

# **INSPECTION REPORT**

## **STOCKBRIDGE PRIMARY SCHOOL**

Stockbridge

LEA area: Hampshire

Unique reference number: 115949

Headteacher: Mr Simon Francis

Reporting inspector: Mrs Sue Chesters  
23196

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2000

Inspection number: 190374

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	London Road Stockbridge Hampshire
Postcode:	SO20 6EJ
Telephone number:	01264 810550
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Alan Young
Date of previous inspection:	18 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Chesters	Registered inspector	Children under five English Music Physical education	The school's results and pupils' achievements  How well the school is led and managed
Geoffrey Humphrey	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development  How well the school cares for its pupils  How well the school works in partnership with parents
Jill Bavin	Team inspector	Science Religious education History Geography	How well pupils are taught
Jim Howard	Team inspector	Mathematics Information technology Art Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

1. The school is situated in the small rural town of Stockbridge. It is smaller than most primary schools, with 130 pupils on roll, compared with the national average of 226 pupils. There are 44 pupils (34 per cent) identified as having special educational needs. This figure is well above the national average. There are no pupils with statements of special educational needs and no pupils with English as an additional language. Children enter the school in the September of the year in which they are five with levels of attainment expected for the age group. The school is very well supported by the local community.

### **HOW GOOD THE SCHOOL IS**

2. This is a school well placed to move forward rapidly and raise standards. The quality of teaching is good and has a positive effect on pupils' learning. Leadership and management are effective. The headteacher, governing body, staff and parents work closely together in the pursuit of higher standards. The school recognises its past weaknesses in management and curriculum provision and is demonstrating a capacity for improvement. It provides good opportunities for unprecedented levels of attainment. The school has above average income per pupil and gives sound value for money.

#### **What the school does well**

- The recently appointed headteacher provides very good, professional leadership and is a major strength of the school.
- The good quality teaching directly influences pupils' learning and results in good progress in all subjects.
- Recently implemented monitoring and evaluation systems have identified weaknesses and formed the basis of determined action. This is already having a positive impact on standards.
- Pupils have very good attitudes and behave very well in and around school.
- The school has very effective relationships with parents, resulting in their outstanding participation in the work of the school, and their involvement with curriculum and environment issues and the provision of learning resources.
- The school provides good extra-curricular and other curriculum opportunities. Pupils show excellent enthusiasm for these activities.

#### **What could be improved**

- Standards – particularly at Key Stage 1. Whilst there is now evidence of an upward trend in standards, historically, there has been a marked measure of underachievement. This is particularly noticeable in most subjects at Key Stage 1 and in mathematics, science and religious education at Key Stage 2.
- The governors' role in strategic planning, monitoring and evaluation of the school's work is under-developed.
- The school does not always challenge the higher attaining pupils sufficiently.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

3. Since the school's last inspection in November 1996, the results achieved by 7-year-olds in the national tests have declined. Results for 11-year-olds have fluctuated but remain close to, or slightly below, national averages. An upward trend is now discernible at both key stages. Issues raised in the last report, regarding the development of management skills of the senior management team, had not been addressed until recently. These issues are now receiving priority attention and there is very good improvement in team approach and staff morale as a result. Improvements in the quality and use of the school improvement plan have been slow to materialise. Tactical adjustments to the established plan, made by the new headteacher, have resulted in immediate improvements in the work of the school and long-term strategic planning is underway. The overall management of the curriculum is good. This represents good improvement since 1996. Schemes of work now exist in all core subjects and National Curriculum requirements are fully met. The provision for design and technology is good and standards have improved since the last inspection. The provision for children under five is now good. Withdrawal of pupils with special educational needs from lessons was highlighted as unsatisfactory in the last report. This situation has improved. Any withdrawal of pupils which now takes place is directly related to objectives in specific individual education plans and lesson plans. Overall, the school has been slow to improve but following the appointment of the new headteacher, rapid improvement has taken place and this is already having a significant impact on standards.

## STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
reading	E	E	E	E*	well above average A above average B average C below average D well below average E
writing	E	E	D	E	
mathematics	E	E	E	E	

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	D	A	C	well above average A above average B average C below average D well below average E
mathematics	C	E	D	E	
science	A	C	C	E	

4. At the time of the previous inspection, pupils achieved levels in end of key stage tests which were appropriate for their abilities. The above tables show a decline in standards since that time, particularly for seven-year-olds. In 1999, results of tests and tasks were close to the national average in reading, writing and mathematics when compared with all schools. In comparison with schools in a similar context,<sup>1</sup> these results were well below average in writing and mathematics and were in the lowest 5 per cent nationally in reading. National Curriculum assessment results for eleven-year-olds in 1999 were well above average in English and average in science. They were below average in mathematics. When compared with schools in a similar context, results were broadly in line in English and well below average in mathematics and science.
5. At Key Stage 1, the percentage of pupils reaching the expected level 2 was close to the national average in all tested subjects. The percentage reaching the higher level 3 was below average. This shows underachievement of the higher attaining pupils and results in standards overall below average. Similarly, a measure of underachievement of higher attainers in mathematics is shown for eleven-year-olds. The percentage of pupils reaching the expected level 4 was close to the national average but the percentage reaching the higher level 5 was well below average. In science, the percentage of pupils reaching both levels was close to the national average. In English, the percentage reaching the expected level was well above average and those reaching the higher level was above.
6. The decline in standards has been partly due to variations in cohorts, some year groups having higher levels of pupils with special educational needs. There was also some instability in staffing following the last inspection. Progress on school improvement in curriculum areas has been slow and the results of the national tests reflect this. Too few pupils have achieved the higher than average levels, depressing overall attainment. The school has recognised the urgent need to raise standards and is undertaking appropriate steps to do so. The introduction of the Literacy and Numeracy Strategies is already having a positive effect on learning and there is now a noticeable upward trend in standards.
7. Currently, levels of attainment throughout the school are in line with expectations in English, mathematics, science and information technology, at both key stages. In religious education, levels of attainment, at both key stages, are not yet meeting the requirements of the locally agreed syllabus. Standards have been maintained in art, history, geography, music and physical education. Standards in design and technology have improved and are now at a satisfactory level. The quality of pupils' learning in lessons is good and progress over time is satisfactory. The school is monitoring pupils' individual progress in literacy and numeracy and uses this information well to set realistic targets for future improvement. It is already well on its way to achieving, and possibly exceeding, the statutory targets set for the year 2000.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school are very good and make a significant contribution to the quality of learning.
Behaviour, in and out of classrooms	Behaviour around the school is very good and pupils require the minimum of adult supervision when working independently or when playing.

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<sup>1</sup> Schools in a similar context are those defined as having the same proportion of pupils eligible for free school meals.



Personal development and relationships	By the end of Key Stage 2 pupils are enthusiastic and independent learners and ready for the next phase of their education. The quality of relationships within the school is very good.
Attendance	Attendance is above the national average and there is no unauthorised absence.

8. Pupils' attitudes and values are strengths of the school. Pupils are enthusiastic in the face of challenge and their involvement in extra-curricular and other curriculum opportunities is excellent. They are polite and trustworthy and show great respect for the feelings, values and beliefs of others. Relationships are very good. Older pupils care about younger ones and look after them at break and dinner times. Pupils know right from wrong and have high expectations of acceptable behaviour from each other. The good attendance record makes a significant contribution to the quality of learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

9. The quality of teaching English was good overall. A very good and an excellent lesson were seen in literacy during the inspection. In mathematics, overall teaching was good, and one very good lesson was seen. Literacy and numeracy skills are taught well. Teachers plan lessons well, clearly stating what it is pupils are to learn in each session. In all subjects, they teach the skills required to achieve the tasks set. They prepare work well, matching it to the needs of most groups of pupils, but the higher attaining pupils are not always given sufficient challenge. As a result of the good quality teaching, pupils learn well and make good progress in lessons. There was no unsatisfactory teaching seen during the inspection. One hundred per cent of teaching was satisfactory or better. It was good or better in 77 per cent of lessons and very good or excellent in 23 per cent of lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum, including that for the children under five, is broad, balanced and relevant. It caters well for the wide range of pupils' interests and abilities.
Provision for pupils with special educational needs	Provision is good. Work matches individual educational plans well and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for all aspects. The school encourages pupils to value and respect each other and adults. Rules are clearly understood and poor behaviour is simply not tolerated by pupils or adults. Pupils appreciate their own and other cultures although opportunities to explore other cultures through the arts are less evident.
How well the school cares for its pupils	The school provides a caring and effective learning environment. Teachers and support staff know their pupils well.

10. The school has very effective links with parents and the impact of parents' involvement in the work of the school is outstanding. Good links are made between the subjects of the curriculum, so that new learning in one subject consolidates previous learning in another. Literacy and numeracy provision is good. The planning for the science curriculum does not always show clearly how pupils will progress across year groups and key stages. Whilst the newly developed religious education curriculum is now in line with the agreed syllabus, it has not been in place long enough to have made an impact on standards. There is a very good range of well organised extra-curricular activities. The school has good provision for personal, social and health education, including sex education and drug misuse. The school makes good use of visits to local places of interest, and residential visits for Years 5 and 6. These visits are beneficial and greatly enhance pupils' learning. There are very good and well implemented procedures for monitoring pupils' welfare and behaviour. However, whilst there is some very good assessment practice in place, particularly in English and mathematics, it is not consistently implemented or used to monitor and evaluate pupils' attainment and progress across all subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives strong, professional leadership. He has successfully implemented a number of new initiatives in a short space of time. He has a clear vision for the future of the school, based firmly on raising standards. He is ably supported by the hard-working, dedicated staff.
How well the governors fulfil their responsibilities	The governors are supportive of the school. They have appropriate committee structures and meet all their statutory obligations. They share the headteacher's vision for the future of the school and are committed to raising standards.
The school's evaluation of its performance	The school has a general view of its work and is implementing formal procedures to analyse what works well and why. These procedures are already having an impact on raising standards.
The strategic use of resources	Financial planning is focused on well-defined educational priorities. The school uses available resources well. Good use is made of specific grants.

11. There is a good number of suitably experienced and well qualified staff to meet the demands of the curriculum. There is a good level of well qualified and very well deployed support staff. There are adequate learning resources for most subjects. Accommodation is satisfactory and used well. The headteacher monitors teaching and its effectiveness very well. This results in good quality teaching and pupils' consequent good learning. The governors understand the strengths and weaknesses of the school well but are not yet fully involved in monitoring its work. They are aware of the principles of best value but the prior lack of monitoring procedures has restricted their work in comparing the attainment and cost performance with similar schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The very positive ethos.</li><li>• The good behaviour throughout the school.</li><li>• The school is open and welcoming and always prepared to discuss problems.</li><li>• The curriculum is well structured and the school is more aware of standards than it was previously.</li><li>• The new headteacher is well respected by staff and pupils and is a very energetic and good leader.</li><li>• The provision of information technology has improved.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel that the more able pupils could be challenged more.</li><li>• Some are concerned as to whether pupils with special educational needs are identified early enough.</li><li>• Some are concerned about the balance of the curriculum, with foundation subjects losing out to core subjects in recent years.</li></ul>

12. Inspectors agree with all the positive comments made by parents. They conclude that there is a need for the school to provide greater challenge for more able pupils to ensure higher levels of attainment. They find that there is good provision for pupils with special educational needs and that the curriculum is broad and balanced and adequately covers all subjects.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

13. At the time of the previous inspection, pupils achieved levels which were appropriate for their abilities in all subjects except in music at Key Stage 2, where attainment was above expectations, and design and technology where it was below expectations at both key stages. Currently, levels of attainment throughout the school are in line with expectations in English, mathematics, science and information technology at both key stages. In religious education levels of attainment, at both key stages, are not yet meeting the requirements of the locally agreed syllabus. Standards have been maintained in art, history, geography, music and physical education. Standards in design and technology have improved and are now at a satisfactory level. Over time, progress is satisfactory in most subjects, except in religious education where it is unsatisfactory. Learning now taking place in lessons is good in all subjects
14. Children enter the reception year with levels of attainment across all areas of learning which are broadly those expected for the age group. Children listen well and confidently answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly. Many count to at least 10 and recognise two-dimensional shapes and most primary colours. They make good progress at the start of the reception year and most achieve the nationally agreed Desirable Learning Outcomes<sup>2</sup> and are ready to start National Curriculum programmes of study by the time they are five. This year's cohort has made particularly good progress and many children are on target to achieve, or have already achieved, these goals for most areas of learning. This is a direct result of the good quality teaching and the improved curriculum provision, which places clear emphasis on each area of learning, and has good links with the National Curriculum.
15. The levels of attainment reported at the last inspection for Key Stage 1 have not been reflected in the school's performance in national tests since then. In 1999, results of tests and tasks, when compared with all schools, were well below the national average in reading and mathematics and below in writing when compared with all schools. In comparison with schools in a similar context, these results were well below average in writing and mathematics and very low in reading. In all subjects, the percentage of pupils reaching the expected Level 2<sup>3</sup> was close to the national average but the percentage reaching the higher Level 3 was below average. This shows underachievement of the higher attaining pupils. There was a significant drop in standards at Key Stage 1 in the two years after the last inspection and standards have been slow to recover. This decline was due, in part, to variations in cohorts, some year groups having a higher proportion of pupils with special educational needs. There was also some instability in staffing during these years. Progress on school improvement in curriculum areas has been slow and the results of the national tests reflect this. In 1999, test and task results at Key Stage 1 showed an improvement and inspection evidence shows that, if the current level of learning is maintained, this year's results will be in line with national averages at Key Stage 1 and the upward trend will continue.

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1. <sup>2</sup> Desirable learning outcomes are the goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

2. <sup>3</sup> Levels – the National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3, then he or she is reaching standards above that expected for a child of his or her age. At Key Stage 2, the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5, then he or she is reaching standards above that expected for a child of his or her age.

16. Test results for Key Stage 2 have fluctuated but have remained close to the national average in English and science since the last inspection. End of Key Stage 2 (1999) National Curriculum assessment results in English were well above average, when compared with all schools and broadly in line with schools in a similar context. In English, the percentage of pupils reaching Level 4 was well above the national average and the percentage reaching Level 5 was above. The percentage of pupils reaching both levels in science was close to the national average, when compared with all schools but was below average when compared with schools in a similar context. Mathematics has remained below national averages since the last inspection. In 1999, whilst the percentage of pupils reaching Level 4 was close to the national average, the percentage reaching Level 5 was well below average. This shows underachievement of the higher attainers and is reflected in results below the national average in comparison with all schools and well below when compared with similar schools.
17. The National Literacy Strategy was implemented in September 1998 and has had a positive impact on pupils' learning. This goes some way to explaining the improvement in the 1999 English test results. The literacy hours are well planned and teachers teach literacy skills well. Pupils enjoy using their reading and writing skills in other subjects, such as religious education and history, and the impact of this has raised standards across the curriculum. The National Numeracy Strategy was fully implemented at the beginning of this academic year. It is also well planned and is already beginning to have an impact on standards in mathematics, particular on mental arithmetic. However, it is too early to quantify this improvement accurately.
18. Historically, there has been evidence of a measure of underachievement of girls in reading and writing at Key Stage 1. Since the last inspection, the performance of boys and girls has dropped to well below the national average. This is against the national trend of girls generally out-performing boys in English. There is no significant difference between the attainments of boys and girls at Key Stage 2. The girls out-perform the boys, which is the national trend. In mathematics, the performance of girls has been markedly better than that of boys, also against national trends. The school is aware of these variations and is addressing the issue.
19. The majority of pupils make good progress in all subjects as they move through the school. Higher attaining pupils do not always receive enough challenges in lessons, which slows their progress, although it remains satisfactory. The identified most able and gifted pupils are set good challenge and are fast-tracked through the school. Their progress is good and they attain standards well above those expected of their age group. Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of well focused teaching when they are withdrawn from class and good quality support when they are not. They attain standards in line with their abilities.
20. The overall good level of progress through the school, both in lessons and over time, is the result of the good quality teaching. In particular, the teachers' careful management of pupils and classroom organisation allows learning to take place successfully. Teachers teach the skills pupils need to succeed in the challenges set. They plan their lessons meticulously, with an appropriately small number of objectives, which are specific and achievable. The impact of the National Literacy and Numeracy Strategies is helping to improve English and mathematics. The school is carefully monitoring pupils' progress in literacy and numeracy and uses this information well to set realistic targets for future improvement. It is already well on its way to achieving and possibly exceeding the statutory targets set for the year 2000.

## **Pupils' attitudes, values and personal development**

21. Pupils' attitudes to school are very good. Children under five are confident, interested and involved. They generally settle quickly into the reception class. They continue to develop their social skills and confidence. Children soon understand the routines of school life and rapidly become independent and responsible. All this contributes, very positively, to the good progress children make in the reception class.
22. Pupils say they enjoy coming to school and their parents support this view. The vast majority of pupils listen well and join in lessons enthusiastically. They concentrate for reasonable lengths of time and enjoy their work. Attitudes to learning are very good throughout the school. In a few lessons, one or two boys lose concentration unduly. However, this is an exception to the overall quality of interest and enthusiasm for learning that most pupils demonstrate. In common with their classmates, pupils with special educational needs display very good attitudes to their work. They are fully integrated into all aspects of school life.
23. The involvement of pupils in the extensive range of extra-curricular activities and other learning opportunities is exceptional. School computers are in constant use at break and lunch times. There is a rota for older pupils to ensure that everyone has equal access. Many of the special interest clubs are over-subscribed and all extra-curricular sports and learning activities are very well supported. Parents are appreciative of this provision.
24. Behaviour in all year groups is very good, both in lessons and around the school. All pupils are polite, confident and trustworthy. This is a strength of the school, and underpins the high quality ethos. Unsatisfactory behaviour is simply not tolerated either by the staff or other pupils. There was no evidence of bullying seen during the inspection. The school has good procedures to deal with any incidents that may occur and pupils are very clear about what they should do in such cases.
25. Relationships between pupils and between pupils and adults are very good. Adults are good role models and the pupils respect them. Pupils respond well to visitors and are helpful and well mannered. For example, they open doors to allow visitors to pass through first and are eager to talk about their work.
26. Pupils demonstrate a high degree of respect for school property. They work on computers and clear up after lessons, with minimal supervision or adult input. They show respect and care for the feelings and well being of others. For example, older pupils care for younger ones if they are upset or in need of assistance. Pupils use their initiative and willingly take responsibility. They help organise lessons, sorting and putting away equipment and performing other routine tasks. By the end of Key Stage 2, pupils develop into independent and enthusiastic learners, ready for the next phase of their education.
27. Attendance is above the national average and there is no unauthorised absence recorded for the last year. Pupils are punctual and lessons start on time. Attendance, learning attitudes and standards of behaviour have not only been maintained since the last inspection, but have improved and are now very good. This makes a significant contribution to the quality of learning.

## HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is good. It is satisfactory or better in 100 per cent of lessons. There was no unsatisfactory teaching seen during the inspection. Seventy seven per cent of lessons throughout the school are good or better and 23 per cent are very good or excellent. The teaching for children under five sustains a consistently high standard. It is never less than good and, during the inspection, the teaching in the literacy lesson for these children was very good. At Key Stage 1, there are equal proportions of sound and good teaching. At Key Stage 2, 33 per cent of lessons are very good or excellent. There were examples of excellent teaching in literacy and religious education at Key Stage 2. The high standard of teaching is a strength of the school. The newly appointed headteacher has introduced effective and regular monitoring that supports the high quality teaching. The quality of teaching has improved and developed further from its good profile in the previous inspection.
29. There are many consistently strong features and few weaknesses in teaching throughout the school. Very good relationships between staff and pupils characterise all teaching, including that of the children under five. This contributes to the effortless management of pupils that produces a positive and purposeful learning environment. For example, when children under five are reticent, staff skilfully encourage them to participate in activities and discussions and so demonstrate their levels of understanding. The quality of relationships and management is exemplified with older pupils in practical sessions. For example, groups of pupils enthusiastically but sensibly meet the scientific challenge of separating solids that have been mixed together. This has a direct and positive impact upon their understanding.
30. Teachers plan well to meet focused lesson objectives that often specify the skills to be taught. They work hard to provide different activities for the different age groups in their class. These age- and skill-related objectives ensure that pupils follow the recommended curriculum and contribute to good levels of learning for the majority. However, there is not always sufficient challenge for the significant minority of higher attaining pupils. This means that higher attaining pupils do not make consistently good progress or reliably reach higher levels in standard assessment tests. This is borne out in the results of national tests and tasks at both key stages, when too few pupils reach the higher levels. Teachers and classroom assistants work well together. Teachers make good use of the support available to them and classroom assistants skilfully complement the work of the teachers. They provide discrete and sensitive support for pupils within lessons and well paced separate sessions. The quality of this teamwork, and the direct support provided by classroom assistants results in good levels of learning for lower attaining pupils and pupils with special educational needs.
31. Teachers prepare thoughtfully to provide imaginative and interesting lessons. When strategies are most successful, they help to sustain a good level of pupil interest and learning throughout the lesson. Occasionally the good level of interest raised, and learning promoted at the beginning of a session, is not sustained throughout the whole lesson. This means that some pupils periodically lose concentration for brief periods and this constrains their learning. During the inspection, this loss of attention was most apparent in boys. The school does not yet analyse assessment data in relation to gender in order to give information about any differences between the performance of boys and girls. There is much good practice evident in teaching throughout the school but these effective strategies are not yet reliably shared between staff. Teachers regularly and effectively use questions that have more than one answer in order to evaluate the level of pupils' understanding. This enables them to adjust their teaching to meet pupils' needs effectively. However, the helpfulness of comments on pupils' work varies from encouraging and constructive to negative and unhelpful. When comments do not provide clear and constructive feedback, pupils' development is restricted. Teachers have good subject knowledge which promotes sound learning. The good understanding of how children under five assimilate knowledge reflects in the good levels of learning of the children in the reception class.

32. The teaching of pupils with special educational needs is good. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans. They receive suitable in-class support, which allows them to follow a similar curriculum to their classmates.
33. Teaching in the Literacy Hour ranges from sound to excellent at Key Stage 2, is good at Key Stage 1 and very good for the children under five. Teachers demonstrate good subject knowledge and a good understanding of the recommended National Literacy Strategy. They plan carefully to provide all components of the framework. When literacy teaching is excellent, it harnesses pupils' imaginations from the outset, and is meticulously planned to ensure that pupils of all abilities and different ages meet the specific learning objectives. Questions are finely tuned to assess all pupils and the teaching strategies ensure that all pupils make very good gains in learning how to communicate with each other and with wider audiences.
34. The quality of mathematics teaching is consistently good throughout the school and one lesson observed during the inspection was very good. While the rate of pupils' learning in mathematics has clearly been unsatisfactory in the past, the quality of learning observed during the inspection was good. Teachers are making good use of the recently introduced National Numeracy Strategy to ensure that pupils' mathematical knowledge and understanding develop systematically.
35. The quality of science teaching observed during the inspection is sound at Key Stage 1 and good at Key Stage 2. However, evidence from pupils' work and discussions with pupils indicates that scientific knowledge and understanding is not developed sufficiently incrementally. The school recognises the need to develop existing planning to ensure that the needs of all pupils are met consistently. In one lesson observed during the inspection, while the quality of teaching was good, the shortness of the lesson constrained pupils' learning.
36. Teachers make very good use of the school's resources to support learning in information technology. No specific lessons using computers were observed during the inspection. However, pupils were observed using computers during every break and evidence, from pupils' work and discussions with staff and pupils, indicates that teachers make effective use of information technology to support learning in other subjects. It is clear that many pupils are developing a significant expertise in this subject, through access to equipment outside school. It is to teachers' credit that they make very good use of pupil interest and expertise to help less-confident classmates.
37. The school has made considerable effort to reflect the new and increased status of religious education as a core subject. While there has been insufficient time for this to have a consistently positive impact on pupils' learning throughout the school, during the inspection equal proportions of good and excellent teaching were seen. In one lesson, pupils made good gains in their knowledge and understanding of a Hindu festival. In the other, older pupils made very good gains in understanding the powerfulness and significance of the story of the Last Supper. The new scheme of work, meeting the requirements of the locally agreed syllabus, is helping teachers to gain confidence and secure knowledge of the subject.
38. The school responds flexibly to meet the needs of gifted and talented pupils, for example by placing them with an older group so that they 'fast-track' through the curriculum to the next stage of education. The school has recently begun to monitor teaching and this has already had an impact upon the standard of teaching and learning. These procedures mean that the school is well placed to improve the quality of teaching still further.



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

39. The curriculum is broad and balanced and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school has made considerable strides in developing its curriculum since the last inspection when the management of the curriculum was judged to be a weakness. The school is receptive to educational developments and has successfully introduced the national strategies for the teaching of literacy and numeracy. Planning is good in these subjects and the quality of learning of pupils, of all abilities, is now good.
40. Since the last report the requirements of the National Curriculum have altered radically. There is a high focus placed on the core subjects of English, mathematics, science, information technology and religious education. The school has adapted well and has successfully built on the provision reported in the last inspection. The quality of planning has improved and teachers are supported in their work by policies and schemes of work in most subjects. These clearly identify what should be taught at particular times as pupils progress through the school. This ensures that knowledge is developed systematically. The school maintains a curriculum of satisfactory breadth and continues to offer a range of experiences over a wide range of subjects. A particular strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another.
41. The school places greater emphasis now on the requirements of the National Curriculum. Personal and social education is carefully planned and forms an important part of the school's curriculum. Sex education and drugs awareness are appropriately taught. The curriculum is enriched by a good range of extra-curricular activities. These are enjoyed by pupils and valued by parents. In addition to sporting activities there are also clubs for drama, recorders, mathematics, nature and art. Learning outside the school day is supported by both a regular pattern of homework and by allowing older pupils access to computers during the break times. The school offers all pupils equal access to the curriculum. Pupils sometimes miss parts of lessons for music tuition or additional help with reading, but care is taken to minimise any adverse effects of this withdrawal.
42. The curriculum for the children under five is good. It is broad, balanced and relevant to their needs. It covers well all areas of learning identified in the nationally agreed Desirable Learning Outcomes and leads seamlessly into the National Curriculum programmes of study for Key Stage 1. This is an improvement since the last inspection when the curriculum provision for children under five was deemed unsatisfactory. Planning is now good and addresses the needs of all children effectively.
43. Curricular provision for pupils with special educational needs is good. The school complies fully with the Code of Practice. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets set. Pupils receive high quality teaching when they are withdrawn from class and good support when they are not. This enables them to follow a broadly similar curriculum to their peers. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.
44. The provision for pupils' personal development is good. Spiritual development is fostered well, not only through the good quality acts of collective worship but also in lessons. Pupils are encouraged to reflect and consider the feelings of others and their own reaction to different opinions. For example, in a lesson where children were using their sense of smell to try and guess what substances were in covered pots, not all pupils agreed with each other's views. Some liked the scents they could smell, others did not. They were encouraged to share their feelings

and discuss their views sensitively. Several were surprised that other children could like the smells they disliked. The school's caring ethos further encourages pupils to value both their own ideas and those of their classmates.

45. The school's provision for pupils' moral development is good. Rules are clearly understood by all pupils. Teachers consistently apply the behaviour policy. This enables pupils to develop a clear sense of right and wrong. All staff provide positive role models for pupils. This helps the good provision the school makes for pupils' social development. Pupils are encouraged to relate positively to one another. There are frequent opportunities for them to work together co-operatively and to take responsibility. The wide range of clubs that the school offers further encourages social development. Sporting activities successfully encourage a sense of teamwork and fair play. Residential trips provide further opportunities for pupils' social interaction. These visits are particularly beneficial when linked specifically to other curriculum areas such as science and geography.
46. There is good provision made for pupils' cultural development. Teachers increase pupils' understanding of their own culture through all subjects of the curriculum. Work in geography and religious education develops knowledge and understanding of other cultures. A wide range of visits is arranged to support pupils' studies and to deepen their understanding of their own and other cultures. There are regular opportunities for pupils to listen to a range of good music and pupils have the opportunity to receive specialist musical tuition. Displays celebrate the work of artists. However, whilst western art is well represented, the work of artists from other cultures is less evident. Pupils are satisfactorily prepared for life in a multi-cultural society.
47. The school's links with the community are very good and contribute very well to pupils' learning. Pupils have opportunities to visit places of interest, such as a local Celtic hill fort, to further their learning. The school utilises local expertise, including that of parents, to develop and enrich the curriculum. The local vicar is a regular visitor to the school and takes weekly assemblies. The school makes good use of its local environment, notably the neighbouring twelfth century church, which provides a wealth of historical information. The school has recently been connected to the Internet, but has not yet established links on a global scale that would extend pupils' knowledge and understanding of other cultures.
48. The school has developed good links with partner institutions. Partnership with parents is good and several parents regularly help in school. The school is part of a local consortium of schools that meets regularly to share ideas and offer each other curriculum support. Good links are established with local secondary schools to facilitate ease of transfer for pupils at eleven.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

49. The school provides a caring, secure and effective learning environment and teachers and support staff know their pupils well. The policies and procedures for ensuring high standards of health and safety practice are good. Risk assessments, termly evacuation drills and annual fire and electrical equipment checks are undertaken and the provision for first aid is good. All actions taken are recorded in the governors' premises committee minutes or the school log. Procedures for dealing with child protection issues are satisfactory and well established.
50. There are very good and well implemented procedures for monitoring and promoting good behaviour and discipline, which include effective strategies for eliminating all forms of unacceptable or oppressive behaviour. The procedures for promoting and monitoring attendance are also very good.

51. The procedures for assessing and monitoring academic progress and personal development are satisfactory. For children under five there are good assessment and monitoring procedures which are used well to monitor children's learning. These procedures include comprehensive baseline assessment on entry to the school.
52. Throughout the school there is some very good assessment practice but it is not consistently applied to all subjects. In literacy and numeracy, pupil tracking records provide end of year assessment reviews from which clear targets are set. However, this good practice is not yet applied to science, information technology or any of the foundation subjects. Good assessment procedures are incorporated into the religious education syllabus but this scheme is too new to be effective. There are good systems for assessing and monitoring the progress of pupils' reading. These are very well established across the whole school.
53. Where effectively in place, assessment is used well to inform short term lesson planning. However, it is not as well used for the preparation of medium and longer term curriculum planning. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs are good. Their progress is carefully tracked and, when necessary, appropriate action is promptly taken. Full and effective use is made of external agencies, as the need arises.
54. Weaknesses in assessment procedures, particularly in the way in which data was used to inform planning, were reported at the time of the last inspection. Whilst there has been a significant improvement in assessment procedures for English, maths, for pupils with special educational needs and children under five, procedures are still underdeveloped in all other areas of the curriculum.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

55. Parents have a high regard for the leadership qualities of the headteacher, the work of the school, the professionalism of teachers and the quality of support staff. They consider the school to have a positive ethos which promotes good moral and social values. The school communicates well with parents. Information is regularly provided on curriculum and topic work. Workshops on key areas of the curriculum, such as literacy and numeracy, are held. Annual reports are focused on the individual and include target setting for some core curriculum areas. The school welcomes parents and responds well to any issues or concerns raised. The parents of pupils with special educational needs are kept well informed of their child's progress. Their concerns are fully addressed. Parents are appreciative of this.
56. The effectiveness of the school's links with parents is very good and the impact of their involvement in the work of the school is excellent. The 'Friends of Stockbridge School' is a well led, dynamic and enthusiastic organisation, which has made a significant contribution to the facilities and environment of the school through imaginative initiatives, successful fund raising and the commitment of human resources. Many parents help in the school, in the classroom, with visits, and are considerably involved in a wide range of extra-curricular activities.
57. The vast majority of parents are committed partners in the learning process. Consultation meetings are well attended and there are frequent informal meetings between parents and class teachers, some on a daily basis when needed. After the last inspection it was reported that the partnership with parents was a strength of the school. It has remained a strength and has been extremely well harnessed to the benefit of the school and its pupils.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school is well led. The newly-appointed headteacher, staff and governors work well together and have a shared vision, firmly focused on raising standards. There has been improvement since the last inspection. The issues raised then have been addressed satisfactorily. However, improvement in the process of delegation to ensure the development of management skills for senior staff was slow to materialise. Since his appointment, the headteacher has made rapid progress in this area and this has lifted staff morale. There is now a strong team of dedicated staff committed to providing a high quality education for all pupils. The governing body fulfils all statutory obligations, including those highlighted as 'not met' in the last report. The school is poised for further development and has good capacity in its systems and ethos for significant improvements, some of which are already underway. Nevertheless, there are still issues requiring attention and involving governor training in the management work of the school and the involvement of governors.
59. The leadership of the school is good. The headteacher gives strong, professional leadership. He has many excellent qualities, among which are a dynamic presence in the day to day running of the school and a resolute determination that standards will improve. He uses these skills to lead the school very well, providing very committed, open-minded leadership. He commands the respect and commitment of staff, pupils and parents. The hard working and conscientious staff competently and enthusiastically support him. Together they have implemented several new initiatives in a short space of time. For example, in recent months, systems have been put in place to monitor and evaluate the educational provision and to quantify the effect on standards.
60. The school has committed and supportive governors, who meet regularly as a group. The governing body has an appropriate structure, which includes committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body agrees both the school's budget and its improvement plan. However, it does not yet fully monitor the educational standards and success of the school's work. Nor is it fully involved in the strategic planning and the evaluating of the effectiveness of the school improvement plan. The newly appointed chair of governors has a good understanding of the community that the school serves. He shares the headteacher's vision for the future of the school and high expectations for its greater success.
61. The headteacher monitors teaching very well. He understands well the strengths and weaknesses within subject areas and works with staff to support and encourage improvement in weaker areas. The result of this strategy is seen in the overall good-quality teaching present throughout the school. The co-ordinators monitor the planning of their subjects well and are becoming increasingly involved in analysing standards and using the information gathered to promote further development in individual areas. Whilst their roles, in recent months, have developed rapidly and they use the opportunities delegated to them, they have identified the need to continue this work to benefit further individual subjects, such as science and religious education, and to lift overall standards.
62. The headteacher has developed and introduced a good appraisal system. It links well to the professional development of all staff. This contributes well to the good team spirit and staff morale witnessed during the inspection and enables channels of communication between staff and management to function effectively. There is a good, but as yet untried, induction system in place for new and newly-qualified staff.
63. The format of the school development plan is useful and comprehensive. It identifies and prioritises the needs of the school and action plans are generated to cover developmental areas. These are costed and linked to the budget and relevant time limits and responsibilities are established. The current plan, inherited from the last management team, has been adapted for the

short term period but it is near completion. The new management team is in the process of establishing its own school improvement plan with long term targets. These have been clearly identified and pertain to curriculum areas which support the raising of standards. Baseline and assessment data from standardised tests used throughout the school are used very well. The information gathered is analysed effectively and is used efficiently to set targets and priorities in the school improvement plan. However, the rapid improvement made recently in establishing these procedures and the systems to monitor their effectiveness have not yet had time to impact fully on standards.

64. The school has clear aims, which parents and staff acknowledge as worthwhile. It has a strong commitment to good relationships and strives to achieve equality for all members of the school community. It provides a stimulating environment and is an orderly community in which pupils feel comfortable and secure. This contributes to the busy, purposeful ethos in which pupils learn well. Members of the staff direct much of their work towards school improvement and the raising of standards. Parents support the school and appreciate its caring ethos.
65. Financial planning is focused on well defined educational priorities. The school has efficient financial management systems and the administration fully supports the work of the teachers. The efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purposes, such as training, are appropriately allocated against well defined objectives.
66. The day to day management of the provision for pupils with special educational needs is good. Funding is used appropriately to provide learning support assistants. Records of individual pupils are well maintained and support from outside specialist agencies is well managed. The governing body is becoming increasingly informed and discharges its duties efficiently. Funding for pupils with special educational needs is used appropriately. The quality of the provision represents good value for the money allocated to this area.
67. The governing body is aware of best-value principles but the prior lack of procedures for monitoring educational standards has prevented a direct comparison with the attainment and cost performance of similar schools. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The recommendations made in the most recent auditors' report are being addressed.
68. The school has a good level of well qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. The teachers have a wide range of experience. The headteacher currently acts as co-ordinator for special educational needs. Several co-ordinators are particularly well qualified in their subject areas. They have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There are well qualified, skilful classroom assistants and effective additional support for pupils' literacy skills. Teachers deploy and brief classroom assistants well and the quality of the support given impacts very positively on standards.
69. Accommodation is satisfactory. It is well maintained and a credit to the caretaker and cleaning staff. The outdoor areas are spacious and the school makes imaginative use of them. There is an attractive and secure play area for the children under five. Learning resources are satisfactory, overall. They are good for literacy and used well. The library is satisfactorily stocked and the books selected have been carefully chosen to give good quality support to learning in all subject areas. The co-ordinator has a well planned rolling programme to develop this resource further. Resources to support numeracy are adequate, although the school has identified the need to extend them to meet the demands of the newly implemented numeracy strategy.

70. This is a school which is now well placed to move forward rapidly and raise standards. The quality of teaching is good and has a positive effect on pupils' learning. Leadership and management are effective. The headteacher, governing body, staff and parents work closely together in the pursuit of higher standards. The school has recognised its past weaknesses in delegating management responsibility and is demonstrating a capacity for great improvement. It is providing good opportunities for unprecedented levels of attainment. The school has above average income per pupil but gives sound value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

1. In order to improve the good quality education provided and to raise standards, the headteacher, staff and governors should work together to extend the recently implemented systems and procedures which are beginning to have a significant impact on standards by:

- developing the good practices for assessment that exist in English and mathematics, across the curriculum;  
(paragraphs: 52, 53, 54)
- implementing a marking policy consistently across year groups and subjects;  
(paragraphs: 31, 89, 96)
- extending the scheme of work in science to ensure continuity and progression across and within the key stages;  
(paragraphs: 35, 61, 97, 100, 102)
- fully implementing the good, recently developed policy for religious education;  
(paragraphs: 13, 37, 107, 108, 109, 110)
- monitoring data to ensure optimum attainment of both boys and girls; and  
(paragraphs: 18, 31, 80, 90)
- providing greater challenge for the higher attaining pupils.  
(paragraphs: 15, 21, 30, 99, 124)

2. In order to improve their support of the headteacher and their role as critical friend to the school, the governors should undertake training as appropriate and work together by:

- monitoring the educational standards and success of the school's work;
- becoming more involved in strategic planning; and
- monitoring and evaluating the effectiveness of that planning.  
(paragraphs: 58, 60, 61, 63)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	17%	53%	23%	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		130
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		44

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	9	9	9
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	82 (53)	88 (63)	88 (79)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	9	9	9
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	82 (68)	88 (63)	88 (79)
	National	82 (81)	86 (85)	87 (86)

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

### ***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	8
	Girls	8	8	8
	Total	17	14	16
Percentage of pupils at NC level 4 or above	School	89 (60)	74 (45)	84 (70)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	8
	Girls	8	8	8
	Total	17	14	16
Percentage of pupils at NC level 4 or above	School	89 (65)	74 (50)	84 (70)
	National	68 (63)	69 (64)	75 (69)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	130
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	21.3
Average class size	26

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	86.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	98/99
	£
Total income	267,062
Total expenditure	263,548
Expenditure per pupil	2,142
Balance brought forward from previous year	7,004
Balance carried forward to next year	10,518

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	24	7	0	2
My child is making good progress in school.	36	60	4	0	0
Behaviour in the school is good.	45	47	4	0	4
My child gets the right amount of work to do at home.	31	50	13	2	4
The teaching is good.	40	56	0	0	4
I am kept well informed about how my child is getting on.	40	40	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	2	2	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	47	40	11	2	0
The school is well led and managed.	56	42	0	0	2
The school is helping my child become mature and responsible.	38	60	2	0	0
The school provides an interesting range of activities outside lessons.	29	51	11	7	2

### Other issues raised by parents

A small number of parents expressed concern that, whilst the extra-curricular provision for the older children was good, there were less opportunities offered to the younger children.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

71. The provision for children under five is good. The school admits children to the reception class in the September of the year in which they are five. Levels of attainment are broadly average for the age group across all areas of learning. Children generally settle quickly into school. They continue to develop their social skills and confidence. This contributes very positively to the good progress that children make in the reception class.

#### **Personal, social and emotional development**

72. Most children enter reception with average social skills. Through good teaching, and good provision in this area of learning, children make very good progress at the start of their time in reception. They quickly develop an understanding of right from wrong and a respect for each other and adults. Most children make good gains in independence and develop very good relationships with each other and their teachers. Children take pride in what they achieve and enjoy their work. They join in activities with enthusiasm. For example, children took turns amicably and joined in enthusiastically when asked to guess what was in a pot by just smelling, without being able to see the contents. They showed respect for other children's guesses even when they were wrong and were pleased for themselves and their friends when they guessed correctly. The majority of children quickly achieve the Desirable Learning Outcomes.

#### **Language and literacy**

73. The provision for the development of language and literacy is very good. Most children enter the reception class with average levels of attainment. Teachers use the literacy strategy well to develop and extend children's listening, speaking and reading skills. Staff further develop and extend children's language skills through careful selection of books, stories and opportunities for role-play. Children enjoy this work and make rapid progress in learning letter sounds and reading. They choose books to take home and enjoy sharing stories. They handle books carefully. Most begin to build up a sight vocabulary effectively and efficiently read books at an appropriate text level. This year's cohort read particularly well. About one third of the class is already working successfully towards the first level of the Key Stage 1 curriculum. Children consolidate and develop their early writing skills. They learn to hold and use pencils correctly. Many recognise and write their name accurately. By the time they are five years of age, most of the class achieves or exceeds the Desirable Learning Outcomes and begins National Curriculum programmes of study.

#### **Mathematics**

74. Good teaching and the provision of a wide range of practical experiences ensure that children make good progress in their mathematical development. By the age of five, most pupils reach or surpass the Desirable Learning Outcomes for mathematical development and begin the National Curriculum confidently. Many children count reliably to ten everyday objects and begin to establish the skill of finding one more or less than any number from 1 – 10. They use pin boards to help them to count and calculate answers, and the higher attainers make up their own simple sums. They learn about shapes and colours, and begin to use everyday words to describe position.

## **Knowledge and understanding of the world**

75. Children learn to explore the world around them in a scientific way and they make good progress. By the age of five, most are ready for and have begun National Curriculum programmes of study. Through good teaching and the provision of interesting activities, children investigate the world, using appropriate senses. For example, they carry out experiments using their sense of smell. Through play, they experiment with sand and water and learn about the malleable properties of clay, making finger pots. Children learn how things work through experimenting with a variety of construction kits and reinforce their learning through the use of computers.

## **Physical development**

76. The school makes good provision for children's physical development and they make good progress. They use pencils, crayons, scissors and other equipment, with increasing control. Children run fast in the playground and begin to acquire a good awareness of space. They play in the secure outdoor area with confidence and improve their body control and co-ordination. Staff encourage independence and this encourages children to fend for themselves. For example, by encouraging children to put their coats on and take them off at play and home times, they improve their organisational skills and co-ordination. Most children reach the Desirable Learning Outcomes for this area of learning rapidly and begin Key Stage 1 work confidently.

## **Creative development**

77. The quality of teaching and the provision for this area of learning are good and children make good progress. By five, the majority achieves the desirable outcomes for this area of learning and starts National Curriculum work. Children use opportunities well to create pictures and objects from a variety of media and tools. They learn the skills of design by, for instance, designing a van for 'Postman Pat'. Children enjoy music lessons and learn to use a variety of percussion instruments such as claves and drums. They focus on loud and soft sounds and follow a conductor well, interpreting written symbols for loud, soft and stop, accurately. Children enjoy singing and join in enthusiastically, for example, in assemblies. They use their imagination well in role-play activities.
78. The quality of teaching for the children under five is good. Staff work well as a team and steadily integrate the children into the welcoming atmosphere of the reception classroom. They set challenging and interesting tasks, which are well linked to the areas of learning. Staff clearly understand the needs of young children. They have high expectations of the quality of work and behaviour. All members of the team place a strong emphasis in the use of good quality language. They encourage the children to work independently and to make choices in their work.

## **ENGLISH**

79. In the 1999 National Curriculum tests at the end of Key Stage 1 in reading, the percentage of pupils reaching Level 2 was broadly in line with the national average. However, the percentage reaching Level 3 was below average. In writing, the percentage reaching Level 2 was close to the national average, but those reaching Level 3 was below the national average. This represents a measure of under achievement in this cohort for some higher attaining pupils. However, the relatively poor performance of the cohort overall is attributable to instability in staffing in the time leading up to the tests. Pupils made unsatisfactory progress resulting in poor learning and underachievement for many. Inspection evidence shows that these pupils now attain at levels close to national expectations in writing and well in line with expectations in reading. This is due to the good level of support that the school has introduced, through the special educational needs register, to address this particular problem. In comparison with schools with pupils from a

similar background, based upon the proportion of pupils eligible for free school meals, the overall attainment was in line with the national average in reading and writing. Inspection evidence shows that at the end of Key Stage 1, attainment levels in reading and writing are now in line with expectations.

80. Since the last inspection there has been a marked decline, until recently, in standards in English at Key Stage 1. At that time, the majority of pupils at Key Stage 1 were judged to be achieving in line with national expectations, in all aspects of the subject. Standards have fluctuated in the different cohorts over the last three years but were consistently below the national averages. However, the overall trend is now upward. The effective teaching of the National Literacy Strategy is having a positive impact on pupils' learning and this, together with new subject monitoring systems recently introduced, indicate the potential for rapid improvement. Staff place a high focus on teaching reading skills and this has resulted in the improvement of the reading levels, in all year groups seen during the inspection. There has historically been evidence of a measure of underachieving of girls in reading and writing at Key Stage 1. Girls have performed at similar levels to boys in both reading and writing. This is against the national trend as girls generally outperform boys in English.
81. At Key Stage 2, the number of pupils attaining Level 4 in the 1999 national tests was well above the national average. The percentage of pupils reaching Level 5 was above average. This represents an improvement since the last inspection when standards were reported as in line with national averages. Whilst there have been fluctuations within different cohorts, since 1996 the overall trend in English has been upwards. The girls out-perform the boys, which is the national trend.
82. The standards in speaking and listening are average at the start of Key Stage 1. They are in line with expectations at the end of Key Stage 1 and above by the end of Key Stage 2. Progress in speaking is good, particularly at Key Stage 2, because teachers give pupils opportunities to speak at length when answering questions or volunteering opinions. They invite pupils to discuss and hold good quality conversations. Pupils respond with sensible and relevant contributions and speak with an appropriate level of coherence and clarity. For example, in an assembly, one pupil described very well how people dressed in Saxon times. Other pupils shared work that they had done across a range of subjects, with clear explanations and great pride. Pupils make good progress with their listening skills. Most listen to their teachers and their peers politely and often intently. Teachers have high expectations that pupils should listen.
83. At the end of both key stages, reading is in line with expectations. During the inspection many pupils read very well to inspectors at levels above and well above national expectations, particularly in reception and Year 6. This is a further indication of the upward trend in standards. The school places great emphasis on reading and enjoyment of books. Teachers teach reading skills and this results in good learning. This focus on skills is already having a positive effect on standards throughout the school. At Key Stage 1, pupils enjoy reading and read to adults confidently. They talk about the books they read and demonstrate good understanding of stories. They attack unknown words competently, using picture and phonic clues successfully. By the end of the key stage most pupils read in line with expectations and about one third read at levels above.
84. At Key Stage 2, pupils read confidently, accurately and with increasing fluency. In Years 3 and 4, pupils read with growing understanding, have different strategies for reading new words and acquire an increasing knowledge of how to blend sounds together. They improve their understanding of referencing and research skills and use the library with increasing skill. By the end of the key stage, pupils begin to skim and scan text for information. Progress in reading is

good throughout the school. Pupils practise reading aloud and regularly take home books to read. Teachers keep very good records of reading progress and this helps to ensure that pupils' learning moves forward at a good pace.

85. Standards in writing, at both key stages, are slightly lower than those in reading, but are still in line with national expectations. At Key Stage 1, pupils begin to use full stops and capital letters accurately. They spell regular and common words such as 'said' and 'went' correctly. Their handwriting becomes more uniform and many make a good attempt at a joined script. At Key Stage 2, pupils write at length for a variety of purposes. They spell increasingly complex words accurately and use a wide variety of punctuation correctly. They use these skills well in other subjects. For example, they write descriptive and factual narratives in history and religious education. The school places great importance on good handwriting and teachers give regular opportunities for pupils to practise their writing. Consequently, pupils improve their presentation and take pride in their work.
86. Progress throughout the school is good in lessons and, over time, it is satisfactory. Pupils make a good start in reception and effectively build on skills learned then in Years 1 and 2. They improve their reading and writing skills and become more confident readers. Progress continues to be good in Key Stage 2 and accelerates in Year 6, as pupils apply the skills acquired across all areas of the curriculum. Pupils with special educational needs make good progress. These pupils receive very good support from classroom assistants within lessons and this enables them to achieve well alongside their peers. Higher attaining pupils are not always adequately challenged in lesson and this slows their progress. However, the identified gifted and very able pupils are challenged well through the 'fast-tracking' system and make very good progress.
87. The school has implemented the National Literacy Strategy well. This is already impacting positively on standards. The good quality curriculum, which successfully builds on previous learning in a well structured way, helps pupils learn effectively. Teachers select difficult but manageable text for pupils to study. For example, Year 6 analysed a complex text about fairy tales and unravelled expertly the meanings of words and phrases such as, 'discriminatory' and 'male hierarchical dictatorship'. The school promotes literacy well through other subjects. For example, pupils read historical texts to extract pertinent information for topics. They study poems to present images of people from different cultures.
88. Pupils' attitudes to work are very good throughout the school. Pupils enjoy the Literacy Hour and are interested in the texts they read. They behave very well throughout lessons. Most listen attentively and work quietly, with good levels of concentration and diligence. Occasionally, a small minority of boys lose interest in the tasks set them, usually in the independent group work session, and this inhibits their progress. The majority of pupils take a pride in their work and are happy to discuss it with visitors. They show initiative and ask sensible questions to gain information and improve their work.
89. The quality of teaching is good. Teachers' subject knowledge is good. They understand the National Literacy Strategy requirements well and implement them effectively. Teachers have high expectations of pupils' behaviour and attitudes to work. They plan well with a good focus on what it is that pupils are to learn in the session. They manage their classes very well and relationships are very good. Marking is positive and encouraging but is inconsistent. Some teachers give targets for improvements in their marking and, where this is done, it helps pupils understand what they need to do next. Teachers make good use of the reading diaries and these build useful links between home and school. Teachers have good assessment procedures and make good use of the information collected.

## MATHEMATICS

90. The results of the 1999 end of Key Stage 1 tests and assessments showed that standards of attainment were well below both the national average and the average for similar schools. Analysis of performance over a three-year period reveals a similar picture of low attainment. The picture at Key Stage 2 is slightly better. Here the performance, in the 1999 tests and over the same three-year period, showed attainment to be below the national average. However, the current performance of pupils in Years 2 and 6 reveals that these pupils are achieving higher standards and their performance is in line with the national expectations for their age group. It is significant to note that these two year groups have fewer pupils with special educational needs than other years. Overall, the numbers of pupils in the school identified as having special educational needs is well above the national average, and this undoubtedly is a contributory factor to the picture of low attainment. Nevertheless, this does not fully explain the history of low standards. It is evident that there has been underachievement over a number of years. Closer analysis of the data reveals that too few pupils of potentially high attainment have been achieving higher than average levels. The school has recognised the urgent need to raise standards and has begun to take appropriate steps to achieve this. The National Numeracy Strategy is providing a clear structure for the teaching of the subject, and, if the good standards of teaching and learning that were observed during the inspection are maintained, the standards will inevitably improve. Over the past few years the performance of girls has been markedly better than that of boys. There is no obvious reason why this should be the case, although it was observed that, in some lessons, the concentration of boys wavered during whole-class teaching sessions.
91. While it is evident that over time progress since the last inspection, particularly at Key Stage 1, has been unsatisfactory, the evidence of inspection shows that the quality of learning is now good. Pupils receive a well balanced mathematics curriculum that provides coverage of all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy and teachers seek opportunities for pupils to utilise and consolidate their numeracy skills in other subjects; for example, in work on map co-ordinates in geography and in accurate measuring and recording in science lessons. At Key Stage 1, pupils, including those with special educational needs, make good progress. They learn to recognise numbers and to place them in the correct order. Most pupils can read and write numbers correctly and can count both forwards and backwards. They can recognise repeating patterns and are beginning to understand place value. By the end of the key stage, most pupils have a sound basic understanding of number and a reasonable recall of addition and subtraction facts, but many still lack confidence. Pupils can name common two- and three-dimensional shapes, and most can describe their properties, using correct mathematical terminology. Pupils can present data accurately in the form of a block graph or a pie chart; for example, to show the results of a survey of the weather. Teachers plan work that is well matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand.
92. The quality of learning at Key Stage 2 is good. By the time they leave the school, pupils of average ability are confident with number. The good rate of progress at both key stages is attributable to the consistency of the teaching, which is never less than sound, and to the planning of the curriculum, which ensures that knowledge is developed systematically. The school has successfully introduced the National Numeracy Strategy and this is increasing pupils' skills and confidence in tackling problems. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and most older pupils know their multiplication tables. They learn to make sensible estimates and to check the reasonableness of their answer. They understand area and volume, and most can calculate them accurately. Higher attaining pupils can convert fractions to decimals. Pupils can create and interpret data in a variety of graphs, often to support their learning in other subjects, and can apply their knowledge well, for example, to calculate percentage reductions.

93. Overall, standards in numeracy are improving, and are satisfactory by the end of Key Stage 2, because pupils are being increasingly encouraged to think mathematically. Teachers encourage pupils to know number facts 'by heart', and older pupils of high ability are able to work fluently in their heads and to employ a range of appropriate strategies to solve problems. Nevertheless, throughout the school as a whole, many pupils still lack the confidence in number that comes from being truly numerate. Pupils' skills are developed and reinforced in other subjects; for example, in calculating proportion when planning designs in technology.
94. The provision for pupils with special educational needs is good. Their progress is monitored well and they attain standards in line with their abilities. They are well supported in class and teachers take care to prepare work that is suited to their needs.
95. Pupils' attitudes to learning are very good. They enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, and older pupils demonstrate very high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. The standard of presentation is good and most pupils take pride in the appearance of their work.
96. The quality of teaching of mathematics is good. No teaching was unsatisfactory. This represents a significant improvement since the time of the last inspection, when teaching was judged to be sound overall, with some weaknesses. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. Very good use is made of classroom assistants to support lower attaining pupils. Teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make good progress. The quality of teaching has a direct bearing on the good quality learning that is now being achieved. Teachers have a sound knowledge and understanding of both the subject and the requirements of the National Curriculum. They explain clearly, question pupils effectively, set a brisk pace and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary so that pupils are able to use it with accuracy and understanding. Teachers' expectations are realistic, and sufficiently challenging to motivate and enthuse the pupils. The National Numeracy Strategy is providing a clear structure for the systematic development of knowledge and understanding and teachers implement it well. All lessons contain some good direct teaching, and teachers strike an appropriate balance between mental and written mathematics. Lessons have a clear purpose and objective. Teachers mark work carefully and regularly return in the next lesson to a point that needs further clarification. However, in some instances marking provides insufficient guidance to the pupil on how to improve his work. Teachers make efficient use of resources, such as measuring equipment and number lines, and teach pupils to use them correctly and appropriately.

## SCIENCE

97. At the ends of both key stages, attainment is similar to national expectations for the majority of pupils. The inspection findings are reflected in the 1999 teachers' assessments at the end of Key Stage 1. These indicate that pupils are attaining standards at the expected national levels but well below the levels expected in similar schools. At the end of Key Stage 2 in 1999, the percentage of pupils reaching expected standards was close to national averages, and the percentage reaching the higher levels was well below national averages. Overall, pupils' performance in science tests was well below average when compared with similar schools. However, if current standards of teaching and learning are maintained, the majority of pupils now in Year 6 will attain standards similar to the national averages, and a minority of them will attain higher than average standards. This development is accounted for by the difference in cohort, as well as by the impact of the school's new leadership on monitoring teaching and



raising standards. However, evidence from the analysis of pupils' work and discussions with pupils during the inspection indicates, that there is still insufficient progress in scientific learning, as pupils move through the school. Also, there is insufficient challenge, provided consistently, for higher attaining pupils.

98. At Key Stage 1, pupils begin to learn the principles of scientific investigation. They make sensible predictions; for example, when considering which materials light will pass through. They also anticipate the range of materials and equipment that will be needed to test their predictions. They are accustomed to recording their predictions, scientific method and test results. They apply their understanding of materials to predict what will break an electric circuit. In Year 2, their use of subject specific vocabulary is good, for example they use 'opaque', 'transparent' and 'translucent' in their writing, and 'molars' and 'windpipe' in discussion.
99. At Key Stage 2, pupils discuss the relationship between plants and their habitat, with a good use of suitable vocabulary and a good level of understanding. They identify some major organs of the human body and make well reasoned justification for their understanding of the location of various body parts. This good level of understanding is not reflected in written work. Work in books demonstrates small increases in knowledge and understanding as pupils move through the key stage. Pupils throughout the key stage share topics such as 'stages of growth', and 'healthy diet'. Pupils in Years 3 and 4 test drinks for sugar content and pupils in Years 5 and 6 identify joints in a human skeleton. Although in classes with more than one age group topics are extended and additional information is offered to older and higher attaining pupils, this is insufficient in range, especially for higher attaining pupils.
100. Pupils' work in science makes a satisfactory contribution to their development of literacy and numeracy. It is a strength of the teaching of science that pupils record their scientific activity and express their findings individually. Additionally, pupils record the results of an investigation, for example into the link between pulse rate and exercise, in graph form. However, they have very limited opportunity to devise their own tests, and their understanding of the features of a fair test is under-developed.
101. Pupils throughout the school enjoy science lessons. They welcome challenge and persevere diligently. They handle equipment safely and sensibly and collaborate well together. The high quality of relationships supports practical investigative work in small groups. Pupils listen closely to teachers' explanations and reasonably carefully, to each other.
102. The quality of science teaching observed during the inspection is sound at Key Stage 1 and good at Key Stage 2. However, evidence from pupils' work and discussions with pupils indicates that the incremental gain of scientific knowledge and understanding is not developed sufficiently. Pupils talk readily about what they have done in science but do not necessarily show an increased depth of scientific understanding. While teachers plan individual lessons carefully, there is insufficient attention paid to planning for progression in skills, knowledge and understanding throughout the school, especially within Key Stage 2. The science co-ordinator and the headteacher recognise the importance of extending the existing planning documentation to ensure progression for all pupils across, and within, the key stages. The strength of the subject, currently, lies in the extent to which teachers use practical work to teach scientific concepts.

## **INFORMATION TECHNOLOGY**

103. By the time they leave the school, most pupils attain standards in line with national expectations. This represents an improvement from the time of the last inspection, when it was reported that information technology was used too infrequently for secure judgements on standards or progress to be made. From their early days in school, pupils begin to become familiar with the

use of the computer and mouse. They draw simple pictures and learn to 'fill in' areas of colour by selecting from a simple menu. They begin to develop word processing skills by making simple labels to accompany their work. They play simple games to develop and reinforce their skills in literacy and numeracy. As pupils move through the school, they build successfully on this start. Older pupils use the computer to produce creative writing, and are able to modify the size and style of the font and incorporate graphics to add effect and enhance the appearance of their work. They recognise the need for specific layout; for example, when producing a 'newspaper'. Pupils use information technology effectively to support their learning in other subjects. Key Stage 1 pupils are preparing a series of interviews in connection with a topic and are learning how to operate a hand-held tape recorder. Older pupils produce graphs to present their findings in science, for example on the effect of exercise on the pulse rate, and use the CD-ROM for research to support their history and science work. In addition to using the computer, pupils also develop a good awareness of the importance of technology in the modern world and the impact that it has on their lives.

104. The quality of learning for all pupils, including those with special educational needs, is satisfactory. A minority of pupils, particularly at Key Stage 2, makes good progress. The rate of progress and overall level of attainment is greatest amongst those pupils who have regular access to computers outside school. Teachers take advantage of this and often use these pupils successfully to guide their classmates in learning new skills. The quality of learning is further promoted by the frequency with which the computers are used. In addition to being appropriately utilised in lessons, they are regularly used by older pupils during the lunch break. A rota system ensures that all pupils receive access to this opportunity. Higher attaining pupils sometimes use these times for individual projects; for example, designing models. On such occasions pupils clearly demonstrate well developed skills. They are able to resize, rotate and amend their designs until they are satisfied with the end result.
105. Pupils are enthusiastic about the subject and use computers and other equipment responsibly. They work well individually, in pairs and in groups, concentrating on their task and responding well to other group members. Attitudes to learning are good.
106. Although only one specific information technology lesson was observed during the inspection, from discussions with pupils and a scrutiny of pupils' work and teachers' planning, teaching is judged to be satisfactory. Teachers have adequate subject knowledge and understanding, and effectively guide pupils when they are in need of assistance. Teachers ensure that pupils follow a balanced programme that systematically develops their skills. However, in order for this to be done more effectively some resources need to be updated. The school has recently been connected to the Internet but has yet to explore the potential that this facility allows. Teachers set varied and challenging tasks. Older pupils produced a newspaper, for which appropriate use of layout and spacing needed to be considered.

## **RELIGIOUS EDUCATION**

107. The previous inspection report identified that long term planning lacked progression. Since 1996, religious education has become a core subject within the National Curriculum and the school has recently made considerable effort to plan for pupils' progression in skills, knowledge and understanding. Although only two lessons were observed during the inspection, it is clear from discussions with pupils, and from their written work, that these developments are too new to have made an impact upon standards. Pupils are not yet fully meeting the end of key stage targets specified in the locally agreed syllabus, at either key stage.

108. The curriculum has two strands; one is to explore and respond to human experience, and the other is to investigate religious traditions. At Key Stage 1, pupils meet the syllabus expectation to be still and reflect; for example during the whole school assemblies. They are beginning to work towards the expectation of the agreed syllabus when they re-tell the Christmas story. However, while confident in speaking, they are not expressing their thoughts about religious symbols or their ideas about religious concepts to the extent expected by the syllabus. At Key Stage 1, the planned focus is Christianity and Judaism, but pupils are familiar with very few Bible stories from either the Old or New Testaments.
109. At Key Stage 2, the planned focus of study is Christianity, Judaism and Hinduism. In Year 3, as recommended in the agreed syllabus, pupils learn about stories that are linked to the meaning of Christmas, such as the story of Baboushka. In Year 4, pupils make a sound start in identifying and explaining the significance of special events in their own experience, such as christenings, starting school and weddings. They re-tell the Hindu story of Pralad, and they explore symbolism by using an orange as an analogy for people. They describe the peel as representing what people 'do', 'but not what they mean' and the pip represents 'real meaning'. This is repeated in Year 5, when the pip is described as representing 'it's inside that counts'. The understanding of symbolism is extended to the concept of Jesus as the 'light of the world'. However, this limited development is barely extended in Year 6 when pupils continue to write their own 'life-lines' of significant experience and rites of passage.
110. In the lessons seen during the inspection, the good and excellent teaching contributes to the positive attitudes from pupils. When teaching is excellent it supports spiritual and cultural development very effectively and the oldest pupils respond with awe and respect. They are visibly moved by the story of the Last Supper and Christ's betrayal in the Garden of Gethsemane. They are receptive enough to learn quickly the Jewish greeting song 'Shalom'. Younger pupils listen closely to the teacher's introduction to the Raksha Banbhan. They ask interested and logical questions, which together with the teacher's clear and precise responses, develop learning and understanding well. However, in discussion with pupils, less enthusiasm for religious education was demonstrated and they commented upon the repetition of information, over time, in this subject.
111. The co-ordinator is working hard to develop the subject and support increasing standards. She is compiling useful information packs for colleagues and has worked closely with colleagues within the authority to ensure that the Hampshire Syllabus is suitably implemented. The school is well placed to develop pupils' learning and to raise standards in this subject.

## **ART**

112. The school has maintained the standards reported at the time of the last inspection. The quality of pupils' learning is effective. They develop their skills in art satisfactorily. From their early days in the school they are given opportunities to paint and draw, both what they see and what they imagine, using a range of materials and media. They learn about and experiment with colour and older pupils use their knowledge to produce attractive illustrations, often to support their work in other subjects.
113. Appropriate emphasis is given to the enjoyment to be derived from art, and many pupils unhesitatingly name it as their favourite lesson. Some very good quality work was observed. Drawing skills are well developed. Pupils use sketchbooks to practise and refine techniques and they receive guidance from teachers on how to improve their work. Pupils also have the opportunity to produce clay work. In one lesson younger pupils made simple thumb pots. However, three-dimensional work is generally less evident in displays and samples of work.

114. In addition to their practical work, pupils also learn about famous artists and use examples of their work for inspiration. Good quality drawings of shoes were observed which Year 4 and 5 pupils produced after studying a picture by Van Gogh on the same theme. However, pupils' knowledge and understanding of different styles of art is limited. Few pupils are able to name a range of artists or to compare and contrast their styles. Whilst pupils develop some knowledge and understanding of western art, they know little of the art of, for example, Africa or China.
115. The quality of teaching is satisfactory overall. Teaching is supported by a comprehensive scheme of work that ensures that, over time, pupils experience a wide range of media. Teachers attempt to teach specific skills and techniques but vary in their ability to be able to provide effective demonstrations. This has a direct bearing on the rate of progress that pupils make in this area.

## **DESIGN AND TECHNOLOGY**

116. The school promotes a broad and balanced curriculum, which covers both the designing and making elements of design and technology. This is a good improvement since the last inspection when it was reported that the subject did not meet National Curriculum requirements. At that time progress was unsatisfactory. Standards have improved since then and pupils' rate of learning is good. Pupils select appropriate materials and identify key features of an object. They measure, cut, shape and glue accurately, appraise and evaluate their work and suggest how it might be improved. They use labelled sketches to show the details of their designs. Pupils utilise their skills in other subjects to support their work. For example, they use their numeracy skills well and measure accurately to ensure front and rear axles are of equal size.
117. Pupils make satisfactory progress overall. However, progress would be enhanced by a more systematic approach to the development of skills in making use of a range of tools. This would allow pupils more easily to produce increasingly complex models as they move through the school. There is appropriate emphasis on disassembling, which enhances pupils' understanding of the design process. One class examined the construction of 'Postman Pat's van', identifying the materials that had been used and the techniques needed to make the model.
118. Pupils enjoy their lessons and work with care and enthusiasm. They take pride in the designs which they produce and are keen to talk about the models which they have made. Pupils give help and support to each other, sensibly offering suggestions as to how a design could be amended and improved. No lessons were observed during the inspection where pupils were involved in the construction of models. However, pupils have undertaken ambitious projects in the past; for example, designing and making boats that incorporated motors.
119. Although only one lesson was observed during the course of the inspection, from discussions with pupils and from scrutiny of their work and of teachers' planning, teaching is judged to be satisfactory. In the lesson that was seen, it was good. When working with younger pupils, teachers emphasise the idea of designing for a specific purpose, and wisely limit the choice of materials. Planning is thorough and teachers promote pupils' literacy skills by insisting on written evaluations of the various projects.

## **GEOGRAPHY AND HISTORY**

120. Standards in both subjects have been maintained since the last inspection and the quality of pupils' learning is satisfactory. The school continues to organise geography and history in a rolling programme of topics. No geography lessons and no history lessons in Key Stage 1 were observed during the inspection. However, from those history lessons observed at Key Stage 2, discussions with pupils, and looking at written work, it is evident that standards are good. Whilst

the time allocated to the subjects is reduced to allow for the recommended higher emphasis upon literacy and numeracy, the school plans to cover the breadth of National Curriculum requirements for both subjects.

121. Pupils at Key Stage 1 have a good understanding of locations beyond their immediate environment. They have a good understanding of different climates in various parts of the world and how this affects people's daily lives. They know that maps use symbols to provide information and apply their experience of map symbols well, to make logical assumptions about how to identify mountains on maps. In history, pupils compare old and new kitchen equipment. They confidently distinguish between aspects of their own life, such as the use of electricity, and 'past times' when 'they used candles'. Their factual knowledge of different periods in the past, such as, Romans, and Victorians, exceeds expectations for their age.
122. Pupils at Key Stage 2 link geography and history when they study the Roman invasion of Britain and track Roman routes and study aerial photographs of Roman progression through Europe. Staff make very good use of the local area; for example, pupils visit sites on the River Test when they are studying rivers and they visit Beaulieu House to support their work on Victorians. The subjects coincide when they debate the environmental issues attached to the development of the railways. Pupils use their literacy skills well to write reports and observations for their topic work. During this key stage pupils develop a good understanding of the value of sources of historical evidence. They compare modern and older artefacts, scrutinise Victorian photographs, and simulate an archaeological dig to uncover information about Anglo-Saxons. Their historical knowledge and understanding of a range of periods, and their ability to sequence these accurately, exceed expectations for their age.
123. The quality of history teaching is good overall. The lessons observed represented an equal spread of sound, good and very good teaching. The best teaching uses imaginative strategies such as role-play, with the teacher playing a museum curator and pupils representing a group of historians and archaeologists, that harnesses every pupil's imagination and interest. It also enhances pupils' self-esteem, so that they have the confidence to ask questions, such as 'what is a relic?' and this helps deepen their knowledge and understanding.
124. Pupils have positive attitudes to their history lessons. They participate actively and willingly. They ask interested and thoughtful questions. Occasionally, when the needs of higher attaining pupils are not fully met throughout the lesson, pupils become a little fidgety and restless. However, they remain co-operative and re-focus when the teacher gently reminds them of the high expectations of behaviour.
125. In two of the three history lessons observed, good and very good teaching produced a good level of learning. However discussions with pupils and a scrutiny of their written work demonstrate that the rate of development in geographical and historical learning is sound overall. The geography co-ordinator was absent during the inspection, but the newly appointed history co-ordinator identified suitable targets in her action plan to develop further the progression of historical skills.

## MUSIC

126. The school has maintained the standards reported in the last inspection. The quality of learning for all pupils, including those with special educational needs, is good. Pupils at both key stages achieve satisfactory standards and, in some instances, good standards for their age. Good extra-curricular musical activities enhance provision and add to pupils' enjoyment of music. These activities are well supported by pupils and much appreciated by parents. Music is valued in school and makes a good contribution to pupils' development. Pupils perform in assemblies and those learning instruments outside of school time are encouraged to share their achievements by performing in school.

127. During the inspection, no Key Stage 2 lessons were observed. From lesson plans, discussions with staff and pupils and observations of pupils singing and performing at assemblies, it is evident that the school promotes a broad and balanced curriculum, which covers both the listening and appraising and performing elements of the subject and enables pupils to reach required standards.
128. At Key Stage 1 pupils respond enthusiastically to their lessons and sing a range of songs well from memory. They developing an understanding of the dynamics of music and learn to differentiate between playing softly and loudly. For example, Year 1 and 2 pupils mastered the technique of following a conductor and playing percussion instruments loudly or softly as signalled. Pupils know and use correct vocabulary, such as 'claves', 'tambourines', and recognise a good selection of untuned instruments and know how to play them. They use signs and symbols successfully, such as < and >, to tell them when to play softly or loudly.
129. All pupils listen to a variety of styles of music and begin to form their own likes and dislikes and discuss them sensibly and with feeling. This contributes well to their learning.
130. Pupils enjoy their lessons and concentrate hard. They are keen to follow instructions and are pleased with their own and other's success. They behave very well and relationships between pupils and adults are very good. Pupils share equipment carefully and sensibly and take turns amicably.
131. The quality of teaching is satisfactory. Teachers plan and organise lessons well. They provide stimulating and challenging tasks to extend pupils' knowledge and understanding. They work through the planned activities at a good pace, keeping the pupils interested and motivated.

## **PHYSICAL EDUCATION**

132. Standards have been maintained since the last inspection. Most pupils reach or exceed standards appropriate to their age, at both key stages. The school provides a good range of extra-curricular sporting activities, of which a very good number of pupils take advantage. During the inspection, no Key Stage 1 lessons were observed. However, from those lessons observed at Key Stage 2, teachers' planning, discussions with pupils, and looking at playground games, it is evident that standards are good. The quality of learning for pupils, including those with special educational needs, is good.
133. Pupils have good listening skills and follow instructions carefully. They use all parts of their bodies when exercising. They use space well and safely when moving around the playground. They practise activities energetically to improve physical skills needed for a variety of games. For example, Year 3 and 4 pupils improved their skills of passing a ball for a football game by enthusiastically experimenting with a variety of activities and games involving dribbling and passing footballs. Progress is good. Over time, Key Stage 2 pupils build on the skills that they have acquired in Key Stage 1 and develop good techniques and team skills. All pupils in Years 5 and 6 go swimming and the majority reach the National Curriculum requirement of swimming 25 metres before leaving the school.
134. Pupils respond very well in lessons. They listen attentively and use advice well to improve their work. Pupils are pleased with their own success and also enjoy the achievement of others. Most show good team spirit and realise the importance of working together to achieve success. They join in lessons with enthusiasm and share their ideas well to invent rules for scoring in lesson activities.
135. The quality of teaching is good and some very good teaching was seen during the inspection. Teachers have good subject knowledge and teach the skills needed for pupils to succeed at the activities set. They have very good class control and management skills and lessons have good pace. Teachers have high expectations and strive to help the pupils reach excellence.