

INSPECTION REPORT

FORDINGBRIDGE JUNIOR SCHOOL

Fordingbridge

LEA area: Hampshire

Unique reference number: 116068

Headteacher: Mr M Patience

Reporting inspector: John Bald
17932

Dates of inspection: 13 – 17 March 2000

Inspection number: 189322

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: Pennys Lane
Fordingbridge
Hampshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr N Clemson

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Bald	Registered inspector	English	How well is the school led and managed?
		Special educational needs	The school's results and achievements.
		English as an additional language	How well are pupils taught?
Dr T Clarke	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs C Slade	Enrolled inspector	Science	
		History	
		Geography	
Mr D Parfitt	Enrolled inspector	Information and communications technology (ICT)	
		Physical education	
		Music	
		Religious education	
Mrs N Myers	Enrolled inspector	Mathematics	How good are the curriculum and other opportunities offered to pupils?
		Art	
		Design and technology	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 35

PART A Summary of the Report.

INFORMATION ABOUT THE SCHOOL

Fordingbridge Junior School is a school of average size, with 252 pupils and a good balance of boys and girls. The number of pupils entitled to free school meals is below the national average, but an above-average proportion are on the school's register of special educational needs. None of these pupils has a Statement of Special Educational Need. The small number of pupils who have English as an additional language are not in the early stages of learning English. There is some variation from year to year in the standards reached by pupils joining the school, but these are now very good in reading and mathematics, though rather lower in writing.

HOW GOOD THE SCHOOL IS

Fordingbridge Junior School is an effective school with some outstanding features. It combines good and improving standards at eleven with a broad and balanced education that encourages pupils to accept responsibility, show consideration for others, and take pride in what they do. The quality of leadership and management is very good, and the school is making increasingly effective and flexible use of resources to raise standards for specific groups of pupils. Teaching is good, the standard of care for pupils is outstanding, and there is a strong and very effective partnership with parents and the community. The school gives good value for money.

What the school does well

- Standards are good in English and science, and very good in mathematics.
- The headteacher, deputy headteacher and governors provide very good management and leadership.
- The quality of teaching is good and often very good.
- Relationships and attitudes to school are excellent, and behaviour is very good.
- The school offers a rich and lively curriculum, with a broad range of learning activities.
- The school takes very good care of its pupils and monitors progress very well.
- There are excellent learning opportunities outside the classroom.
- The school works very effectively with parents and the community.

What could be improved

- The quality of learning of the youngest pupils.
- The consistency of the teaching of writing, particularly in the early stages.
- The consistency and balance of homework.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection noted good features in the breadth of the curriculum and in pupils' personal development, but said that more could be expected of more able pupils. Standards were satisfactory, and good in science. This inspection shows a good improvement. The school has maintained and extended its strengths, and standards have improved significantly, particularly among older, higher attaining pupils in English and

mathematics. The overall quality of teaching has improved, and there is a much higher proportion of very good teaching. Management has improved significantly, particularly in the flexible deployment of teachers, although this work needs to be carried still further. There has been an effective response to all points for action raised in the last report, and the school is very well placed to improve its work further.

STANDARDS

The table shows the standards achieved by 11 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	B	B
Mathematics	C	B	B	B
Science	B	A	B	B

Key

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

Standards in English and science during the inspection were good, and those in mathematics were very good, particularly among older, higher-attaining pupils. Good standards were also found in history, geography, art, music, physical education and religious education. Standards in information and communications technology (ICT) are in line with national average levels, but improving as a result of work in the new computer suite. There was too little evidence during the inspection to support a firm judgement on standards in design and technology. While boys tend to achieve less well than girls in English, this is not the case in all year groups. Overall, the rate of improvement in the school's results is in line with that in most primary schools, but there was evidence during the inspection of further improvement in mathematics and in some English lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils strive to do well and work hard. They are proud of their school.
Behaviour, in and out of classrooms	Excellent in almost all lessons, especially among older pupils. Excellent manners and consideration for others in the school's crowded building.
Personal development and relationships	Very good, often excellent among older pupils. Very responsible attitudes. Excellent personal development through sport and extra-curricular activities.
Attendance	In line with national average levels.

These outstanding strengths stem from consistent hard work and attention to detail among all adults in the school, and from the values pupils bring from home. Pupils are proud of their work and their school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

Teaching is good or better in 67 per cent of lessons, and very good or better in 36 per cent. It is satisfactory in 30 per cent of lessons, and unsatisfactory in 3 per cent. The very good teaching is represented in all subjects, including English and mathematics, and occurs most frequently in Years 5 and 6, with some very good teaching in Year 4. This teaching is based on teachers' very clear knowledge and understanding of their subject, and on imaginative and dynamic presentation, with excellent use of resources. Its influence is particularly strong as pupils prepare for secondary schools. All of the teaching which is good or better makes very good use of questions which bring out pupils' thinking and encourage them to develop it further. Literacy is taught well, though the teaching of reading is more consistently effective than that of writing. The overall quality of teaching in mathematics, including number work, is very good. Unsatisfactory teaching occurs in isolated lessons in Years 3 and 4. Some is caused by over-elaborate lesson planning, and some by learning tasks which pupils do not properly understand. The teaching of pupils with special educational needs, and of those with English as an additional language, is good, though both groups make more consistent progress in reading than in writing. Teaching assistants and trained parent volunteers make an important contribution to learning, particularly in reading.

Learning is very good in pupils' last two years at the school, in response to this very high standard of teaching. Learning is good overall in Year 4, though it is less consistent, while learning in Year 3, though less rapid than in later years, is satisfactory. The learning of pupils with special educational needs is good overall, though it is better in mathematics and reading than in writing. Those with English as an additional language make progress in line with that of other pupils in their classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good breadth, balance and relevance, with excellent learning opportunities outside the classroom. Good provision for literacy, very good for mathematics.
Provision for pupils with special educational needs	Good assessment, teaching and learning, though this is better in reading than in writing. Very effective for pupils with behavioural difficulties.
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language make good progress in line with that of others in their classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with excellent provision for moral and social development. Strong contributions from learning outside the classroom. Pupils have very good knowledge of their own culture, especially through art and music, but more limited knowledge of other cultures.
How well the school cares for its pupils	The school takes very good care of its pupils, and uses assessment procedures very well to provide guidance and raise standards.

Pupils move effortlessly from learning inside the classroom to learning outside it, and their achievements are celebrated and promoted very well in assemblies. The curriculum is continuously developed and reviewed by working parties, co-ordinated very well by the deputy headteacher. It makes effective use of flexible grouping according to pupils' learning needs, though this is less consistent in work with the youngest pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good planning and team-building. Clear sense of direction for the school, based on commitment to high standards and to a broad and balanced education. Good co-ordination of all subjects, with very strong leadership in mathematics and English. Strongly inclusive ethos, involving parents, the community and all pupils.
How well the governors fulfil their responsibilities	Very good, with a sharp eye on standards and very good financial planning to improve the school's facilities.
The school's evaluation of its performance	The school makes very good use of assessment to identify weaknesses and develop strengths, and sets effective, realistic targets.
The strategic use of resources	Very effective deployment of teachers and use of resources, though less effective in Year 3. The school site is very effectively used.

The school is well staffed to meet the needs of its curriculum, and has built up a good collection of learning resources, including a good library. Accommodation is adequate though crowded, especially the classrooms for older pupils. The main strength of management lies in its commitment to high standards and to a broad and balanced curriculum, which creates a powerful learning ethos within the school. There are no clear weaknesses, but the flexible approach to teaching has yet to be fully applied in Year 3. The school applies the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy school and reach good standards. • They behave well and have good attitudes. • Teaching is good. • There are good activities outside lessons. • The school is well led and managed. 	<ul style="list-style-type: none"> • The consistency of homework. • Information for parents. • Co-operation with parents.

Positive points far outweighed the negative, though many were in the 'tend to agree' rather than 'strongly agree' columns of the parents' questionnaire. These positive views were, however, strongly confirmed during the inspection. The concerns of some parents over the consistency of homework were borne out, though homework overall is satisfactory, with some good features. The inspection team disagreed with the small number of criticisms of the school's information for parents and of its co-operation with them. Several parents said that provision for higher-attaining pupils had improved since the last inspection, and inspectors agreed with this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Eleven-year-olds reached good standards in English, mathematics and science in 1999 national tests, both nationally and in comparison with similar schools. Above-average proportions of pupils exceeded the national average standard in all three subjects, and standards in national tests up to 1999 were rising in line with national trends. This good standard of work was maintained during the inspection in English and science, and standards in mathematics showed further improvement. These are now very good, with the highest attaining pupils reaching standards well above those expected nationally.
2. The national strategies for literacy and numeracy are making a valuable contribution to raising standards. By the time they move on to secondary school, almost all pupils read fluently from both fiction and non-fiction texts. Higher-attaining pupils also write to a very good standard, though the writing of some others is less well developed than their reading. Pupils have good opportunities to take part in discussions and to talk to larger groups of people, for example in assemblies, and their speaking and listening skills are good. Pupils' skills in mathematics, and particularly in number work, are consistently good, and higher-attaining pupils tackle complex numerical problems – such as the budget of the local secondary school – confidently and accurately. There are no consistent variations in the standards reached by boys and girls in English, mathematics and science – for example, Year 6 boys often reach very good standards in English – but some younger boys were having more difficulty with basic writing than girls. Pupils from ethnic minorities were reaching standards in line with others in their classes during the inspection.
3. Standards are good in history, geography, art, music, religious education and physical education, where very good standards are reached in extra-curricular sport by boys and girls. Pupils reach satisfactory standards in ICT, though these are rising through the school's systematic use of its new suite. There was too little evidence on which to base a secure judgement on standards in design and technology, but work on display and pupils' understanding were satisfactory. This overall pattern of good standards in subjects other than English, mathematics and science, makes a most important contribution to the aims of the school, and to pupils' preparation for secondary school. In geography, for example, they learn a disciplined approach that makes them consider issues in relation to their consequences for society, and in history they learn to use first hand evidence and statistical techniques to investigate trends in society. In art and music, they learn confidence in their own abilities over a broad range of musical skills and artistic media, and pupils' confidence has also improved considerably in the National Curriculum for physical education. The best work in religious education gives pupils good understanding of Christianity and other religions, and enables them to relate spiritual and religious issues to their own experience and that of their teachers
4. There is some variation from year to year in the standards reached by pupils joining the school, but most pupils joining the school at seven have reached good to very good standards in reading and mathematics. Standards in writing are close to national average levels, with substantial numbers of pupils just reaching the nationally expected standard at seven and under a tenth exceeding it. The school's

procedures for setting targets are realistic and sufficiently challenging, particularly in view of seven-year-olds' lower standards in writing and of the relatively large proportion of pupils who have special educational needs. The success of the mathematics teaching suggests that the school may be able to improve further on its targets for mathematics. However, longer term progress in improving on current targets in mathematics and English depends on improving the rate of progress for pupils in Year 3.

5. The last inspection report described overall standards as 'broadly average', but said that more could be expected of higher-attaining pupils. Standards were good in science, but below average in ICT and physical education. There has been a sound improvement in standards in ICT and good improvement in physical education since the last report, and good overall improvement in other subjects, particularly in mathematics. Several parents whose children had attended the school during the period since the last inspection said that the standards reached by higher-attaining pupils had risen, and this view was confirmed during the inspection. Overall, standards have shown good improvement since the last report, and are still rising.

Pupils' attitudes, values and personal development

6. The last inspection report found that pupils were happy and courteous, and had good attitudes, but that they had limited opportunities to assume responsibility. The school has made a very good improvement from this starting point. Pupils' attitudes and behaviour are now excellent, and their personal development and relationships are very good.
7. Pupils are very enthusiastic about coming to school, a point confirmed by parents' responses to the questionnaires. They show great interest in their work in the classroom, and become involved in a wide range of extra-curricular activities, including sport. For example, a netball tournament during the inspection involved three schools, and was played in a friendly but very competitive spirit. Pupils are very proud of their school.
8. Behaviour is excellent. Pupils are polite and courteous to each other, and to members of staff as well as to visitors. They say 'please' and 'thank you' and hold doors open for others, a courtesy which is a real help to people moving about the crowded school building. Pupils arrive at assembly in an exemplary manner, and listen to each other very patiently, even when pupils speak with quiet voices. Behaviour in the dining hall is excellent, and pupils with special educational needs related to behaviour benefit from exceptionally sensitive and thoughtful personal support from the mid-day staff. The school is a very orderly community, and pupils consistently show respect for the feelings, values and beliefs of others. Even so, behaviour deteriorates in a small minority of lessons in which pace slackens to the point at which some pupils become bored. Exclusions are rare, and there have been none in the last two and a half years. No incidents of bullying or oppressive behaviour were observed during the inspection, and pupils show excellent understanding of the impact of their actions on others.
9. The initiative shown by pupils and their willingness to take personal responsibility is excellent. They run a school council and produce a lively and interesting school newsletter. Many other examples of pupils of all ages taking responsibility were seen during the inspection. Apart from the regular duties, such as pupils helping in the classroom and preparing the hall for assemblies, there is a 'happy helper'

nominated each day. This helper takes responsibility for looking after the reception desk when it is unmanned during lunchtime, and does so to a very good standard.

10. Attendance and the level of unauthorised absence are both in line with national average levels. Figures for the current year up to the week preceding the inspection show an improvement, but there is no average figure available for comparison. Pupils arrive at school promptly and very little lateness was observed during the inspection. Registers are marked promptly and efficiently at the start of morning and afternoon school.

HOW WELL ARE PUPILS TAUGHT?

11. Teaching is good or better in two thirds of lessons, with very good teaching in over a third, including some excellent teaching in English and mathematics. It is satisfactory in almost all of the remainder, with isolated examples of unsatisfactory teaching, also in English and mathematics. During the last inspection, teaching was good in four tenths of lessons, and was satisfactory overall. The overall quality of teaching is now good in all subjects. Across the school, it is satisfactory in Year 3, good overall in Year 4, and very good in Years 5 and 6. This is a good improvement since the last inspection, particularly for the older pupils, whose progress accelerates as they prepare to move on to secondary school. The school's increasingly flexible and effective deployment of specialised skills puts it in a very good position to improve its teaching further.
12. Teachers begin each lesson with clear learning targets, based on what pupils already know, understand and can do. They establish and maintain good working relationships, which develop into an outstanding co-operative partnership with pupils in Year 6. The pace of work follows a similar pattern; it is generally sound, and at times good, in Year 3, and becomes very good among older pupils in response to their teachers' strong personal lead and example. Teachers throughout the school have sufficient knowledge and understanding of all the subjects they teach, and most co-ordinators have very good understanding of their subject, with excellent subject knowledge in mathematics. This effective professional leadership contributes much to the consistency of good teaching, and is used very effectively to raise the standards reached by higher-attaining older pupils, who are encouraged and enabled to set their sights well beyond the standards expected nationally at eleven. While outstanding teaching was seen most often during the inspection in English and mathematics, it was also present in individual lessons in geography, science, physical education, art and religious education. The high quality of this teaching makes a significant overall contribution to learning by ensuring that pupils are fully engaged and extended.
13. Where the teaching is good or better, teachers consistently make good use of questions to bring out pupils' thinking and to challenge them. The school's grouping of pupils according to their learning needs helps teachers to match questions and learning tasks to the groups they are teaching, and contributes to the effectiveness of literacy and numeracy teaching, both for higher-attaining pupils and for those with special educational needs. Teaching in both of these areas is good overall; it is very good in Years 5 and 6 and in some Year 4 classes. Teaching is satisfactory overall in Year 3, where flexible grouping is not used in all subjects, and is not yet leading to high attainment in mathematics. Teaching assistants are deployed effectively, and provide good support for pupils with special needs in their literacy and numeracy work. A group of trained volunteers from parents and the community makes a

consistently good contribution to the teaching of reading to younger pupils who have learning difficulties. Pupils from ethnic minorities, including those who have English as an additional language, learn effectively in response to the good overall quality of teaching in their classes. There were no significant differences in the quality of learning of girls and boys during the inspection.

14. Where the teaching is satisfactory, work is less closely matched to pupils' learning needs, and the pace of work is less consistently sustained. Pupils make steady progress, but learn new skills and consolidate those they already have at a slower rate than in later years in the school. In the isolated lessons in which teaching is unsatisfactory, learning tasks given to pupils do not lead to the learning intended, sometimes because of over-elaborate planning, and elsewhere because they are not supported by clear and effective explanation.
15. Work is regularly marked, and most pupils have regular homework, though there are some inconsistencies in homework, in the quality of marking, and in opportunities for pupils to take account of teachers' marking to improve their work. There is some good use of ICT in work with pupils who have special needs, but the use of computers to support learning in other subjects remains limited. Longer-term assessment is used very effectively to promote high standards in English and mathematics. Teachers make imaginative use of resources in all subjects, and are quick to spot ways of adapting ideas to new contexts. For example, they use wipeable boards, initially used to enable each pupil to answer a question posed to the whole class in mathematics, to have them compose sentences using specific structures in English. Gifted and talented pupils, including those with artistic, musical and sporting talent, and those with high levels of ability in mathematics and English, make very good progress in response to teaching which is closely matched to their needs, both in lessons and in extra-curricular activities.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

16. The school provides a rich and lively curriculum, which challenges and supports all of its pupils and promotes high standards. During the last inspection, the curriculum provided too little challenge to higher attaining pupils and made too little use of information and communications technology. The current curriculum is much improved, and an excellent basis for further progress. Several parents said that the school's provision for higher-attaining pupils in particular had improved, and this view was confirmed during the inspection. The school has maintained its strengths in learning outside the classroom since the last inspection.
17. The curriculum has very good breath and balance. It includes all subjects of the National Curriculum and religious education, often with very good links between subjects, particularly in mathematics and design and technology. The learning opportunities offered by the curriculum are continuously developed and reviewed by working parties which allow teachers to develop and share their strengths. These are very effectively co-ordinated by the deputy headteacher. National strategies for literacy and numeracy have a positive impact on pupils' learning, with particular strength in mathematics and reading. The development of writing skills is good in most lessons, but most successful with higher attaining pupils.
18. All pupils have equal opportunities and equal access to the curriculum – for example, the school provides very effective additional teaching in small groups for higher as

well as lower-attaining pupils, and pupils from Year 4 are grouped according to their learning needs in English and mathematics. This contributes to progress in both subjects, though setting in Year 3 for mathematics is not yet fully effective as the teaching has not been fully adapted to it. Pupils with special educational needs have well-constructed individual education plans, with clear targets, related to the National Curriculum as well as to pupils' individual needs. These contribute to good progress, though this is more effective in reading than in writing.

19. Opportunities for learning outside the classroom are excellent, enriching the curriculum and making a very significant contribution to social and cultural development. There is a wide range of activities for all pupils, with clubs for sports, music, drama, art and natural history. These are well organised and led by enthusiastic and knowledgeable teachers and parents, all of whom contribute to teaching of consistently high quality. Large numbers of pupils take part. Teams from the school have been successful in competitions, but the emphasis is on the development of skills and contributing to pupils' social development.
20. The school has exceptionally good links with infant and secondary schools. For example, training days are shared with the infant school, and secondary sports facilities are used regularly. The school acts as an informal centre of excellence in mathematics for outlying village schools, which benefit from the advanced skills of the mathematics co-ordinator. The resources of the wider community are very well used for day and residential visits, linked to curriculum topics. Recent events have included a theatre group visiting the school, and pupils visiting the Dome and Salisbury Cathedral.
21. Provision for personal, social and health education is very good. Through their work in science, pupils have a clear understanding of the benefits of a healthy lifestyle and gain the skills to make informed choices about their own lives. The school has clear policies guiding sex education and learning about drugs misuse, and makes very good use of local resources, including the Community Police Service, in promoting these.
22. The previous report identified the school's ethos as a strength. This has been maintained, and the curriculum offers very good opportunities for pupils to develop the spiritual, moral, social and cultural aspects of their lives. The social and moral development of pupils with special educational needs, including those with behavioural difficulties, is particularly well promoted by close and effective adult support.
23. Provision for spiritual development is good. Pupils' self esteem is nurtured, and aesthetic awareness is raised through poetry, art and music, and the variety of activities which comprise the collective act of daily worship. The school actively encourages pupils to reflect on their lives and on the choices they make in the world, and celebrates achievement in the arts and music in a way that encourages pupils to reflect on it and see its relevance to their lives. Religious education, where the teaching is often very good, makes a significant contribution to this work.
24. The school makes excellent implicit and explicit provision for moral education. Through the religious education curriculum, particularly, pupils learn the value and importance of rules as a shared understanding of expectations and in bonding social groups. By their excellent behaviour, whether at work or play, pupils show excellent understanding of moral standards. The school has its own rules, which are referred

to in classes and assemblies. These include 'Five Golden Rules for Self-determination', which are central to the school's effective teaching of personal, health and social education. Good behaviour is publicly rewarded through a house points system, and there are known and reasonable sanctions for rare persistent incidences of unacceptable behaviour. Pupils frequently take the initiative in raising funds for needy causes. They recently collected warm hats, scarves and gloves for people in Chechnya.

25. Pupils have excellent opportunities to develop their social skills. They learn to work co-operatively in almost all of their lessons, with particular strength in investigative science. Towards the end of many lessons, pupils are encouraged to share their learning with the rest of the class. Good relationships are fostered between pupils and adults, whose caring and selfless relationships with pupils set an excellent example of consideration for others. Opportunities for civic responsibilities within the school are many and varied. Each class has pupil representatives on the school council, which makes suggestions to the senior management team on how facilities may be improved. Classes regularly take turns in planning and presenting an assembly for the whole school. The office is managed by Year 6 pupils during staff lunch breaks, and older pupils act as librarians. An outstanding variety of after school clubs enables pupils to indulge their interests and participate socially in sporting and creative activities – there is even a lively and very well attended aerobics class for pupils at the end of Friday afternoon. Sports have a strong social as well as competitive element, and pupils were very successful at the Salisbury Music Festival, which took place during the inspection. Year 6 pupils benefit from a week-long educational trip, which for many is their first long social experience away from home.
26. The school is a cultured environment. A visit from a poet has stimulated pupils to write their own lively poems, some of which are read out in assembly. Pupils visit an Anglo-Saxon settlement in the New Forest as 'spies' to see what useful information can be gleaned for their Roman masters about what goes on there. They learn subsistence skills such as food preparation, spinning and weaving. In art lessons, pupils experience and re-create the work of many acknowledged western artists such as Surin, Monet and Constable. In Year 3, pupils study the work of Clarice Cliff and create their own colourful pottery by borrowing her design style – the results provide a colourful display in assembly. Choir and recorder clubs, with peripatetic instrumental teaching and curriculum music, make a very good contribution to pupils' musical understanding, with a strong emphasis on swing as well as accuracy. Whilst pupils' experience of other cultures is extended in geography, history and religious education, these are less well represented in the life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. Since the last inspection, the school has maintained its strengths in personal support and guidance to pupils, and in looking after their welfare, and has made very good improvements in its arrangements for assessing their work. The school has very good procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour, co-ordinated effectively by the deputy headteacher. The behaviour policy is comprehensive, with a major emphasis on rewards for good behaviour, but with sanctions where necessary. Pupils whose behaviour is poor are set behaviour targets, with suitable rewards for reaching them, and those with special educational needs related to behaviour are given very effective support, which enables them to take part in lessons on a normal basis

without disrupting others.

28. There are appropriate arrangements for child protection, backed by suitable training and understood by all the staff. Relationships with social services are appropriate, and the school nurse and education welfare officer (EWO) give informal advice if necessary. Accidents are efficiently recorded and monitored, and suitable care is available on the school site from staff trained in first aid. The school takes particular care over the administration of regular medicines to pupils who need them. No health and safety issues arose during the inspection, but some parents expressed concern over road safety for pupils arriving at school. While there have been no recent accidents, the present arrangements rely on good sense when pedestrians and cars share the same roadway, and to this extent parents' concerns are justified.
29. Procedures for monitoring attendance and lateness are very good, and very well administered by secretaries. Parents are reminded about the importance of good attendance and prompt arrival at the school through newsletters, and the school has a very good relationship with the EWO, who visits regularly.
30. The last report identified as a key issue the review of assessment procedures to ensure that teaching is targeted to meet the needs of all pupils. There is now a common format for assessment, and a consistent approach throughout the school. Each teacher keeps an assessment folder, with full details of pupils' talents and of any special educational needs, and every pupil has a comprehensive assessment profile with specific targets matched to the appropriate levels for number, reading and writing. This profile also contains details of pupils' involvement in extra-curricular activities. These arrangements are very effective in the longer term in raising standards in mathematics and English – for example, by enabling the school to form focused teaching groups for specific purposes – but are still not used quickly enough to match work to the needs of seven-year-olds joining the school.
31. The results of annual national tests and annual reading tests are analyzed thoroughly to identify trends in standards and in differences between the performance of boys and girls. These results are recorded on a value-added grid and form the basis for future planning and target setting. Progress towards the targets is regularly and meticulously recorded on tracking sheets. The assessment policy includes provision for pupils to assess their own work, and guidelines for marking. In practice, work is marked regularly, but there are few opportunities for pupils to reflect on marking and use it to improve their work. There are few formal procedures for assessment in subjects other than for English and mathematics, and the school uses only the assessment required by statute in science. However, the English and mathematics assessment makes a very good contribution to annual reports to parents, and a selection of pupils' achievements in other subjects is included in annual reports, which contain good targets for the next year.
32. The assessment of pupils with special educational needs and of those who have English as an additional language is carried out to a good standard, with suitable learning targets and involvement of pupils and parents. The co-ordinator for special educational needs is involved at an early stage, and all adults in the school, including teaching assistants and mid-day assistants, contribute to assessment procedures. The use made of this assessment is satisfactory overall, and good in some individual cases. In some lessons, however, targets for writing related to individual problems are less effectively addressed than those based on the general provisions of the National Curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school's strong and effective partnership with parents makes an important contribution to pupils' learning. This was a strength during the last inspection, but there were some weaknesses at that time in annual reports, which have now been improved significantly. Overall, the school has made a good improvement in this aspect of its work since the last inspection.
34. Parents make a very positive contribution to children's learning, both at school and at home. They provide very effective help with the voluntary reading scheme and in literacy lessons, particularly with pupils who have special educational needs. They accompany pupils on school trips, and provide skilled help with learning outside the classroom, for example in running and umpiring the successful netball tournament that took place during the inspection. Parents support homework effectively, though some were concerned at inconsistencies in homework, and others at the amount of homework set for holidays, which one described as 'a bit of a slog'. There were inconsistencies in homework during the inspection that confirmed these concerns to a degree, though there was also some good homework.
35. Information for parents is wide-ranging and of very good overall quality. The prospectus and governors' annual reports to parents are detailed and informative, and meet all statutory requirements. There are regular newsletters, and very good information to parents about the work to be covered in each term, which helps them to support pupils' learning outside school. Pupils' annual reports are detailed and very informative, especially on mathematics and English, and on targets for improvement.
36. Parents have no difficulty in approaching the school with concerns, and are involved at an early stage if their children are having problems. Parents of pupils with special educational needs are appropriately involved in their assessment and work. Parents make a major contribution through the School and Friends Association. The association arranges regular events, both social and fundraising, and contributes generously when funds are needed for a particular purpose, such as purchase of computers. Arrangements and information for parents of pupils joining the school or moving on to secondary school are very good, reflecting the close relationship between the schools themselves – many parents have children at both schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The headteacher, deputy headteacher and co-ordinators for mathematics and English provide very good professional leadership, based on a strong commitment to raising standards and to providing a broad and balanced education for all of the pupils. The school development plan is a clear and effective working document. It contains good, clear targets, which are carefully set on the basis of annual national tests as well as the standards reached by pupils on entry. The financial implications of targets are carefully considered, and the school takes very good long-term action to reach them. For example, additional teaching for pupils at risk of missing the nationally expected standard in writing at eleven begins in Year 5 rather than Year 6, and the grouping of pupils according to their learning needs ensures a very good level of challenge to older, higher-attaining pupils in normal lessons as well as in special groups. The school is beginning to extend this approach to Year 3, but has not yet done so systematically, and learning in this year is less effective than in later

years. The governing body fulfils its statutory responsibilities to a very good standard, working very effectively with the school's management to raise standards, develop facilities, manage finances and account for its work to parents.

38. The school has sufficient numbers of staff to meet the requirements of the curriculum, and teachers and teaching assistants have a good range of skills and professional understanding, with outstanding strength in mathematics. The headteacher and senior staff monitor the quality of teaching regularly and well, and the school has good arrangements for appraisal, linked to professional development. These involve both highly effective induction of newly-qualified teachers, which equips them quickly to assume responsibility within the school, and thoughtful attention to the professional development of high-achieving senior staff. The school, for example, extends the experience of its mathematics co-ordinator by using her advanced skills to support smaller schools in raising standards in mathematics for higher-attaining pupils. The school's monitoring of teaching, with its careful recruitment of new staff with specific skills, has resulted in a good improvement in the overall quality of teaching since the last inspection. Relevant and effective training is also provided for volunteers and teaching assistants, particularly in teaching reading. The efficiency and communication skills of the school secretary make a most important contribution to the management of the school, and to its relationship with parents.
39. The school adopts an open and inclusive approach in all aspects of its work. Pupils with special educational needs and those from ethnic minorities are well integrated in all aspects of school life, and all adults in the school staff and community are encouraged to contribute to the personal and academic development of the pupils. For example, the school cook provides sensitive and highly effective support for pupils with special needs related to behaviour at lunchtime, and parent volunteers are engaged in raising standards in literacy and team sports.
40. The headteacher, deputy headteacher and subject co-ordinators have built up good collections of resources to support work in all subjects. These consistently promote learning, engaging pupils in their work and contributing to rising standards, for example through the use of Ordnance Survey maps of Salisbury for pupils in Year 4. The library is well stocked and well organised to promote independent reading and research, and the system of ticketing for class libraries tells teachers at a glance who is reading what. The school has developed a new and cost-effective suite of computers, which it is using effectively to raise standards in ICT. The use of computers to promote learning in other subjects and to help pupils with special educational needs is satisfactory, but still somewhat underdeveloped.
41. The school's flexible approach to grouping pupils, and the need to house the new ICT suite, have placed considerable strain on its accommodation – for example, groups of pupils are regularly taught in the staffroom. The school has responded very effectively by making maximum use of its accommodation, and promoting the highest levels of courtesy among pupils moving about the building. Nevertheless, some pupils, particularly in the large Year 6 classes, are working in cramped accommodation which needs better ventilation – a point raised by a parent, and confirmed by inspection evidence. All areas of the school and its grounds are used and treated with respect by the pupils, and maintained to a very good standard by the caretaker.
42. The school makes very good use of new technology in its administration, and day-to-

day financial control is very efficient. The headteacher and governors apply the principles of best value consistently in their evaluation of the school's performance and expenditure; this approach is central to the flexible teaching strategy currently being developed. Financial planning is now very good, and allows very effective development of the site, for example through the computer suite, and pursuit of priorities for raising standards in the school development plan. All additional grants are used effectively to meet the school's priorities for raising standards.

43. During the last inspection, management was found to be effective in maintaining the ethos of the school, and to have fostered a strong sense of teamwork among the staff. It was, however, less effective in raising standards, and funds had been accumulated without clear plans to spend them. Since then, the school has maintained and extended its strengths, particularly in promoting teamwork among the staff, and has taken effective steps to raise standards, particularly among older pupils. Finances are now very well managed, and this is contributing to rising standards. Management overall has shown good improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The school has established a pattern of rising standards through effective and flexible use of its resources to address specific problems. To sustain this, and to make further improvements, the headteacher and governors should:

- (1) Raise standards and improve the quality of learning of pupils in Year 3, by;
- Setting more consistently high expectations of pupils in Year 3 and monitoring early progress more closely;
 - Using information on pupils' attainments on entry to match work to pupils' learning needs;
 - Improving the grouping of pupils to ensure that teachers can promote high attainment and address problems from the start.
(Paragraphs 4, 13, 14, 18, 30, 37, 50, 54)
- (2) Improve the teaching of writing, by:
- Ensuring that writing tasks consistently meet the needs of higher and lower-attaining writers;
 - Ensuring that writing tasks in all subjects make a consistent contribution to progress;
 - Setting and monitoring individual targets for pupils;
 - Improving the consistency of marking, and of pupils' use of information from marking to improve their work. (Paragraphs 2, 4, 14, 15, 17, 32, 45, 48, 49)

- (3) Improve the consistency and use of homework, by:
- Monitoring the consistency and range of homework in all classes.
(Paragraphs 15, 34)

A minor issue to be considered is:

- Improving ventilation in classrooms for Year 6.
(Paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	31	31	30	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	252
Number of full-time pupils eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs	Y3 - Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	28	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	24
	Girls	20	20	24
	Total	42	40	47
Percentage of pupils at NC level 4 or above	School	78 (78)	74 (70)	87 (88)
	National	70 (65)	64 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	23
	Girls	22	21	23
	Total	41	42	46
Percentage of pupils at NC level 4 or above	School	76 (90)	78 (78)	85 (86)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	243
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3-Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	25.2
Average class size	32.4

FTE means full-time equivalent.

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	90

Financial information

Financial year	1999
	£
Total income	387,982
Total expenditure	420,387
Expenditure per pupil	1709
Balance brought forward from previous year	51,263
Balance carried forward to next year	18, 858

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	6	0	0
My child is making good progress in school.	45	50	2	1	2
Behaviour in the school is good.	33	61	2	0	4
My child gets the right amount of work to do at home.	25	54	17	2	0
The teaching is good.	46	48	2	2	2
I am kept well informed about how my child is getting on.	31	47	20	1	2
I would feel comfortable about approaching the school with questions or a problem.	57	35	6	6	0
The school expects my child to work hard and achieve his or her best.	58	37	2	2	1
The school works closely with parents.	27	56	13	3	1
The school is well led and managed.	34	55	7	2	2
The school is helping my child become mature and responsible.	39	54	7	0	1
The school provides an interesting range of activities outside lessons.	64	33	3	0	0

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

ENGLISH

45. Standards of pupils starting at the school vary from year to year, but are generally very good in reading and in speaking and listening, but only slightly above average in writing. Standards at eleven are good in comparison with both national averages and similar schools, and a good proportion of pupils reach high standards in national tests. Work seen during the inspection was in line with recent test scores, with some very high standards among higher-attaining pupils in Year 6. During the last inspection, test scores were above average, but there was some under-achievement among higher-attaining pupils. The school has successfully dealt with this in the longer term, though there is still some inconsistency in progress and learning in writing among younger pupils. The standards and learning of the small number of pupils with English as an additional language are similar to those of other pupils. There are no consistent differences in the standards reached by boys and girls – the school has identified a good number of higher-attaining boys in Year 6, for example – but the writing of younger boys tends to be weaker than that of girls, to an extent that reflects the national picture. The learning of all pupils is most effective when they are grouped according to their learning needs.
46. Pupils' learning in speaking and listening is promoted well, by good opportunities for discussion in English lessons, and extensive development of speaking and listening skills in other subjects and in assembly. Pupils share ideas very well when working in groups and in frequent discussions – for example, of the potential impact of a new bypass on Salisbury – and develop focused use of language in their answers to teachers' questions, which are often very effectively put. Pupils with special educational needs make consistently good progress in speaking and listening in response to teaching which encourages them to express themselves and to broaden their vocabulary through discussion of interesting visual resources. Older pupils pick out detailed points in demanding texts, and give fluent accounts of their work to visitors. The drama club and dramatic performances in assembly also make an effective contribution to learning and to confidence in speaking to a large audience.
47. Pupils' reading is very effectively developed throughout the school, with good reinforcement of basic skills for lower attaining pupils, including those with special educational needs, and very demanding textual analysis for high-attaining eleven-year-olds, which gives them access to the highest levels of achievement assessed nationally for pupils of this age. The quality of learning in reading is enhanced by very regular and well-monitored use of the school and class libraries by trained parent volunteers who teach lower-attaining younger readers to the standard that would be expected of a qualified teacher, and by very good teaching in most literacy hours, in which pupils learn both to pay close attention to detail and to consider advanced aspects of meaning; for example the tone of texts and the choice of vocabulary.
48. Learning and progress in writing are excellent in the most successful lessons, but less consistent than in other aspects of English. In the best lessons during the inspection, older pupils were learning to construct a balanced argument, planning each step carefully and distinguishing clearly between fact and opinion. They were broadening their vocabulary very effectively by using what the teacher described as 'Premier League' words, and were learning to construct complex sentences, trying

out their ideas on wipeable boards. Most lessons use interesting writing activities which lead to good progress among pupils who have a good grasp of basic writing skills. However, inconsistencies in the design of writing tasks, and in their reflection of individual targets, limit the progress of pupils whose skills in spelling and punctuation are less secure. This affects pupils with special educational need, and those whose other writing skills are a little below average levels – some pupils in Year 5, for example, were not using capital letters accurately, and were making spelling mistakes in relatively simple words.

49. The overall quality of teaching in English is good. It ranges in almost all lessons from excellent to satisfactory, with very good or better teaching in three fifths of lessons, and very occasional unsatisfactory teaching. The very good teaching is based on very clear understanding of the subject and very effective lesson planning, with outstanding pace, particularly with older pupils. Learning tasks are carefully designed, and closely matched to pupils' abilities. These lessons generate a strong sense of shared commitment among teachers and pupils, and use humour very effectively. All classes make good use of resources to enliven presentation. The teaching of basic skills is very effective in reading, and satisfactory overall in writing. The full benefits of the school's strengths in teaching writing are limited by the lack of consistency in planning between classes, and by teaching which does not take full account of individual weaknesses as well as the broader requirements of the National Curriculum. The single unsatisfactory English lesson seen during the inspection was the result of over-elaborate planning, and did not have a significant effect on pupils' long-term progress. Overall, the teaching of writing is good for higher-attaining pupils, and very good in Years 5 and 6. For the youngest pupils in the school, and for those with special educational needs, this teaching is satisfactory.
50. The co-ordination and management of its work in English are important priorities for the school. They are effective, with some very good features, and are continuing to improve as the school extends its flexible approach to additional groups of pupils – for example, grouping eight-year-olds according to their learning needs is allowing weaknesses in basic skills to be effectively addressed. This flexibility is contributing to the high standards reached by the oldest, high-attaining pupils, but is not yet fully adopted in work with the youngest. This makes it more difficult for Year 3 teachers to match work to the full range of attainment in their classes, and contributes to a pattern of learning that is less effective for these than for older pupils. The structures of the National Literacy Strategy are used well, with good adaptations to provide opportunities for more extended writing among older pupils. Procedures for assessment are very good, and play a key role in the school's arrangements for target-setting. The use of assessment is good overall, and very good among higher-attaining pupils. The school uses assessment well in its work with lower-attainers' reading, but does not use it consistently enough in its teaching of writing. While all teachers mark work regularly, there are no consistent arrangements for pupils to reflect on the marking and to use it to improve their work.
51. Standards and progress in English are enhanced by excellent opportunities for learning outside the classroom. A typical example during the inspection was a drama club rehearsal which involved 60 pupils, all of whom sang complex lyrics with outstanding phrasing, intonation and confidence. Overall, the school has made good progress in its work in English since the last inspection, particularly among higher-attaining pupils, who were not achieving all they should at that time. It has good plans to extend the successful elements of its work to other pupils, and is very

well placed for further improvement.

MATHEMATICS

52. Achievement throughout the school is above average, and eleven-year-olds reach very good standards. This is a very good improvement on the satisfactory standards seen during the last inspection.
53. In the 1999 national tests for eleven-year-olds, the proportion of pupils reaching the expected standard was close to the national average, an above average proportion exceeded it. These results are above average in comparison with similar schools, and there has been an above-average improvement in standards over the past four years. The overall standard of work seen during the inspection indicates a further improvement in standards since the 1999 national tests. The standards reached by the highest-attaining Year 6 pupils were exceptionally good.
54. In the past year, the school has successfully implemented the National Numeracy Strategy. The co-ordinator has carefully analysed national and internal test results, and used this information to introduce effective support systems. Very good systems support lower attainers throughout the school, both within classes and in well-constructed withdrawal groups. Pupils with special educational needs make very good progress in mathematics as a result of these systems. All pupils are taught in sets based on their prior attainment. In Years 5 and 6, excellent fast track methods extend and challenge mathematically able pupils. As a result, standards have risen considerably among older pupils. Standards among pupils joining the school at seven are now clearly above average. While these pupils are grouped according to their learning needs in mathematics, this is not yet resulting in appropriately-matched work, and there is some unsatisfactory learning among higher-attaining pupils in Year 3 as a result.
55. The school has focused particularly well on data handling. This was identified as a weakness in the last report, and is now a strength. For example, Year 6 pupils use statistics related to the secondary school they will attend next year to solve timetabling, subject choice and budgeting problems. The teacher's choice of data is particularly motivating, and pupils work in constructive groups, taking a range of options into account and at times dealing confidently and accurately with seven figure numbers. Pupils in Year 4 interrogate data, asking complicated questions involving two or three mathematical operations. Mental mathematics is systematically developed throughout the school and is a strength. A Year 6 lower ability group, for example, could count in eighths, halting at a sign from the teacher and converting each fraction to a decimal mentally.
56. The overall quality of teaching is good. Three quarters of lessons seen were good or better, and almost half were very good or excellent. There was, however, a small but significant proportion of unsatisfactory teaching among younger, higher-attaining pupils. Teaching makes effective use of the format outlined in the numeracy strategy. Teachers make pupils aware of the overall plan for the lesson. Most set good, timed targets, and effectively encourage pupils to share strategies for dealing with problems, a technique that also helps develop their speaking and listening skills. In the very best lessons, explanation is especially clear, demanding targets are set out in detail, and pupils work at a cracking pace. For example, a higher-attaining Year 4 group rose to the challenge of writing five full questions related to data in seven minutes. The use and extension of mathematical skills in other subjects are

well developed, especially in geography and science. However, not all teachers follow the school's homework policy systematically, and this limits the consistency of the contribution of homework to learning. In the small proportion of lessons where the teaching is unsatisfactory, the aims of the lesson are not made clear to pupils early enough, there is not enough explanation of key ideas, and questions are not used effectively to bring out pupils' thinking. This leads to some deterioration in the normally high standards of behaviour, and to a slackening in the pace of work.

57. The positive approach of all staff to the introduction of the numeracy strategy has enhanced pupils' attitudes to the subject. Pupils enjoy their learning and look forward to lessons. Mathematics at Fordingbridge is high on the list of favourite subjects and this is a key feature in the success of the subject. The setting system enables most teachers to plan work which challenges all ability levels. Regular assessments support each learning step, building knowledge and confidence in pupils.
58. Very good use is made of all test data on pupils' performance, resulting in a positive approach involving both comparison and challenge. With the exception of work with the youngest pupils, where it is not fully effective, co-ordination of work in mathematics is excellent, and owes much to the exceptional knowledge, understanding and enthusiasm of the co-ordinator. The school acts as an informal centre of excellence for smaller schools in the area.

SCIENCE

59. The good standards in science acknowledged in the previous report have been maintained across the school in all strands of the science curriculum. Work during the inspection was consistent with 1999 national test scores, which were good, both nationally and in comparison with similar schools, both for pupils reaching the expected standard and for those exceeding it.
60. Pupils of all abilities learn effectively and make good progress in all aspects of their scientific knowledge as they move through the school. Scientific investigations are well-structured, relevant and meaningful, with good opportunities for practical, hands-on work. Pupils also make good progress in their personal, social and health education through science. During the inspection, pupils were reaching good standards in the understanding of the scientific principle of a fair test, in observation, in designing experiments and predicting likely results, and in exploring the function of the human digestive system. Pupils throughout the school learn to pose questions and seek answers systematically, using the school's well-designed investigation record sheet. In Year 6, they learn to record their results using conventional systems, a feature that prepares them well for secondary school. Pupils' literacy and numeracy skills are used effectively in presenting their findings.
61. Pupils enjoy their science lessons, are usually excited by their investigations and concentrate well. They discuss their results fluently within groups and as a class, and listen attentively to their teachers and peers. They work very well in collaborative groups, patiently sharing equipment and generously sharing ideas. Their writing up of results of experiments is usually neat and well organised.
62. The quality of science teaching is good overall, with small proportions of very good and of satisfactory teaching. Most teachers have very secure subject knowledge, and an infectious interest in the subject which enthuses their pupils. There is usually

a good balance between the teaching elements and practical activities and lessons proceed at a brisk pace to maintain the interest and enthusiasm of the pupils. Lessons are usually well planned, with resources matched suitably to the lesson objectives and the interests of the pupils. Teachers often use very skilful questioning techniques and have high expectations of the quality of pupils' learning and their behaviour, which is unfailingly good.

63. The leadership and management of science are good. The school has adopted the science curriculum published by the Qualification and Curriculum Authority, which ensures effective coverage of all strands of the National Curriculum. There are good resources for all aspects of the subject, including investigative science.

ART

64. Standards and learning in art have improved since the last inspection, and are now good throughout the school.
65. Eleven-year-olds have well-developed skills in observational drawing, using pastels, pencil and water colours. They work confidently in clay, for example making individual masks using prolonged lines derived from the work of Modigliani. Younger pupils had produced very convincing designs in the style of Claris Cliffe, and proudly showed their finished work in assembly. Pupils reflect positively about learning over time, for example by reviewing work in their sketch books. They approach tasks confidently, and are willing to take chances when experimenting with various media.
66. The quality of teaching ranges from satisfactory to very good, and is good overall. Teachers are skilled at planning series of lessons, sometimes linked to topic themes, which focus most successfully on knowledge and skills from the programmes of study for art. This approach guides learning through well-planned steps, which build both knowledge and confidence most effectively. Pupils think about tasks carefully, guided by good demonstrations of techniques, such as the creation of an effective colour wash base for pictures in the style of L S Lowry. The positive ethos in which the subject is taught owes much to the good relationships which exist within the school, and pupils of all abilities, including those with special educational needs, become fully absorbed in striving to master new techniques. The school has a wide ranging and popular art club, which not only supports artistic learning but provides a social and cultural experience for pupils. It is led by the art co-ordinator who, through her expertise and knowledge, has ensured that learning in art has kept pace with developments in other subjects.

DESIGN AND TECHNOLOGY

67. No teaching took place during the inspection, and there was too little additional evidence on which to base a secure judgement on standards. However, discussions with pupils, work on display, and analysis of the school's documentation indicate that the sound standards seen during the last inspection have at least been maintained.
68. In discussion, Year 4 pupils show good understanding of the design issues involved in making musical instruments. They recall clearly the point at which, on listing the resources required to make a one man band, they began to think that perhaps they could not make it as designed. Pupils use subject terminology correctly, for example when talking about disassembling torches before designing and making their own. One boy, with evident feeling, recalls problems in making torches and clearly outlines

ways in which his design could be improved. Pupils in Year 6 had created a Christmas portfolio of ten designs, choosing one to make and evaluate.

69. Pupils are aware of the planned programme for the subject and look forward to specific projects, such as making movable buggies. Their learning in food technology is supported by well-briefed parents, who ensure that hygiene and safety are effectively taught. Biscuits made by a Year 3 group, for example, are packaged and kept at school to be properly evaluated during a whole class session. Classrooms are often enhanced by displays of finished work in design and technology, but standards in the making part of the National Curriculum are limited by some unevenness in opportunities for pupils to make. Pupils are, however, fully aware of safety implications when using a tools and glues.
70. Good links are made with other subjects. For example, biscuit recipes effectively support a Year 3 literacy hour focus on writing about a sequence of steps, and pupils use mathematical skills well in weighing, measuring and timing activities. Making models of Tudor houses effectively supports learning in history. There is an effective scheme of work, which is being adapted to meet recent guidelines, and the subject is effectively co-ordinated.

GEOGRAPHY

71. Standards in geography are good, and have shown good improvement on the sound standards reported during the last inspection.
72. There is some variation in the quality of learning between classes, but it is good overall. In Year 3, pupils survey their leisure opportunities and how these affect the transport needs of their families, but use questionnaires designed by the teacher rather than constructing their own. Year 4 pupils during the inspection benefited from a very well managed role-play debate on whether a southern bypass should be built around Salisbury. This led to mature discussion of pertinent issues such as the possible effects of a bypass on the environment, commercial transport and farming. In Year 5, pupils make very good progress in their study of rivers, including the water cycle and the dramatic effects on the river environment of high rainfall. They study a river in the New Forest and explore its transverse structure by calculating its depth across stream from one bank to the other. By Year 6, most pupils are familiar with maps of different scales. They understand and use the key to decode geographical features. Through their detailed study of a small town called Kaptalamwa in the Rift Valley in Kenya, pupils make very good early progress in interpreting contour lines on maps. Their understanding of other cultures is extended effectively by comparisons between the life styles of people in this African community and their own in Fordingbridge.
73. Learning is enhanced by pupils' very good attitudes. They usually concentrate well when the class is being taught as a whole, and work hard on tasks set for individual learning. They collaborate well in group activities and most are willing and confident in presenting to the class the work they have achieved in the lesson. Pupils generally take pride in their work, which is usually neatly presented.
74. The quality of teaching ranges from satisfactory to very good, and is good overall. In the best lessons the teachers have very good subject knowledge which enables them to communicate ideas clearly and meaningfully to their pupils, and plan work very well. They make their lessons lively and interesting, using pace and timing

skilfully to sustain pupils' enthusiasm. They have tasks effectively matched to pupils' learning needs so that higher-attaining pupils are challenged and pupils with special educational needs are able to make good progress. These lessons have clear learning targets, which are shared with pupils, and often evaluated collaboratively once they have been completed. Where teaching is not so strong, subject knowledge is less confident, lesson planning is less efficient and there is occasionally a lack of challenge in work set. As a result, while overall progress is satisfactory, some pupils are learning less than they could.

75. The school makes effective use of the scheme of work published by the Qualification and Curriculum Authority. At present, there is little assessment in the subject, but the school has plans to review this with the introduction of the new National Curriculum. Teachers make good use of resources within the school, including a wide and challenging variety of maps – pupils in Year 4, for example, are using Ordnance Survey maps in their work on Salisbury. Field trips to places of interest beyond the school are used very well to give extra impact and meaning to lessons. During the inspection, outstanding use was made of visitors from the local community, who added their perspective to the pupils' high level of debate on the proposed Salisbury bypass.

HISTORY

76. Standards in history during the last inspection were satisfactory, and are now good, particularly among older pupils. As no lessons took place during the inspection; this judgement is based on extensive evidence from pupils' work, discussions with them, teachers' planning and an interview with the history co-ordinator.
77. Pupils make good long-term progress, particularly in the breadth of their historical understanding and in its relevance to their own lives. Teachers often bring history to life for pupils, engaging them effectively in their work, and promoting good learning. Year 3 pupils, for example, have extended their understanding by consulting their grandparents for first hand evidence about their wartime experiences, have visited a museum in Portsmouth to see the D Day landing through the eyes of weavers of the 'Overlord' tapestry, and have made block graphs which powerfully reveal the growth, with each decade since 1930, of the ownership of cars in this country. Year 4 pupils reach good levels of understanding of key aspects of the life, death and afterlife of the Ancient Egyptians, and in Year 5 pupils produce well-crafted Tudor portraits of themselves in the style of Holbein. Pupils use historical evidence from several sources, combined with their own senses, to make realistic comparisons between urban street life in Tudor times and that in a modern day town. In Year 6, pupils use investigative techniques well in their work on Roman civilisation, and their learning is enhanced by visits from professional historians.
78. The school has a good curriculum for history and the subject is effectively co-ordinated. Resources within the school are good, and it makes very good use of historical sites and specialist historians to make history meaningful and memorable for pupils. There is very little assessment in the subject, due to national priorities for English and mathematics, but the school intends to review this, as well as the contribution of history to work during the literacy hour, with the introduction of the new National Curriculum.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

79. Eleven-year-olds are reaching similar standards to those achieved in most schools, and standards are rising because of the effective use of the new computer suite. The requirements of the National Curriculum are fully met. This represents a significant improvement since the last inspection, when there was insufficient evidence to make a judgement and the range of activities was judged to be unsatisfactory.
80. Teaching and learning in individual lessons range from satisfactory to good, and are good overall. Teachers plan work well, demonstrate techniques clearly, and sustain a good pace of work. They make good use of questioning to consolidate and extend pupils' knowledge and understanding of the subject, and enable pupils to tackle tasks with confidence. This results in consistently effective learning and consolidation of new skills, for example through using 'Dazzle' to illustrate a music score. By Year 6, pupils are making good progress in organising and presenting information in different forms and styles for specific purposes, for example in a multi-media presentation combining sound, still and moving pictures, and text. They also make sensible choices from challenging options presented by the teacher. In all classes, pupils' attitudes and behaviour make a vital contribution to learning. They concentrate intently and co-operate exceptionally well with each other and their teachers, particularly when required to share equipment. Pupils with special educational needs use ICT effectively in their learning when given close personal support, though this aspect of the work is less consistent.
81. ICT is well managed by the co-ordinator. The school has invested wisely in a very good computer suite, and has made ingenious use of its limited floor space to create a good location for it. There is a very good scheme of work that integrates ICT into the whole school curriculum. The school's capacity for further improvement is very good.

MUSIC

82. Standards overall are above those achieved in most schools, and are enhanced by the high quality of instrumental tuition and of opportunities for learning outside the classroom. The school has maintained the strengths in music noted during the last inspection, and has improved pupils' opportunities to compose their own music and to use a range of instruments.
83. Pupils sing and play instruments with a good sense of time and musical expression, varying tone and playing loudly or softly in response to signals from a conductor. They learn to listen carefully to themselves and to each other, sometimes in response to the teacher's insistence, and pupils develop good understanding of musical terminology and of notation. The brisk pace of lessons enables pupils to learn new melodies quickly and accurately, and to add suitable expression. Pupils make good progress in composition. In one lesson, for example, a Year 5 class listened very carefully to a piece of classical music depicting the course of a river, noting and discussing the differing effects of the range of instrumentation. They set to work to produce their own version very purposefully, working very co-operatively in small groups. These very good attitudes and excellent behaviour made a significant contribution to the speed with which they devised and illustrated their own ideas in a graphic score. Later in the lesson the teacher set challenging time targets for practising to improve, and each group was expected to self assess its performance critically with a view to extending their imagination and understanding of use of instrumentation. There is good use of ICT, for example to transfer musical scores

onto a disc, and to practise informal notation techniques.

84. The subject is very well managed by the co-ordinator. There is a well resourced music room, with a good range of culturally diverse instruments and recorded music. The range of opportunities to link with the community and share music with others, praised in the last report, remains impressive and continues to make a significant contribution to pupils' social and cultural development. Opportunities for pupils to make music outside the classroom are outstanding, both in their range and in the quality of teaching which they offer. This aspect of the school's work is a major strength, and gives pupils a sense of enjoyment in performance that leads to frequent success in competition, often against older children.

PHYSICAL EDUCATION

85. The vast majority of pupils aged eleven reach above-average standards for their age, and attitudes to learning are very good. Almost all pupils leave the school with a certificate for swimming 25 metres unaided, and many achieve much more than this. Standards in physical education have improved very significantly since the last inspection, when attainment was judged to be below national standards and pupils' responses were satisfactory.
86. The overall quality of teaching and learning ranges from very good to satisfactory, and is predominantly good. All lessons start with well planned warm up sessions to stretch muscles and limbs. These increase in vigour appropriately to raise respiration and pulse, and teachers emphasize the value of the exercises from the point of view of health and safety. In the most effective lessons, teachers set very challenging tasks. In one lesson for older pupils, they worked in groups of about six to devise a team balancing act which also involved the complication of incorporating the use of a range of apparatus. All made very good progress in using muscle tension effectively, while relying on others to achieve secure positions in the set piece. Pupils in all lessons evaluate their work well, and co-operate well with each other. They listen attentively, follow instructions carefully, and help each other whenever they can. In a minority of lessons in which teaching and learning are satisfactory rather than good, the design of activities does not keep all of the pupils fully engaged for the whole lesson.
87. The subject is very well-managed. Accommodation is good, resources are plentiful, and apparatus is in good order. The wide range of activities outside the classroom, including dance and aerobics as well as competitive sport, provide excellent opportunities for personal and social development. They make very effective use both of the highly developed specialist skills of teachers, and of well-informed parent volunteers.

RELIGIOUS EDUCATION

88. Pupils in Year 6 reach good standards, and learning throughout the school is good as a result of good teaching and pupils' highly committed attitudes. This represents a good improvement since the last inspection when standards were judged to be broadly in line with those expected, with underachievement from some pupils.
89. The youngest pupils reach good standards in their study of the story of Christianity and its worship practices, relating them appropriately to the life of Christ. For example, many have a secure understanding of the link between the temptations experienced by Jesus and the season of Lent. They make good progress in learning how to contrast and compare the symbolism and rituals of different religions as, for example, the Shabbat and Sunday, and the features of a synagogue and a Christian church. Teachers also contribute to learning through good links with literacy and the school's targets for improvement in writing. In one good lesson, for example, about the 'lost sheep', pupils' attention was focused very rapidly by the use of a timer. The teacher used her personal experience well to illustrate the story, and created good links with pupils' own feelings to provide a vivid learning experience. This captured and held pupils' interest, and their oral and written responses showed a clear understanding of the inner meaning of the story.
90. Pupils make good progress in learning about religions other than Christianity. For example, in Year 5, pupils' past work shows a secure understanding of some of the practices and symbolism of Sikhism, such as Baisakhi Day and the importance of gurus. The oldest pupils demonstrate a good quality of learning in their in-depth studies based on themes. For example, teachers provide good opportunities and have high expectations of pupils' ability to compare differing journeys such as those of Saul and Saint Bernadette. Lessons are well planned to enable pupils to make good progress in personal development as, for example, when they were given the opportunity to write their own ten commandments. The very good attitudes and excellent behaviour in lessons makes a very significant contribution to the good quality of pupils' learning.
91. Appropriate use is made of the locality to study Christian places of worship, and the school plans to make effective links with people from other religions to visit and talk to pupils about their beliefs and practices. With a new, experienced co-ordinator in place the capacity for further improvement is good.