

INSPECTION REPORT

Petersfield Infant School

Petersfield

LEA area: Hampshire

Unique Reference Number: 115936

Inspection Number: 189590

Headteacher: Mrs J Ward

Reporting inspector: Mr K Hopwood

Dates of inspection: 4th – 7th October 1999

Under OFSTED contract number: 707362

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs B A Silk
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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K Hopwood, Registered Inspector	Special educational needs; English; History; Geography	Attainment and progress; Leadership and management; Efficiency of the school
A Hopwood, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance & pupils' welfare; Partnership with parents & the community; Staffing, accommodation & learning resources
P Clark, Team Inspector	Areas of learning for children under five; Equal opportunities; Mathematics; Information and communications technology; Music; Physical education	Teaching
S Twaits, Team Inspector	Science; Design and technology; Art; Religious Education	The curriculum and assessment; Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

Petersfield Infant School is a very good school.

What the school does well

- The attitudes of the pupils towards their work and to one another, are very good.
- Pupils' behaviour is very good.
- The relationships between everyone connected with the school are conducive to the positive and caring atmosphere which is created and which contributes towards the pupils' ability to progress.
- The school is very good in enabling pupils to develop independence and responsibility.
- The school takes very good care of its pupils providing them with very good guidance, and support.
- The partnership which the school has with parents and the community is very good.
- The talented teaching staff is supported by a very committed and effective non teaching staff, whether they are learning support assistants, work in the school office, are on the cleaning staff or work in the school at lunchtime.
- Pupils with special educational needs are very well supported by teachers and the Learning Support Assistants, and make good progress.
- Children under five receive a very good start to their formal schooling and are well prepared the requirements of the National Curriculum.
- The headteacher provides strong and effective leadership.
- The governing body is very involved in the life of the school, is knowledgeable about the needs of pupils and is very effective in providing strong support to the school.
- The school is run very efficiently, using all staff, the accommodation and resources for the benefit of its pupils.

Where the school has weaknesses

- I. Although attainment in English is satisfactory overall, the school does not pay attention to providing sufficient opportunities for pupils to be involved in a wide range of writing, producing work for a variety of audiences and purposes;
- II. The day to day assessment of pupils' work is frequently not linked sufficiently closely to teachers' planning.
- III. A system of monitoring has been set up but should be extended to subjects other than literacy and numeracy to produce the progress in teaching and learning that might be expected in all other subjects.

The strengths of the school are considerable and far outweigh its weaknesses, but those identified will form the basis of the governor's action plan which will be circulated to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school was last inspected in the Spring of 1996. The action plan which was drawn up as a result of that inspection was carried through and, in the judgement of the inspection team, has resulted in improvement in the following areas:-

- a) a very effective school development plan now identifies priorities which focus upon school improvement:
- b) the school has established clear curriculum leadership, with all teaching staff having a role to oversee subjects, the work of year groups and particular aspects of the school's life:
- c) work provided for pupils at the beginning of Key Stage 1 is closely related to the expectations of the National Curriculum.

The one area from the last report which needs further attention is the monitoring of teaching and learning in order to raise pupil attainment still further.

Additionally there have been many other improvements which result in the school now providing a good education for its pupils.

In addition to the areas already mentioned there has been improvement in that:-

- teaching is now very good;
- the school now complies fully with its statutory responsibilities;
- the school development plan is now a very effective tool for improvement;
- financial management and planning are now fully informed by priorities for development and the governing body assesses the impact and effects of spending decisions;
- the spiritual and cultural development of pupils is now very good;
- greater continuity has been provided through the policy of one member of staff moving with the pupils to the next year group and assisting in the planning with the other members of the year team;
- communications between the school and the parents are now better than at the time of the last inspection;
- the school now provides very good value for money.

· **Standards in subjects**

This table shows the standards achieved by seven year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English			<i>average</i>	C
Reading (tests/tasks)	C	C	<i>below average</i>	D
Writing (tests/tasks)	C	C	<i>well below average</i>	E
Mathematics	B	B		
(tests /tasks)				
Science	B	B		
(moderated teacher assessment)				

The results of the 1999 statutory assessments indicate that the scores in all subjects have improved. Inspection findings from the observation of the pupils together with a scrutiny of their work are that these results are in the main confirmed. However, there has been a significant improvement in reading over the last year due to the targeting of this throughout the school. Standards in writing now lag behind attainment in reading and improvement in this area is a major target of the school development plan for next year. Generally standards in literacy are in line with the national average overall whilst standards in numeracy are above average.

The school has introduced the national strategies for literacy and numeracy effectively. There is sufficient equipment for the delivery of religious education and information and communications technology and standards achieved in these subjects are in line with national expectations.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Very good	Good
Mathematics	Very good	Very good
Science		Good
Information technology		Good
Religious education		Good
Other subjects	Very good	Good

Teaching is a strength of the school, although teachers' expectation of the quality of presentation in the day to day work of pupils is too low. During the inspection teaching was satisfactory or better in 97% of the lessons observed. In 75% of the lessons teaching was good or better and in 40% it was very good or excellent. In the 3% of lessons which were unsatisfactory, this was due to teachers not setting tasks which matched the ability of pupils or the teacher possessing insufficient subject knowledge, which resulted in the pupils making little or no progress.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good in and around the school.
Attendance	Good. Absences are well monitored.
Ethos*	Good. The aims of the school are clear and are consistently applied throughout the school and all the adults provide very good role models for pupils.
Leadership and management	Good. The structures, which have been in place for some time, are effective. Currently, personnel are largely new to their roles, due to promotions and staff changes.
Curriculum	Satisfactory. The school covers the National Curriculum and has policies and schemes of work in place to cover all subjects.
Pupils with special educational needs	Good. The pupils with special educational needs are very well supported and make progress in relation to their prior attainment.
Spiritual, moral, social & cultural development	Very good. All aspects of this area are well covered and attention has been paid to pupils' spiritual and cultural needs since the last inspection producing an overall improvement.
Staffing, resources and accommodation	Good overall. All staff are very committed with teaching and non teaching staff work very closely together. The accommodation is used to provide maximum benefit for the pupils although there is a lack of space in classrooms and to provide activities outside them. The exterior of the temporary classrooms does not match the standards set in the rest of the school. Resources are sufficient to meet the demands of the curriculum.
Value for money	Very good.

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

The parents' views of the school

What most parents like about the school

-) The school is a caring community.
-) The school has a very good induction programme for children as they are about to begin school.
-) The school encourages very good attitudes to work.
-) The information provided by the school, including written reports, is most informative and helpful.
-) All teachers are approachable.
-) Pupils are expected to behave well and instances of poor behaviour are dealt with quickly and effectively.
-) Suggestions are listened to by the school and where they are appropriate are introduced.
-) The school draws on a range of visitors and visits places of interest to enrich the curriculum

What some parents are not happy about

-) Some parents feel that on occasions too long is
-) The cramped conditions under which the school

In the view of the inspectors, the school is a very caring community and the attitudes and values which it promotes contribute to the positive atmosphere in which pupils can work and make progress. The exchange of reading books takes place weekly and in addition there is a regular library exchange when all pupils have the opportunity to select and take home a book of their choice. Inspectors judge that the exchange of books is well organised, is appropriate and is sufficient to allow pupils to make progress in their reading. The school is situated on a very compact site and makes the very best use of the space available. However, there are constraints placed upon the activities in some classrooms because of the lack of space within them. In addition only a restricted range of activities can be provided for groups of children outside the classroom because of the shortage of spaces in which these groups can be taught. The impact of the lack of space on pupil progress is particularly noticeable in art where work on large projects is restricted.

KEY ISSUES FOR ACTION

The school provides a very good standard of education for its pupils. In order that this might be improved still further, the governors, headteacher, and staff should:

-) improve the quality of writing in the school, paying particular attention to a wider range of writing in which pupils are involved and considering carefully how the pupils might produce work for a variety of audiences and purposes; (*paragraphs 7, 87, 91, 105*)
-) further develop day to day assessment throughout the school to link it with teachers' planning and making it consistent with the good practice which already exists in some classes. (*paragraphs 15, 24, 28, 33, 91, 99, 107, 112, 126, 131, 135, 144*)
-) extend the monitoring of work in classrooms to subjects other than literacy and numeracy, focusing clearly on specific aspects of the subjects, in order to share the good practice which is present in the school and to raise pupils' standards of attainment even higher; (*paragraphs 30, 35, 44, 55, 92, 108, 120, 126, 136, 140, 145, 152*)

In addition to the key issues noted above, the following weaknesses should be considered for inclusion in the action plan. These are to:-

-) improve the quality of presentation in the day to day work of pupils; (*paragraphs 21, 27, 90, 97, 105, 122, 125*)
-) improve the written quality of marking in pupils' books. (*paragraphs 21, 34, 98*)

· **INTRODUCTION**

· **Characteristics of the school**

1 Petersfield Infant School is the only infant school in the town. It is one of the largest infant schools in Hampshire with 309 pupils on roll at the time of the inspection, rising to approximately 320 pupils when all reception children attend full time later in the term. There are slightly more boys on roll than girls, but this does not affect the education provided. The pupils are drawn from a mix of social backgrounds and live in both privately owned and rented accommodation but the overall socio-economic circumstances of the pupils are favourable. The majority of pupils have experienced some form of pre-school provision, although there is no Local Education Authority nursery in the area. As pupils enter the school at the beginning of the academic year in which they reach the age of five, their attainment is in line with that of Hampshire and above that expected nationally. The number of pupils on roll has risen over the past few years and is expected to rise further. The present percentage of pupils known to be eligible to receive free school meals is 9% which is well below the national average. Currently there are 61 pupils on the special educational needs register, of whom two have statements. There are few pupils for whom English is a second language.

2 The aims of the school are relevant to the needs of the pupils and these indicate the targets against which the performance of the school can be judged. The school is concerned to see that pupils receive a balanced education which enhances their personal, as well as their academic, development. The school now sets targets from internally administered assessments as well as the statutory assessments when pupils are assessed at the age of seven. The recent target of raising standards in reading by the age of seven has been met, and the school is now moving on to target writing as an area for improvement.

2

2 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	53	59	112

2	National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Number of pupils	Boys	36	44	47
	At NC Level 2 or above	Girls	45	49	49
		Total	81	93	96
	Percentage at NC Level 2 or above	School	73 (78)	84 (78)	86 (82)
		National	77(80)	81 (80)	85 (84)

2	Teacher Assessments		English	Mathematics	Science
	Number of pupils	Boys	40	47	50
	At NC Level 2 or above	Girls	49	49	52
		Total	89	96	102
	Percentage at NC Level 2 or above	School	80(78)	86 (82)	92 (84)
		National	81(80)	85 (83)	86 (85)

.....

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

2

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	5.6
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

2

2 **Exclusions**

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	3
	Permanent	0

2 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	40
	Satisfactory or better	97
	Less than satisfactory	3

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

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

2 **Attainment and progress**

3 As children enter the school at the beginning of the year in which they will reach their fifth birthday, attainment is generally above that expected nationally. This is confirmed by the Baseline Assessment which the school administers as children enter the school. However, as they enter, a considerable number of the children are less familiar with books than is the case nationally. During their time in the reception classes, children make good progress in all areas and the great majority attain the Desirable Learning Outcomes in all the six areas of learning by the time that they reach the age of five.

4 By the end of Key Stage 1 the national assessment procedures in 1998 showed that pupils' attainment in reading and writing was in line with the national average, whilst in mathematics the tests showed pupils to be attaining levels which were above the national average. In comparison to schools of a similar type, attainment in reading and writing was average and above average in mathematics. In science, attainment as judged by teacher assessment in 1998 was shown to be above the national average with the percentage of pupils attaining the higher levels in the subject being well above average. The results for 1999 show improved performance in all three subjects, but there were no national comparisons available at the time of the inspection to enable conclusions to be drawn. Evidence obtained during the inspection concludes that standards in science are in line with those expected nationally. Standards in information and communications technology are in line with those expected for pupils of this age and in religious education, attainment by the time that children reach the age of seven, is in line with the expectations of the locally agreed syllabus.

5 The school undertakes its own analysis of the statutory assessment results and takes into account the analysis produced by the Local Education Authority. As a result of this work, targets for improvement are set. In addition to the statutory test assessment the school administers other tests to check on attainment and analyses these results.

6 In comparison to the last inspection report, it is judged that standards are rising in most subjects. Writing remains an area for improvement which has been identified by the school and in addition standards in art are not as high as is expected for pupils of this age.

7 The progress of children under five in the reception classes and throughout the rest of the school is good. Pupils with special educational needs make good progress throughout the school, gaining in confidence through the support which they receive from all the staff, both teaching and non teaching. The school's close co-operation with the outside agencies who are involved with these children contributes significantly to their progress. During the inspection, progress was good or better in 71% of the lessons observed and was satisfactory or better in 95% of them. Unsatisfactory progress occurs when the tasks set for pupils to accomplish in a lesson are either inappropriate or pupils are given insufficient guidance and so are unclear about what they are expected to do.

8 The school has successfully introduced the National Literacy and Numeracy Strategies. Pupils make progress in numeracy across the curriculum in appropriate ways but there are too few opportunities grasped by teachers to introduce a range of writing skills in subjects other than English.

8 **Attitudes, behaviour and personal development**

9 The pupils show very great interest in their work. Children under five make very good progress in

their personal and social development. Most are able to concentrate for appropriately long periods. They listen and follow instructions carefully and even the youngest children are learning to take turns as required. In some lessons, pupils are required to collect and return resources and this they do very well.

10 Pupils' behaviour in and around the school is very good, and this is an improvement on the previous report's findings which were that behaviour was good. Teachers' expectations are high and the pupils respond by moving from classroom to library or classroom to a specially constructed "Succah" – a Jewish tent – for harvest celebrations, in a very orderly manner. Several classes had occasions to pursue their studies in the town to look at buildings or the annual fair on the nearby heath. In all cases, the pupils were courteous to their accompanying adult and showed respect to all the properties visited. Pupil achievement and good behaviour are recognised and rewarded with praise and tangible incentives.

11 Relationships within the school are very good. All teachers and assistants were seen to be working together very well and they provide very good role models. Pupils respond well to adults and they also play and work together amicably and form very good relationships. They can work collaboratively when required or work unaided in small groups for short periods. Relationships with pupils from minority ethnic backgrounds are very good.

12 Each class is involved in drawing up their own class code of behaviour and thus understand the implications. At the time of the inspection one pupil was excluded from school because of the difficulty experienced by the pupil in conforming to the basic behaviour expectations. All pupils have their 'special day' in turn and on this day are given such tasks as taking their class register to the school office. In most cases, this involves negotiating a staircase, which they do in a very sensible manner. Four classes also have to know the procedure required to gain entry to the main building and in this they demonstrate very responsible attitudes.

12 **Attendance**

13 Pupils' attendance is good and is consistently a little above the national average. The school complies with the Department for Education and Employment's regulations for registration procedures. The use of a computerised system helps the monitoring of attendance and the school has good procedures in place for dealing with absences. Parents are reminded regularly of the need for their children to attend school punctually and their response and the diligence of teachers enables sessions and lessons to start on time. An Education Welfare Officer supports the school if there is ever concern over pupils attendance.

13 **QUALITY OF EDUCATION PROVIDED**

13 **Teaching**

14 The quality of teaching is very good and is a strong feature of Petersfield Infant School. The quality of teaching has improved since the last inspection. Teaching was observed to be excellent in 10 per cent of the lessons observed, very good in 30 per cent of lessons and good in 3 per cent of lessons. Teaching was judged to be satisfactory in 22 per cent of lessons. Three per cent of lessons featured unsatisfactory teaching where teachers did not set tasks which matched the ability of pupils or there was insufficient subject knowledge on the part of the teacher resulting in pupils making little or no progress.

15 Teaching for the under fives is very good with more than half the lessons seen in the reception classes being of very good quality. Teaching was judged to be excellent in four of the lessons observed.

Teachers' knowledge and understanding of how young children learn and of the curriculum for these pupils is consistently very good. This enables good planning of lessons that takes account fully of the recommended areas of learning for children under five years of age. Teachers' expectations of these young children are very high. Management of the pupils in the reception classes is very good and they are very well supported during lessons by hardworking support staff and volunteers. Methods and organisation used by teachers and learning support assistants are very good and make a positive impact on the good progress made by most children in the reception classes. Contributing to this good progress is the efficient use of time and resources. The quality and use of daily assessment of pupils is very good and useful. Informative records of pupils' attainment and progress are kept and used well.

- 16 Teaching in Key Stage 1 is good with some very strong features. Some very good and excellent teaching was observed during the inspection. Teaching is very good in all subjects for pupils with special educational needs. The good quality of teaching results in motivating pupils' learning and progress is better than the expected rate.
- 17 In Key Stage 1, teachers' knowledge and understanding of all subjects is good. This is linked to good lesson planning where skills and knowledge to be learned are generally clearly identified. Teachers are well prepared for their lessons. Their organisation and teaching methods are very good and their control and discipline are particular strengths. They work hard to create calm, orderly lessons and use time well, moving along consistently at the appropriate pace.
- 18 Learning support assistants have a very good understanding of the needs of pupils with special educational needs. Classroom work is generally planned with appropriate reference to tasks contained within the individual education plans drawn up for these pupils. Learning support staff are very well deployed by teachers and have a direct impact on the raising of attainment. Homework, in the form of reading books being taken home, is given regularly, and there are times when other types of work are set for pupils to complete on a voluntary basis.
- 19 Across the school most teachers have a good command of their subject which enables them to give clear explanations and to question pupils to good effect. Teachers are aware of the requirements of the National Literacy and Numeracy Strategies and the organisation and plan activities accordingly. Lessons are planned well. Planning outlines the structure and main activities of lessons. Learning objectives are included in teachers' planning and are usually shared with the pupils at the beginning of a lesson. The practice of teachers planning together ensures that pupils receive a similar curriculum diet, and the practice of a teacher moving into the next year group with pupils at the end of an academic year helps in the continuity and progression of learning for pupils.
- 20 Teachers' knowledge in some areas of information and communications technology is not yet fully developed, particularly where new programs have recently been introduced. Teachers' understanding of their pupils is very good. At the early stage of the year at which the inspection took place, teachers are beginning to know their pupils well and respond to work produced by pupils positively using praise to encourage and stimulate progress.
- 21 There is room for improvement in two aspects of teaching. Teachers give verbal reinforcement of learning and they clearly identify how pupils are faring in their work, but written comments to identify future targets are used infrequently. The quality of the presentation of pupils' work in all subjects is judged to be poor when pupils work in their books. Not all work is dated; often pages are not completed; there is a variety of crossings out; pupils seldom use a ruler for drawing lines and in mathematics incorrect answers given by a pupil were marked correct by the class teacher. In both these aspects, practice is weak, but improvement would have a positive impact upon progress and the raising of standards for all pupils.
- 22 A Year 1 music lesson illustrates the best practice to be found in the school. Many other teachers give lessons that approach this one in effectiveness. In this lesson pupils were listening to a variety of sounds, distinguishing between high and low, short and long sounds. The class teacher was very

confident and knew the subject matter very well, showed great enthusiasm and used voice control very effectively to gain the pupils' interest. The teacher selected a range of appropriate musical resources with great care. The teachers' questions challenged pupils' knowledge of sounds and the way in which sounds are made in a very controlled manner. The practical session using pupils to conduct class sounds using simple notation was very effective. Relationships in the class were very good. The good working atmosphere led to a high degree of collaborative learning and fostered pupils' skills of working independently or in small groups, developing an acceptance of responsibility to complete the task during a given time. The pupils made their own choices about which particular musical instrument to use. The class teacher had a very effective way of assessing what the pupils had learned during the session. Overall, the class teacher created a purposeful, enjoyable lesson which led to pupils making very good progress. The lesson concluded with a very good plenary session that reinforced the main aims of the lesson successfully. The lesson was excellent in quality and impact and resulted in advanced levels of achievement for all pupils.

22 **The curriculum and assessment**

23 The curriculum for children under five is very good and teachers' planning is linked to the Desirable Learning Outcomes and the National Curriculum as appropriate. The curriculum in Key Stage 1 is satisfactory and subjects are given meaning by linking them to topics. However, on occasions, some of the links made between the National Curriculum subjects and the topic headings are unclear. When this occurs there is a lack of a clear focus in the planning and links are not closely established with the National Curriculum Programmes of Study.

24 Overall, children make a very good start to their education in the reception classes but there is not always sufficient continuity evident to show that this is built upon in the rest of the school. For example, the assessment of children under five is thorough and used well to plan activities for individuals and all groups of children, monitoring their progress daily, but this is less good in the classes of older pupils.

25 The curriculum for all pupils is broad and generally well balanced, reflecting the school's aims and meeting the requirements to teach all subjects of the National Curriculum and religious education. The school places a clear focus on literacy and numeracy for all pupils. Teachers work hard to ensure that all pupils have equal access to the curriculum and are successful in achieving this aim.

26 All pupils are fully prepared for the next stage of their education and links with the junior school, to which most of the pupils move, are good. Personal and social education is very good and is met through circle time, assemblies and informal work. Pupils with special educational needs are well provided for with extra support from the very good quality of the learning support staff. Liaison between the teaching staff and support staff is very good and this enhances the pupils' learning. The Code of Practice for special educational needs is consistently and appropriately applied. The individual education plans for those children who are on the special needs register are appropriately monitored and reviewed. Very good links are maintained with support agencies.

27 The quality of teaching overall is good and teachers work together in year group teams to plan their work which ensures a common curriculum diet and consistency within the year. They work hard to create an interesting curriculum. However, presentation in pupils' workbooks across the curriculum is poor and does not match the pupils' abilities.

28 Planning is under continuous development, and medium term plans are consistent within a year group. Daily plans are not consistent in quality and assessment is not always used to inform future planning except in the reception classes. The daily planning often does not show how work is matched to the levels of pupils' prior attainment nor to National Curriculum Programmes of Study. The school recognises this and there are plans to address this issue. The use of the frameworks contained in the National Literacy and Numeracy Strategies ensures that pupils receive progressively more complex

work in reading, writing and number as they move through the school.

- 29 Governors fulfil their statutory responsibilities with regard to the curriculum, each having an overview of a subject and being linked to a particular class. There is a policy for sex education which is taught as part of the science curriculum, as are elements of drug education are covered as appropriate.
- 30 There is a curriculum co-ordinator to oversee all aspects of the curriculum who has been newly appointed to the role. Recently literacy and numeracy project leaders have been appointed. Co-ordinators scrutinise medium term plans but except in literacy and numeracy they do not monitor the quality of teaching nor the quality of learning outcomes as yet. There are plans for this development and these are in the early stages of implementation. Coverage and balance of subjects are not yet monitored. Pupils are given individual targets for their development in literacy, numeracy and their personal and social development, and these are discussed with the pupil termly to see if the targets have been met.
- 31 Literacy and numeracy are taught mainly in English and mathematics lessons although other subjects, such as science, design and technology and history contribute to their provision.
- 32 The school provides opportunities for curriculum enhancement during the working day and offers reading enrichment opportunities each morning before school officially begins. Visits within the local environment to galleries, parks, the market place and a visit to Portsmouth, enliven and enhance the curriculum offered and promote pupils' personal and social development. Other special curricular events include a Science Day, a Book Week and each year a curriculum enhancement project is organised. In the current year it is entitled "Healthy, Fit and Safe". These events have proved to be a vehicle for learning and are appreciated by pupils, parents and the wider community.
- 33 Overall, the school procedures for assessment are satisfactory. Staff are diligent and conscientious. Informal discussions regularly take place to track an individual's progress. Reading records are full and give the teacher in the following year a resume of each pupils' progress. Assessment is not firmly embedded into planning and the recording of each child's progress is not secure in all subjects. In English, teachers do identify what they are going to assess and the information gained informs what pupils need to do next. Practice in other subjects is variable throughout the school. Subsequently, the work set for the next lesson does not always meet the needs of all pupils, especially higher attainers. School portfolios are collated in all subjects and provide a useful tool for maintaining a consistent approach to assessment checked against the National Curriculum levels of attainment.
- 34 The school has a marking policy but it is not adhered to by all staff. Overall, the standard of marking as recorded in pupils' workbooks is unsatisfactory and only rarely indicates targets for improvement to the pupil. Better examples of marking emphasise what a pupil needs to do to improve their performance and also gives appropriate encouragement and praise. However, teachers make valuable verbal comments to individual pupils. Pupils are developing self assessment and in discussion with teachers set targets for literacy, numeracy and personal and social development, which are reviewed termly. This process is well established and beneficial to all pupils. Much work is done in analysing Baseline Assessment scores and subsequent reading test results in order to identify significant trends. Baseline Assessment is completed on entry and at the end of the reception year and reading is tested annually. The use of Baseline Assessment is particularly good and enables reception teachers to identify and track children's progress. Standardised tests are administered to pupils at the end of their reception year and at the end of Year 1, these too are analysed to confirm areas for improvement.
- 35 The monitoring of planning takes place. Senior management monitor the quality of teaching and pupils' attainment, this being shared with year group managers. The headteacher has a comprehensive plan for monitoring and when it is fully implemented will provide a good framework from which to develop further. Curriculum co-ordinators, except in the areas of literacy and numeracy, are not yet empowered to monitor their subject responsibility.

36 Written Annual Reports to Parents provide very good quality information of their child's progress and fully meet statutory requirements. There are termly consultation evenings and the parents feel able to discuss their child's progress informally at other times. Information given to parents about the curriculum is good and details are displayed outside each cloakroom area. Homework is satisfactory and appropriate for the age of the pupils. It is predominantly literacy and numeracy based which links into the lessons in each class and enhances the progress made by pupils.

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

37 The school makes very good provision for pupils' spiritual, moral, social and cultural development. This has a very positive effect on pupils' learning.

38 Pupils' spiritual awareness is developed very well. The school's ethos, aims and values promote respect and care for one another. There are opportunities for reflection in many aspects of school life. In lessons, younger children are encouraged to consider those less fortunate than themselves such as those in Kosovo and to express orally what they can do to make other people happy. Guest speakers are used effectively to bring the reality of everyday life to assemblies. In lessons such as religious education, art and English, pupils are encouraged to consider the beliefs of others and experience a sense of joy in the natural world.

39 Daily acts of worship are broadly Christian in character. Pupils are encouraged to recognise the existence of a greater being and to express their thoughts and feelings. Most assemblies are of a good standard and provide the pupils with opportunities to experience a corporate identity and spirituality when staff and pupils sing songs and share periods of reflection together. Circle time is used to expand further the weekly theme, which, during the week of the inspection, was "Peace and Hope". Collective worship meets statutory requirements.

40 Provision for pupils' moral development is very good. There are opportunities for pupils to discuss the importance of rules, each class agreeing a code of conduct. These rules are clearly displayed and brought to the attention of the children regularly. Pupils show respect for property, people and their environment. There is an expectation that all pupils will behave well and all staff, both teaching and non teaching, provide very good role models. There is a successful system of rewards and sanctions in operation which promotes good citizenship and encourages self control and responsibility.

41 The school's provision for social development is very good. Pupils enjoy very good relationships with each other and adults. Good behaviour is praised and encouraged regularly, the behaviour policy being consistently applied throughout the school. Achievement, both academic and social, is celebrated weekly in assembly. Pupils are given opportunities to work together and to take responsibility by doing such things as taking and collecting registers and caring for new pupils. Parents work well with the school to meet the school's aims and expectations that are clearly stated in the newly drawn up Home-School Agreement.

42 In the reception classes, role play such as in "Goldilocks and the Three Bears", enables younger children to relate to one another and this practice continues in Year 1 in real life scenarios such as a "Veterinary Centre" set up in the classroom. Opportunities occur in Year 2 where some children are encouraged to care for the school garden area. They learn to take turns, to speak and listen and to respect another's point of view. Social awareness and citizenship is successfully developed through links with the local community and visitors to the school. Visits occur annually and include Marwell Zoo and other local places of interest.

43 Provision for cultural development is also very good and this has improved greatly since the last inspection. Pupils carry out a local study of their town and annual events are arranged each year with a specific focus to enrich the curriculum, such as "Around the World in Fourteen Days" which enabled the pupils to gain some insight into life in other parts of the world. Photographic evidence shows

inspired work after visits from African visitors involving music, dance and stories. Work in religious education also provides pupils with some insight into the cultural traditions of Christianity and Judaism. Studies of artists such as Van Gogh and Paul Klee contribute to the pupils' knowledge of art tradition and styles. Visits to museums and places of interest give pupils a wider background for their learning and extend their understanding of their national heritage. The intercultural co-ordinator ensures that there is a range of books covering ethnicity, religion and special need and has taken a lead in developing multi-cultural awareness, celebrating differences in culture and ensuring that the school ethos permeates into all aspects of its life.

43

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

44 The school is good in the academic support it gives to pupils and very good in the support it offers to them in their personal development. Teachers and support workers in each class know the pupils well and form very good relationships with each other. Except in literacy and numeracy there is insufficient close monitoring of pupils' academic progress to identify good practice and where improvements could be made. Support for those pupils with special educational needs is very good with individual education plans matched to pupil needs and which define the roles of the teachers, learning support assistants, parents and the relevant outside agencies.

45 Appropriate policies and good procedures are in place to monitor pupils' discipline and very good behaviour is achieved through these. There are also good policies to help to ensure pupils' regular attendance at school. Where special help is required by a pupil, it is provided. A record is kept of the very few incidences of oppressive behaviour and any bullies are made to face their victim so that a positive solution is found. Pupils' strengths and good qualities are encouraged at all times. This has a positive impact on pupils' attainment and progress.

46 Child Protection issues are handled sensitively. All staff, including support staff and lunchtime supervisors are aware of the correct procedures to be adopted. Adults are watchful and prepared to listen to children. The Social Services Department supports the school in these issues when necessary.

47 The school is successful in promoting very good standards of health and safety. All legislation is adhered to and high standards of cleanliness are practised, both by school cleaners and by daily routines in the classrooms by teachers, support assistants and pupils.

48 Children's safety on the restricted site is well monitored with appropriate supervision with large equipment in the playground at all times. Emergency evacuation procedures are well practised and pupils negotiate staircase and steps to classrooms very sensibly. Out of school visits are very well planned with a high ratio of adults to pupils.

48 **Partnership with parents and the community**

49 There is a very good partnership between home and school and between the governors, staff and parents. The school provides information of a very good quality for parents. The School Brochure, Newsletters, handy laminated information cards and noticeboards outside classrooms containing information on areas to be studied during the term provide parents with necessary information and guidance. The laminated cards, manufactured by a local firm, contain such information as the school term dates, the code of conduct and topic headings for the year. These were produced after consultation with the parents. The newly required Home-School Agreement is being implemented and provides a sound basis for mutual understanding. The three parent-teacher consultation evenings held during the year, the detailed and constructive Annual Pupils Report to Parents and a number of 'Parent Partnership' meetings entitled "Meet and Chat" to discuss newly introduced teaching strategies such as literacy and numeracy, all combine to provide parents with very good information on the education

of their children. The format of the Governors' Annual Report to Parents is also very good, meets statutory requirements and is accessible to all its readers. This is an improvement since the last inspection.

- 50 Most parents are very involved with their children's education at home through reading and spelling using a Home-School link book and also through the contribution they make towards providing information or artefacts for topic work of various kinds. Some parents help in school in a variety of ways, including the accompanying of pupils on 'off-site' visits to the town when they actively encourage pupils to focus on the purpose of the visit. Many parents are involved in the Petersfield Infant School Association (PISA) raising funds for equipment to enhance the learning environment or to provide support for the teachers at school events throughout the school year.
- 51 The school's work is greatly enriched by the very good links with the local community. Various visitors come into school and talk to the pupils in assemblies or work on projects in Year 2. A colourful mural was painted on outside walls in the school playground by an adult group other than parents. A School Marketing Committee co-ordinates approaches to businesses in the town to very good effect. The pupils contribute to the life of the town by taking part in 'Petersfield in Bloom', supporting local charities for the elderly and children with leukaemia and in other ways. Year 2 pupils take part in the local Infant Festival of Music and Sports and each year in February the school has a special fortnight. Each of these fortnights has a different focus but always involves the wider community.
- 52 The partnership with parents and the community is a strength of the school.

52 **Leadership and management**

53 The school is well led by a strong headteacher who fully understands the needs of young children. She possesses a clear view of the educational direction in which the school should move if the best interests of the pupils are to be served. There are very good relationships established with the staff, pupils, parents, governors and the local community. She is concerned to raise the standards of attainment throughout the school and sets targets which are agreed with staff and evaluates the success of initiatives which she sets up.

54 There is a well considered management structure in place consisting of a Senior Management Team composed of the headteacher, the deputy headteacher and the senior teacher. In addition there is a full management team which is constituted of the Senior Management Team plus the Office Manager and the Year Managers. The structure has been in place for some time but the personnel are largely new to their roles due to promotions and staff changes. Each of the staff who are on the full management team act as line managers for the remainder of the staff. In addition there are project leaders who have been appointed to oversee literacy and numeracy. The staff work in year group teams for planning purposes and support one another. There has been a very effective policy of one teacher moving with the pupils at the end of the school year to use their accumulated knowledge of the pupils and the curriculum covered to facilitate continuity of approach for pupils as they move from year to year.

55 Every subject has a co-ordinator to oversee its delivery and to act as supporters to the rest of the staff. Some co-ordinators are not yet fully involved in the monitoring of the subject for which they are responsible and therefore do not fully appreciate how the subject is being delivered in classrooms. There are plans to extend the monitoring role of the co-ordinators.

56 The governing body of the school is very supportive and each class has a named governor attached to it, the governor thereby gaining an understanding of the conditions under which the teachers and pupils work. The Governing Body is divided into committees to deal with specific areas of the work of the school. Each chair of the committees meets with the Chair of the Governors as a "Bench Committee" to co-ordinate and suggest priorities to the full Governing Body. Each year the governors meet with the staff to review and assess the current development plan and to begin to identify the areas to be included in the next year. The governors receive reports on curriculum matters from the staff as well as from senior management and they evaluate the effect which their decisions have upon the quality of teaching and learning in the school.

57 The full development plan covers a year in detail and an outline for a further two years. There is now a close link between the priorities listed in the plan and the financial implications involved which was a weakness noted in the last inspection report. In addition the plan lists the personnel responsible for each area, the anticipated time scale in which the initiative is expected to be carried out, and the success criteria against which the area can be judged.

58 The aims of the school are fully met in the delivery of the curriculum and in the quality of the curriculum provided. These aims reflect the Mission Statement of the school. The aims are reviewed regularly to see if there is any need to alter them or to reinforce any particular aim within the life of the school.

59 The leadership and management of the school is good and is a very important contributor to pupils'

attainment and progress. The potential for the school to be even more effective is considerable as staff settle into their new managerial roles.

60 The school meets all the statutory requirements.

- 61 The school has an appropriate number of suitably qualified teachers who, between them possess an adequacy of expertise to teach reception children and pupils in Key Stage 1. There is a good balance of youth and experience on the staff, all of whom are dedicated, committed and enthusiastic. The calibre of the learning support assistants and the specialist teaching assistant is very good and they all make a significant contribution to pupils' achievements.
- 62 The management structure has been in place for some time, but recent changes in personnel mean that individual staff are settling into new roles. The structure has had a positive impact upon the quality of education provided. Following the promotion of the previous deputy headteacher to a headship, there have been enforced changes, but the determination and expertise of the staff appointed to the new roles augers well for its continued success.
- 63 Teachers work collaboratively in year group teams for their mutual benefit and support. Most subject co-ordinators do not have time to be involved in classrooms and so are not effective in raising standards through the monitoring of progress. The newly qualified teacher has the support of a mentor and other staff also support her. There is good professional development for staff and an annual review of their needs is conducted by the headteacher in an interview. Governors are actively involved in supporting staff development. The appraisal process is operated efficiently.
- 64 The school is also well served by the commitment and hard work of its cleaning, catering, administrative and clerical staff. Administrative staff are well trained and contribute to the wellbeing of the pupils. The site supervisor and cleaning staff are efficient and ensure that the school is kept clean and well maintained. The whole staff work together very well to fulfill the school's aim to provide the pupils with a friendly, happy and stimulating environment.
- 65 The close proximity of the school to the town centre means that there is no substantial grassed area for a playing field surrounding the school. The compact grounds are well used with most of the playground now marked out with games as recommended in the previous inspection report. Another improvement is the designation of a small grassed area as a quiet place and another one as a wildlife area. A separate area has been designed as an adventure area with great attention being paid to the safety aspect. All the areas are well used and are popular with the pupils who use the equipment under supervision. Surrounding walls of the playground have been enlivened with a colourful mural. A large wooden 'boat' also contributes to the stimulating environment inspiring imaginative play. A small scented garden is being developed around the outside of the school hall and each reception class has a small fenced area for large construction toys and physical activity.
- 66 The main building and the interiors of the temporary classrooms are light and airy with attractive displays and a good standard of decoration, thanks in part to the efforts of parents who decorated some of the rooms. However, the exteriors of three temporary classrooms are still in the poor condition mentioned in the last inspection report. With careful supervision and training, the stairs in the centre of the remodelled main building do not present a problem to pupils. Very good use is made of the limited space which is available for a large number of children.
- 67 Car parking arrangements are good with a separate space for staff and visitors cars away from the pupils' play area. The caretaker and cleaner maintain a high level of cleanliness throughout the school.
- 68 Resources for learning are good. They are sufficient for the delivery of the curriculum and the number of pupils in the school. They are well organised, accessible to teaching staff and pupils and are well used. The library is well stocked with a good range of fiction and non fiction books. There is a very good range of musical instruments and equipment for physical education. Resources for history and geography have been increased and improved since the last inspection. Human resources are highly regarded by the school and so teachers, support staff, parents and governors are encouraged to work

with pupils both inside and outside the school. A number of visits within the locality would not be possible without the support of parents who act as helpers on these visits, so enhancing the pupils understanding of the world in which they live.

69 Resources for pupils with special educational needs are good in quantity and quality. Good use is made of outside agencies who are most co-operative and so enabling the school to provide well for its pupils. Intercultural aspects of learning are also well catered for with a member of staff responsible for making sure that there is a good balance of books and materials which illustrate the diverse ethnicity of Britain today, introduce pupils to different cultures of the world. This brief also extends to making sure that pupils are informed of different religious beliefs and the needs of disabled persons. Staff have also received in-service training on intercultural issues prior to a large multi-cultural festival which the school organised in February 1998.

69 **The efficiency of the school**

70 There have been improvements to the efficiency of the school since the publication of the last inspection report. There now is a direct link to the development plan in that there are budgetary considerations built into the plan and the spreading of the priorities over a three year period gives the school a workable and efficient framework in which to achieve improvement. The governors are kept fully informed of the intentions of the school and are instrumental in helping to set the budget. They also have systems to evaluate the effect which the decisions made have upon the quality of education provided. The staff and the governors set aside a training day each year to meet together to review the progress made in the school and to discuss priorities for the coming year. The very good quality of financial planning has a positive impact upon the quality of pupils' learning as targets are set which take into account the previously agreed priorities.

71 All teaching and non teaching staff are very efficiently and effectively deployed and managed. The school spends a smaller proportion of its budget on teaching staff than is the norm in schools nationally, spending a greater proportion on non teaching staff. The lack of space dictates the number of teaching spaces available. In the light of this, the governors have taken the decision to employ a greater number of non teaching staff than is usual in schools of this size. The wisdom of this is borne out in the quality of these staff and the levels of support which the teachers and pupils receive from them. Governors spend time in the school during the school day and evaluate the efficiency of the decisions which they have made. The school uses the funding which it receives for pupils with special educational needs very well and supplements this with monies from its own budget, resulting in these pupils making good progress. The governing body receives regular reports on the curriculum and other matters from the staff responsible. In this way and through the work of the committees which they have set up, governors evaluate the efficiency and effectiveness of the school.

72 Very effective use is made of the accommodation. Regular curriculum audits review the resources and they are used efficiently. The school's finances are very well managed and the efficiency of financial control and the school administration is excellent. Governors are using the funds available to them for the benefit of the pupils presently in the school and plan carefully to maintain and improve the level of staffing and resourcing in the light of the fluctuating number on roll. Taking into account the unit costs of educating pupils in the school; pupil attainment on entry; the quality of teaching; the quality of support from all associated with the school; the academic attainment and progress of pupils, and the overall quality of education which pupils receive, it is judged that the school delivers very good value for money. This is an improvement from the time of the last inspection.

72 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

73 The very good provision for children under the age of five is a particular strength of the school. At the time of the inspection the majority of pupils in the reception classes were under the statutory age of five years. The overall attainments of pupils entering the reception classes are above those found nationally for their age. Children enter the reception classes at the beginning of the school year during which they reach five years of age. The youngest pupils start school on a part time basis in September, commencing their full time education after the Autumn half term holiday. The majority of pupils have attended a wide range of nurseries or pre-school groups. Children are building on their previous learning experiences, acquiring a good range of knowledge, understanding and skills across all areas of their learning.

74 In the reception classes children receive a very good beginning to their education and they attain good standards in all areas relating to the Desirable Learning Outcomes. They are very well prepared for entry to the National Curriculum, having made good progress in their reception year.

74 Personal and social development

75 The vast majority of children attain beyond the levels laid down in the Desirable Learning Outcomes. All teaching in the reception classes is devoted to the importance of personal and social education. Staff encourage children to listen to each other's views with respect without interrupting. The children experience a well selected choice of activities which is monitored and guided to ensure coverage of the curriculum. Children take responsibility for clearing away the equipment they have been using. They respect all adults working in the reception classes. Children handle materials with care, taking turns and showing respect for each other. There is a strong feature of team work within the reception classes. Provision for pupils with special educational needs is very good. Early identification and contact with parents ensures that good progress is maintained.

75 Language and literacy

76 In the area of language and literacy most children attain the Desirable Learning Outcomes by the age of five, with many achieving beyond them. As they enter school the children's speaking and listening skills are above the national expectation, speaking clearly and confidently using standard English in a variety of settings. Children can describe activities such as baking an apple crumble using a growing vocabulary for ingredients and utensils. All children respond enthusiastically to stories, rhymes and songs. They know the words to many nursery rhymes and enjoy singing them. During role play, children confidently enact scenarios such as going on a bear hunt. Children enjoy books, but a significant proportion of them is not as familiar with books as is expected for children of this age. The more confident can select a book and 'read' the story to an adult who is listening using the pictures. Pupils can identify some letters of the alphabet and most can recognise their name. A few children can write both their names and others are still copying theirs. The joined up handwriting style adopted by the school inhibits the progress of the youngest pupils at the early stages. The daily practice of 'signing in' by attaching their name into the correct space on the board assists pupils in recognising and matching words. Children make good progress in language and literacy throughout their time in the reception classes. They use their developing literacy skills well to support their learning in other areas of learning.

Mathematical development

77 Children's mathematical experiences enable them to achieve the Desirable Learning Outcomes confidently during the early weeks in the reception classes, and by the time that they are five they are attaining above this level. Many pupils know numbers to fifteen and can write them. The practise mathematical language every day, for example finding objects that are 'larger' or 'smaller'. Oral sessions are used very effectively to practise counting to ten, for shape recognition and adding on or subtracting one from a given number using fingers. The wide repertoire of number rhymes also contributes to children's knowledge and understanding of mathematics, Activities such as 'today's special number is six' enable pupils to count down from ten sorting six buttons or holding up six fingers. Most children can effectively compare, sort, match, order, sequence and count a variety of objects by colour and quantity, and can create varying patterns threading wooden blocks on to string. Mathematical experiences are firmly embedded into daily routines and activities and consequently children make good progress.

75 Knowledge and understanding of the world

78 On entry to the reception classes the majority of the children have attained the Desirable Learning Outcomes in knowledge and understanding of the world, and by the time they are five they have attained above this level. The topic about using senses enables children to explore their immediate environment and to find their way around the school. Pupils are given opportunity to paint using appropriate colours and to create a collage using food. Pupils use their senses when tasting food. Pupils talk freely about what has happened to them and their families in the past, for example a recent family wedding. The use of information and communications technology is also effectively supporting children's learning. A variety of software is available which is appropriate for the ages and interests of the children. Children use the mouse with growing confidence and show good understanding of the basic controls. Teaching in the classes is helping pupils to make good progress in exploring, recognising and discussing the features of living things and in discovering how things work. Children are beginning to develop an appropriate awareness of the world in which they live. They understand the differences in the weather and seasons with specific reference to autumn.

75 Creative development

79 Children's creative development is good. They experience a wide range of purposeful activities through art, music and imaginative play. These activities also enhance children's personal and social development, encouraging them to develop positive relationships with other children and adults. They explore a wide range of techniques to enable them to explore colour. They experience texture and form their paintings. Children respond wholeheartedly to singing as observed during a music lesson in the library. They use a wide variety of musical instruments including triangles, bells, and shakers to good effect. In music, children work co-operatively in a variety of ways and they are encouraged to take good care of instruments. They know the standards of behaviour expected of them and readily adapt to changes required for different learning activities.

75

Physical development

75 80 Children attain levels which are in line with those laid down in the Desirable Learning Outcomes by the time they reach the age of five. The physical development of children shows that they are achieving increasing control, mobility and good awareness of space. The use of the hall is invaluable in enabling children to learn a range of skills such as climbing, jumping, rolling, balancing as well as working co-operatively with a partner. Personal skills such as undressing and dressing are practised and accomplished within the minimum amount of time. Outside, the children use the very well equipped adventure playground with increasing skill. In the restricted outdoor play area adjacent to each reception class, children use a variety of equipment imaginatively and wheeled toys with increasing skill and power. Children make sound progress in this area of learning.

75 Teaching

- 81 The quality of teaching in the reception classes is very good overall and sometimes excellent. All the teachers and classroom support assistants comprise a very effective hardworking team under the guidance of an enthusiastic and knowledgeable early years manager. All have a good understanding of the needs of young children based on specialised training and experience. The very detailed planning based on an area of learning, with cross reference to all others, is very good. Not only is this shared between all reception staff, it is also available to parents to view on the notice boards positioned in the corridor area. The organisation of activities, including the shared use of the central area, has a direct impact on children's learning. Planned outside activities developing specific physical and social skills is an area for future development. Activities are enhanced by the positive involvement of support staff and volunteers who are designated to lead these activities. All children are managed very sensitively and pre-school home visits by teaching staff form a useful contact prior to the children starting school. Time and resources are well used and the general concern regarding inadequate storage of reception equipment highlighted in the previous inspection report has been addressed. A useful Local Education Authority Baseline Assessment is completed on entry and used effectively to inform teaching and learning. The very good use of day to day assessment is a strength of the reception classes. The curriculum is very well planned, covering all areas of learning and leads progressively into the National Curriculum programmes of study. A very good range of class organisation is adopted and it is well matched to the different learning targets, enabling all children to make good progress, including those with special educational needs..
- 82 Resources are good, well chosen and sufficient to develop a broad, balanced and relevant curriculum for children under five.

75

ENGLISH, MATHEMATICS AND SCIENCE

75 **English**

- 83 Attainment in English in the statutory tests of 1998 showed that at the end of Key Stage 1 pupils in the school were attaining levels in reading which were broadly in line with the national average for pupils of seven years of age. However, the percentage of pupils reaching level 2 or above was well below the national average and the percentage reaching level 3 or above was close to the national average making attainment in reading overall in line with the national averages for that year.. The school has targeted reading during the past year and the results for 1999 show a considerable improvement but at the time of the inspection there were no national figures available in order for a comparison to be made. In writing the percentages of pupils reaching Level 2 and the higher levels in 1998 was close to the national average. Overall attainment in English is average when compared with that in similar schools. When compared with the findings of the previous inspection, standards in English are not quite as high as they were. The school has addressed this situation, with an emphasis on reading, as is evident in the improvement shown in the 1999 statutory assessment scores.
- 84 Inspection evidence confirms the attainment in reading as being slightly above the national expectation throughout the school. However, there is evidence that a considerable number of pupils who enter the reception classes are not as familiar with books as is expected nationally. This means that the school has to begin from a relatively low base on reading with some of the pupils.
- 85 Attainment in speaking and listening as pupils enter the school is above the national average and they make very good progress as they move through the school extending their vocabulary and using more complex language. The pupils listen well and learn to follow increasingly complicated instructions. Pupils speak with confidence and can express their ideas with clarity. Teachers place a great emphasis on speaking and listening as pupils move through the school and therefore pupils gain in confidence and are very capable of listening well to others as well as expressing their own points of view.

- 86 Progress in reading is satisfactory. Most pupils enjoy books and some can talk with enthusiasm about the stories which they are reading, or which have been read to them. As pupils enter the school they are encouraged to talk about the books from the pictures in the story and this develops into more sophisticated predictions of what might happen later in the book when they are part way through reading it. The practice of using the school library to encourage pupils to choose a wider range of book is well developed and the pupils enjoy using bar codes to register the book they have chosen against their name. Pupils in Year 2 were somewhat limited in being able to talk about their favourite authors or types of book but they were able to use simple dictionaries and knew how to use the index and a few knew what about a glossary. The Reading Club which meets daily before school to boost pupils who have made a start with their reading but are experiencing some difficulties is an enjoyable and effective arrangement.
- 1 Although statutory assessment indicates that pupils at the age of seven attain at a level which is expected nationally, progress in writing throughout the school is somewhat limited. Pupils are not always given sufficient guidance to enable them to produce work of good quality. Teachers' expectations of pupils' writing is low and consequently they produce work which is below that which can be expected from pupils who are good readers and who can speak fluently and clearly. The school is aware of the problem in this area and has appointed a teacher to look carefully at the development of writing throughout the school. There are few opportunities offered to pupils to write for different purposes and for a range of audiences. In a class of mainly reception pupils the children had written what they like in food on a piece of paper cut into the shape of a plate with a knife and fork attached. This proved to be a motivating factor for the pupils but generally writing tends to be an activity which rounds off a lesson, the purpose not always being made clear to the pupils. Phonic skills are used by the majority of pupils in their reading, but these do not always transfer into their spelling attempts in writing. Pupils are able to define a sentence and, by the end of Key Stage 1, most pupils begin a sentence with a capital letter and end it with a full stop.
- 2 Poetry is used well in the school and during the week of inspection it was Poetry Day. Classes all read poems and several wrote class poems. They appreciate the rhythm and the repetition of words and liked alliteration as in a poem about a snake being slippy and slithery. This has a positive effect upon pupils' spoken language and prepares the way well for future improvement in writing.
- 3 Pupils' attitudes to learning are good. They are attentive and have appropriate attitudes towards their work. They learn to take turns in class discussions and respect the different viewpoints expressed. Pupils form very good relationships with one another and with all adults. They appreciate the support which is available from Learning Support Assistants and their teachers. Pupils with special educational needs respond appropriately in lessons and make good progress in relation to their abilities. Their individual educational plans are kept up to date and are regularly referred to by teachers and support staff and are updated as appropriate.
- 4 The quality of teaching ranges from satisfactory to very good. Overall teaching is good throughout the school. Where teaching is most effective the targets set for learning are carefully matched to pupils' needs. In all classes the learning objectives were shared with pupils. In a lesson in Year 2 based upon an AA Milne poem, "Us Two" the teacher linked a search for words containing the sound 'oo' by a group of pupils to the poem. They had to record the words on a lap top computer as they worked in pairs under the supervision of an assistant. The lesson was well planned, objectives were clear, the task specific and pupils made progress. Teachers have good subject knowledge. Teachers' expectation of the pupils' ability to present their work neatly is insufficiently high to lead to consistently neat writing of an appropriate standard in workbooks. When asked to produce work for display purposes, most pupils demonstrate that they can write reasonably neatly. The marking of pupils' work is inconsistent and does not set written targets for pupils to aim at if their work is to improve.
- 5 The Literacy Hour is well planned by teachers but on occasions there is too little flexibility exercised by teachers within the hour to help the lessons to proceed at an appropriate pace to enable pupils to make good progress. The English curriculum meets National Curriculum requirements. The school has improved standards in reading through appropriate target setting and is now in the process of

drawing up targets to improve writing standards. Assessment procedures are in place and teachers know their pupils but insufficient links are made between the day today assessment and daily planning. A portfolio is being developed but as yet does not include a range of different types of writing. There is a policy and a full scheme of work which enables teachers to see what they should be teaching and what pupils have experienced earlier. The school uses the National Literacy Strategy Framework effectively.

- 6 The subject is well managed and the Literacy Project Leader has been effective in running in-service courses for staff on the use of the Literacy Hour. The Literacy Project Leader is now able to support teachers in classrooms through time being made available to her. Monitoring of the subject has been undertaken but this has not always been with sufficient focus to effect an improvement in standards. Resources are very well organised and are easily accessible to pupils and staff. The library is well stocked and used sensibly. The purchase of materials for the Literacy Hour has drawn heavily upon the budget but these are now sufficient to meet the needs of pupils.

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Mathematics

- 7 At the end of Key Stage 1, pupils' attainment in mathematics in statutory assessments is above the national average and, when compared with similar schools, it is also above. This is an improvement on the findings of the previous report when standards were judged to be in line with the national average. Attainment has continued to rise with the introduction of the National Numeracy Strategy supported by a detailed policy and scheme. The latest published figures for 1999 continue these rising standards although there are not yet any comparative national figures to set against the school's results. There is a slight difference in the attainment of boys and girls, with boys outperforming the girls. The school has plans to address this issue.
- 8 The effectiveness of the school's introduction of the National Numeracy Strategy is good and standards of numeracy are good. Pupils show confidence with numbers. They regularly practise number bonds and multiplication tables. A significant feature is pupils' ability to apply problem solving methods in different situations, often in the form of written statements from which numerical facts need to be extracted before problem solving can commence.
- 9 By the end of Key Stage 1, pupils confidently add and subtract numbers to ten and many pupils understand the significance of numbers up to a hundred and well beyond. Pupils are confidently handling money, giving correct change for intended purchases as observed in a Year 2 class who were involved in the exchange and value of coins. Most pupils are familiar with all four rules of number, knowing simple multiplication bonds, multiplying by ten and one hundred and developing early ideas of division by sharing known quantities. Pupils identify halves and quarters of shapes, accurately shading half and quarter parts of them. They recognise and predict number patterns confidently, for example even and odd numbers up to one hundred. Pupils develop appropriate measuring skills and accurately measure lines to the nearest centimetre using a ruler. Pupils know the names of days, seasons and months of the year, confidently telling the time to the nearest five minutes. Pupils can name a variety of solid shapes and are aware of 'construction nets' to form mobiles. Pupils can confidently identify corners, edges and flat faces. They use tally marks to construct 'Carroll Diagrams' and collect data to draw simple charts and graphs. Levels of attainment in using and applying mathematics and using number are very good by the end of Key Stage 1. Progress for all pupils, including those with special educational needs, is good.
- 10 Pupils' response is generally very good and they respond quickly to the teacher's instructions, wasting little time in getting on with their tasks. Pupils work well in pairs and groups with some good collaborative work seen during the inspection when pupils shared their findings of the given amounts of money which they had spent. Behaviour is very good and all pupils show good levels of motivation and confidence. Pupils are very keen to participate during mental mathematics sessions and to demonstrate their expertise in placing numbers in the correct sequence as observed in a Year 1 lesson involving a blank number line with appropriate divisions left vacant. Pupils take good care of

resources, collecting and returning them with developing independence.

- 11 The quality of presentation of in pupils' workbooks is poor. Often work is not dated and figure formation lacks a uniform style to give number calculations a greater degree of accuracy. This area of development identified in the previous inspection has yet to be addressed.
- 12 The quality of teaching ranges from very good to satisfactory and overall it is good. In the very good lessons teachers share learning targets with pupils at the beginning of the lesson and make clear what pupils are to learn during the lesson. This has good impact upon their understanding and the standards achieved, making a good focal point at the end of the lesson to determine what has been understood. Teachers' understanding of mathematics is good and this enables them to give clear explanations and to pose searching questions. Planning is good and lessons follow the recommended structure of the National Numeracy Strategy. Teachers' relationships with pupils are very good and their good management of pupils enables a good mathematics ethos to be established. Lessons generally proceed at a good pace and the interest of pupils is generally well sustained. Teachers' use of day to day assessment is satisfactory and is developing. However, the marking of pupils' work in books is unsatisfactory. Some work is marked using large ticks to indicate that an answer is correct, but scrutiny of pupils' work indicated that some work marked correct was, in fact, incorrect. The use of positive written comments to support how a pupil might improve is inconsistent across the school.
- 13 The management of mathematics is good. The co-ordinator has organised an appropriate range of in-service training to improve staff's knowledge of the National Numeracy Strategy. Mental arithmetic sessions have been implemented throughout the school and teachers are successfully focusing on improving pupils' use of mathematical language in appropriate year groupings. Planning shows that the broad and generally well balanced curriculum meets the requirements of the National Curriculum. Planned themes cover the elements and skills to be taught and there is good progression of learning in number. At present the role of the subject co-ordinator as manager of quality and standards is less clearly defined than in other areas of her role. Although assessment is built into the planning, as yet there is no clear indication that it informs the next stages of learning.
- 14 Resources are of good quality, are clearly labelled and accessible in lessons. The use of information and communications technology to support work in mathematics is an area for continued development.

100 **Science**

- 15 Inspection evidence indicates that attainment in science is broadly in line with national expectations by the end of Key Stage 1. Teacher assessment results at the end of the key stage in 1998 indicate that attainment is above the national average. The findings of this inspection on the standards in science concur with those of the previous inspection.
- 16 In the reception classes children can use their senses to successfully identify articles from everyday living. They can describe what they smell and have started to predict, test and evaluate their findings. Pupils in Year 1 know the main parts of the human body and are aware of the range of senses that are used to identify items in our environment. Pupils in Year 2 know that pushes and pulls are kinds of forces. In their investigations they are starting to understand the effect that a slope has on the distance a toy car would travel and that different types of surfaces cause an object to speed up or slow down. At the end of the key stage they are able to record their results and represent them in different ways. They are beginning to understand what makes a fair test.
- 17 Pupils in both reception and Key Stage 1 are making good progress in developing their knowledge of scientific principles. Pupils with special educational needs are also making good progress because of the high quality of learning support and intervention which enriches their experiences.

- 18 All pupils have a good attitude to their lessons. They show genuine interest in their work and concentrate well. They are helpful and courteous to each other and can work co-operatively when asked. Behaviour in science lessons is very good throughout the school. Pupils handle equipment carefully and understand the need for safety.
- 19 Teaching is good throughout the school. In the best lessons there is detailed planning set within an interesting context that satisfies the pupils' need for discovery and it develops systematically with appropriate challenge and extension opportunities for the more able. Learning targets are shared with the pupils and the class organisation and management of pupils is very good. The presentation and recording of pupils' work is unsatisfactory; written or diagrammatic work in pupils' books is often untidy and carelessly produced. This detracts from the overall quality of scientific understanding that takes place throughout the school and has a negative impact on literacy.
- 20 The curriculum is broad and based on the National Curriculum and is organised in topic headings. Sometimes the links between subjects and the topic headings are tenuous and lack a clear focus. However, the subject meets statutory requirements.
- 21 Assessment procedures are in place but the day today assessment is not always closely linked to short term planning and consequently has little impact upon the quality of learning. In the best lessons the anticipated outcome is highlighted and assessment opportunities are targeted.
- 22 The co-ordinator for the subject is new to the post and possesses a clear view of the direction which needs to be followed in science. A planned assessment and recording sheet for all staff has been prepared by the co-ordinator to aid assessment when it is fully implemented. Her well founded plans and ideas augur well for the future development of the subject. The monitoring of both teaching and the quality and range of pupils' work is underdeveloped. The monitoring of teachers' termly plans is being undertaken but the monitoring of work in the classroom does not take place as yet. Written marking of recorded work is sometimes unsatisfactory.
- 23 There is a good range of learning resources that are easily accessible to all classes. The subject contributes well to numeracy through the use of measurement and the recording of data. Accommodation is satisfactory with the immediate environment of the school being used effectively to further enhance the delivery of the curriculum. The garden area, pond, wildlife area and the playground are used well to aid investigative work. A well planned portfolio has been collated by the co-ordinator to provide a useful tool for assessment and the matching of National Curriculum levels to pieces of work throughout the school. Visits to places of interest such as INTECH (an interactive technical exhibition in Winchester) by Year 2 and a range of visits within the local environment such as the nearby heath, both enliven and enhance the curriculum offered to the pupils. Science days are also held to further raise the profile of the subject throughout the school and add interest and excitement to the curriculum, so having a positive impact upon standards.

109 **OTHER SUBJECTS OR COURSES**

109 **Information and communication technology**

- 24 Pupils' attainment in information and communications technology (ICT) by the end of Key Stage 1 is in line with the levels expected of pupils aged seven. In recent years improvements have included an integrated two year plan that ensures progression and continuity of skills, an area of development indicated in the previous inspection report. All pupils, including pupils with special educational needs, make sound progress in ICT as they move through the school. These findings are similar to those reported in the last inspection.
- 25 By the end of Key Stage 1, most pupils can select a program and a document, recall documents, amend

them and close a program. They confidently use programs to support learning in other subjects, for instance in mathematics converting money into words and numerals. In art, pupils build pictures confidently using a variety of programs to create design. The use of e-mail provides pupils with opportunities to link photography of a fair in Blackpool with a direct comparison with the local town fair. Pupils use a range of ICT equipment in addition to computers. In a Year 1 class pupils programmed and controlled a floor robot to make a series of planned movements forwards and backwards to resemble movement on a number line. Pupils readily recognise controlled items and are aware of the need for control. Pupils extend their skills by using the library computer as part of their library skills to search for information on the micropaedia or Internet. In addition they are able to register the books which they borrow by the use of a bar chart reader.

- 26 All pupils have very positive attitudes to ICT. They listen carefully to instructions and willingly share their opinions and ideas for instance when planning a route for a robot. Pupils speak confidently about computer programs and are willing to experiment to achieve the desired objective. For example, confidently using a digital camera to support ongoing topics. During the inspection very limited direct teaching of ICT was observed. However the planning for the subject is good in ensuring that pupils build systematically on previous learning as they move through the school and the quality of teaching overall is judged as satisfactory. In good quality teaching as observed in Year 1, teachers have a good knowledge and understanding of the subject and, as a result, present work which challenges pupils but which also enables them to develop understanding. These sessions help pupils to work independently in ICT throughout the week to support work in other subjects. The school is aware of the need to develop appropriate assessment and recording of pupils' progress to inform future planning. There is not a system of assessment to track progress of skills or involve pupils in the process of self-evaluation.
- 27 The scheme of work, new since the last inspection, incorporates elements of the national guidance and promotes structure and progression in teachers' planning and meets National Curriculum requirements. The use of well informed learning support assistants, working alongside pupils on the computer, has a direct and positive impact on attainment. The co-ordinator directs the subject with enthusiasm and has been very effective in managing the development of the subject and in building teachers' confidence and expertise. Resources are good, with each class having access to a number of quality computers and with each year group having its own networked computer system. The school has recently improved its range of software, particularly to support pupils with special educational needs in literacy and numeracy skills.

- 28 By the end of Key Stage 1 pupils' attainment is in line with expectations of the Hampshire Agreed Syllabus for Religious Education, "Visions and Insights". Pupils achieve the appropriate levels of knowledge and understanding laid down in the syllabus. These findings are similar to the ones in the previous inspection report.
- 29 As pupils reach the end of the key stage they have some knowledge of the variety of celebrations and festivals in the Christian calendar and have looked at similarities and differences in Judaism. They know that people may want to keep Succot a special festival and can make suggestions about what people might like to do on a day which is special to them. In the reception classes, children can talk about the kind of celebrations they have experienced such as birthdays and they can share thoughts about what they can do to make people happy. In Year 1, pupils make their own special symbol from dough and combine their ideas in a class bread loaf for use in the forthcoming harvest festival. In making a Succat, pupils in Year 2 gain an insight into how Jewish people celebrate at harvest time. Pupils are encouraged to express their thought orally about which things are special to them.
- 30 All pupils make satisfactory progress and those pupils with special educational needs make good progress, this is due to the good quality of support given to them in the classroom.
- 31 The quality of teaching is good. Teachers have a secure subject knowledge and lessons are planned specifically to capture the children's interest. The teaching is at its best when an atmosphere of mutual respect is created which is conducive to the sharing of feelings and opinions. This is particularly seen in 'circle time' and even the youngest children are capable of reflective thought and sensitive opinions.
- 32 Pupils' attitudes to their work are very good. They are sympathetic to the views of others. They are keen to learn, listen attentively and respond extremely well in assemblies. They have a thoughtful approach to their work and speak respectfully of both Christianity and Judaism. Discussions are of a good quality.
- 33 There is a detailed scheme of work and it is complemented by collective worship and circle time. Visits to a local church and visitors to assemblies enhance the curriculum. Good use is made of religious education lessons to foster pupils' spiritual, moral, social and cultural development, as was observed in lessons about the Jewish harvest.
- 34 The co-ordinator is enthusiastic and keen to develop the subject further. An action plan has been drawn up and although assessment opportunities are presently unplanned, there is a clear structure for its future implementation. Video, book resources and artefacts are good and enable pupils to gain experiences of comparative religions. Monitoring of both teaching and the quality of learning has not been established to enable the co-ordinator to know where there is good practice in the school.

120 **Art**

- 35 The standards attained in art are generally below those which can be expected from pupils of this age. Progress is also unsatisfactory, although pupils with special educational needs make good progress in their creative work due to the quality of the support which they receive from staff. This is a deterioration from the time of the last inspection.
- 36 By the end of Key Stage 1, pupils work practically with pencils, crayons, pastels, paint and fabric to create drawings, paintings, collage and models. The quality of their work, however, is not of a high enough standard and their presentation is often careless. There is no evidence of a progression of

skills such as cutting, brush control and colour mixing throughout the key stage.

- 37 Pupils in Year 1 are starting to be able to mix primary colours effectively and learn the correct brush control. They observe examples of artists' work such as Klee and Mondrian and use paint and software packages to try to produce similar effects as these recognised artists. Pupils in Year 2 can use wax crayons to create wax resist pictures illustrating their visit to the Taro Fair.
- 38 Pupils' response to the subject is very good. They enjoy practical work and behave well. They can share materials, ideas and equipment sensibly and safely.
- 39 The quality of teaching is satisfactory overall although insufficient time is spent on the teaching of skills and giving pupils ample opportunity to develop their powers of observation. Display sometimes lacks imagination although care is taken in the mounting of pupils' work.
- 40 The scheme of work is satisfactory and has clear teaching objectives. Assessment however is not embedded into the planning and teachers are not always sure of the next steps to be taken by a child to master a technique. There are no sketchbooks in regular use to act as a record of progress for individual children. Resources are satisfactory and are accessible to all. Accommodation does, however, limit the opportunities for pupils to become involved in large-scale projects such as three dimensional sculpture. Local galleries, as well as the town, are used well to provide a stimulus for art work. Occasionally, the whole school works together on an art project such as creating a stained glass window effect for the Christmas performances. The co-ordinator is new to the post and has plans to develop the subject further. At present the co-ordinator does not monitor the quality of teaching and learning to gain an overview of the subject and in order to raise standards across the school. There is no sampling of work by staff to identify where there is progression and where this needs to be improved and this limits pupils' progress.

126 **Design and technology**

- 41 The standards which pupils attain in design and technology are good and above those expected for pupils at the end of Key Stage 1. Pupils are able to investigate how some toys work and begin to explain their function. They are able to evaluate orally their own work and consider what they need to do to improve it. Pupils are using models and pictures to convey their own ideas. They work well with a range of materials. The progress of all pupils, including those with special educational needs, is good. These findings are similar to the findings of the previous inspection report.
- 42 Pupils in Year 1 can construct houses from boxes and use hinges to provide doors and windows for their models. Pupils in Year 2 can make a range of moving toys such as balancing parrots and a pop up toy using card levers, moveable joints and paper springs. They can make judgements about the suitability of their chosen material to fit the task. Pupils' own plans and designs are in the early stages of development and insufficient time is spent in the designing and planning part of the process, the emphasis being on the making.
- 43 Pupils are aware of the need for health and safety procedures and apply them well. Pupils enjoy their lessons and discuss their designs with enthusiasm using increasingly appropriate terminology. They work well together in groups and share ideas constructively. Presentation often suffers because pupils rush their work, being concerned to produce a finished product.
- 44 The quality of teaching is good throughout the school with appropriate support given to pupils with special educational needs. Lessons are well planned with clear learning objectives that are shared with pupils. More able pupils are not always presented with sufficient challenge however. Teachers pay appropriate attention to safety issues and create an interesting context for learning. Support staff and parental help in the classroom play a crucial role in the successful teaching of the subject.

45 The school has a good policy and scheme of work for the subject which is based on national guidelines. Assessment is not yet part of short term planning, having little impact upon the quality of learning, nor does it inform further planning. Assessment using National Curriculum levels is not used. At present there is no effective monitoring of teaching or learning. Resources are satisfactory although due to four classrooms being temporary, the technology trolleys are only accessible to Year 2 pupils, resulting in pupils in Year 1 having only a limited range of tools and materials available to them. There is a wide range of construction kits in all class areas and these are well used.

131 **Geography**

46 Few geography lessons were observed during the inspection. However, sufficient evidence was available through the scrutiny of previous work, discussions with teachers and pupils and from information provided by the co-ordinator to enable judgements to be made. The progress made by pupils is good and by the end of the key stage they are reaching levels which are above those expected for their age. This is an improvement on the previous inspection.

47 The local area is well used and pupils understand about the need to protect the environment. They spend time in the immediate surrounds of the school and children in the reception class are beginning to be able to describe the way of reaching the playground or the library from their classroom. They draw simple plans of the classroom and the school. In Year 1 pupils look at their own town and learn to appreciate the nature of the buildings and their uses, noting similarities and differences. They learn to follow simple maps and reproduce a route which they have followed using symbols and pictures. In Year 2 the work becomes more sophisticated and a visit to Portsmouth allows them to make comparisons between their own town and a contrasting one. By the end of the key stage pupils know about such geographical terms as rivers, hills and valleys. They have used a variety of maps, appreciate the wider world and have been exposed to a consideration of other cultures and ways of life.

48 Pupils have very positive attitudes to their work and demonstrate very good behaviour on excursions out of school, and show great interest in what they have come to see. During a visit to the local Taro Fair, before the rides were operating, pupils in Year 2 were excited about the rides they might experience after school had ended. However, they were able to find out, by asking questions, the way in which the fairground workers felt about their lives on the fair and how the rides were operated through the generators. In addition they found out about the cost of individual rides during their visit and remained focused on the tasks in hand.

49 The quality of teaching is generally good. It is clear from the response of the pupils and their ability to recall previous work and demonstrate the skills they have acquired, that they had been taught well. Work is well planned and prepared and pupils are given clear guidance and instruction in order that they can complete the activities they are set. Effective use is made of support staff and volunteers and pupils with special educational needs are well supported to enable them to benefit from geography lessons. Teachers have a clear scheme of work to allow them to plan their lessons knowing pupils' previous experiences and what will be covered later in the school. The teachers working in year group teams support one another and share in the preparation of materials for use in lessons. Assessment is at an early stage of development.

50 The geography curriculum prepares pupils well for future work in Key Stage 2. Much of the work in geography is directed at pupils' acquisition of skills. The co-ordinator is enthusiastic about the subject and has worked hard to produce a portfolio of past work to show the breadth of the curriculum. The co-ordinator looks at teachers' plans and offers support to colleagues. The co-ordinator has attended courses to enable her to support staff with new ideas and to extend her knowledge. As yet she does not have time allocated to her during the week to enable her to visit other classes and therefore monitoring does not take place. Resources are good, clearly marked and are accessible to staff and pupils as required.

History

- 51 Very few lessons in history were observed during the week of the inspection, but pupils gain knowledge and understanding which is in line with that expected nationally by the end of the key stage. They make good progress in history, including those pupils with special educational needs. The previous inspection reached similar conclusions on standards in history. During the key stage pupils gain an awareness of the past and are able to describe similarities and differences between then and now. In a Year 1 class pupils were looking at the topic of "People who help us". They were looking at the differences between schooling in times past and their own school and were able to ask pertinent questions about the size of classes, the length of the school day, the different equipment available then and now and the way in which handwriting had altered.
- 52 Pupils' attitudes are very positive towards the subject and they behave very well. In the lesson on schools they were fascinated by the way in which things had altered, including the layout of the classroom. During the week of the inspection, pupils in Year 2 looked at the Taro Fair which has a long past. They looked at the different types of rides now available and also the origins of the fair which began as a Horse Fair. Links were made with a local artist, Flora Twort, and her paintings of the Fair from before the Second World War. Pupils enjoy looking at old photographs and drawing conclusions from them.
- 53 Teaching in lessons ranged from satisfactory to very good. In the very good lesson the teacher went into role to play the part of a teacher from times past. The Year 1 class was told of some of the things which were different to the classroom in which they were working and the class asked questions. So absorbed was one child, that when the teacher stepped back out of the stock room to indicate that he was now back as their teacher, the child had to tell the teacher what had occurred whilst he was away! Teachers are supported by a good scheme of work which is based upon the National Curriculum Programmes of Study and they ensure that pupils are beginning to grasp the key elements listed for pupils in Key Stage 1.
- 54 Year group planning is a feature of history and teachers co-operate well and prepare material for use in lessons which they share. The co-ordinator is very keen on the subject and conveys enthusiasm to other members of staff. The school has found that they are constrained by time since the introduction of the literacy and numeracy hours, but a full range of topics is covered which enables pupils to appreciate the debt which is owed to the past. A topic entitled "Beyond Living Memory" was very popular with pupils in Year 2. It involved a visit to a local Bronze Age site but time has meant that it has been dropped from the scheme for the present. The co-ordinator has no designated time to monitor work in classrooms but has attended courses to further his knowledge and to pass on information to other members of staff. The resources for the subject are good and the library contains relevant books and videos which are used as appropriate.

Music

- 55 The standards of attainment in music are well above those expected for pupils at the end of Key Stage 1. Progress for all pupils, including those with special educational needs is good. This overall level of attainment has risen since the last inspection. Pupils sing tunefully and with great enthusiasm in assembly. The majority of pupils have a well-developed confidence in using a range of instruments for composition and performance. Pupils have a very good knowledge of simple pitch and beat. Taped evidence used in the reception classes provides a very good illustration of the range of tasks and ingenuity within the group of young pupils when singing well known nursery rhymes. All pupils in Year 2 have the opportunity to play the recorder.
- 56 The pupils in Key Stage 1 successfully use an increasing range of percussion instruments to accompany singing or for the purposes of demonstrating different rhythms. Pupils can sing a variety

of songs from memory, singing softly or loudly as appropriate. From the earliest age, pupils have been accustomed to quite sophisticated rhythms and are able to clap them. They combine listening and appreciation with the acquisition of knowledge of composers and their works, listening to a wide range of music played in school assemblies. Pupils in Year 2 are developing knowledge of the differences between instruments and the different styles of playing. Pupils make good progress in developing their composition work imaginatively and sing a wide repertoire of songs with increasing vigour and expression. All pupils eagerly approach the wide variety of well selected activities devised to develop their skills in the appreciation of music.

57 Pupils in the reception classes are fascinated by the very good range of musical instruments available in the school. They delight in opportunities to accompany singing by playing bells and shakers. Pupils in Year 2 respond positively with good levels of confidence to perform together and listen sensitively to each group's composition. For example as observed in a Year 2 class, pupils took turns as conductor responsible for collaborative group performances, sensitively evaluating the efforts of other pupils.

58 Teaching overall, is good with some examples of excellent teaching. Whilst it was only possible to observe a few music lessons, in those seen very careful planning was a strong feature, giving pupils a structure which built on previous learning. Good quality teaching is supported by a wide range of strategies and approaches that stimulate pupils' interest and introduce them to the ideas and practice of music. Tasks are very well pitched to enthuse and develop the skills of a range of pupils. As observed during a Year 1 lesson, class control and management appeared effortless due to the enjoyment and participation of all the pupils. The school has developed a very strong policy and scheme which covers fully the National Curriculum requirements. The school has yet to develop effective assessment opportunities linked to the progression of individual skills.

59 The well qualified subject co-ordinator, appointed since the last inspection, directs the subject with enthusiasm. The co-ordinator does not have the planned opportunity to monitor the curriculum, attainment and teaching throughout the school. There is good evidence in planning of work linking music from other cultures being used to support topic work.

60 During the previous inspection the quality and range of musical instruments needed to be up-graded. This has been completed to very good effect with the present very good quality, range and accessibility of all instruments. The well planned use of information and communications technology programs on composing which support simple notation and composition has a positive impact on attainment.

61 Classroom music is enhanced by the very good quality of extra-curricular music that takes place in the form of attending area infant music festivals, performing at Petersfield Festival Hall in Orchestra Concert and involvement in an Intercultural Fortnight and in the local Infant Music Festival.

147 **Physical education**

62 Overall, pupils attain standards that are appropriate for their age and the majority make sound progress. These findings are similar to the ones noted in the last inspection report.

63 Pupils are able to perform a series of linked actions with appropriate control in response to a variety of musical rhythms. Pupils use space with growing confidence; as observed in a lesson in Year 1, where pupils pretended to be explorers trying to locate a Giant's Castle. In Year 2, pupils develop confidence travelling over and under apparatus, rotating, balancing, and landing with satisfactory levels of control. Pupils move around the hall sensibly and carry equipment safely under the direction of the class teachers.

64 Pupils have very good attitudes to their work and form favourable relationships with their teachers.

Pupils co-operate very well in pairs and teams and wait patiently to use equipment. Pupils' behaviour is very good and they show good respect when observing others' attempts to improve performance. During team game sessions, pupils display very good levels of fairness, abiding by the rules. Pupils select equipment sensibly, putting it away in a careful manner.

65 The quality of teaching observed ranged from very good to unsatisfactory. Overall, teaching is usually good. Where teaching is good, teachers change for physical education, have a good level of subject knowledge and expertise themselves and use this to good effect in good quality, clear explanations. Teachers introduce a good regard for working safely and encourage pupils to perform well, as observed during a Year 1 lesson involving the carrying of benches to required positions in the hall. This has a good impact on self-esteem and in developing positive attitudes in the school. Teachers manage their classes confidently and most lessons are planned with suitable warm up at the beginning and cool down at the end. The majority of teachers inform pupils how to improve the performance. However, teachers do not give sufficient opportunities to pupils in Year 2 to analyse their own and others' performances to enhance attainment. Pupils who have special educational needs are given good support and encouragement and they make good progress. Formal assessment by teachers on pupils' performance is at an early stage of development.

66 Since the last inspection the school has appointed a new subject co-ordinator. The quality of music provided in dance tapes identified in the previous inspection as an area in need of upgrading, has been improved. The co-ordinator does not have the opportunity to monitor the curriculum, attainment and teaching throughout the school. On a rolling programme, pupils are provided with a full range of activities which covers the requirements of the National Curriculum.

67 Very effective use is made of the school grounds which include an excellent adventure playground. There is a large hall for gymnastics and more than adequate well marked out hard playing surfaces for outside games. However, access to soft play surfaces for games is very limited. Resources are good in quality, quantity and accessibility but hindered by unsatisfactory storage arrangements which restrict the hall floor space. There is a good range of planned sporting activities which enhances attainment. These include sports days, area Festivals of Sport, maypole dancing, football skills training sessions and visits by the County Cricket Club undertaking ball skills training.

153 **PART C: INSPECTION DATA**

153 **SUMMARY OF INSPECTION EVIDENCE**

68 Four inspectors, including a lay inspector, spent a total of 16 inspector days in the school gathering first hand information.

- 63 lessons were observed. The time spent including observation of lessons, sampling and scrutinising pupils' work and hearing pupils read, was over 50 hours.
- In addition to the above assemblies and class circle times were attended; the registration of pupils was observed; interviews were held with staff, governors and others; pupils were observed in the playground and around the school and inspectors took lunch with pupils.
- Reports on pupils, teachers' records and teachers' assessments were examined.
- Statements of special educational need, individual education plans and attendance registers were also scrutinised.
- All documentation, including policies and the School Development Plan provided by the

school in advance of the inspection, was read and analysed both before and during the inspection.

- The previous Inspection Report on the school (February 1996) was read and analysed.
- Budget figures were scrutinised and discussed.
- The registered inspector held a meeting for parents before the inspection, also meeting with staff and governors in separate meetings.
- Questionnaires were issued to parents and the returns analysed, the data being recorded in the report.

155 DATA AND INDICATORS

155 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	309	2	61	29

155 Teachers and classes

155 Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	14
Number of pupils per qualified teacher:	22

155 Education support staff (YR – Y2)

Total number of education support staff:	19
Total aggregate hours worked each week:	271
Average class size:	25

155 Financial data

Financial year:	1998/99
	£
Total Income	509,246
Total Expenditure	521,595
Expenditure per pupil	1,599
Balance brought forward from previous year	-12,349
Balance carried forward to next year	5,439

Number of questionnaires sent out: 280
 Number of questionnaires returned: 93

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	40	47	5	8	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	52	8	3	0
The school handles complaints from parents well	10	43	41	6	0
The school gives me a clear understanding of what is taught	23	63	5	8	1
The school keeps me well informed about my child(ren)'s progress	33	54	9	4	0
The school enables my child(ren) to achieve a good standard of work	37	56	8	0	0
The school encourages children to get involved in more than just their daily lessons	27	44	19	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	58	11	5	0
The school's values and attitudes have a positive effect on my child(ren)	36	53	9	2	0
The school achieves high standards of good behaviour	33	58	8	2	0
My child(ren) like(s) school	58	39	1	1	1