. The school does all it can be expected to do in ensuring that parents' concerns about their children's needs are dealt with effectively.
56. Enrichment of pupils' wider experience of the local community is very good. There are visits

for every year group to local places such as Annett's farm, and older pupils go to the Peak District for a residential stay. The community policeman is closely involved with the school and he and other visitors, such as a well-known children's author, contribute to the pupils' education. The pupils raise money for charity each year and invite senior citizens into school for the harvest festival service. Good links continue with organisations such as the fire service and local supermarket. This confirms the findings of the previous inspection.

57. Induction for pupils entering Year 3 is thoughtfully structured and good overall. Arrangements for older pupils to transfer to the next stage of education are clearly organised and are very effective.

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

### **Leadership and management**

58. The headteacher has been in post for 15 years and during this time he has built up a wealth of experience of the school and the local community. He has a clear vision for the future development of the school and he is continuously striving to raise standards and provide the best possible education for the pupils. He keeps good contact with the classrooms and he is involved throughout the school in supporting colleagues, monitoring progress and leading the drive to create an ethos in which all pupils and staff are valued, and proud of their achievements. He prepares meticulously for meetings and although he finds it difficult to delegate he has done so increasingly since the last inspection. This has resulted in both the governors and the senior teaching staff being more involved in the management of the school. The headteacher has a quiet, thoughtful and sympathetic style but he provides strong and effective leadership for the school.
59. The deputy headteacher has been in post for seven years and in addition to his full-time teaching role he has major responsibilities for curriculum development and assessment. He is totally committed to his role in the school and gives freely of his time to events and activities. He has a very good working relationship with the headteacher which is built upon mutual trust, respect and professionalism. They have developed working practices, which utilise their individual strengths, and he makes a significant and positive contribution to the management of the school.
60. The senior management team consists of the headteacher, the deputy headteacher and two other senior and experienced members of staff. They meet on a regular basis and since the last inspection their roles in the management of the school have been more clearly defined. The team is very involved in the production of the school development plan, responding to new initiatives and identifying issues for discussion at meetings of the whole staff. The senior management team has played an important and effective role in the school's approach to the introduction of the National Literacy and Numeracy Strategies. The status of this team has been enhanced since the last inspection and the team now plays an effective part in the management of the school.
61. Curriculum consultants' roles are clearly defined in their job descriptions and these roles have been developed since the last inspection. Each consultant is charged with leading the development of a designated curriculum area throughout the school. This involves evaluating the needs of the subject within the context of the whole curriculum, reviewing existing policies and schemes of work, and ensuring that the area is adequately resourced. In addition, consultants are required to analyse test results, plan in-service training, monitor classroom practice and organise work sampling activities to monitor pupils' progress and levels of attainment. There is a rolling programme for release of consultants from teaching responsibilities in order to work alongside colleagues. Curriculum consultants are now

playing an effective and important role in the school's drive to raise standards and provide a high quality educational experience for its pupils.

62. The school development plan, which covers the period 1999 to 2000, results naturally from a continuous cycle of review and monitoring. It contains a mixture of school and externally initiated priority areas for development. It is a well structured and presented plan which is effectively linked to the budget cycle. All staff and governors have opportunities to contribute to the production of the draft document and in addition it is displayed on the parents' notice board so that they can comment on its content. There is full discussion of all comments and suggested amendments before the document is approved by the governing body. Since the last inspection, the governing body has become more involved in the production of the development plan, in the identification of success criteria, and in monitoring the progress being made in achieving targets. The school development plan reflects the shared vision for the future development of the school and it ensures that staff, governors and parents are aware of the issues facing the school in achieving its targets.
63. The whole governing body is new since the last inspection. There is a broad spectrum of expertise and experience within the group and they are drawn from many different professions and areas in the local community. The full governing body meets twice each term and attendance at meetings is very good. There is a committee for resources, which meets at least once each half-term, and working parties for curriculum and security which meet as required to do so. There is a very good working relationship between the school staff and the governing body which is being further strengthened through the work of the link governors for literacy, numeracy, special educational needs, personnel and community liaison. The governors have a full understanding of their role and they show a real commitment to the school. They are now less reliant upon the need for the headteacher to give a lead on issues and the governing body is successfully adopting the role of a critical friend to the school. Since the last inspection, the governors have become increasingly involved in the decision making processes and they now carry out their statutory responsibilities fully.
64. The headteacher monitors classroom practice as an ongoing part of his role and all curriculum consultants have opportunities to monitor the delivery of the curriculum in their subject area. Since the last inspection, the governors have become increasingly involved in monitoring the curriculum and the school's academic performance. The curriculum working party analyses test results and during this academic year they are focusing upon the progress being made across the school by pupils with special educational needs. The two governors who are liaising with teaching staff during the introduction of the National Literacy Strategy have visited all classrooms and presented a short report to both the staff and their fellow governors. Plans are already in place to allow time for monitoring the introduction of the National Numeracy Strategy. This monitoring is having a positive effect upon classroom practice and strengthening the lines of communication between the school staff and the governing body.
65. The school administrative staff and the headteacher have established working practices which are effective and efficient. There is minimal overlap of responsibility and this allows the headteacher to have good contact with the classrooms. Daily routines are well established and the school runs smoothly. Internal and external communications are very good. At their pre-inspection meeting and in their responses to the questionnaire parents gave strong support to the school for the quality of newsletters, reports and information sheets. In particular, they were appreciative of the new style curriculum information sheet which details what is to be taught during the term and how parents can help in their children's education. The administrative staff make a significant contribution to the overall excellent ethos of the school.
66. The school has established effective management systems for the setting of targets to improve pupils' levels of attainment in English and mathematics. The governing body is appropriately involved in the setting of targets and its active participation in the established monitoring

processes means that it is now better placed to be fully involved in the discussions to agree the targets. In addition to increasing the percentage of pupils reaching Level 4 in both English and mathematics targets have been set to improve reading in Years 3 and 4 and mental mathematical skills throughout the school. The National Literacy and Numeracy Strategies are already having a positive effect upon classroom practice and pupils' levels of attainment. The school is making progress towards achieving its targets for the year 2000, particularly in English.

67. All staff and governors are united behind the vision to produce a safe and caring environment in which pupils receive individual attention and are able to achieve to their full potential. The caring, sympathetic and thoughtful work of all members of the school community contributes to the very good quality of the educational provision. The school has moved forward since the last inspection and it is now meeting its aims for a wider group of pupils.
68. The school has adopted an appropriate policy for equal opportunities which aims to give all pupils equal access to all areas of school life. Observations during the period of the inspection confirm that all aspects of equal opportunities are well managed.
69. The headteacher, the co-ordinator for special educational needs and the link governor have worked together to establish very effective systems for budget planning and control. In addition, there is a clear procedure for charting the progress of pupils, on the special educational needs register, from Year 3 to the end of the key stage. The available resources are targeted upon those pupils who are in need of additional educational support and this ensures that very good use is made of all available funds. All aspects of the provision for special educational needs are very well managed and the school fully complies with the code of practice.

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

70. Overall, the resources available to the school in terms of staffing, accommodation and learning resources are good. This situation has been maintained since the last inspection. The school has an appropriate number of suitably qualified and experienced teaching and support staff. Numerous volunteers and visitors contribute significantly to the progress pupils make in their studies. The many pupils who have special education needs are well supported.
71. All staff have responsibility for an area of the curriculum and they carry out their duties with considerable commitment and expertise. They are given opportunities to support their colleagues in their classrooms and to monitor the delivery of the agreed curriculum. The arrangements for professional development of staff are good and all curriculum consultants are allowed time, on a rolling programme, to observe their colleagues in the classroom and give professional support, help and advice. This is a good improvement since the last inspection. Teachers who are newly qualified are well supported and given clear guidance about the procedures and expectations within the school. Supply teachers are usually known to colleagues and they are well supported by the teacher of the parallel class. Staff appraisal fulfils the statutory requirements and is sensibly linked to the programme for in-service training. Professional development of all staff is linked to the priorities identified in the school development plan and also to teachers' personal needs.
72. The process which all school staff participated in as part of the school's receiving an Investors in People Award has consolidated team working, and increased the staff's resolve to provide the best possible education for the pupils.
73. Accommodation is very good. The school is bright, spacious and welcoming, and is clean and very well maintained. There is plenty of space for the delivery of all aspects of the curriculum. The entrance hall and large library are well used as are the specialist areas for

teaching pupils with special education needs, music and physical education. The playgrounds and grass areas are generously sized and provide very good facilities for the wide range of sporting activities which are provided for the pupils. Displays, such as the corridor wall painting by Year 6 pupils of exotic underwater fish, contribute positively to the very good educational environment.

74. Resources are good overall and make a significant contribution to pupils' learning and welfare. Many additional resource materials have been purchased to support the introduction of the Literacy and Numeracy Strategies. Resources are very good in mathematics, good in English, information technology, music, and physical education and for supporting pupils with special educational needs. In all other subject areas resource levels are satisfactory to deliver the agreed curriculum.
75. Computers are used by pupils throughout the school day for a variety of purposes such as, supporting their classroom studies, communicating with the schools in the European link, and registering books borrowed from the main library. There are a good number of books per pupil which belong to the school. The school makes effective use of a range of facilities provided by the local education authority which include the library service and the period costume wardrobe.

· **The efficiency of the school**

76. The school is very efficiently organised and runs very well on a day-to-day basis. Administrative procedures make a significant contribution to the smooth daily routine. The efficiency of financial control is good and school administration is very good.
77. Within the school, communications and relationships are very good and the use of teaching and support staff is also very good. The roles of subject consultants are well developed with major responsibility for monitoring the delivery of the curriculum, and the standards achieved by pupils in their work. All curriculum consultants carry out all their duties very effectively and efficiently. The use of learning resources and accommodation is good, with communal areas in the school used well.
78. Financial planning is good and is closely linked to the development planning process. The funds made available are spent well and expenditure supports the stated priorities of the school. The governing body is fully involved in all aspects of financial planning and monitoring, and is fulfilling all of its strategic responsibilities effectively. The proportion of the budget spent on staffing, resources and premises is appropriate. Additional special educational needs funds are well managed and special educational support assistants make a very good contribution to the provision of these pupils. The support staff and helpers in the classrooms have a significant impact on the education provided for these pupils.
79. Taking into account the attainment of the pupils on entry to school, the unit costs per pupil, the good quality of education provided and the good standards and progress attained, the school gives good value for money as it did at the time of the last inspection.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

80. Standards in English are in line with national expectations at the end of Key Stage 2. According to the 1999 national test results the percentage of pupils reaching Level 4 is average but is above average in terms of achieving Level 5 in comparison with schools with pupils from similar backgrounds. Evidence during the inspection indicated that speaking and listening skills are well developed and standards in reading are satisfactory. In writing, standards are broadly in line with those expected nationally with examples of good and sometimes very good work being achieved. Over the three year period 1996 to 1998 there have been variations in relation to national averages in the results in English but the school maintains a high standard overall, particularly in terms of pupils achieving at Level 5.
81. Pupils are responsive listeners and are enthusiastic and eager to talk about a range of subjects when given the opportunity. They participate in group and class discussions with skill and some organise their thoughts well using an increasingly broad vocabulary as they move through the school. Pupils follow verbal instructions well and respond appropriately. They are willing to share ideas, thoughts and opinions and listen, with respect, to the views of others. They join in discussion and are keen to answer questions. Pupils make good progress in speaking and listening so that by the end of key stage, these skills are developed to a level which would be above that expected nationally.
82. The school gives a high priority to the teaching of reading and standards at the end of the key stage are in line with the national average. Reading books are well matched to pupils' reading attainments. Pupils make good progress in reading and by the end of the key stage the large majority of pupils read and respond confidently to a wider range of texts for pleasure and information. Pupils read words of increasing complexity and use a range of strategies well to locate meaning and develop understanding from the text. Overall, they have a good knowledge of a range of authors and read widely both at school and at home. They discuss different kinds of fiction and non-fiction effectively and some develop their skills of evaluation and appreciation through written book reviews. The individual reading records kept by all teachers are satisfactory. Parents support the school by listening to their children reading at home.
83. Writing is in line with standards expected in similar schools and compared to national standards. There are some examples of good, and sometimes very good, work in poetry and writing throughout the school. Many pupils are able to write in a sufficient variety of styles and for different audiences. Grammar and spelling are developed to an appropriate level. Sentence construction and meaning are appropriately developed by many pupils as sufficient emphasis has been placed on the skills of drafting and editing.
84. Having regard to the pupils' past work and work produced in the lessons observed, overall progress in English throughout the key stage, for pupils of all abilities, is good. The Literacy Hour is in place in all classes and is implemented in an effective manner. Standards of presentation for almost all pupils are at least satisfactory, but do range from unsatisfactory to very good.
85. Pupils respond well. They are attentive, well behaved and show good levels of sustained concentration. Relationships with each other and with their teachers and other adults are consistently very good. Pupils handle books and materials carefully and always do their best

to follow the teachers' instructions. They co-operate well with each other when working in groups and they apply good levels of concentration when carrying out individual work.

86. The quality of teaching is never less than satisfactory, and it is good overall with over 60 per cent being judged good or better. All teachers exercise good control and manage the lessons in such a manner that the work is sufficiently focused on the requirements of the National Curriculum. A positive feature of almost all lessons is the calm classroom atmosphere. The vast majority of lessons are characterised by good planning, clear instructions, a brisk pace and a variety of tasks which stimulate and challenge pupils. Teachers have a good command of the subject and motivate the pupils by making very good use of an impressive range of resources. Good use is made of visits to a variety of places of interest. Teachers encourage pupils to make good use of the spacious, attractive and well-stocked central school library and this is improving their research and study skills. The marking of the pupils' work too rarely includes comments to improve pupils' performance and learning.

### **Mathematics**

87. The results of the 1999 National Curriculum assessment of pupils at the end of Key Stage 2 show that the percentage of pupils achieving Level 4 was in line with the national average, while the percentage achieving Level 5 was well above average. There is little difference in attainment levels between boys and girls. During the inspection the majority of pupils in Year 6 are achieving levels of attainment which are in line with national expectations, with a significant number of pupils achieving above this expected level. Therefore the current group of pupils in Year 6 are achieving levels of attainment which are similar to those of 1998 and 1999. All pupils in the set for higher achieving pupils already achieve standards which are above the national average with particular strengths in numeracy and data handling. Although each year a very high percentage of Year 6 pupils achieve the higher Level 5, a significant number achieve below the expected levels at the end of the key stage. However, the results do reflect the wide range of abilities, and the unusual ability profile, of pupils who are admitted into the school.
88. Standards of numeracy in Year 6 are sound, and improving. Nearly all pupils understand place value in numbers to 1,000 and use this information in a wide range of calculations. Pupils are able to add, subtract, multiply and divide with competence and a satisfactory level of accuracy. They use mental and written calculations in a wide range of mathematical activities including number and measurement. Pupils know a wide range of two-dimensional and three-dimensional shapes and use measurements of mass, length, capacity and time accurately.
89. Higher attaining pupils achieve very good standards. They add and subtract numbers to well over 10,000 and multiply large numbers by tens and units and divide by units. Most pupils know and use multiplication tables up to and including the ten times table. They understand and use decimals confidently in number, money and other measurements. They also apply this information speedily when calculations involve large numbers. Pupils have a good understanding of percentages and fractions and easily convert either fractions or decimals to percentages. They explain these numerical processes easily and have a very secure and good knowledge of place value including tenths, hundredths and thousandths. They understand and explain the mathematical reasoning of multiplying and dividing tens, units and hundreds by ten and the equivalent decimal parts. Levels of attainment in the understanding of shape, space and measurement are high across the year group, with the more able pupils showing particularly high levels of knowledge and understanding in angle properties of two-dimensional and three-dimensional shapes, using accurate vocabulary when describing their properties.
90. Pupils' ability in data handling is good, especially in their understanding and use of bar, line and pie charts. Some particularly good work concerning this aspect was displayed during the

inspection. One example compared the comparisons between the cereals eaten by children in Britain with those eaten by children in a developing country of the world. Another very effective application of data handling was the wide range of graphs used as part of the European links when pupils at Anstey told their friends in Finland, Italy and Spain about their favourite hobbies, and shared a reciprocal amount of knowledge with them. This is one of the many excellent examples where the curriculum is used to enhance pupils' understanding of other cultures, both in Europe and the East.

91. Throughout the key stage pupils of all abilities make good progress in all aspects of mathematics, as skills in numeracy and data handling are very well-developed with the majority of pupils able to multiply and divide using numbers up to 100, and a high percentage understand the equivalence between fractions, decimals and percentages. Most pupils work with increased accuracy and speed by the time they are in Year 6. A positive feature throughout the school is the rate of progress in mental skills in mathematics and the emphasis placed on pupils explaining their thinking clearly and asking questions. Pupils with special educational needs also make good progress both towards the targets set for them and in class mathematics. In Years 5 and 6 they all benefit from the setting arrangement, with the more able pupils gaining from the faster pace of the lessons and the tighter focus on more advanced skills and knowledge. Classroom observation shows that pupils' rates of progress are lower in the mixed ability lessons than when the pupils are grouped by ability.
92. Pupils' attitudes to mathematics are good. They always behave well and relationships are very good both with the teachers and with each other. Pupils listen attentively, work conscientiously and support one another when required to do so. While there are very good examples of pupils becoming increasingly independent in solving problems and responding to challenges, this is inconsistent and directly related to the quality of teaching. Pupils' standards of presentation are variable and individual pupils have inconsistent personal standards.
93. The quality of teaching is good overall, and occasionally excellent. Planning is very good and teachers consider the needs of each group of pupils. They use the Numeracy Hour well and this has already improved pupils' ability to memorise facts and explain their reasoning. Teachers explain the purpose of the activities clearly and the resources are well matched to the mathematical learning of each pupil. They give pupils time and encouragement to explain their thinking, and ask questions. In the best lessons, teachers encourage pupils to work at a very brisk pace and remind pupils about accuracy and neat presentation. They relate mathematics to familiar situations and pupils are very enthusiastic. The unsatisfactory aspects of teaching include too much time spent on undue repetition previously-known facts, and insufficient demands on neat presentation.
94. The school has already made effective arrangements for the introduction of the numeracy strategy and most of the planned training has taken place. Numeracy is very well used in other subjects especially design and technology, geography, history, information technology, physical education and science.

#### • **Science**

95. In the 1999 tests at the end of Key Stage 2 the percentage of pupils reaching Level 4 or better was in line with the national averages, but the percentage reaching Level 5 was well above the national average. When compared with similar schools, pupils' attainments are above average. Over the three year period 1996 to 1998 pupils' performances were well above national averages with an increasing percentage of pupils achieving Level 5. The 1999 results show that although attainments overall are only in line with national averages the trend to improve performance in terms of reaching Level 5 has continued. Analysis of these most recent results show that they reflect the ability level and gender mix of the cohort rather than a problem in the teaching of science.

96. The curriculum programme for science is currently delivered through a series of topics, which are linked to other subject areas, but a scheme based on the new national guidance is being introduced over a four year period, being already in place in Years 3 and 4. During the period of the inspection, timetable arrangements made it impossible to observe direct teaching in Years 5 and 6. In order to obtain a secure evidence base additional time was allocated to interviewing pupils and to scrutiny of their previous work. This evidence indicates that the level of attainment for the pupils currently in Year 6 is above that expected nationally. Pupils of all ability levels are able to explain why it is important to carry out fair tests and can explain how to alter one variable at a time. Scrutiny of pupils' work showed that they are able to make sensible predictions and identify patterns from results. In recalling knowledge from the study of solids, liquids and gases the higher attaining pupils can explain the difference in properties in terms of structure and how to change one state into another. Many are able to explain, with clear practical details, how to separate a mixture of sugar and water and why puddles in the street disappear.
97. Throughout the school all pupils, including those with special educational needs are making good progress in gaining knowledge, developing practical skills and using the correct scientific terminology and language. Pupils in Year 3 are carrying out tests to classify materials as magnetic and non-magnetic. They are able to explain why some of their predictions are not correct and the majority demonstrate good knowledge of the topic. In Year 4, pupils are identifying the properties of liquids and estimating the volume of water which can be poured into bottles of different shapes. They are able to read a volume scale and can record the results using the appropriate units. There is real excitement when, contrary to predictions, the bottles held the same volume. The school has adopted a significantly practical approach to the teaching of science which gives all pupils frequent opportunities to carry out experiments and develop practical skills. Teachers give very good support, and guidance, during these practical sessions and this gives all pupils the confidence to handle apparatus and complete the tasks. There are some occasions when the very highest attaining pupils need to be given a little more freedom to select apparatus and devise their own additional tests.
98. Pupils enjoy science lessons and they have good attitudes. They are keen to be involved and respond enthusiastically to questions. Behaviour is good and often very good. Pupils have very good relationships with their teachers and additionally they give good support to one another. During practical work they share apparatus sensibly and observe all safety rules and regulations. They are keen to learn and in all situations are prepared to give of their best. They are given opportunities to write their own reports of investigations and although the majority produce work of a good standard in content, the presentation varies from unsatisfactory to excellent.
99. Overall, the quality of teaching is good. All lessons are well-planned with clear learning objectives. Most teachers have good subject knowledge which enables them to give clear and accurate explanations. Good use is made of questions to stimulate interest and test for depth of knowledge and understanding. Where teaching is very good the lessons move with real pace and teachers have high expectations as to the levels of attainment pupils can achieve. Teachers mark work conscientiously but there is variable use of comments relating to how the pupils' work can be improved, particularly in relation to the standard of presentation and of the handwriting.

· **OTHER SUBJECTS**

· **Information technology**

100. Attainment in information technology at the end of the key stage is above national expectations. The majority of pupils in Year 6 classes have already achieved Level 4 in all areas of work apart from the monitoring of physical data and this aspect will be covered later in the school year. This improvement in pupils' levels of attainment represents significant progress since the previous inspection.
101. In Year 6 pupils enter and amend text, change the style and size of the writing, and alter the position of the text in order to create specific styles of presentation. All the pupils interviewed, from both classes in Year 6, explained how they previously used a programmable toy and used information technology to explore linear and angle properties of shapes. Pupils collect data, use it and present it in a range of graphs. They have very good technical skills when using the computers.
102. Pupils give detailed information concerning their use of the internet for acquiring information when planning their residential visit to the Peak District and also for a wide range of local activities in Alton and other parts of Hampshire. They confidently explain the value of the internet over other methods and know how to access it. Throughout the period of the inspection pupils confidently used and applied their skills for a wide range of purposes. They are secure in saving and retrieving data and using the technical vocabulary associated with information technology accurately.
103. Pupils use their information technology skills effectively to support their studies in other areas of the curriculum. In history and geography pupils use computers to carry out research and in music to compose. Interesting uses of word processing included translating sections of books into scripted plays and reporting aspects of the New Testament, especially linked to the Easter story, in imaginative present-day situations. Computers have been used for musical compositions but not as regularly as other areas of the curriculum.
104. Pupils make good progress in word processing skills, data handling and using CD-ROMs and the internet. In Years 3 and 4 they access programs aimed at promoting numeracy, literacy and language skills and use the mouse accurately. In Years 4 and 5 pupils are able to change the size and type of print to present information in a personalised style. In Year 6 pupils extend their skills to edit and display their work in a range of subjects and make good use of the CD-ROM and internet for research. Pupils integrate text and graphics and, in this way, have acquired a firm grasp on some of the different applications of information technology. They know that the school has its own website and some have used the digital camera. Pupils with special educational needs also make good progress.
105. Pupils across the school, especially in Year 6, respond positively and have confidence in their information technology skills. They are enthusiastic and very keen to use the computers. Pupils work very well together, take turns and share resources fairly, and give good support to one another. Pupils' attitudes, confidence and enjoyment in information technology are very good. None of the pupils either observed or interviewed during the inspection regarded the use of computers as anything other than exciting and the computers in shared area are always in use.
106. Overall, the quality of teaching is good. Most of the direct teaching takes place in small groups. A peer mentoring system has been set up to share skills and encourage confidence in use, and pupils in Year 6 are given a high level of responsibility. Teachers have very good subject knowledge and are familiar with the software available. They encourage pupils to make good use of computers to support their learning in other subjects. There is a good balance between specific plans to teach information technology with good use of well-trained learning supports assistants. In the lessons observed, teachers and learning support assistants had detailed and highly appropriate expectations of what pupils could achieve and gave well-timed interventions which enabled good progress to be made. Teachers have a clear understanding of the gains in knowledge that have been made and follow the scheme of work

appropriately.

107. Contributory factors to pupils' high levels of attainment and good progress are the commitment and good subject knowledge of the headteacher who is the curriculum consultant. He understands that this is a rapidly developing area of learning and plans are already in hand to modernise the range of computers in school. The development plan for information technology is well conceived and the headteacher and governors realise that while standards are high at the present time there needs to be further expenditure on resources in order to maintain the rapid progress which has been made since the time of the last inspection.

• **Religious education**

108. Standards in religious education are good. Levels of attainment at the end of Key Stage 2 exceed the expectations of the local agreed syllabus. This is an improvement when compared with the previous inspection. Pupils learn about Buddhism, Christianity, Judaism and the important elements of social, moral and environmental issues associated with religions and with society. They make good progress throughout the key stage.

109. At the end of Key Stage 2 the majority of pupils understand that Christians and Jews worship one God while Buddhists have other ways of worshipping and meditation. Through visits to the local church and appropriate use of the resources in school, they understand that many people have different ways of worshipping and have books and ways of celebrating important stages of their lives that are precious to them. Interesting work has also featured Buddhism and, through scrutiny of pupils' work and interviews with pupils in Year 6, they demonstrate good understanding of some of the main features of this religion. They explain its origin, some customs and ways of life including the founder, Siddhartha Gautama, the Prayer Hand and three main elements of meditation and have detailed knowledge of the Eightfold Path. They can describe in detail some of last year's work on Christianity and can relate many of the parables and miracles of Jesus. Pupils in Year 6 understand the essential elements which make religious beliefs and knowledge different from other forms of knowledge and that the beliefs and concerns of others should be respected equally. During the inspection, pupils in Year 6 learned about Christianity during the Victorian period and explained in detail the work of the Salvation Army, its founder and the development of this aspect of Christianity today. Members of the Salvation Army have visited school and much of the pupils' knowledge has been gained from this additional provision.

110. Pupils' progress is good with some very good features, such as their increasing knowledge and understanding developing from studying Christianity. During a visit to the local parish church, which took place during the inspection, Year 3 pupils benefited from the knowledge and expertise of the vicar. They gained considerable in-sight into the role of the church as a place of worship in the community. One of the very good features of pupils' progress is their wide range of knowledge about Judaism as well as Christianity, with particular reference to the both the Christian and Jewish Sabbaths, places of worship and Holy books. Pupils know that the Torah consists of the first five books of the Old Testament and the importance of the Star of David as the emblem of the Jewish flag. They also know both Christianity and Judaism originated in the same part of the world. As pupils progress through the school, they develop a deeper and wider understanding of major religious festivals, traditions and symbols and relate many religious stories and events to their own experiences and events happening in the world today. Religious vocabulary is very well developed and pupils show an increasing understanding of religious ideas and take many opportunities to discuss their feelings. Pupils with special educational needs also make good progress in the religious education activities and in the acquisition of knowledge.

111. Pupils' attitudes and their response to religious education are good. They are well behaved and the quality of relationships between teachers and pupils promote pupils' confidence,

knowledge and understanding. Pupils are keen to answer questions and are confident that their opinions will be valued.

112. The quality of teaching is good overall, and on some occasions very good. Teachers create appropriate classroom atmospheres for religious education and have very good knowledge of the major world religions. They are also sensitive to pupils' feelings and encourage them to ask and answer questions so that adults' views and ideas do not dominate discussions. Appropriate demands are made in developing pupils' knowledge but there are variations in demands on standards of presentation and neatness. Accurate work is praised without sufficient reference being made to quality of presentation.
113. The very good leadership and management of the subject, the very effective use of the available resources and the teachers' very good knowledge about major world faiths are the main factors which contribute most successfully to pupils' good attainment and progress.

## **Art**

114. Standards at the end of the key stage are in line with age related expectations, but with a significant number of pupils achieving standards which are well above this level. Almost all pupils, including those with special educational needs are making good progress in developing artistic skills and gaining knowledge as they move through the school. This consistency in attainment and progress across year groups and the school, represents an improvement since the last inspection when standards were satisfactory overall but variable across the school.
115. The scheme of work shows that pupils experience a wide range of artistic activities as they explore colour, pattern, texture and shape. Scrutiny of pupils' previous work shows that by studying the techniques and styles of famous artists, and using a wide variety of materials, pupils are becoming more confident and starting to develop their own ideas and artistic style. Good examples of this are the Year 3 pastel work in the style of Monet and the Year 6 paintings in the styles of Klee, Turner and O'Keeffe.
116. Pupils of all abilities are making good progress in developing the skills necessary to work safely with a range of tools, media and materials. Year 3 pupils are producing silhouette pictures by cutting out shapes of buildings in black card and sticking them on previously prepared marbled paper. They produced interesting shapes many of which were drawn from multi-cultural sources. Pupils in Year 4 are exploring the techniques of wax rubbing and experimenting with different surfaces. They are given considerable freedom to take responsibility for their own learning and respond very well in a positive and mature way. In a Year 5 class pupils listened attentively while the teacher read a Greek myth which stimulated ideas for portraits representing good and evil. Their response to the story was very good and they produced work in their sketch books which illustrated their moods and feelings.
117. Pupils' artistic work is attractively displayed around the school and in the classrooms. These displays provide evidence of the good progress pupils make across the key stage and the wide range of materials that they are using. There are impressive displays of Year 3 dragons produced in powder paint, Year 4 Egyptian hieroglyphics in chalk pastel, Year 5 water colour portraits of Tudor Monarchs and Year 6 oil paintings in the style of Klee. Throughout the school the displaying of pupils' work contributes to the high quality of the educational environment.
118. Overall, pupils' attitude and response in art lessons are very good. They enjoy the work and the majority are committed to producing a final product of which they are proud. They have very good relationships with their teachers and show real enthusiasm for the subject. Pupils work well individually and in groups where they share equipment sensibly and give good

support to one another. When given opportunities to do so they take sensible responsibility for their own learning, experiment with care and work safely.

119. The quality of teaching varies from satisfactory to very good, but it is good overall. The two part-time teachers who are responsible for the teaching of art in the school work very well as a team. All lessons are well planned and enables teaching to build upon pupils' previous knowledge and experience. Both teachers have very good subject knowledge and considerable personal expertise. Teachers are friendly, supportive, quiet and encouraging. In the best lessons pupils are given sufficient and appropriate freedom to become independent learners, and ample opportunity to try out their ideas and then discuss them with the teacher.
120. The long and medium-term plans show that pupils experience a broad, balanced and very good curriculum. At the end of each academic year the two part-time teachers take responsibility for the other parallel class in each year group. This arrangement has been introduced since the last inspection in order to give pupils a similar experience during their four years in the school. The new arrangements are working well and classroom observation shows that there is a consistent approach to the introduction of skills and concepts. Teachers have similar expectations with regard to the quality of work which pupils can produce and standards are improving. There has been satisfactory progress in all areas highlighted as issues in the last inspection report.

### **Design and technology**

121. During the inspection it was not practicable to observe any design and technology lessons. In order to obtain a secure evidence base considerable time was spent in the scrutiny of pupils' work, curriculum planning and policy documents, and discussions with groups of pupils and individual teachers. This information provided sufficient evidence to make a sound judgement that pupils are attaining standards that are at a level expected from pupils of this age. Pupils are able to write a simple plan of what they are going to make. They have basic skills in design and this includes some evaluation.
122. The pupils are making satisfactory progress in the subject. In the displays of pupils' work linked to design and technology the quality of some of the work indicates that higher attaining pupils are given the opportunity to extend the set tasks and develop their own ideas. The design and planning by Year 5 to build a structure to hold a lorry containing a bag of sugar is commendable. This exercise won the local education authority's primary structures challenge in 1999.
123. All work in design and technology is structured through the whole school use of an agreed planning format. The time and planning spent on the subject this school year have resulted in all pupils of all ability levels making satisfactory progress in all areas of the subject. Teachers' planning in design and technology focuses appropriately on the tasks to be completed and clearly identifies the skills to be taught and learnt. Consequently, a systematic acquisition of skills is ensured, resulting in steady progress by the pupils.
124. No direct teaching was observed during the inspection so the quality of teaching cannot be judged. Interesting discussions with groups of pupils confirm that they enjoy their work in design and technology. All pupils are eager to describe and discuss their plans in the construction of a variety of models, such as moving pictures, tall paper structures, herb pillows and key rings and pendants. Pupils speak about the constant encouragement given to them to plan carefully in the production of their work. Teachers display pupils' work well and encourage them to take pride in what they have completed. In the discussion with pupils they were eager to evaluate other people's designs in a sensible and appropriate manner.

### **Geography**



125. During the course of the inspection it was possible to observe only one geography lesson. However, the evidence obtained by looking at teachers' planning notes, pupils' work and interviews with teachers and groups of pupils confirms that the standards achieved by the majority of pupils is above age related expectations. This is a slight improvement upon outcomes of the last inspection. Pupils of all ages, including those who have special educational needs, made good progress as they move through the school. Good attention has been given to mapping skills and pupils know how to interpret simple maps and the significance of symbols and directions. Work on water cycles and the weather are of a good standard.
126. Progress throughout the key stage is good and pupils are beginning to work effectively on the acquisition and application of subject-specific skills. They use geographical language well and study differences, similarities and reasons for these when comparing their country with different parts of the world, as seen in pupils' written work on the European study links to Finland, Italy and Spain. Pupils are aware of environmental issues and those in Year 4 group are enhancing that awareness with a detailed study of Kenya, its people and its economy. Work of good quality resulted.
127. Pupils demonstrate good attitudes to their learning. Behaviour is very good and pupils listen carefully and follow instructions well. Many settle quickly to their work and sustain good levels of concentration and effort. Most pupils show care and thought in the development and presentation of their work. Pupils work hard to complete their tasks and some older higher attaining pupils demonstrate satisfactory levels of in-depth study, as seen in the work on weather systems. When moving from whole-class activity to a group or individual activity they make the transition efficiently and without fuss. Pupils help each other in their groups and show a sense of enjoyment and purpose in their topics. Most are well motivated and confident when answering questions and they discuss their findings in a reasoned and mature fashion. Discussion with groups of pupils confirmed that they enjoy their geography lessons, particularly those relating to the European study.
128. In the one lesson observed the teaching was judged to be good. The teacher had high expectations of the pupils. The lesson observed was managed well and had clear and precise objectives. The teacher has good knowledge of the subject. Scrutiny of workbooks showed that pupils are set challenging written follow-up tasks which contributes significantly to the good progress made by the majority of pupils. Geographical artefacts are regularly used and are well matched to provide imaginative stimulus, appropriate to the pupils' age and understanding. Frequent visits to places of geographical interest offer additional interest to the planned programme of work.

## **History**

129. There has been an improvement in the quality of provision for history since the last inspection. The history observed is now at a level that is above that which is expected for the age of the pupils. Pupils' satisfactory research skills show a sound understanding of various aspects of history. Pupils show a mature understanding of historical events, people and places, seen to good effect in the study of Victorian times and of the Mary Rose. Pupils also demonstrate good recall of earlier work and are stimulated by appropriate materials and artefacts. Pupils know about life in Ancient Egypt and are able to identify the main difference between Ancient Egypt and Egypt as it is today. They show good understanding of the reasons why people in the past acted as they did, as was illustrated in the study of homes, clothes and food in Egyptian times.
130. All pupils, including those with special educational needs, make good progress throughout the key stage. They also make good progress in developing a sense of chronology through work on life in Tudor times. Good progress is clearly illustrated in the pupils' own workbooks and

in the effective history displays seen in some classrooms and around the school. In discussions, pupils show progress in their awareness of the significance of history in relation to present-day events and the legacy of the past in their local environment.

131. Pupils have very good attitudes towards their work and they enjoy history. In the lessons observed pupils were keen to do their best, eager to respond to teachers' questions, collaborated well and handled artefacts with care. Pupils are well behaved and attentive. They work well on their own and in small groups. Some show care and thought in the development and presentation of their work. Pupils settle quickly to their work and sustain good levels of concentration and effort.
132. The quality of teaching is good. Teachers have high expectations of the pupils. The pace of lessons is brisk and they are effectively controlled. There is a good rapport between teachers and the pupils. Lessons are very well-planned and teachers promote pupils' progress by having clear objectives. This results in very effective coverage of the curriculum. Teachers have a good knowledge of the subject and motivate the pupils by using an appropriate range of resources. One such effective resource is the annual visit of the Hampshire Wardrobe which allows pupils to see, use and wear clothes linked to particular historical periods.

## **Music**

133. By the end of the key stage the majority of pupils achieve levels of attainment which are above age related expectations, with many pupils reaching levels higher than this. Pupils, including those with special educational needs make very good progress in both performing and composing, and listening and appraising elements of music.
134. Throughout the key stage pupils sing with accurate pitch, have a very good feel for rhythm, a wide dynamic range and project their voices well. Pupils play a wide range of percussion instruments and follow pictorial scores and older pupils, especially those having instrumental tuition, understand conventional notation. The majority of pupils sing in two parts, sensitively listening to each other and are also developing advanced singing skills such as diaphragmatic breathing with an awareness of the need for good posture. They respond well to different styles and lyrics and pupils in Year 4 sing without accompaniment with a high level of accuracy. Pupils' good literacy skills are reflected in accurate singing and understanding of lyrics. Pupils develop a high level of understanding about how musical elements can be used to communicate moods and effects, and how musical styles emerged during historical periods. A good example of this was pupils in Year 6 singing songs in an appropriate style and with a good feel for the characters, mood and understanding of the Victorian times.
135. All pupils have many opportunities to listen to, and appreciate music from contrasting traditions including African, African-Caribbean, Asian and European styles. Some pupils have already played steel pans and watched classical Indian dancers. Pupils in the choir and in the wide ranging instrumental groups including brass, woodwind and strings, consistently achieve very high standards and make very good progress in musical appreciation. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development and to their attitudes, behaviour and personal development.
136. In lessons, pupils are very well-behaved, listen carefully, handle instruments with care and work purposefully in groups. In almost all musical activities there is a buzz of excitement, determined and purposeful co-operation and the enjoyment of performing. This was particularly evident during choir rehearsals and singing practices.
137. The quality of teaching is very good overall. Planning is very good and always includes an appropriate balance of musical activities. Teachers have very high expectations and

consistently challenge pupils to achieve higher standards. The teachers' insistence on pupils using accurate musical terminology further enhances their attainment in music and literacy.

138. The very high quality of pupils' progress in music reflects the excellent leadership and personal musical skills of the consultant and the employment of an additional teacher for music in the upper school. Together with instrumental tuition, these arrangements have increased opportunities for performance and the very good use of the support available from the Hampshire Music Service. These arrangements reflect the excellent steps taken by the headteacher and governors in addressing the shortcomings in music found during the previous inspection.

### **Physical education**

139. Across the school the majority of pupils in each year group are achieving levels of attainment which are in line with age related expectations, but with some individual pupils performing to a much higher level. All pupils are gaining control of body movements to jump, balance, roll, stretch and travel as they develop basic gymnastic skills. In Years 4 and 6 pupils showed good ability to link movement to music and respond appropriately to different moods and pace. Pupils work safely, use space well and participate fully in periods of intense activity. Their levels of fitness are generally good and this is a reflection of the importance the school places upon providing a suitable programme to ensure that pupils have sufficient exercise.
140. The majority of pupils in the school are making good, and sometimes very good, progress in developing motor skills, hand and eye co-ordination, improving ball skills and performing with confidence. Pupils with special educational needs are fully integrated into all activities and they are making good progress in developing skills. In one Year 3 class pupils are developing the skills necessary to control a ball with a hockey stick and pass it to a partner. The other group of Year 3 pupils are improving their ability to dribble and pass a football. In both of these sessions short-term progress for the majority of pupils is good and they are able to utilise their acquired skills effectively in a small sided team game. Year 5 pupils are learning the rules of netball and increasing their ability to pass the ball accurately to a fellow team member whilst maintaining the pace of the game. Physical education makes a very positive contribution to pupils' personal and social development.
141. Pupils enjoy physical education lessons and they become totally involved in the activities. Almost all pupils have good attitudes and they work well individually, in pairs, groups and small teams. There is good support for one another and sensible sharing of equipment and resources. A feature of many lessons is the encouragement pupils give to one another and the delight they have in watching the high level gymnastic performance of their peers. Teachers encourage pupils to reflect and comment on their own and other pupils' performances. These comments are always sensible, constructive and sensitive. The ethos for learning is excellent and there is often real enjoyment in the lessons.
142. The quality of teaching is always at least satisfactory and good overall. Of the eleven lessons observed during the period of the inspection seven were good and two were very good. All lessons are well-planned with clear educational aims and objectives. Teachers have good subject knowledge and many have good personal skills in a range of sporting activities. Teaching styles are friendly, supportive, encouraging and positive. Teaching promotes learning and the acquisition of skills. Lessons follow a sequential pattern which allows pupils to build upon previous experiences and successes. Where teaching is very good the teacher's own flair and skill results in them setting high standards and having an active involvement in the activities. Sessions move with good pace but intense periods of activity are appropriately interspersed with periods for rest and reflection.
143. The policy document and the scheme of work show that the school continues to give pupils

the full range of activities previously required by the National Curriculum. This very good curriculum provision is extended further by an impressive range and number of extra-curricular activities, teams and clubs, which include football, cricket, netball, rounders, hockey, volleyball and athletics. Some of these activities give many pupils the opportunity to apply their personal skills in a competitive environment and develop the skills necessary to be an effective member of a team.

## Swimming

**The inspection of this school included a focused view of swimming which is reported below.**

144. The school does not have its own swimming pool but it organises a programme for swimming tuition for pupils in Years 4 and 5 at the local Sports Centre. Year 4 pupils attend for 20 thirty-minute sessions and Year 5 for 12 sessions. The pool is approximately two miles from the school and involves a journey by coach. The provision for swimming has a positive effect upon the overall programme for physical education. The timetable arrangements made by the school result in this provision having no detrimental effect upon any other area of the curriculum.
145. By the end of the Year 5 programme approximately 85 per cent of the pupils can swim at least 25 metres and it is rare for any of the remaining pupils to fail to achieve the ten metre award. The school keeps extensive records of pupils levels of attainment during the programme and individual pupils' rates of progress are clearly defined. The school records show that over the last three years the majority of pupils have achieved levels of attainment which are in line with age related expectations. Parents are encouraged to continue their children's involvement in swimming during their final year at the school in order to maintain levels of confidence and performance.
146. All pupils are becoming more confident in the water and increasing their ability to rest, float and adopt support positions. They are increasing their range of strokes and ways of propelling themselves through the water. In the Year 5 classes the majority of pupils can swim a series of widths of the pool using front crawl or back stroke. All pupils in both age groups can use their legs to propel themselves through the water, although some pupils in both year groups need the support of armbands or floats. The members of the advanced groups in Year 5 are making good progress in learning the rudiments of survival and how to save a person in the water.
147. Pupils who lack confidence in the water are taught in the trainer pool by their own teachers who are in the water with them. The groups are small and this enables pupils to be given individual attention and constant support. Pupils give good support to one another in these groups as they try to conquer new challenges. Progress is good and pupils are keen to attain the status of being in the main pool.
148. The quality of teaching is very good. There are clear and detailed plans for each group of pupils which build upon previous successes and experience. Sessions move with very good pace and purpose, and the activity is intense and demanding. The time in the pool is used very effectively and is focused upon improving pupils' confidence, competence and performance. There is constant praise, encouragement and support. Coaching points are made clearly and often result in an individual pupil making immediate and significant progress. The members of the school staff who attend these sessions make a significant and important contribution to the quality of the tuition.
149. Pupils have very good attitudes to swimming and they respond positively at all times. Their behaviour during the journey to the pool, walking from the coach to the Sports Centre, whilst changing and during the sessions in the pool, is very good. Almost all of the pupils enjoy

swimming and give of their best at all times.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

150. The school was inspected over a period of four days by a team of four inspectors which included a lay inspector. The total number of inspector days spent in the school was 14. Before the inspection the team familiarised themselves the previous Ofsted inspection report and an extensive range of the school's policies, publications and other documentation.
151. Prior to the week of the inspection, meetings were held for the school staff, the chair of governors, the chair of the resources committee, the headteacher, the deputy-headteacher and the parents. Twenty-one parents representing all year groups in the school attended the pre-inspection meeting for parents. There were 76 responses to the parents' questionnaire and the factual evidence gained from the analysis of these was shared with the inspection team.
152. During the period of the inspection 82.25 hours were spent in collecting evidence, which included 41.25 hours of classroom observation, 10.5 hours scrutinising pupils' previous work, and 5.42 hours interviewing groups of pupil to discuss their work. One hundred and twenty observation forms were completed of which 87 were related to observation of pupils and scrutiny of their work.
153. Members of the inspection team attended registration periods and acts of collective worship. They observed the pupils at play, during the journeys to the Sports Centre for swimming lessons and during the walk to the local church. Members of the inspection team took lunch with the pupils and observed their behaviour in the dining hall.
155. Planned discussions were held during the period of the inspection with the headteacher, all subject consultants, other teachers with special responsibilities, the administrative officer and link governors for literacy, numeracy and special educational needs. Informal discussions took place with classroom support staff, parent helpers, the caretaker, the school meals staff and visiting peripatetic and support teachers.

• **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	236	1	66	16

• **Teachers and classes**

• **Qualified teachers (Y3 - Y6)**

Total number of qualified teachers (full-time equivalent):	10.02
Number of pupils per qualified teacher:	23.55

• **Education support staff (Y3- Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	61

• **Financial data**

Financial year:	1998/9
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	£
Total Income	388930
Total Expenditure	408389
Expenditure per pupil	1687
Balance brought forward from previous year	24673
Balance carried forward to next year	5214

## PARENTAL SURVEY

Number of questionnaires sent out:	236
Number of questionnaires returned:	76

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	27.6	51.3	11.8	9.2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	35.5	43.4	11.8	9.2	0
The school handles complaints from parents well	11.1	40.3	33.3	13.9	1.4
The school gives me a clear understanding of what is taught	27.6	52.6	13.2	6.6	0
The school keeps me well informed about my child(ren)'s progress	18.4	56.6	13.2	9.2	2.6
The school enables my child(ren) to achieve a good standard of work	25.3	48.0	25.3	1.3	0
The school encourages children to get involved in more than just their daily lessons	21.1	53.9	19.7	5.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23.7	44.7	17.1	13.2	1.3
The school's values and attitudes have a positive effect on my child(ren)	34.2	47.4	13.2	5.3	0
The school achieves high standards of good behaviour	30.3	50.0	14.5	5.3	0
My child(ren) like(s) school	50.0	39.5	9.2	1.3	0