

# INSPECTION REPORT

**ST JOHN THE BAPTIST ROMAN CATHOLIC  
PRIMARY SCHOOL**

Andover

LEA area: Hampshire

Unique reference number: 116382

Headteacher: Mrs Jacqueline M Davies

Reporting inspector: Brian Espiner  
30600

Dates of inspection: 8 – 11 January 2001

Inspection number: 191821

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:	Roman Catholic voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Floral Way Andover Hampshire
Postcode:	SP10 3PF
Telephone number:	01264 361806
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Michael Cronin
Date of previous inspection:	3 – 6 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Brian Espiner	Registered inspector	Mathematics Physical education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19322	Judi Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? (lead) How well does the school work in partnership with parents?
30705	Graham Stephens	Team inspector	English Art and design Design and technology Foundation Stage Special educational needs	
20097	John Griffiths	Team inspector	Science Information and communication technology Geography History Music Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? (support)

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

### **INFORMATION ABOUT THE SCHOOL**

St John the Baptist is a Roman Catholic voluntary aided primary school of 205 pupils in the London overspill town of Andover. Few pupils (fewer than five per cent) are entitled to free school meals as the town has high employment, but a lot of this is in low-income jobs. The catchment area is very large. A large majority of pupils (92 per cent) are Roman Catholic. Two pupils have Statements of Special Educational Need, and 16.6 per cent are on the school's special educational needs register, an average proportion nationally. Ten pupils are from ethnic minorities. Two pupils are at an early stage of learning English as an additional language. Attainment on entry is about average for Hampshire, which is above average nationally.

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

This is an effective school. Standards are above average, teaching is good, and leadership and management are very good. The school provides good value for money.

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

- Standards are high in English, mathematics and science.
- Provision for pupils with special educational needs is very good, and they make good progress.
- Provision for spiritual development is good, and that for moral and social development is very good.
- Pupils' attitudes, behaviour and personal development are very good, and there is excellent respect for feelings, values and beliefs.
- Relationships are excellent between staff and pupils and between pupils themselves.
- Educational and personal support and guidance for pupils are very good.
- Attendance is very good.
- Parents, rightly, are very supportive of the school.
- The school's links with parents, and parents' involvement in the work of the school, are very good.
- Leadership and management are very good, ensuring clear educational direction.
- There is excellent reflection of the school's aims and values in its work.

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

- Not enough emphasis is placed on mathematical investigation and problem solving throughout the school.
- Joined-up handwriting and multiplication tables are not introduced early enough.
- Teachers' marking does not consistently give sufficient information to tell pupils how to improve.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997. In a largely favourable report there were five key issues for action, and the school responded well. The first key issue was to ensure that computer control was taught. It is now taught throughout the school, starting in reception. The second key issue was to improve assessment. Pupils now take optional national tests. They are tracked and given targets, with pieces of work kept in their portfolios, indicating the National Curriculum levels reached. The third key issue was to

encourage more independence and responsibility in pupils. A house system has been introduced, and house points and other rewards are given. There is an excellent buddy system, with older pupils looking after younger ones. The fourth key issue was to provide more outdoor play equipment for under-fives. This has been done. The fifth key issue was about child protection, and part of it was to train staff. Some training took place soon after the inspection, and more is taking place in February of this year. Since the last inspection, standards, the quality and monitoring of teaching and learning, the level of attendance, the attitudes and behaviour of pupils, the quality of leadership and management, and the general atmosphere for learning and growing have all been maintained or improved. Overall improvement since the last inspection has been good.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	C	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	A	A	B	C	
Science	A	A	B	C	

Standards in reading are higher than those in writing. In mathematics, standards in investigation and problem solving are satisfactory, but this is not high enough with so many mathematically able pupils. In national tests at the end of Key Stage 1 in 2000, standards were well above the national average in reading, above average in mathematics and about average in writing. Standards have improved generally since the last inspection, but rather less so in writing than in other subjects, and improvement in writing is now a school priority. Standards have not risen quite as steeply as those nationally in the last three years. Attainment is about average in foundation subjects, and good in music and physical education. In 2000, the school exceeded its targets well for numbers reaching the expected Level 4 or higher in mathematics and English. Realising that the targets were not challenging enough, the school has raised them for 2001.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. In over a quarter of observed lessons, attitudes were excellent.
Behaviour, in and out of classrooms	Behaviour is very good. There are no exclusions. The inspection team was particularly impressed with pupils in Year 6.
Personal development and relationships	Personal development and relationships are excellent, underpinned by Christian concern and kindness.

Attendance	Attendance is well above average. There are no problems with punctuality.
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
52 lessons seen	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.*

Only one lesson (two per cent) was unsatisfactory. Seventy-seven per cent of lessons were good or better, 33 per cent were very good or better, and two lessons were excellent. All the very good and excellent lessons were in juniors, spread across all classes. The best teaching and learning are in Years 4 and 6. The teaching and learning of English are good throughout the school. Mathematics teaching and learning are good at the Foundation Stage and at Key Stage 2, and satisfactory at Key Stage 1. Particular strengths of teaching in all subjects throughout the school are classroom management and organisation, which lead to high productivity by pupils and consequent good learning. Teachers use adults, including parents and governors, very well in the classroom. The needs of all pupils are met well, with good support for pupils with special educational needs, those with English as an additional language, and those who are gifted. Literacy and numeracy are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. The curriculum is broad and balanced, and is well supported by a good range of extra-curricular activities. All areas of the curriculum meet statutory requirements. Strategies for teaching literacy and numeracy are effective.
Provision for pupils with special educational needs	This is very good throughout the school. Individual education plans are well thought out and reviewed regularly, and parents are involved at all stages.
Provision for pupils with English as an additional language	This is good, with support from the local education authority and a bilingual parent. Classmates are very kind, supportive and helpful towards the two pupils at Key Stage 2 who are at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall, and good for spiritual development. Provision for moral and social education is very good, and that for cultural development is satisfactory.
How well the school cares for its pupils	The school cares for its pupils very well, in supporting both academic performance and personal development.



The school works very well in partnership with parents. Home-school links are very effective. Lots of parents help in class and with extra-curricular activities, as well as supporting their children at home, with reading and other homework.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The energetic and hard working headteacher is ably assisted by a competent senior management team. Between them they provide very good leadership and management.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well, helping to shape the direction of the school.
The school's evaluation of its performance	This is done very well. The school monitors and analyses teaching, planning and standards. It has just been awarded Investor in People status.
The strategic use of resources	This is good. The principles of best value are applied, with all large items of expenditure put out to tender.

Teaching and support staff match the demands of the curriculum well. Accommodation is good, and resources are adequate in general.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred replies were received from 205 questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• Children make good progress.</li> <li>• Parents feel comfortable about approaching the school with a question or problem.</li> <li>• Children like school.</li> <li>• The school is well led and managed.</li> <li>• Behaviour in the school is good.</li> <li>• Parents are kept well informed about how their children are getting on.</li> <li>• The school works closely with parents.</li> <li>• The school is helping children become mature and responsible.</li> <li>• Children get the right amount of work to do at home.</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not provide an interesting range of activities outside lessons.</li> </ul>

There were 23 parents at the pre-inspection meeting. The inspection team is happy to agree with parents' positive views of the school. In the questionnaire replies, 41 per cent of parents expressed dissatisfaction with the range of activities outside lessons. When this was explored at the parents' meeting, parents decided that they were, in fact, satisfied that

the school did provide an interesting range of activities outside lessons. They said that they had not taken account of visits and visitors when filling in the questionnaire. The provision of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

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

1. In national tests in 2000, attainment at the end of Key Stage 2 was well above the national average in English, and above the national average in mathematics and science. Compared with that in schools with a similar entitlement to free school meals, attainment was average. However, research by the local education authority shows that this comparison is not particularly good for Andover schools, and that schools will come out with a lower result than they deserve. A better measure of progress at Key Stage 2 in this case is a comparison with schools that had similar Key Stage 1 test results in 1996, when the pupils in Year 6 in 2000 were in Year 2. This comparison shows that St John's results were well above the average of these other schools in English, and above average in mathematics and science.
2. In the 2000 Key Stage 1 national tests, attainment was well above the national average in reading, above the national average in mathematics, and in line with the national average in writing. Comparison with schools with a similar entitlement to free school meals is not particularly helpful or informative. There were some variations in the way that different levels were distributed. The percentage of pupils reaching or exceeding the expected Level 2 in reading was average, but the number reaching the higher Level 3 was very high, within the top five per cent of schools nationally. In writing, the percentage reaching or exceeding Level 2 was above average, but the number reaching Level 3 was below average. In mathematics, the number reaching Level 2 was below average, but the number reaching Level 3 was well above average. With these pupils, whose attainment on entry is above average in general, the Level 3 results are the important ones, so the performance in writing of those capable of higher attainment was disappointing. The school recognised this, and has started a programme of improvement, with an emphasis on different forms of writing. It is too soon to make a judgement on the effectiveness of this initiative, but the initiative itself is necessary and good.
3. Standards in speaking and listening are above average at both key stages. Pupils are attentive, with a generally good concentration span. They speak articulately and confidently. Reading standards are well above average at both key stages. Higher attainers in Year 2 read with excellent expression and give characters different voices. All Year 6 pupils have no difficulty in finding information in the library. They understand and use technical terms in grammar and poetry. Attainment in writing is satisfactory overall, and often good at Key Stage 2. Cursive handwriting is not introduced until half way through Year 2, which is too late for pupils of generally high ability, and puts too much responsibility on Year 3 teachers to catch up. Spelling and punctuation are generally accurate for the various ages of pupils throughout the school. Standards in literacy are good in general.
4. In mathematics, attainment is generally above average throughout the school. Standards in mental mathematics are particularly good, and this contributes to the generally high standard of numeracy. However, there are two areas of mathematics where attainment is not high enough. The first is in knowledge of multiplication tables, which is average at the end of Key Stage 1. Pupils are not required to learn their tables beyond the expectations of the National Curriculum, and, given that they are generally of above average mathematical ability, they start to learn them too late. The second area is in using and applying mathematics, specifically in investigation

and problem solving. Although these areas are covered in some classes, there is inconsistency in the amount done from class to class, and not enough is being required overall. Attainment is above average in geometry, and Year 6 pupils show some quite sophisticated thinking about the properties of two and three-dimensional shapes. Attainment in data handling is above average, except in the understanding of probability, where it is average.

5. There are no national tests in science at Key Stage 1. Teacher assessment in 2000 estimated that standards were well below average in all areas. However, a comparison of teacher assessment with national test results in English and mathematics shows that teacher assessment in 2000 was far too conservative and underestimated pupils' test levels, so standards in science were probably also higher than those indicated by teacher assessment. Standards now in written science at Key Stage 1 are in line with national expectations, and discussion with pupils shows that knowledge is above average, so writing standards here are holding them back. Knowledge and understanding of scientific enquiry are average. Although the school is putting more emphasis on experimentation in general, this is more effective at Key Stage 2 than at Key Stage 1. Standards at Key Stage 2 are above average in all areas, including scientific enquiry.
6. Standards in other subjects are similar to those seen nationally, and above expectations in music and physical education. There is good use of sketchbooks in art. In design and technology, Year 5 pupils are rightly proud of their good design and manufacture of musical instruments. Map work is introduced in Key Stage 1 geography, and, by Year 4, pupils know many of the standard symbols. Year 6 pupils show a good knowledge of the passage of time and the use of time-lines. Standards in information technology are in line with national expectations in all areas, a big improvement since the last inspection. Key Stage 2 pupils show a good knowledge and understanding of the use of African rhythms. Pupils use percussion instruments and keyboards well, and sing tunefully and enthusiastically. The school has identified one pupil as musically gifted, and this pupil makes good progress, with good support from the school and the local education authority. The school proudly displays numerous trophies testifying to its distinction on the playing field.
7. Attainment on entry to reception is not significantly different from the Hampshire average, which is above average nationally. Children generally attain the agreed Early Learning Goals by the end of the Foundation Stage and transfer smoothly to the work of the National Curriculum when they enter Key Stage 1. In reception, children make at least satisfactory progress and many make good progress in all six areas of learning. Children with special educational needs are quickly identified and supported well, ensuring that they have access to all aspects of the work and make good progress. This good progress is maintained as they move through the school, and all pupils attain at least Level 3 in all three core subjects by the end of Key Stage 2. The two pupils at Key Stage 2 who are at an early stage of English acquisition make good progress, well supported by teachers, learning support assistants and friends.
8. Standards are higher than at the time of the last inspection. The rate of improvement over the last three years has not been as great in the core subjects as that seen nationally, mainly because schools nationally started at a much lower level, and therefore found it easier to make a greater improvement. But standards are still above the national average in general. Progress over time is satisfactory in infants, and generally good at Key Stage 2.

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

9. All pupils and young children have very good attitudes to learning. Their behaviour is very good, as is attendance. The relationships, which are deeply embedded within the strong Roman Catholic values of the school, together with the shared respect for individuals, are excellent. The fostering of pupils' initiative and responsibility is now very good and represents a significant improvement since the last inspection.
10. The youngest children are happy and enjoy being in school. They are well settled into school routines. They enjoy the activities provided for them and show positive involvement in their work. Children respond to questions readily, putting their hands up to answer. They usually listen to their teacher carefully and do their best to follow instructions. Even though they have attended school for only a few months, children already show a developing sense of care and responsibility, helping each other and 'looking out' for a disabled child. They helped in a physical education lesson by assisting the child to get up from the floor, gently throwing the bean bag to be caught, thus enabling the child to take a full part in the lesson. Children are sensible and behave very well in whole-school situations, such as assemblies.
11. Older pupils also have consistently very good attitudes to learning. They know that they are expected to learn and genuinely like their teachers. They are enthusiastic about school and comment very positively about the work that they do. The vast majority settle to work quickly and listen closely. They show good levels of concentration and perseverance, particularly when work is challenging. In discussion, they appreciate views that are different from their own and make effective contributions to the lesson that often show considerable depth of understanding. The oldest pupils have benefited from a very good mix of support and independence from their teachers. This has enabled them to become confident and mature, very well able to organise their own learning and independent study skills; seen, for example, in various research projects undertaken at school and at home.
12. Pupils' behaviour is very good. Lessons are purposeful and pupils behave very well. Pupils are fully aware of the school and class rules because they helped to devise them. They appreciate the rewards system, such as the 'mission leaves', stuck onto a rapidly spreading tree on the hall wall. Good attributes such as helpfulness, effort with work or improved behaviour adorn the leaves, publicly awarded in assemblies. Pupils are equally aware of the consequences of any inappropriate behaviour and feel that teachers are fair when dealing with them. However, for most of the time, pupils live up to the high, yet realistic, expectations set by the headteacher and her staff. Very occasionally there are incidents in the playground, usually caused by inappropriate 'chasing' games that lead to minor upsets. There are plans to develop more structure to recreational play at break times. Overall there is a harmonious and positive atmosphere with no evidence of racism or sexism. There have been no exclusions. Parents are happy with the quality of behaviour in the school.
13. The quality of relationships and respect is excellent. There is a very high degree of respect, trust and understanding, between adults and pupils at all times. The pupils know that there is always someone to listen. Staff consistently display positive role models, so that pupils are able to develop as well-rounded individuals, secure and well prepared for life inside and outside school. An example of the excellent relationships is the 'buddy' system. The oldest pupils are responsible for befriending the youngest children, perhaps by playing games with them at break or lunchtime, or leading them into assembly. Close friendships are forged, with pupils often greeting

- each other with a gentle hug or kiss. At the same time the youngest children see how they are expected to behave and relate to others as they move up the school.
14. Pupils' personal development is very good. Staff use every informal opportunity to emphasise the concept of service to others, and the importance of values and needs. This means that pupils fully understand the impact of the actions they take, not only on themselves, but also on their fellow pupils and the community. More formal opportunities are used very well in 'circle time' discussion groups, or role play and assemblies, to broaden pupil awareness. Outside visitors also make a very effective contribution, teaching pupils, for example, about fire safety. A formal school council is being set up to reflect current best practice and further develop pupils' negotiation skills. The oldest pupils already have informal discussion meetings with the senior management. It is intended that once the school council is fully in place, other years will also participate.
  15. There has been significant progress in the development of pupils' responsibility and initiative. It is now very good, and much improved since the last report when it was a key issue. There is now a well-established responsibility system of house and form captains, with points awarded to pupils for positive endeavours. All pupils take responsibility very seriously, whether by simply returning registers or tidying up the classroom, or through ongoing responsibility such as being a buddy or monitor. Similarly, the initiative of pupils is very well addressed. Pupils are always polite and helpful and will frequently offer unprompted assistance, perhaps holding a door open or giving directions to a class. Pupils can now easily make their own decisions; for instance, in supporting the 'Blue Peter' appeal.
  16. Pupils come to school eagerly and attendance is very good. A number of families take holidays in term time; this prevents attendance from being even better. Pupils nearly always arrive at school on time.

## HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are good overall. They are better in juniors than in infants, and the best teaching and learning are in Years 4 and 6. This is reflected in the quality of work over time, and also in the lessons observed. Fifty-two lessons were seen, of which only one was unsatisfactory, meaning that 98 per cent of lessons seen were at least satisfactory. Seventy-seven per cent were at least good, 33 per cent were at least very good, and two lessons, four per cent, were excellent. However, none of the very good or excellent lessons were in infants, where 22 per cent of the 18 lessons seen were satisfactory and 78 per cent were good. Half of the 34 lessons seen at Key Stage 2 were very good or excellent. Very good lessons were seen in every junior class, and in several subjects, including English, mathematics and science.
18. The unsatisfactory lesson was in design and technology at Key Stage 2. Pupils were asked to evaluate their design and production of Christmas boxes, as required by the scheme of work. This would normally be a sensible plan, reinforcing the *plan-do-review* cycle central to design and technology. However, pupils had taken home the boxes over two weeks earlier and been absorbed by the excitement of Christmas in the meantime. They had forgotten some aspects of what they had done and were generally not really interested in taking it up again. The pace of learning was slow, and the teacher did not demand enough intellectual effort or general productivity. Planning was unsatisfactory, as was the use of resources, as most of the resources were at home.

19. The excellent lessons were in physical education with Year 4, and in personal, social and health education (PSHE) with Year 6. In the physical education lesson, the teacher's introduction was excellent, with a careful explanation of why pupils were using certain movements to warm up. A drum was used very well to control movement. Pupils responded very well to the teacher's voice and her very good demonstration of the required movements. They knew exactly what was wanted and were determined to do it, using the movements developed in the warm up. The teacher corrected any faults immediately and well. One pupil demonstrated excellent balance and gymnastic skills, and the class broke into spontaneous applause. Good attention was paid to health and safety issues; for example, how to land after jumping. The lesson finished with an excellent cool-down procedure.
20. In the other excellent lesson, on citizenship, pupils were discussing responsibility. They were thinking very deeply, showing a very good awareness of areas of developing personal responsibility. The teacher used mature language, giving pupils a very good model to follow, which contributed to their good diction and articulation. Pupils showed humour as well as real concern over more serious issues. They listened carefully to each other without interruption, and demonstrated real interest and enthusiasm. At the end of the lesson they did not need prompting to put the classroom back together again.
21. In both these lessons, pupils' attitudes and behaviour were excellent. In fact, attitudes and behaviour were excellent in over a quarter of lessons, a higher proportion than any member of the inspection team had ever seen before in over 200 inspections. Whilst pupils' generally good behaviour reflects their upbringing and parental values, they are not saints, and this very high proportion of excellent attitudes to learning is largely due to teachers' very good classroom management and control, and the fact that lessons are generally well planned and interesting. Some classes are not easy to manage, and yet they are all managed well or very well. Teachers have very effective strategies for this, and are kind but firm. They also use other adults very well - not just classroom support staff, but also the headteacher, parents, governors and volunteer helpers from the community. As a result, relationships in lessons are excellent, and this gives an atmosphere in which everybody expects high productivity and a swift pace of learning. Pupils respond accordingly, since they expect it too.
22. Basic skills are taught satisfactorily at Key Stage 1, and well in the rest of the school. At Key Stage 1, teachers do not do enough to model cursive handwriting or encourage the learning of multiplication tables. All teachers have a satisfactory, or better, knowledge and understanding of the National Literacy and Numeracy Strategies, and of all the subjects taught. Teachers use information and communication technology (ICT) to support other subjects satisfactorily, and sometimes well, such as when using spreadsheets in Year 6 to work out areas and perimeters in geometry. However, teachers do not plan enough ICT into English or science lessons.
23. Homework is used well overall, and very well at Key Stage 2, to help learning. Over 85 per cent of parents reported in the questionnaire that their children get the right amount of work to do at home. This is an unusually high proportion, and very encouraging for the school. Only one parent at the pre-inspection meeting thought that their child did not get enough homework, and none thought that their children were given too much. Pupils know what homework they will get, and when they should start it and give it in each week. Pupils use homework diaries at Key Stage 2, so the whole process is transparent to everybody, including, most importantly,

parents, who add to the learning process by helping their children learn at home, and by keeping a check on what they are doing.

24. Teachers' marking is conscientious and encouraging. However, not all teachers consistently extend learning by using marking to suggest how pupils could improve. Nor do all teachers take the opportunity of using marking to share information with pupils and parents about levels achieved, or to set short-term targets for pupils.

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

25. The curriculum provided by the school is good. It has appropriate breadth and balance and contains the full range of subjects at Key Stages 1 and 2. Provision for children who are under five is also good. Pupils with special educational needs, and those for whom English is not their first language, have access to the same broad and balanced curriculum as the rest of the school.
26. The curriculum has been improved since the last inspection. Issues arising from that have been addressed; for example, information technology now includes all aspects of the subject, including control technology. The improvement in the curriculum has been achieved alongside a successful incorporation of the National Literacy and Numeracy Strategies. Whilst these initiatives have resulted in less time being available for the remainder of the curriculum, the school has organised its timetable so that a wide-ranging curriculum is still delivered. Curriculum planning is good, and the timetable is organised to ensure that pupils receive a good balance through using the guidelines of the Qualifications and Curriculum Authority. The school also actively promotes equality of opportunity through all aspects of its educational, recreational and welfare provision.
27. Through a revision, since the last inspection, of what is being taught and how it is organised, the curriculum now meets legal requirements for all subjects, including those for sex education and drug misuse. There is a very good programme for PSHE that is developed throughout the school. Pupils at Key Stage 1 learn about healthy and sensible eating as well as looking after their bodies. Sex education and education to avoid drug misuse are very sensitively taught in the upper stages of Key Stage 2. Spiritual, moral, social and health issues are discussed in designated time for PSHE as well as on appropriate occasions in other subjects such as science.
28. The school has a good system to check what is taught and its suitability for the age and ability of the pupils. The managers of each subject review their subjects well as an ongoing procedure. Whilst English, mathematics and science have been the main focus of attention in the recent past, the processes of review and monitoring are now being extended to all subjects.
29. Pupils of all abilities have equal access to the curriculum. For example, pupils with English as an additional language are encouraged and helped by adults and their friends both inside and outside the classroom. They are provided with materials to help them learn along with other pupils; for example, children's bilingual dictionaries have been provided for Portuguese-speaking pupils.
30. The programme of extra-curricular activities is good. In spite of the increasing pressures of time, this provision has been improved since the last inspection. There is a wide range of clubs and sporting activities that occur at lunchtimes and after school. The computer club at lunchtime is well attended and develops pupils'



computer skills. Sports clubs, such as rugby, which take place after school are also well attended by both boys and girls. The school makes visits to places of interest both near the school and further afield. Pupils in Year 3 visit Highclere Castle in connection with history, and those in Year 4 visit Andover Museum. Year 6 pupils have a residential trip towards the end of the year.

31. The quality of the involvement and esteem that co-exist between the school, its parishes and the local and wider community is very good. The positive Catholic ethos is strengthened by the support of parishioners and their priests. A regular and full programme of services, including Mass and preparation for the sacramental programme, are held throughout the year, involving pupils, their families and the community. These links are further increased through the involvement in daily school life through assemblies and, prominently, in sport. The school chaplain supports both girls' and boys' sports, which have had noteworthy success, particularly rugby, which has a mixed team.
32. Many community members, including retired people, give voluntary help. Some governors, past and present, give time during the day. This is greatly appreciated by the school. Pupils visit retirement homes and invite the community to the Carol concert. Much charity fundraising is undertaken for CAFOD, Comic Relief, Children in Need, the Catholic Children's Society, the local hospice and the Family Crisis Centre. Pupils collect 'shoebox' gifts for children in Romania and Croatia. There are links with the sister Parish of Bamenda in Cameroon.
33. Closer to home, links with other schools and partner institutions are also very good. St John's is involved in the 'Andover Project' to raise expectations and pupil achievement. The principles of inclusion are established through close links with a special school, whereby pupils who are thought ready to attempt mainstream integration spend time at St John's in preparation. The school also supports their parents within this programme. There are very good links with secondary schools, including the Catholic secondary school, who comment positively about the pupils received from St John's. The school always welcomes school pupils and college students on work experience and training. Pupils moving up a class have a 'Turnaround' time with their new teacher in their next class at the end of the summer term. Since the last inspection, the school has made good progress in developing and further extending its community links.
34. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Its status as a Roman Catholic church school has a considerable impact upon this. There is a deep commitment to spirituality being at the very heart of the school's existence. This ethos embodied in the school's mission statement underpins all the work in school.
35. The school's spiritual provision is good. There are good opportunities for reflective thought in both class and school assemblies. The relationship between the school and the church is close, with joint activities taking place at significant times in the religious calendar. For all pupils, and particularly in the classes of the eldest pupils, the discussion of feelings is strongly addressed at appropriate times, particularly in the PSHE programme. Much spiritual development takes place in lessons such as science, although it is not formally planned. This lack of specific planning in all areas of the curriculum prevents the provision for spiritual development from being very good.

36. Provision for moral development is very good. Pupils are provided with a strong moral code so that young children quickly learn appropriate behaviour. What is right and wrong is clearly established. This code, and the procedures coupled with the very good caring ethos generated throughout the school, are developed well. When pupils leave at the end of Year 6 they have a well-developed moral and ethical approach to life. Moral messages are often reinforced in assemblies. Year 6 pupils have roles of responsibility such as putting out chairs and equipment as well as linking with the youngest pupils in the school in the excellent 'buddy' system.
37. The school provides very good opportunities to develop pupils' social skills and attitudes. This is evident in the very good, and often excellent, behaviour in classes, as well as in and around the school. Pupils relate to one another amicably both at work and play. They co-operate well when working in groups and they willingly help one another. They are always polite and willing to help, and readily assist other pupils; for example, where English is an additional language, or if they are experiencing some disability. Pupils generally tidy up at the end of lessons, and in some classes this happens without prompting. They listen to each other as well as to the teacher. They show appreciation for the efforts of their peers, as seen in a Year 4 music class when the pupils spontaneously applauded the efforts of others.
38. Pupils are given satisfactory opportunities within the curriculum, and through extra-curricular activities such as dance, to appreciate cultural traditions and develop an awareness of a national identity. Because the school has few pupils from different ethnic backgrounds, opportunities to develop their awareness of the ethnic and cultural diversity of British society do not occur naturally. However, the curriculum does provide opportunities that go some way to meet this need; for example, Year 4 pupils studying India are going to look at artefacts and customs of an example of Indian culture through one of the pupils in the class. Pupils in Years 5 and 6 use African dance in music and physical education. They play rugby and cricket, and learn British country dances. They visit museums, and learn their own culture through lessons in history. Provision for cultural development is satisfactory, but it does not focus closely enough on the other major cultures now making up a tenth of our society, even though these cultures are not in great numbers in Andover.

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

39. The school is highly successful in supporting and caring for its pupils. There is a strong 'family' feel, closely linked to the school's Christian values. The quality of academic monitoring and the assessment of pupils' attainment and progress are good. The guidance and support pupils receive, together with the monitoring of their personal development, are very good, enabling them to develop as confident individuals. Promotion of acceptable behaviour is very good, and its monitoring is good. The monitoring of attendance is satisfactory. The health and safety issues raised in the last report have been tackled.
40. All staff work effectively as a positive team to support the pupils in their care. Pupils are encouraged to achieve in all areas of school and community life. Those who need additional support, for instance in acquiring English language skills or in mastering learning or physical difficulties, are quickly identified and provided with support from external specialists and classroom assistants to enable them to make good progress in learning.
41. The procedures for assessing and recording pupils' attainment and progress are good. Teachers' conservatism in assessment of core subjects in Years 2 and 6

prevents it from being very good. Recent developments in the curriculum have resulted in the school's further development of assessment procedures in foundation subjects. The school now knows how well pupils are achieving from year to year in all core subjects and most foundation subjects. From this it determines what to emphasise next in order to improve standards. These procedures also help to identify those pupils who would benefit from the Additional Literacy Scheme, which is being successfully implemented. The results of tests given to pupils at specific times, such as at the end of Years 3, 4, and 5, are carefully analysed in order to set targets for the differing abilities within the year group. This analysis is supplemented by Records of Achievement, built up for each pupil. These include pieces of work from different areas of the curriculum, indicating the pupil's National Curriculum level for each piece of work.

42. There are good procedures for monitoring what pupils achieve within a lesson, as well as how successful the delivery of the subject curriculum has been within a particular lesson. This information is used well when planning subsequent lessons, which is an improvement since the last inspection.
43. The promotion of good behaviour is a strength of the school. Pupils readily accept the guidance offered by staff, who are consistent in following the school's clear behaviour policy. The staff never miss an opportunity to remind pupils of the school's expectations. Pupils and their parents are aware of the behaviour policy. Behaviour in lessons is so good that the headteacher has had no reason to record any incidents in recent times. However, the accident book records a small number of minor upsets, caused largely through inappropriate 'chasing' or 'contact' games at playtimes. These are now to be monitored with cross-referenced records to ensure that pupils play sensibly.
44. The monitoring of pupils' personal development is very good. Formal and informal opportunities are used very well to promote and build pupils' self-esteem and sense of caring for others. This starts when children first arrive at the school, so that, by the time they are in Year 6, pupils have a very well-developed awareness of responsibility and are mature and sensible individuals, well able to make relevant decisions independently. They are well prepared for secondary education. The oldest pupils play their part in educating the youngest children, through the 'buddy' system, by setting good practical models for behaviour and attitudes, and by explaining the school's values to them. Teachers set personal development targets for pupils who need them and these are regularly reviewed.
45. The monitoring of attendance is satisfactory. The school is aware of the very few families having attendance difficulties and can ask the educational welfare officer for advice. There is a lack of clarity about the granting of holidays in term time. There is no parental right to this, and permission is at the discretion of the headteacher in exceptional circumstances only. A number of families take holidays in term time, preventing attendance from being even better. The school's monitoring procedures are hampered and made more difficult because the registers provided by the local authority do not have space for recording authorised and unauthorised absence as is required. There is a small amount of unauthorised absence, mainly due to holidays lasting over two weeks.
46. Procedures for child protection are sound. There is a designated person, and updated training will be completed by the end of the term. The school follows local authority procedures and guidance. Any sensitive records are kept securely and separately. An initial 'cause for concern' record is kept, and staff hold monthly

meetings to discuss any general concerns about the pupils. Informal advice is available from external services such as social services. These external agencies have a good working relationship with the school. Pupils are taught about 'keeping safe' as part of the personal development programme using the services of the school's police liaison officer.

47. Attention to health and safety is sound. The issues noted in the last report have been acted on. The school has an appropriate health and safety policy and a 'health and safety' governor. Proper records are kept and practical measures such as fire drills undertaken. The school keeps parents well informed about any dangers, such as swimming in local gravel pits. It has requested that parents should park sensibly, stressing the dangers at the start and end of the day. However, many parents ignore this, driving into the school car park, sometimes leaving by reversing at speed or parking dangerously so that the school entrance and driveway are obstructed. Pupils leaving the school and having to cross the road or the driveway have their view blocked and have to go on the road. This presents a considerable risk.

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

48. The very good partnership that the school shares and enjoys with its parents is built on a solid foundation of genuine openness and positive communication. Parents know that the headteacher and her staff are ready to listen and will act in the best interests of their children, always. They appreciate the quality of education provided, firmly rooted as it is in Catholic and family values.
49. In return, there is very good parental support, interest and involvement in the daily life and work of the school. Very many parents regularly offer help in classes, hearing readers, helping to run the school library, or with activities such as cookery. Other parents and volunteers are involved in supporting extra-curricular clubs and sports.
50. The well-organised parent-teacher association raises very significant funds for the school, amounting to over £4,000 last year. A full programme of social and fundraising events takes place throughout the year; for example, the Christmas Bazaar, Summer Fair, and skittles and family disco nights.
51. The quality of information provided to parents is satisfactory overall. The prospectus meets requirements and includes much useful information. There are a few items missing in the annual governors' report, such as details of arrangements and access for disabled pupils. Newsletters are received regularly, detailing school, church and community events. Pupils' end-of-year reports are satisfactory, with all subjects reported. Individual targets for a pupil's improvement are set mainly in literacy and to a lesser extent in numeracy, but are far less frequent in other subjects. Targets are not always specific enough; for example, 'continue to read books'. Some of the subject comments are too general. Comments on pupils' personal development are mostly of good quality. Reports do not have enough space for comments from parents and pupils, in order to provide, for instance, an aide-memoir for the next parents' evening.
52. Parents are very involved in what their children are learning. They are kept well informed about what is taught through regular information meetings. Parents are consulted about relevant policies and documents, such as homework and the home-school agreement. Staff are readily available to talk to parents informally. The homework policy is of good quality and clearly sets out the type of work done for

each year. Older pupils have homework diaries that are used effectively. Parents support learning by helping their children with, for instance, holiday or home-based research projects.

53. Parents express very good, positive views of the school. They are particularly impressed with the changes and impact that the headteacher has had since her arrival, and the opportunities that are made available for their children.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. Leadership and management are very good, ensuring clear educational direction. The headteacher is enthusiastic and very hard working. Parents report that when she was appointed two years ago, it took some time for all of them to accept the change in leadership style. They now recognise that she is doing a very good job, and taking everybody with her. She is ably assisted by the deputy headteacher, senior management team and governors. There is a very good, shared commitment to improve and capacity to succeed, underpinned by strong Christian belief and caring. There is an excellent reflection of the school's aims and values in its work.
55. The school recently became an Investor in People. As such it has very good strategies for appraisal and performance management, and is well placed to respond to the new government initiative in this direction. The observation of teaching is an integral part of this, and the school does it well, along with monitoring planning and standards. However, the monitoring of teaching by subject managers, rather than by the senior management team, is not consistent, so an opportunity is missed for subject managers to take more responsibility for their areas. Teachers in Years 2 and 6 are too conservative in their assessment of National Curriculum levels, and need training in this area.
56. The school development plan is comprehensive and sensible, with all sections timed and costed, and responsibility suitably delegated. Policy documents, updated since the arrival of the headteacher, are generally useful and good. However, the marking policy does not place enough emphasis on giving suggestions for improvement and setting short-term targets. The school is taking very good action to meet its targets. Having exceeded the targets for 2000, it has increased them for 2001 in order to provide more challenge. The school responded well to the last inspection and improvement has been good. All five key issues have been tackled well.
57. The governing body has a good understanding of the school's strengths and a satisfactory understanding of what it must do to improve. It fulfils all its statutory duties apart from some minor omissions in information for parents. The chair of governors, a parent, is very effective in leading the whole governing body and the finance committee. Governors shape the direction of the school well. The committee and working-party structure is efficient and effective, and individual governors have roles that reflect their strengths; for example, the governor with responsibility for special educational needs has 35 years' experience of being a special educational needs teacher in other schools. Governors take an active part in the life of the school, often helping in the classroom and with sports teams.
58. Financial management is astute, and the principles of best value are applied consistently to ensure prudence. For example, the present office and first-aid room extension was put out to seven firms for tender. Governors consider the quality of work previously completed by various companies, and do not necessarily always take the lowest bid. Specific grants are always used for their designated purposes.

The school had a very high carry forward of 15 per cent of the budget last year, the result of a change in diocesan policy on payment of the voluntary-aided portion of the school finances, resulting in a windfall. This year the carry forward will be about five per cent, most of which is earmarked for resurfacing the playground. The last audit, which had only minor recommendations, was acted on immediately. The day-to-day running of the school is efficient and unobtrusive. A new computer system is planned to help administration, and the school's use of new technology is satisfactory.

59. There is a good match of teachers and support staff to the demands of the curriculum. The provision and use of support staff are particularly good. The school provides places for training teachers, although there are no students this year because of the vagaries of the requirements of the local teacher training college. The school is certainly capable of providing good support and guidance for initial teacher training. Induction of new staff is very good, with a mentor system backed by a local education authority scheme for newly qualified teachers. Accommodation is good, with bright, airy classrooms, particularly well decorated at Key Stage 1. The outdoor play area is too small, leading to too few opportunities for the use of large wheeled toys and balancing equipment. The heating system in the hall is noisy and inefficient. The school grounds are large and attractive, and there is a pond, which is full of frogs. Although the pond is overgrown and needs clearing, it provides a good resource for science and ecology. Learning resources are satisfactory in general and good for English. The school is rightly planning a large investment in new computers, peripherals and software.

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

60. In order to improve further, the school needs to:
- (1) place more emphasis on mathematical investigation and problem solving throughout the school; (paragraphs 4, 82, 85)
  - (2) introduce multiplication tables and cursive handwriting earlier at Key Stage 1; (paragraphs 3, 4, 22, 76, 82)
  - (3) revise the school marking policy to include more emphasis on giving sufficient information to help pupils to improve, and apply the policy consistently. (paragraphs 24, 56, 77, 95, 107)

#### **OTHER THINGS THE SCHOOL SHOULD CONSIDER**

Place more emphasis on scientific enquiry at Key Stage 1. (Paragraphs 5, 88)

Give training in teacher assessment so that teachers at the end of key stages are less conservative in their predictions of the numbers reaching expected and higher levels in core subjects. (Paragraphs 5, 41, 55)

Ensure that all statutory elements are present in governors' information for parents. (Paragraphs 51, 57)

Redouble efforts to educate all parents about the dangers of access to the school by car. (Paragraph 47)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	29	44	21	2	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)	0	205
Number of full-time pupils eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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
	2000	11	18	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	14	16	14
	Total	25	27	25
Percentage of pupils at NC level 2 or above	School	86 (84)	93 (81)	86 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	12	13	12
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	79 (98)	83 (84)	79 (81)
	National	84 (82)	88 (86)	88 (87)

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
	2000	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	14	13	14
	Total	25	26	27
Percentage of pupils at NC level 4 or above	School	89 (90)	93 (90)	96 (97)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	11
	Girls	12	9	11
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	75 (62)	75 (68)	79 (69)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	7

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	24.7
Average class size	29.3

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

Total number of education support staff	7
Total aggregate hours worked per week	142

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	1999 - 2000
	£
Total income	398,349
Total expenditure	376,120
Expenditure per pupil	1,853
Balance brought forward from previous year	38,737
Balance carried forward to next year	60,966

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

205

Number of questionnaires returned

100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	2	2	0
My child is making good progress in school.	53	44	0	3	0
Behaviour in the school is good.	45	48	7	0	0
My child gets the right amount of work to do at home.	41	45	9	1	4
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	37	53	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	1	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	54	35	5	5	1
The school is well led and managed.	62	32	1	3	2
The school is helping my child become mature and responsible.	60	29	5	2	4
The school provides an interesting range of activities outside lessons.	10	42	30	11	7

## **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**

61. Children enter the reception class at the beginning of the year in which they become five. The majority have had experience of nursery education as the school has links with 12 nursery schools in and around Andover. The children demonstrate sound or better attainment across all six nationally-recommended areas of learning. The attainment on entry is not significantly different from the Hampshire average.

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

62. Children demonstrate good personal and social development. They are able to concentrate for a considerable time when listening to either the teacher or classroom support assistant and respond well to instructions; for example, when moving sensibly and quietly into the hall for physical education. They raise their hands when they want to answer a question and do not shout out. There is a calm relaxed atmosphere within the classroom and this encourages children to be confident both when speaking to adults and in their relationships with each other. For example, a group in the 'shop' were heard to arrange a rota for the till, 'You go first and then it will be my turn,' before they asked a visitor if he wanted to buy any fruit. In all group activities observed, children showed an awareness of the need to take turns, and most do so with the minimum of adult support. When told, they move sensibly from one table to the next, quickly becoming involved in the new activity. They are very sensitive to each other's needs as demonstrated by the way they supported, encouraged and assisted a child with cerebral palsy during a physical education lesson. Outside, children play well with older pupils as well as their peer group, although a few were observed wandering around on their own.

#### **Communication, language and literacy**

63. Teaching in this area is good. When they enter Key Stage 1, the majority of children will have levels of attainment in line with the agreed Early Learning Goals. They listen and speak well. They are keen to involve visitors in their activities explaining carefully exactly what they are doing. Children were enthralled by the story 'Who Is Tapping At My Window?', straining to see the pictures. The teacher questioned them well, praising and encouraging them to attempt to answer her questions. Many were able to join in with her as the pages were read, enjoying their success as they became familiar with the repetitive story line. Several were able to sound out the initial sound of simple words and some referred to the Letterland scheme when familiar letters were identified. Most children can write their own name and identify some letters and words. They manipulate pencils and crayons effectively when writing and drawing. Most are familiar with the terms 'cover', 'title' and 'author', and all handle books appropriately, developing very positive attitudes to reading. Their progress would be further assured if the classroom contained more labelled displays and items of interest to encourage discussion and comment.

#### **Mathematical development**

64. The planning and teaching of mathematics are good. Almost all children achieve standards in line with national expectations and most achieve standards above this. By the time they enter Key Stage 1 they cope well with the demands of the National Curriculum. All pupils enjoy whole-class sessions on developing counting skills. The teacher skilfully uses a glove puppet 'Cyril' to hold the pupils' attention and they quickly spot the mistakes he often seems to make when counting! The majority are appropriately challenged by tasks that include solving money sums up to 20p,

recognising and matching numbers on dominoes, various counting activities and understanding the concept of a set. The majority are familiar with circles, squares and rectangles and have used these shapes well to create pictures that are on display. Children need a greater availability of a wider range of structured activities, such as water, dry and wet sand, and construction equipment, in order to produce an even greater range of mathematical vocabulary and understanding.

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

65. By the time children move into Key Stage 1, their attainment is in line with expectations, and teaching in this area is good. Children draw pictures of their houses and speak confidently about them to the teacher and the rest of the class. The teacher questions children well - 'How many windows?', 'What colour is the door?'. She involves as many children as possible and then labels a diagram of a house, reading the words, getting children to repeat them and then concentrating on initial sounds. Using these pictures as a starting point, children go on to look at books, identifying skyscrapers, factories and 'houses like mine'. They select appropriate pieces of Lego and carefully try to match their model to a picture in the book. They use the computer and, with the support of a parent, draw a house and add trees, people, sun and clouds. Children use the mouse well to drag and drop the pictures onto the screen. They are very proficient at this, displaying above average skills. One child put the pond outside the front door and said 'That's your flood!'. The parent is well prepared with written guidance from the teacher. Children talk freely about their pets, and those preparing the class 'shop' describe shops they are familiar with close to the school. A display on the senses gives pupils the opportunity to feel and sort objects into 'hard and soft', helping the development of children's knowledge and understanding of materials.

### **Physical development**

66. By the time children come to the end of the Foundation Stage, attainment is in line with expectations, and the teaching of physical development is at least satisfactory and sometimes good. Through daily opportunities to use pencils and scissors, and to manage small construction equipment, children's fine motor skills develop well and they make good progress. They take part in formal physical education lessons in the hall and outside in warm weather. The majority change independently, placing their clothes on their chairs and desks. They are sensible, spacing themselves well in the hall and listening to instructions carefully. They practise throwing and catching but found this difficult in the first observed lesson even when working closely together. However, by the second lesson observed it was evident that they had progressed, as several pupils demonstrated to their peers how well they could throw and catch. They jumped forwards and backwards, showing good balancing skills, and both the teacher and the learning support assistant moved with the pupils, thereby leading by example. The secure outdoor play area was not observed in use. There is range of wheeled vehicles but a fairly restricted hard area on which to use them. There are too few opportunities for pupils to explore imaginatively through using climbing and balancing apparatus in the outdoor play area.

### **Creative development**

67. The creative development of most pupils is in line with what might be expected for children of this age. The teaching and attainment in a music lesson observed were good. Children use oil pastels to draw houses. They model with a variety of materials ranging from Lego to junk. They create pictures of 'dressed teddies' using a computer program. They paint pictures of each other and of characters from books read. The class shop changes according to the current theme, so ample opportunities are provided for role play. Pupils clearly enjoyed singing along to a tape

and they successfully learned the words to the song 'Drip Drop'. They were able to identify drizzling, pouring, splashing and dripping rain from listening to sounds, and they went on to use a range of un-tuned percussion instruments very well as they beat out the rhythm in time to the music.

### **The quality of education provided**

68. Overall the management of provision for pupils at this stage is good. Policies and schemes of work have been revised in the light of fairly recently published guidance, and a suitably broad and balanced curriculum is provided. Children are assessed on entry to the school and the outcomes are noted. These are subsequently used in planning, especially for those pupils requiring additional support and guidance. Overall, accommodation and resources are satisfactory. However, the range and quality of outdoor resources are barely adequate to provide sufficient opportunities for vigorous and imaginative play. The school has already decided to make this an area for development.

### **ENGLISH**

69. Attainment in English in both Years 2 and 6 is above average overall. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. This is an improvement since the last inspection.
70. At the end of Key Stage 1 the results of the 2000 national tests indicate that standards in reading are well above average nationally and above average when compared with those in schools in a similar context. Standards in writing were similar to the national average and just below average when compared with those in similar schools. The 2000 tests for Key Stage 2 indicate that standards are well above average nationally, and in line with those of similar schools. The school has carried out a detailed analysis of this year's results and has targeted writing as an area for further improvement at both key stages.
71. Standards in speaking and listening are above average at both key stages. All pupils listen attentively to stories, instructions and explanations. In Year 1 the teacher organised the class into groups to read different parts from the story of the Three Little Pigs. Her instructions are clear and she models reading well, encouraging the groups to speak clearly and with expression. In Year 2 the teacher articulates her words well and ensures that pupils have a clear understanding of tasks in hand. Throughout the key stage pupils speak with confidence, expressing themselves well when answering questions. In Year 2 they explain clearly why the story they are listening to is retold and not ascribed to an author, and they are able to explain the difference between fiction and non-fiction books. In group work pupils work well collaboratively, especially in Year 2, where they talk quietly about the task in hand, supporting each other in their efforts. The majority of pupils with special educational needs are well supported by the classroom support assistants in both classes. Two pupils working independently for much of the lesson in Year 2 were able to talk about their work with confidence and listen well to advice, showing a determination to complete the task successfully.
72. At Key Stage 2, teachers in all classes are skilled at asking questions which demand more than just a simple answer from pupils. For example, in Year 3, pupils are asked to explain the theme of the story, and in Year 4 pupils are introduced to 'inference' and asked to describe how they feel after listening to a passage read by the teacher. A pupil in Year 5, when asked to comment on the retelling of a legend

by another pupil, said 'It's as though he was telling the story in a way that you can't in a book'. A pupil in Year 6, when asked to describe the writer of the poem 'Sea Fever' said, 'A sailor whose soul is on the sea and not on the land'. These ongoing opportunities for pupils to express themselves throughout the key stage help ensure a high level of speaking and listening skills, which are reflected in the confident way pupils talk both to each other and to adults. Pupils naturally use appropriate language such as 'simile', 'metaphor' and 'onomatopoeia', as observed during a discussion in Year 6. Planning is good and ensures that learning support assistants are used effectively to support pupils. Learning support assistants are aware of the importance of speaking and listening, keeping detailed notes in record folders shared with teachers. In Year 4 the support assistant noted that 'He worked well but unfortunately did not listen well to instructions'.

73. Standards in reading are well above the national average at both key stages, with the majority of pupils reading books for pleasure and also as sources of information as they progress through the school. At Key Stage 1, reading is taught systematically and well, building on the firm foundation given in reception. In Year 1, pupils are able to give several examples of how their favourite stories start; for example, 'Once upon a time, ...', 'There was once...', and 'One day, ...'. They read a play collaboratively, the more able readers supporting the less able, and then give themselves a clap for their efforts, boosting their self-esteem. In Year 2 the teacher, working with a guided reading group, begins by saying "By the end of this session I will expect you to...", thereby ensuring the group is focused as they complete the task. She also skilfully lowers her voice progressively when reading with the class, encouraging the pupils to read together without support. Higher attaining pupils in Year 2 read fluently and accurately, even giving the characters different voices, and reading with excellent expression. Pupils with special educational needs employ appropriate strategies when decoding unknown words and are supported well by learning support assistants. All reading records are maintained well and include many useful comments from parents.
74. Pupils continue to make good progress throughout Key Stage 2. By the end of the key stage the majority read a variety of texts confidently and well. In Year 3, pupils scan the text of 'The Snowman' and use it to answer the teacher's questions. They are familiar with adjectives and quickly understand and recognise compound words. The teacher sets homework on these, ensuring its relevance to on-going work. Pupils in Year 4 are familiar with comparative and superlative adjectives. The learning support assistant works with pupils with special educational needs, and this group are familiar with phonemes, digraphs and trigraphs. One pupil explained that he remembers the term trigraph because a tricycle has three wheels, and this helps him remember. In Year 5, pupils discuss myths, legends and fables with increasing confidence, and in Year 6 they use the terms 'stanza', 'rhythm' and 'rhyme' quite naturally when discussing poetry. Pupils in this year are familiar with the library organisation and all, including those with special educational needs, are able to locate, retrieve and use information. The library stock of non-fiction books is barely adequate to meet the needs of the pupils, but plans are in hand both to extend the library area and to increase the range and quality of books.
75. There is very good provision at both key stages for pupils with special educational needs and good provision for those with English as an additional language. This is reflected in planning, and support staff, without exception, work effectively with these groups. Pupils who need additional support are identified at an early stage and assessed, thereby ensuring that their needs are met. They continue to be monitored and supported where necessary by highly skilled education support assistants who

work to the plans set by class teachers. Detailed records of progress are kept and the advice of either the special educational needs co-ordinator or outside agencies is sought as necessary. The additional literacy groups have been most effective in raising the standards of pupils whose work gave cause for concern as they entered Key Stage 2. The two English as an additional language pupils are making good progress, the oldest joining in with enthusiasm during a class discussion and raising his hand to answer questions, which demonstrates a real gain in confidence. The younger pupil was observed working with a bilingual dictionary, being sensitively supported by two friends when she needed help.

76. Pupils' standards in writing are satisfactory at Key Stage 1, and satisfactory and sometimes good at Key Stage 2. The school has made writing a priority in its development plan as it has rightly identified it as an area where improvements could be made. It is too early to judge the impact of this initiative. The handwriting of the majority of pupils at Key Stage 1 is unsatisfactory. The introduction of strings of joined letters is unnecessarily delayed for the many pupils who form their letters well, and it is not taught consistently until halfway through Year 2. This makes handwriting a priority for teachers when pupils transfer into Year 3. Neither do teachers in Key Stage 1 model cursive writing when preparing sheets and marking books. However, by the time pupils reach Year 6 they have developed fluent styles and the majority write quickly and well, which is testimony to the progress they make through this key stage. Year 1 pupils form their printed letters well, and are beginning to use full stops and capital letters accurately, including place names. They label diagrams, copy accurately and write extensively in their religious education books. In Year 2 they write across the curriculum, including narratives, accounts, reports, descriptions and labels. Many use full stops, commas and speech marks well, and these pupils spell all common words accurately. Several pupils still need ongoing support as they reverse letters such as 's', confuse upper and lower-case letters and are inconsistent when punctuating work. Scrutiny of work reveals that these pupils are given largely the same work as others in the class, but are expected not to get as far.
77. Pupils in Year 3 undertake regular handwriting practice, which soon enables them to write quickly and neatly, although there is little evidence of extended writing. Spelling journals are used well and spelling overall is satisfactory. In Year 4, pupils form letters well, use punctuation effectively and learn key words for the term. There is a good range of writing in different genres including reports, lists, and descriptions. There are also examples of good marking; for example, 'Good work, but maybe next time you should use less speech when changing to prose'. However, the application of instructive marking is not used consistently across both key stages, so teachers lose the opportunity to challenge and extend. Pupils continue to make good progress through Year 5, with good examples observed of narrative writing; for example, 'The Deserted House', and also long reports and descriptions in science. Homework is used very effectively to support writing in class, and there are isolated examples of excellent marking, beginning with phrases such as '*What was*' and '*Do you know,*' challenging the pupils to think further about their work. Year 6 pupils maintain a literacy notebook, and the range of writing is further extended to include titles such as 'Managing' Conflict, a detailed investigation of Pillhill Brook, reviews, investigations and even their own obituaries. The learning support assistant adds some comments to the books, and these are entirely appropriate and consistent with the tasks set.
78. The teaching of English is good at both key stages. The main characteristic of the teaching is well-planned lessons taught by knowledgeable, enthusiastic teachers at a



good pace. Pupils also respond very well to this approach, with their attitudes and behaviour being very good and sometimes excellent. Teachers make good use of praise; for example, in the Year 1 class where, in order to boost pupils' self-esteem, the teacher regularly praises and encourages the pupils to clap their achievements. All class teachers use the National Literacy Strategy effectively and all lessons have a good balance of whole-class, group and independent activities, although insufficient time is sometimes left for the plenary session to be truly effective. Learning objectives are shared with the pupils in order that they are clear about what they must do and how the lesson will progress. Activities are purposeful and generally challenge the pupils appropriately, although some pupils, especially at Key Stage 1, could be challenged even more, especially with regard to handwriting and writing pieces of greater length. All teachers are very skilled at asking 'open' questions and involving all pupils in discussions by matching the question well to the ability of the pupil. In this way no pupil feels left out and the self-esteem of all is nurtured. All lessons observed were well prepared and no time was wasted, with pupils clearly in the habit of entering the room and settling straight to their work. Planning is good overall, with just sufficient detail to indicate clear learning objectives and activities for each group. The communication between learning support assistants and class teachers is very good. Consequently, assistants are well informed and highly skilled. They contribute much to the progress made by many pupils, especially those with special educational needs.

79. The subject manager has been in post for 18 months and is ably supported in her role by a colleague. She encouraged the school to adopt a structured scheme to support literacy and this has proved to be effective as an additional resource. The subject manager is leading the drive to raise writing standards and has led an effective training day on report writing. She monitors planning and pupils' work at Key Stage 2, but this is not extended far enough at Key Stage 1. The subject manager leads by example and provides a model of good practice for colleagues.

## **MATHEMATICS**

80. In national tests at the end of Key Stage 2 in 2000, attainment was above the national average, and about average for schools with similar numbers of free school meals. When compared with that in schools with similar attainment in the Key Stage 1 tests in 1996 (ie when Year 6 pupils were themselves in Year 2), attainment was above average. At the end of Key Stage 1 in the 2000 tests, attainment was above the national average, but below the average for schools with similar numbers of free school meals.
81. Pupils enter Key Stage 1 with above average attainment. They make satisfactory progress at Key Stage 1 and good progress at Key Stage 2, reflecting teaching. In 2000, 92 per cent reached or exceeded the expected Level 4, and 21 per cent reached the higher Level 5. The school's target for those reaching Level 4 or above was 75 per cent, which was not challenging enough. Realising this, the school has increased its target to a more challenging 89 per cent for this year. Since the last inspection, standards have been maintained. Standards in numeracy are good, and Year 6 pupils show an above average knowledge of mental mathematical facts and skill in handling them. There is no apparent difference in the attainment of boys and girls, although boys have attained more highly than girls in tests at the end of Key Stage 2 in the past. Pupils with special educational needs make good progress, and all pupils achieve at least Level 3.

82. At the end of Key Stage 1, standards are above average, except in pupils' knowledge of multiplication tables, which is no better than average. With mathematically able pupils like these, multiplication tables should be learnt earlier. By not doing so, the development of mental agility is held back. Pupils can count on in tens from a given number. They understand tens and units by using 10p and 1p coins. They use bar charts to compare those taking school dinners with those eating packed lunches, and can weigh things using a wide variety of non-standard measures such as corks, bobbins and film canisters. At the end of Key Stage 2, standards are above average. Almost all pupils in Year 6 understand and handle negative numbers, fractions, decimals and percentages. High attainers calculate lowest common multiples and have a good knowledge of shape. For example, they can explain that the triangular faces of a pyramid have to be isosceles for the pyramid to be 'right' (ie upright), and that a pyramid with an infinite number of triangular faces would be a cone. An analysis of work throughout the school shows that pupils are not consistently given enough work of an investigational or problem-solving nature, so they miss the opportunity of consolidating ideas and skills by using them in a practical context.
83. The analysis of work shows that, over time, teaching and learning are satisfactory at Key Stage 1 and good at Key Stage 2. However, in the lessons seen, teaching and learning were good at Key Stage 1 and very good at Key Stage 2, with very good lessons in Years 4, 5 and 6. These lessons were characterised by very good planning and high expectations of pupils' work rate and potential, resulting in high productivity and often excellent attitudes to learning. For example, in the Year 6 lesson, pupils were challenged in a mental mathematical game to recall such things as the decimal equivalent of  $\frac{5}{8}$ . The main part of the lesson was a consideration of common multiples, first encountered in Year 5. Pupils volunteered enthusiastically to work on the board. Skilful questioning by the teacher (for example, "How do you know that a number is a multiple of nine?", showing that pupils know, and can use, divisibility tests) led pupils towards a very clear definition of the lowest common multiple. The plenary session at the end was used to consolidate what had been learned and to extend mental agility.
84. Assessment is generally good, with regular testing. Pieces of work are assessed to find pupils' National Curriculum levels and kept in their portfolios. Results of optional national tests in Years 3, 4 and 5 are added to these to build up a picture of each pupil's progress and predict future levels, and the school's targets are based on this individual tracking.
85. The subject is well led and managed by a mathematics specialist. The National Numeracy Strategy has been introduced well, and a good commercial scheme is used to enhance this. Numeracy is supported in other subjects; for instance, in measurement in design and technology, and by the good use of graphs and tables in science. In ICT in Year 6, pupils explore area and perimeter. There is a sufficient emphasis on mathematical vocabulary and terms to support literacy development. Resources are good, and used well, although the school needs more weighing equipment. There is a suitable emphasis on mental mathematics in all classes. However, there is not enough emphasis placed on investigation and problem solving in most classes. The school is aware of this and has plans to increase provision in this area. At the time of the inspection, Year 6 pupils were being well challenged to work out the number of squares on a chessboard (There are not just 64, as several larger squares are hidden – in fact there are 204 in all). The overall picture of provision and learning is much the same as at the time of the last inspection,

although no mention was made in the last report of investigation and problem solving.

## SCIENCE

86. The results of assessment in science in 2000 at Key Stage 1 show that standards were below the national average. On the basis of teacher assessments they were well below the national average for both the expected level and higher levels of attainment. Results were well below average in all areas of the science curriculum. However, the scrutiny of pupils' work and the observation of lessons during the inspection show that attainment is higher than last year's assessment results and is judged to be in line with the national average.
87. At Key Stage 2, pupils' test results show that they achieve above the national average for both the expected and higher levels of attainment. However, there is an underestimation of pupils' attainment at the higher levels.
88. The school has made considerable efforts to improve and develop pupils' ability in experimental and investigative science. Attainment in this area is improving well at Key Stage 2, but less well at Key Stage 1, where an analysis of work shows that scientific enquiry is still not given enough emphasis. At both key stages pupils express themselves well orally. They have a good vocabulary and use terminology correctly. At Key Stage 1, pupils' ability to express themselves in writing is underdeveloped and tends to cover up what they know and what they can do. At Key Stage 2, the standard of writing, recording and presentation is generally much better, and some good examples were seen during the inspection. Pupils incorporate clearly labelled diagrams and use graphs and charts well when interpreting the results of their investigations. They receive good instruction in the use of computers in the ICT suite and there are examples where pupils have developed their graphs and charts on the computer. However, this is not developed extensively, and word processing is not used enough in science reports. An opportunity is lost here to develop skills and understanding in both subjects.
89. Pupils in Year 1, beginning a topic on sound, are able to identify sounds played on a tape, and they show good listening skills. Pupils in Year 2, sorting pictures of living things, can recognise and name most of the animals. Higher attaining pupils know and can state the differences between plants and animals, showing that they can recall and use the knowledge gained from previous experiences. In both classes recording is too reliant on drawing only, and there is insufficient labelling and writing, which has a negative effect on writing skills. There is also an overuse of colour using inappropriate pens, which tends to obliterate any detail in a drawing or diagram. This hinders progress in the skills of presentation.
90. Younger pupils at Key Stage 2 look at objects around the school to determine which materials they are made from. They have previously sorted materials and their knowledge is good. They can satisfactorily apply it when trying to work out what something is made from; for example, they know that a table top looks like wood but that it is made from something else that can be wiped clean easily. Pupils in Year 4 explore the sense of touch to appreciate that it is not very reliable for determining temperature. This leads on to the use of thermometers and standard measures. Pupils are able to read thermometers quite well, and appreciate their reliability.

91. Older pupils at Key Stage 2 know the characteristics of solids, liquids and gases, and they also know that air is a substance. Pupils in Year 6 plan and carry out an investigation into the solubility of sugar. They show a good knowledge of investigation procedures and are aware of making a test fair. They know how to control an investigation and show understanding of the need for careful measurement. When reporting on their findings these pupils show excellent skills of analysis and suggest the need for repetition in order to achieve consistent results.
92. Pupils' progress in science at Key Stage 1 is satisfactory, whereas at Key Stage 2 it is good. Discussions with pupils demonstrate that a good number are potentially higher attainers but this is not evident in the standards of written work at Key Stage 1. The progress of pupils with special educational needs is good, owing to the effective support they receive and the way they are integrated into the classes.
93. Pupils show keen interest in science, and real enjoyment of what they were doing was apparent during the inspection, especially when inspectors talked to them. They are anxious to take part in the lessons and eager to answer questions and contribute ideas for discussion. Their behaviour is almost always good or better. When working at tasks, pupils work very well together, sharing both ideas and resources. The eldest pupils in the school show responsibility for their own learning in the way they discuss matters, make decisions, and try to solve any problems they have before asking the teacher.
94. Teaching in science is generally good or better, and none observed was less than satisfactory. Teachers plan thoroughly, using nationally produced guidelines. Planning includes tasks linked to the abilities of the pupils, including those with special educational needs. Whilst teachers are aware of the needs of pupils, planning does not always show how the more able pupils will be challenged to extend their learning. Learning intentions are clearly identified. At the beginning of each lesson teachers are good at making pupils aware of these, either through writing them on the board or making it part of the introductory session. A good feature of most lessons is that teachers return to these intentions at the end of the lesson in order to establish what pupils have learned. The attention to literacy and numeracy skills within a science lesson is good. At Key Stage 2 pupils are taught to use a good format for planning and writing up their investigations. Teachers have a secure knowledge of science and emphasise the use of correct terminology, ensuring that pupils understand the words they use. As a result pupils use these terms correctly. Teachers are skilful in their questioning techniques in order to make pupils think, explore and apply the knowledge they have. Throughout the school, teachers are very clear in the way they give instructions to pupils, and they check that pupils understand these instructions before they start work on their tasks. Expected standards of behaviour and attainment are high, particularly at Key Stage 2. However, at Key Stage 1, expectations of what a pupil should achieve in a particular lesson are sometimes not high enough, so pupils' attainment levels are adversely affected. In some lessons, particularly at Key Stage 1, there is an overuse of prepared worksheets that require short answers before colouring the pictures. This prevents pupils developing their writing skills in science.
95. The marking of work in Years 5 and 6 is good, and helpful comments show pupils where they went wrong and what they need to do next in order to improve their standards. All teachers carry out marking diligently, but the standard of marking seen in Years 5 and 6 is not generally seen elsewhere in the school. Assessment in science is good, and test work is given a National Curriculum level.

## **ART AND DESIGN**

96. At the end of both key stages, pupils attain standards that are in line with national expectations. Pupils, including those with special educational needs, achieve satisfactorily and make sound progress in relation to what is expected of pupils of their age. These outcomes are similar to those in the last report. It was not possible to observe art being taught at Key Stage 2, and comments on standards are based on displays observed, teachers' planning and discussions with pupils.
97. In one observed lesson at Key Stage 1, pupils were well supported by two parents and a learning support assistant as they worked in groups on a variety of activities including art. Resources were well prepared for the pupils to make printing blocks on the theme of the sea, using string and cord of various thicknesses. The pupils took great care and handled the adhesive sensibly, following advice and not applying too much. Another group worked with the teacher, using different blocks to make repeating patterns. They were able to explain why it is necessary to use a sponge to press the block into, and they were clearly delighted at the patterns created. Another group worked around the school with a parent, taking rubbings from different surfaces. They were guided well, and quickly spotted surfaces that would produce clear patterns. Pupils described with pride autumn collages completed the previous term, to which most of them contributed. Throughout the key stage sketchbooks are used and those in Year 2 contain some very good charcoal sketches of plants and trees. In Year 1 pupils paint self-portraits, using appropriate colours, and use chalk effectively to portray lights at night. At Key Stage 2, work on pattern and symmetry is successfully linked to mathematics, using a variety of materials ranging from wrapping paper and oil pastels to computers, used to generate patterns. In Year 6, pupils use sketchbooks well, and books contain sketches, watercolours, observational drawing, figures portraying movement (with notes of explanation) and work on contrasting colours. One pupil had created an outstanding cover for her geography topic, portraying clouds, sun, mountains and a river in three-dimensional relief.
98. The quality of teaching is good. A wide variety of activities is planned, and supporting adults are well briefed. Pupils taking rubbings were further challenged, on their return to class, to consider what would happen if patterns were superimposed, and they responded enthusiastically. Learning objectives are made very clear and there are high expectations of pupils' behaviour. Planning is satisfactory, with similar work planned for all pupils irrespective of ability.
99. The subject manager introduced new Programmes of Study in September and it is too early to evaluate their effect. She has used the guidance they contain to help her review and re-stock resources that are both central and class based. Further plans, reported to the governors, include staff training this year to develop printing and drawing skills and to develop projects to incorporate computers even more into the art curriculum.

## **DESIGN AND TECHNOLOGY**

100. Only two lessons were observed, one at Key Stage 1 that was good and one at Key Stage 2 that was unsatisfactory. Judgements are made on evidence from these lessons, an analysis of work and planning documents, and discussions with pupils and the subject co-ordinator. Pupils, including those with special educational needs,

make sound progress through both key stages and achieve standards in line with national expectations. These outcomes are similar to those in the last report.

101. In a Year 2 lesson, a group of pupils were being taught to make sandwiches. Throughout the lesson the parent with them emphasised the importance of hygiene in food preparation and storage, and also how to use tools safely and well. Instructions were very clear and the pupils understood that a 'healthy' sandwich might consist of brown bread, tuna and lettuce, despite one pupil insisting that chocolate spread and jam was a much better alternative. The parent asked "Do all sandwiches have two pieces of bread?" and this led to a good discussion which referred to pitta bread and open sandwiches. The pupils worked in a clean area with aprons, work-boards and knives and the parent led well by example. Also in Year 2, some pupils had constructed a wheeled vehicle with clear designs and good evaluations of the outcomes. In the Key Stage 2 lesson, pupils had to evaluate a 'Christmas box' design. Unfortunately the boxes had been taken home at the end of the previous term and this made it quite difficult to motivate the pupils. Effective questioning did lead the pupils to think fairly deeply about the adhesive they used, the thickness of the card and the method of construction, but the tasks then set were not demanding. Many finished in good time, and no extension activities had been planned. Year 5 pupils had designed and made musical instruments to accompany a performance. They included a cork drum, pan-pipes, a guitar and a tambourine. Pupils were justifiably proud of their efforts, and they had commented thoughtfully under the headings 'What didn't work', 'What did work', and 'What I would change'.
102. The co-ordinator has not yet had the opportunity to observe lessons in design and technology, but she is confident, through monitoring planning, that each year group carries out three projects a year. Procedures for designing for a purpose, making, and evaluating and improving designs are very well established throughout the school, and well known by the pupils. Therefore a sound base has been established to raise standards still further.

## **GEOGRAPHY AND HISTORY**

103. Standards of pupils' work at the end of Key Stages 1 and 2 for both history and geography are in line with those expected for pupils of similar ages nationally. This shows that the school has managed to maintain the standards in these subjects since the last inspection despite the reduction of time in the timetable. With the restricted time now available for the foundation subjects, the school has organised the curriculum for history and geography so that pupils have sufficient time to study a particular topic in some depth in each subject. This good arrangement, however, meant that only a small number of lessons in each subject could be observed during the inspection.
104. Year 1 pupils have satisfactory speaking skills when attempting to describe toys to others. They also begin to explore how a toy looks when it is old, and how it would have looked when it was new. Year 2 pupils identify features on a prepared map in a topic on islands. Pupils in this class show satisfactory mouse skills when working with an adult at the computer to place features on a map. Previous work shows that pupils have studied events and people in the past, such as Guy Fawkes, and more recently what it may have been like to be an evacuee in wartime. Their work is satisfactory, although there is an overuse of prepared worksheets requiring short answers before colouring a picture. There is also an overuse of colour with inappropriate materials. Recognising that there is a need to develop writing skills,

especially at Key Stage 1, the school has started to give more extended writing in history; for example, on being a war evacuee, or why we have Poppy Day.

105. At Key Stage 2, Year 4 pupils have been looking at settlers in Britain. They show good research skills when writing about Iron Age hill forts, particularly Danebury Ring, following a visit to the local museum. They make a good link with geography when looking at place names. Pupils know many of the symbols found on standard maps. These same pupils can use an atlas and its index well to find India in relation to the rest of the world. They use good word-processing skills in connection with a topic on the Romans. The eldest pupils in this key stage show good research skills when studying a river project that makes good links between history and geography. Pupils show that they have developed good information technology skills for research using the worldwide web, downloading pictures for illustration, and word processing to compile reports in their own words.
106. Pupils, including those with special educational needs, make satisfactory progress in their learning. The attitudes of pupils to the subjects are good and they show interest and enthusiasm in lessons and when talking about what they have done. Behaviour in lessons is good, and an example of excellent attitudes and behaviour was seen in a Year 6 class commencing a topic on the Aztecs. These pupils were also able to relate previous work on the Tudors to a time-line for the Aztec civilisation.
107. The quality of teaching is satisfactory or better. The planning of lessons is good and teachers are clear about what they want pupils to learn. They make these intentions known to the pupils, and this contributes to the standards of attainment pupils achieve. Good use is made of resources to promote and maintain interest. Questioning techniques are good, and encourage pupils to think as well as finding out what they know. Marking is carried out diligently but there are too few comments to show a pupil how standards can be improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Standards at the end of both key stages are in line with those seen nationally. The full range of the information technology curriculum is now taught, an improvement since the last inspection.
109. Young pupils at Key Stage 1 can successfully give commands to a programmable device to make it move on a predetermined course. Other pupils show good control of the mouse when using the 'Easel 3' program to make patterns. A Year 2 pupil in a geography lesson used the computer well to place features on a map.
110. At Key Stage 2, pupils develop their skills further. For example, Year 4 pupils were seen exploring patterns and shapes using 'Colour Magic'. They quickly acquired new commands to make a composite picture of the pattern they had chosen. These same pupils use word-processing skills to research and write up a topic in history. Year 6 pupils showed good research skills in a geography project where they accessed the worldwide web in order to compile a report which was produced to a high standard of presentation. They are able to download, edit and print information, as well as word process information in their own words.
111. On display throughout the school there are satisfactory examples of work carried out by pupils using different fonts and icons to compile an invitation to a party and a

greetings card. Year 5 pupils can re-size and rotate their patterns successfully, and Year 6 pupils have evaluated pages downloaded from the worldwide web, and then designed their own.

112. Pupils make satisfactory progress at both key stages. Those with special educational needs make good progress. A good example of this was observed during the inspection when a visually impaired pupil was learning to touch-type under the skilful guidance of a learning support assistant .
113. Pupils approach information technology with confidence and show keen interest and enthusiasm when learning and practising skills. They co-operate and help one another well with their problems. Their behaviour is good and they treat hardware and materials with care.
114. The teaching of information technology is good, and sometimes very good. Teachers show confidence in the use of computers and provide the right level of challenge for the different ability levels of the pupils. Teachers make good use of information technology across the curriculum, linking with art, geography, history and mathematics. However, the number of occasions when computer-generated graphs result from investigation work is currently too small in science, and there is insufficient use of the computer to word process reports, thus supporting literacy. Planning is good, with what is going to be taught in a lesson clearly identified. Support and encouragement during work are very good, and there is a balance between answering questions and challenging pupils to seek their own solutions and improvements. This has a positive impact upon the development of initiative and independence. Very good use is made of supporting adults, who guide pupils at the computers in the classroom or take groups to the computer suite. When learning support assistants contribute, they have a positive impact upon the learning in information technology
115. Provision has improved since the last inspection and is being put to good use throughout the school. A computer suite has been set up, with enough space and machines to support half a class. The subject manager has a clear vision for the development of the subject and is also developing training programs for colleagues to maintain their expertise.

## **MUSIC**

116. Standards in music are good at the end of Key Stage 2, which represent an improvement since the last inspection. It was not possible to observe music lessons at Key Stage 1 during the inspection, but standards of pupils' singing in assembly are at least satisfactory.
117. Younger pupils at Key Stage 2 show good skills for developing rhythm in action songs. They listened particularly well when one class demonstrated a song they sang for a Christmas production. Year 4 pupils listened to music that earlier in the week was used to inspire art. They were asked to express mood, which they did very well. They then used percussion instruments to express the moods inspired by pieces of music such as 'Morning' from Peer Gynt and 'Winter' by Vivaldi. Older pupils explore African rhythms both in body action and with their voices. These same pupils also explore percussion instruments and keyboards. Many know the notes in standard notation, and they listen well to classmates' playing when attempting to put sounds together.



118. Pupils of all abilities, including those with special educational needs, progress satisfactorily. They show enthusiasm for music both in assembly and in class. Pupils with recorders accompany the hymns in assembly. Their behaviour is generally good or better, and never less than satisfactory.
119. The quality of teaching is good overall. Planning is thorough and a published scheme is being used successfully within the Curriculum 2000 guidelines. Teachers show enthusiasm for the subject. The subject manager has good expertise that comes through in her teaching and the way the subject is being developed. There are recorder and music clubs led by the subject manager, which contribute to the music heard in assemblies. Pupils have the opportunity through peripatetic support to play tuned instruments. One gifted and talented pupil is well supported by the music department of the local education authority to develop her talents with a variety of instruments.

## **PHYSICAL EDUCATION**

120. Standards in physical education are above average. Lessons were seen on ball skills in Years 1 and 3, and dance/gymnastics in Years 4, 5 and 6. Netball/basketball skills are average in Year 1, and footballing skills are average in Year 3, with the usual wide variation seen with children of this age. Some boys who play football regularly are highly skilled, showing very good control in trapping and passing. Although no games lessons were observed in upper juniors, rugby skills are well above average, and the school mixed tag rugby team, coached by the chair of governors, holds several prestigious local and national trophies. The football team also enjoys success. The school holds several regional athletics trophies. Over 90 per cent of pupils can swim 25 metres unaided. By the time they reach Year 6, pupils' dance skills are well above average.
121. No lessons were less than satisfactory. The Year 6 lesson was very good, and the Year 4 lesson was excellent. In the very good lesson, pupils were shown a video clip of West Side Story, and then considered, choreographed and performed dance sequences of aggression, posturing and confrontation. The teacher directed this very well, giving pupils ideas and amplifying their own. Her enthusiasm was infectious. In general, it was the girls who were choreographing the sequences, and the boys were adding individual moves and flourishes, so they worked together very well. Pupils moved very confidently, with good ideas and very good expression. Leaps, poses, and movement in general were very good. In the excellent lesson, the teacher used the warm-up to demonstrate the movements required. She showed very effective use of her voice, and of a drum to control timing. Combined with very good demonstrations of movement, this ensured an enthusiastic response and excellent learning, with pupils showing real enjoyment in what they were doing. They were given time to think about what they were going to do. They were also given responsibility for their own sequences and for an awareness of one another. Attitudes and behaviour in both these lessons were excellent.
122. In order to ensure good management, the deputy headteacher assumed responsibility for the subject while the manager was ill, and has recently handed it back. The curriculum is broad and well balanced, including outdoor and adventurous activities on the residential visit. The various successful sports teams, including cricket, rounders and country dancing, enrich the curriculum and add to the team spirit so evident in Year 6. Provision for physical education is good.

